



# VCU

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

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

**February 28, 2020**

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

**DRAFT**

## **AGENDA**

- 1. CALL TO ORDER** Edward McCoy, *Chair*
- 2. APPROVAL OF AGENDA** Edward McCoy, *Chair*
- 3. APPROVAL OF MINUTES** Edward McCoy, *Chair*  
(Dec. 13, 2019)
- 4. ANNOUNCEMENT OF PROGRAMS** Edward McCoy, *Chair*
  - a. Program announcement for the creation of a Bachelor of Health Services
  - b. Program announcement for the creation of a Bachelor of Science in Human and Organizational Development
  - c. Program announcement for the creation of a Master of Brand Strategy and Design
  - d. Program announcement for the creation of a Master of Education in Higher Education
  - e. Program announcement for the creation of a Doctor of Nursing Practice
  - f. Program announcement for the creation of a Doctor of Philosophy in Biosciences
  - g. Program announcement for the creation of a Doctor of Philosophy in Computer Science
- 5. ACTION ITEMS:** Edward McCoy, *Chair*

New Degree Program Proposals:

  - a. Proposal to create a Doctor of Nurse Anesthesia Practice - College of Health Professions
  - b. Proposal to create a Bachelor of Science in Human and Organizational Development - School of Education
  - c. Proposal to create a Master of Education in Higher Education – School of Education

New Certificate Proposals:

  - d. Proposal to create a Graduate Certificate in Clinical Genetics – School of Medicine
  - e. Proposal to create a Graduate Certificate in Genomics Data Science – School of Medicine

- f. Proposal to create a Baccalaureate Certificate in Fundamentals of Computing – College of Engineering
- g. Proposal to create a Graduate Certificate in Teaching: Elementary Education RTR - School of Education

Modifications to Existing Certificate Programs:

- h. Proposal requesting modifications to the Post-Master’s Certificate in Nursing with concentrations in Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner - School of Nursing
- i. Proposal requesting modifications (4) to the Post-Baccalaureate Certificate in Real Estate and Urban Land Development – School of Business

Intent to Discontinue Degree Programs or Certificates:

- j. Proposal to discontinue the Post-Baccalaureate Certificate in Environmental Studies - VCU Life Sciences
- k. Proposal to discontinue the Post-Baccalaureate Certificate in Human Resource Management - School of Business
- l. Proposal to discontinue to the Post-Master’s Certificate (Educational Specialist or EdS) in Teacher Leadership – School of Education

Technical Changes:

- m. Proposal requesting a name change the Doctor of Philosophy in Systems Analysis and Modeling to the Doctor of Philosophy in Mathematical and Data Sciences - College of Humanities and Sciences

**6. CLOSED SESSION**

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

Edward McCoy, *Chair*

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

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

Edward McCoy, *Chair*

**8. REPORT FROM PROVOST**

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

**9. REPORT FROM THE SENIOR VICE PRESIDENT  
FOR HEALTH SCIENCES/CEO VCU HEALTH**

Dr. Peter Buckley, *Interim  
Senior Vice President for  
Health Sciences/ Interim  
CEO VCU Health*

## 10. PRIORITIES AND INITIATIVES

- a. Institute for Contemporary Art (ICA) Strategic Plan

Dr. Dominic Willsdon, *Executive Director, VCU ICA*

- b. Domestic Out-of-State Enrollment Strategy

Dr. Tomikia LeGrande, *Vice Provost for Strategic Enrollment Management*

## 11. CONSTITUENT REPORTS

- a. Student Representatives

Michael Berger,  
*Graduate Student Representative*

Samantha Lee, *Undergraduate Student Representative*

- b. Faculty Representatives

Dr. Scott Street, *Faculty Senate Board of Visitors Representative*

Dr. Nancy Jallo, *alternate and president, VCU Faculty Senate*

- c. Staff Representatives

Saher Randhawa, *Staff Senate Board of Visitors Representative, VCU Staff Senate*

Ashley Staton, *alternate, Staff Senate*

## 12. ADDITIONAL REPORTS

### **For informational purposes only**

- Annual Academic Programs Report
- AHAC Charter
- AHAC Dashboard

Edward McCoy, *Chair*

## 12. OTHER BUSINESS

Edward McCoy, *Chair*

## 13. ADJOURNMENT

Edward McCoy, *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.**

**The members of the Academic and Health Affairs Committee are:** Edward McCoy, *chair*, Shantaram Talegaonkar, M.D., *vice chair*, Carolina Espinal, Peter Farrell, Robert Holsworth, Ph.D., Tyrone Nelson, and Coleen Santa Anna.



## Program Announcement

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The State Council of Higher Education for Virginia (SCHEV) approved a new academic affairs policy in May 2019. Guidance for the policy was finalized and distributed to higher education institutions in Virginia on December 9, 2019, with an effective date of January 2, 2020.

The policy requires two steps in the approval of new degree programs. The first step, which is new, requires institutions to bring forward to the SCHEV Council a public announcement of intent to propose a new degree program followed by a 30-day comment period. We will now bring the intent to propose a new degree program (program announcement) to the VCU Board of Visitors (BOV) as an information item. The full proposal will be presented to the BOV at a later date for board approval.

Program announcements and new degree program proposals will be submitted to SCHEV twice a year. All other SCHEV proposals will be submitted as they are approved by the BOV throughout the calendar year.

For the first meeting of this new process, VCU will submit the following new degree program announcements to SCHEV on March 1, 2020:

1. [Creation of a Bachelor of Health Services](#)\*
2. [Creation of a Bachelor of Science in Human and Organizational Development](#)\*\*
3. [Creation of a Master of Brand Strategy and Design](#)
4. [Creation of a Master of Education in Higher Education](#)\*\*
5. [Creation of a Doctor of Nursing Practice](#)
6. [Creation of a Doctor of Philosophy in Biosciences](#)
7. [Creation of a Doctor of Philosophy in Computer Science](#)

\*This proposal was approved by the VCU BOV in 2019. It was removed from the SCHEV queue. We have been instructed to resubmit it under the new process once it is revised accordingly.

\*\*These proposals are complete and listed under “action items” on the agenda for the February 28, 2020, BOV meeting.



**Virginia Commonwealth University**  
**Proposed Program Brief**

**Proposal to create a Doctor of Nurse Anesthesia Practice Program  
with a Post-Bachelor's Pathway and a Post-Master's Pathway**

**Overview**

Virginia Commonwealth University (VCU) requests approval to establish a Doctor of Nurse Anesthesia Practice (DNAP) degree program with two entry pathways. The existing DNAP program includes a post-master's pathway. The proposed program will add post-bachelor's pathway to the degree. The proposed program will be administered by the Department of Nurse Anesthesia in the College of Health Professions and will be initiated in the fall of 2020.

The Council on Accreditation of Nurse Anesthesia Programs<sup>3</sup> (COA) Standards for Accreditation of Nurse Anesthesia Educational Programs, revised January 2018, mandate all nurse anesthesia programs in the US move to enroll students into only doctoral programs by the end of the year 2021 to allow for the graduation of only doctorally-prepared practitioners in and after 2025. The COA will not consider any new master's degree programs for accreditation beyond 2015.<sup>1</sup> Students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees.

The purpose of the proposed DNAP program is to educate students seeking to enter the field of nurse anesthesia as Certified Registered Nurse Anesthetists (CRNAs). The program will prepare students to deliver anesthesia and manage pain in a multitude of health care settings. Students will be prepared to provide optimal anesthesia conditions for surgical and other procedures, including managing epidurals for laboring patients, managing perioperative pain, and optimizing patient safety during surgery. Students will be prepared to work in a multitude of health care settings, including traditional hospital surgical suites and obstetrical delivery rooms, critical access hospitals, ambulatory surgical centers, the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists, and U.S. military, Public Health Services, and Department of Veterans Affairs healthcare facilities. With ever-increasing health care needs from an aging population, increased survival rates from traumatic injuries, and the need for ongoing surgical treatment of acute and chronic morbidities, the nurse anesthesia profession remains among the fastest growing fields in the nation.

**Method of Delivery**

The courses in the proposed program will be offered by a hybrid format utilizing 50% face-to-face and 50% online/electronic content. The proposed DNAP program will be delivered in Richmond and three additional distance sites; Abingdon at the Southwest Virginia Higher Education Center in Abingdon; the Roanoke Higher Education Center in Roanoke, Nurse Anesthesia Classroom at 6295 Edsall Road, Plaza 500, Suite 103 in Alexandria since 2010.

**Target Implementation Date**

Fall 2020

**Demand and Workforce Development**

The Bureau of Labor Statistics estimates that the projected job growth for CRNAs between 2018 and 2028 will be 26%, much faster than the 16% expected job growth for RNs alone.<sup>2</sup>

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<sup>1</sup> COA Position Statements. <https://www.coacrna.org/about/Pages/COA-Position-Statements.aspx>, accessed November 20, 2019.

<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners. Retrieved from <https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6> on Aug 2, 2019

### **External Competition**

Old Dominion University (ODU) is the only public institution in the Commonwealth of Virginia that offers a similar degree program. ODU offers a Doctor of Nursing Practice (D.N.P.) with a concentration in nurse anesthesia program that begins in May each year. The program is a hybrid of traditional classroom and online classes.

### **Target Population**

VCU will target graduates of bachelor's degree programs in nursing or related sciences and those with the prescribed experience as registered nurses in critical care settings. VCU will also target second career seekers with bachelor's or master's degrees who have been in the workforce for at least one year.

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

No degree programs will be compromised as a result of the initiation and operation of the proposed degree program. The existing entry-level Master of Science in Nurse Anesthesia (MSNA) Program will be discontinued.

### **Impact on Faculty**

The Department of Nurse Anesthesia has nine (9) full time faculty members who will teach core and required courses in the proposed degree program. The department employs, on average, seven adjunct faculty each year to teach and assist in teaching intervention, clinical and didactic courses. Ninety-five (95) part-time clinical instructors from fifty-four (54) clinical sites will be retained each year to supplement instructional resources.

### **Funding**

The Department of Nurse Anesthesia has the faculty, classified support staff, equipment, library and other resources needed to initiate and sustain the proposed DNAP program. The proposed program will have a total of 27.40 FTE of instructional effort in 2020-2021 to initiate and will remain constant through the target year of 2024-25. There is no anticipated impact from the reallocation of funds within the Department of Nurse Anesthesia due to the closure of the existing entry-level Master of Science in Nurse Anesthesia (MSNA) Program. The design plan is to make the transition from the MSNA to the proposed degree and the plan for any potential growth in class size will remain the same.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

### **Alignment with the VCU Mission**

The proposed DNAP program will support the mission of the university by “fostering commitment to scientific inquiry, discovery, and innovation,” encouraging professional competence, promoting dedication to lifelong learning and service, “building sustainable community partnerships,” advancing clinical education, and proactively endorsing the evolution of the profession.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to create a Bachelor of Arts degree program  
in Human and Organizational Development**

**Overview**

Virginia Commonwealth University seeks approval for a Bachelor of Arts (B.A.) degree program in Human and Organizational Development at the Monroe Park Campus in Richmond, VA. The proposed program will be administered by the Department of Teaching and Learning in the School of Education. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed B.A. degree program in Human and Organizational Development is to prepare students to enter the field of learning and development as Human Resources Development (HRD) professionals. The proposed program will focus on providing students with the knowledge and skills to plan and develop learning programs for adult learners in a variety of organizational settings including for-profit and non-profit organizations. Students will also be able to assess and evaluate adult learning in those settings. Through comprehensive learning and development experiences, students will have the opportunity to learn skills in developing programs for adult learning and practice them in a professional setting. Students will be exposed to the differences in teaching and learning with adults, as well gain an understanding of working with diverse groups of learners and adapting instructional programs based on the needs of the learners as well as the organization. Graduates will be prepared to work as HRD professionals, providing training and employee development, instructional design, both for face-to-face environments as well as on-line learning environments. The proposed program will prepare graduates to serve as HRD professionals assisting organizations in Performance Management, as well as Organizational Development (OD) initiatives.

**Method of Delivery**

Courses included in the proposed program will be offered in a hybrid format, some courses will be offered in traditional classroom format and other courses will be offered online.

**Target Implementation Date**

Fall 2020

**Demand and Workforce Development**

The Bureau of Labor Statistics report states there were 341,200 jobs in Learning and Development in 2018. The report also anticipates an additional 32,000 jobs by 2028. This is an average of an 8.5% increase, which is higher than the 5% increase in occupations overall.<sup>1</sup>

**External Competition**

There are no undergraduate programs within public institutions in Virginia focusing on Human and Organizational Development. James Madison University offers a minor in Human Resource Development (HRD), but not a major.

**Target Population**

All interested undergraduate students will be encouraged to consider the major and no specific targeted population will be recruited.

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<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, on the Internet at <https://www.bls.gov> (Last Modified Date: September 4, 2019).

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

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

### **Impact on Faculty**

Two (2) of the twenty-two (22) full-time faculty in the Department of Teaching and Learning will teach in the proposed program. Other faculty from the Department of Teaching and Learning will teach in the program, as needed.

### **Funding**

This proposed program will require a total of .75 faculty FTE instructional effort in 2020-2021, rising to 4.38 faculty FTE instructional effort in the target enrollment year, 2024-2025. The Department of Teaching and Learning within the School of Education will be the primary funding source to initiate and sustain the proposed degree program. Departmental funding includes reallocation of funds to hire adjunct faculty and new faculty to assist in sustaining the proposed program by the target enrollment year. The reallocation of these funds will not negatively impact any other academic program in the department or the School.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

### **Alignment with the VCU Mission**

The proposed program aligns with the University's mission to provide an "engaged, learner-centered environment" where students will have the opportunity to openly discuss topics and issues in class, as well as their experiences through study abroad and internships. Since HRD and OD are interdisciplinary in nature and many of the required courses in the proposed program will be taken in collaboration with other schools and within the University, the B.A. in Human and Organizational Development furthers the "interdisciplinary collaboration" goals within VCU's mission.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

# Virginia Commonwealth University Proposed Program Brief

## Proposal to create a Master of Education in Higher Education

### **Overview**

Virginia Commonwealth University (VCU) requests approval to create a Master of Education (M.Ed.) degree program in Higher Education at the Monroe Park campus in Richmond, VA. The proposed program will be administered by the Department of Educational Leadership within the School of Education. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed M.Ed. degree program in Higher Education is to prepare knowledgeable, competent professionals to make meaningful contributions in postsecondary settings, with a distinct emphasis on urban institutions.<sup>1</sup> Graduates of the program will receive master's-level preparation to succeed in academic and student-centric roles, including but not limited to: central operations, academic affairs, admissions, athletics, and advising. By exposing students to the best available theory, research, and practice in urban higher education, the program will cultivate essential skills. These skills include the ability to describe a problem, evaluate and select a methodology for framing the problem, analyze data, assess outcomes, and arrive at solutions that build on historical and modern theory and practice<sup>2</sup> (i.e., what has or has not worked; what is or is not working elsewhere), sound ethical frameworks, team-based leadership, and core values (e.g., community, equity).

The proposed M.Ed. in Higher Education will enable practitioners to respond to trends in urban higher education. In addition, graduates will be equipped to set new trends that promote the achievement of current and future student populations. Set within a premier urban institution known for community engagement, the M.Ed. will be poised to become a destination program for aspiring and current higher education professionals.

### **Method of Delivery**

Traditional face-to-face classroom format.

### **Target Implementation Date**

Fall 2020

### **Demand and Workforce Development**

The U.S. Department of Labor Bureau of Labor Statistics (2019)<sup>3</sup> projects a seven percent (7%) growth rate for postsecondary education/higher education administrators between 2018-2028.

### **External Competition**

Three public institutions in the Commonwealth of Virginia offer master's level degree programs with a similar of Classification of Instructional Program (CIP) codes; however, the programs focus is on student affairs. George Mason University offers a Master of Arts in Higher Education & Student Development, the University of Virginia offers a Master of Education in Student Affairs Practice in Higher Education, and Virginia Tech offers a Master of Arts in Education in Higher Education and Student Affairs. The proposed program from

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<sup>1</sup> Zerquera, D. (2016). Urban-Serving Research Universities: Institutions for the Public Good. Higher Learning Research Communications, 5(2), n2.

<sup>2</sup> McCormick, A. C., Kinzie, J., & Gonyea, R. M. (2013). Student engagement: Bridging research and practice to improve the quality of undergraduate education. In Paulsen, M. (Ed.), *Higher Education: Handbook of Theory and Research*, (47-92). New York: Springer.

<sup>3</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>  
M.Ed. in Higher Education

VCU prepares students to succeed in academic- and student-centric roles, including but not limited to: central operations, academic affairs, admissions, athletics, and advising with a distinct emphasis on urban institutions.

### **Target Population**

The target population for the proposed program is students who have completed an undergraduate degree and are seeking to attain a graduate degree in higher education. The program is also intended for individuals who currently work in higher education and are seeking to expand their knowledge of in this area.

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

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

### **Impact on Faculty**

The Department of Educational Leadership has nine (9) full-time faculty members. Faculty appointments in the graduate degree program are established by the chair of the Department of Educational Leadership. Two full-time faculty in the Department will teach required courses in the proposed program.

### **Funding**

The Department of Educational Leadership have all of the resources needed to initiate and sustain the proposed M.Ed. degree program in Higher Education. The department will have the faculty classified support, equipment, space, and library resources to launch and maintain the proposed degree program. The department will have two (2) full-time faculty members committed to the program. The proposed program will require a total of 1.0 FTE instructional effort in 2020-2021 remaining constant through the target year, 2024-25.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

### **Alignment with the VCU Mission**

The proposed M.Ed. in Higher Education program aligns naturally with several components of the university's mission. This alignment is facilitated by VCU's status as an urban institution of higher education and the focus of the M.Ed. curriculum on topics required to operate such institutions and to work with the student populations and communities they serve. Specific mission-program alignments include a learner-centered environment, creativity and innovation to address complex problems, diversity, and university-community partnerships.

Moreover, the proposed program aligns with the mission of the VCU School of Education by providing opportunities for graduates to contribute to lifelong learning. Graduates of the program will be positioned to contribute to their respective organizations, as well as have an understanding of sound leadership and an awareness of multicultural/diverse environments. Like the university, the School of Education highlights the importance of an urban focus within curriculum, which is embedded within this program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to create a Graduate Certificate in Clinical Genetics**

**Overview**

The School of Medicine requests approval to create a Graduate Certificate in Clinical Genetics. The purpose of the Graduate Certificate in Clinical Genetics is to train students on the principles of inheritance, the basis of inheritance, how inheritance influences risk in human disease, and the technology and methods involved in testing for genetic disorders. Graduates will be able to apply this knowledge to understand genetic conditions, calculate risk for genetic disorders and understand the role of genetic professionals in the clinical setting. Graduates will be competitive for jobs such as genetic counseling assistants or promotions within their field such as nursing or technicians working in genetic diagnostic laboratories. Graduates will also be more competitive to apply for professional training such as genetic counseling MS programs or clinical diagnostic fellowship programs.

**Method of Delivery**

Traditional face-to-face classroom format.

**Target Implementation Date**

Fall 2020

**Demand and Workforce Development**

Employment of genetic counselors is projected to grow 27 percent from 2018 to 2028.

**External Competition**

There are no Graduate Certificates in Clinical Genetics offered by public institutions in the Commonwealth of Virginia.

**Target Population**

The certificate will target individuals who are interested in the genetic counseling profession and those with Ph.D. degrees who have had training in other scientific disciplines but are now interested in clinical diagnostic fellowships. The certificate will also target nurse practitioners who are interested in clinical genetics.

**Impact on Existing Programs**

The proposed program will not impact other programs offered by Virginia Commonwealth University. All of the required and elective courses for this program, with the exception of HGEN 606: Clinical Genomics, are existing courses.

**Impact on Faculty**

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Human and Molecular Genetics in consultation with the Graduate Program Director for the certificate. All courses will be taught by faculty in the department as well as faculty from the Departments of Pathology and Psychiatry.

**Funding**

Faculty in the Department of Human and Molecular Genetics, Psychiatry and Pathology will be the primary instructors in the proposed program and one of the faculty in the Department of Human and Molecular Genetics will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)



**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to create a Graduate Certificate in Genomics Data Science**

**Overview**

The School of Medicine requests approval to create a Graduate Certificate in Genomics Data Science. The purpose of the Graduate Certificate in Genomics Data Science is to train students on the biological, DNA sequencing, bioinformatics and data analysis principles and procedures associated with applied genomics research and prepare them to apply those procedures to real data. Graduates will utilize the basic principles and methodologies of molecular biology and genetics, focusing on gene structure and function, epigenetics, gene expression, biochemical genetics, and inborn errors of metabolism for therapeutic diagnostic decision-making. Graduates will receive training in the use of genomic technologies and software tools for data processing widely used in bioinformatics, and using the R programming language will learn computational methods and data manipulation principles, clustering, data visualization and machine learning algorithms. Graduates will be able to apply the knowledge and skills acquired in many high demand areas, including genomic medicine, health care, pharmaceutical and medical manufacturing, colleges and universities, and government.

**Method of Delivery**

Traditional face-to-face classroom format.

**Target Implementation Date**

Fall 2020

**Demand and Workforce Development**

Employment outlook for genomic data scientists and similar positions (bioinformatics scientists) is expected to grow 6% nationally between 2018 and 2028. However, the employment outlook for Virginia is expected to grow 12% between 2016 and 2026.

**External Competition**

There are no Graduate Certificates in Genomics Data Science offered by public institutions in the Commonwealth of Virginia.

**Target Population**

The certificate is intended for recent undergraduates and working professionals who are seeking to advance their careers by acquiring knowledge and skills in statistics and data science related to the genome.

**Impact on Existing Programs**

The proposed program will not impact other programs offered by Virginia Commonwealth University. All of the required and elective courses for this program, with the exception of HGEN 606: Clinical Genomics, are existing courses.

**Impact on Faculty**

Faculty appointments in the graduate certificate program are established by recommendation of the chair of the Department of Biostatistics in consultation with the certificate's Program Director. The Program Director is a full-time faculty member in the department.

### **Funding**

Full-time faculty in the Department of Biostatistics will teach courses in the proposed program. No new positions will be created to initiate and sustain this certificate program. The School of Medicine has adequate resources to offer and sustain this certificate program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal to create a Baccalaureate Certificate in Fundamentals of Computing**

**Overview**

The College of Engineering requests approval to create a Baccalaureate Certificate in Fundamentals of Computing. The purpose of the Baccalaureate Certificate in Fundamentals of Computing is to prepare non-computer science students for employment that requires a solid understanding of computing, including data analysis, data visualization as well as data security. The proposed certificate program requires 12 credit hours. The proposed certificate program will consist of four courses that include a prerequisite course titled “Computers and Programming” and three additional courses titled “Web development and software engineering”, “Data science skills”, and “Cybersecurity skills”. Graduates will be able to demonstrate logical problem-solving skills to create software solutions; discuss current networks and cybersecurity issues and identify appropriate solutions; apply knowledge of database systems to create and use data; perform data analysis and visualization; and apply knowledge of the software engineering process to build and test web applications.

**Method of Delivery**

This program will be offered fully online.

**Target Implementation Date**

Fall 2020

**Demand and Workforce Development**

The certificate program was developed in responses to The Capital CoLab of the Greater Washington Partnership, which is an action-oriented, nonprofit alliance comprised of academic institutions, employers, and entrepreneurs spanning from Baltimore to Richmond. Working in collaboration with leaders from businesses and academic institutions in the Capital Region, the Capital CoLab connects and leverages the assets in Capital Region communities to advance inclusive, actionable solutions that strengthen the area as a leading global center for commerce and innovation. One of Capital CoLab’s three broad areas of focus is “Developing the talent and workforce the region needs now and in the future.” The proposed program is designed to meet this demand.

**External Competition**

There are no Baccalaureate Certificates in Fundamentals of Computing offered at four-year public institutions in the Commonwealth of Virginia.

**Target Population**

The target audience is full-time undergraduate students from a broad range of disciplines across Virginia Commonwealth University who do not intend to major in computer science, but would like to learn the essential computing topics of programming, cybersecurity, data science, and software engineering needed to work in industry, government, and non-profit settings.

**Impact on Existing Programs**

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

**Impact on Faculty**

Faculty appointments in the proposed certificate program are established by recommendation of the chair of the Department of Computer Science in consultation with the certificate's Program Director. All courses will be taught by existing full-time, faculty in the department.

### **Funding**

Full-time faculty in the Department of Computer Science will teach requires courses in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university and the Department of Computer Science has adequate resources to offer and sustain this certificate program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

**Virginia Commonwealth University**  
**Proposed Program Brief**

**Proposal to create a Graduate Certificate in Teaching: Elementary Education RTR**

**Overview**

The School of Education requests approval to create a Graduate Certificate in Teaching: Elementary Education RTR. The purpose of the proposed program is to prepare graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. The program provides professional coursework and field experiences during a one-year residency for teacher candidates seeking licensure through their local school divisions. Students will be prepared to teach in diverse classroom settings and develop skills to advocate for equitable learning opportunities for all children.

This proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The proposed certificate is aligned to the VCU and School of Education mission as an urban serving, community-engaged institution committed to tackling our community's most vexing problems, specifically the long-standing teacher shortages in high-needs schools. This certificate helps mitigate a critical shortage in Virginia's teacher workforce.

**Method of Delivery**

Courses in the proposed program will be taught in the traditional face-to-face classroom format.

**Target Implementation Date**

Fall 2020

**Demand and Workforce Development**

The Virginia State Department of Education has identified Elementary Education (PreK – 6) as being those positions for which school divisions face the largest difficulty in filling with qualified educators. In order to see positions that are available in these critical shortage areas

**External Competition**

None

**Target Population**

The Graduate Certificate in Teaching: Elementary Education RTR is specifically designed for students with bachelor's degrees in fields other than education that wish to become teachers in high-needs/hard-to-staff elementary schools. We anticipate recruiting students who have majored in the arts, business, humanities and sciences, and social work. These students do not qualify to enter the VCU Master of Teaching program at the time of application because their undergraduate degree did not include the content coursework required for a master's degree, which is significantly higher than the content coursework state certification requirements.

**Impact on Existing Programs**

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

**Impact on Faculty**

Five of the 15 faculty from the Department of Teaching and Learning will teach courses in the proposed certificate program.

### **Funding**

Virginia Commonwealth University, Department of Teaching and Learning, and the Center for Teacher Leadership have faculty, classified support staff, equipment, telecommunications, library and other resources necessary to launch and sustain the proposed program. Current resources from the RTR and M.T. in Early/Elementary Education program are available to initiate the proposed program, but a full-time term elementary generalist (4/4/2 load) would be needed in the second year. Funding for the position will come from the department budget and available grant funding in years 1 and 2. In following years, the position will be funded through the department budget. New courses created for this program will be developed and taught by current faculty.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

# Virginia Commonwealth University Proposed Program Brief

## Proposal to Modify the Post-Master's Certificate in Nursing

### **Overview**

Virginia Commonwealth University (VCU) requests approval of the following modifications to the existing Post-Master's Certificate in Nursing Program:

- Change the type of certificate from a Post-Master's Certificate in Nursing to a Post-Professional Certificate in Nursing and
- Reduce the required total credit hours from 27 to 21.

Due to regulations by the accrediting agency, the Commission on Collegiate Nursing Education (CCNE)<sup>1</sup> and the Board of Nursing licensure requirements, the post-professional certificate in nursing curriculum must align with the curriculum for the associated concentration. The School of Nursing is requesting a credit hour reduction to the proposed Post-Professional Certificate in Nursing. The existing post-master's certificate requires a minimum of 23 credits hours to a maximum of 27 credit hours, the proposed modification requires a total of 21 credit hours for each concentration. A reduction in credit hours for the certificate was needed to improve program and to increase the marketability and competitiveness of the program for prospective students. The requested modification does not impact the program's purpose, focus or intent. The decision to reduce the total credit hours for the post-baccalaureate certificate program was made as part of the School of Nursing's programmatic assessment process. Furthermore, the current certificate program does not comply with the State Council of Higher Education for Virginia (SCHEV) definition of a post-professional certificate or graduate certificate program, which requires a minimum of nine credit hours and a maximum of 24 credit hours. The credit hour reduction will bring the program into compliance with SCHEV standards.

Upon completion of the certificate program, graduates will be able to sit for the certification exam that corresponds to their chosen area of study. The American Nurses Credentialing Center (ANCC) is the primary certification agency for FNP, AGACNP and PMHNP. In addition, FNP students can choose to take the American Academy of Nurse Practitioners (AANP) examination, and the AGACNP students can choose to take the American Association of Critical Care Nurses Certification exam (AACN). Graduates must take the exam before they can apply for state licensure as a nurse practitioner.

### **Method of Delivery**

Traditional face-to-face classroom format.

### **Target Implementation Date**

Fall 2020

### **Demand and Workforce Development**

Demand for healthcare services will increase because of the aging population, given that older people typically have more medical problems than younger people. Nurses also will be needed to educate and care for patients with various chronic conditions, such as arthritis, dementia, diabetes, and obesity. The shortage of faculty creates a bottleneck for producing professional registered nurses (RNs). According to the AACN, the U.S. is projected to experience a shortage of RNs that is expected to intensify as Baby Boomers age and the need for health care grows.<sup>2</sup> The Bureau of Labor Statistics forecasts that between 2018 and 2028 "job opportunities for registered nurses are expected to be good because of employment growth and the need to replace workers who

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<sup>1</sup> Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Commission on Collegiate Nursing Education, <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>, accessed November 12, 2019.

<sup>2</sup> Fact Sheet: Nursing Shortage. American Association of Colleges of Nursing. May 2017. Pg. 1. <http://www.aacnnursing.org/Portals/42/News/Factsheets/Nursing-Shortage-Factsheet-2017.pdf>

retire over the coming the decade.”<sup>3</sup> Employment of registered nurses is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. Moreover, the occupation of the Nurse Practitioner,<sup>4</sup> which has the RN as a prerequisite, is one of the fastest growing occupations for 2018-28, with a projected growth of 26%.

### **External Competition**

George Mason University (Fairfax, VA) and the University of Virginia (Charlottesville, VA) are the two public institutions in the Commonwealth of Virginia that offer a Post-Master’s Certificate (PMC) in Nursing. George Washington University in Washington, DC and Shenandoah University in Winchester, VA are nearby private institutions that offer a PMC in Nursing.

### **Target Population**

The target audience consists of master’s or Doctor of Nursing Practice (D.N.P.) prepared licensed registered nurses who wish to gain new skills and knowledge for board certification to provide advanced practice care in their chosen certificate area.

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

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

### **Impact on Faculty**

Full-time faculty in the School of Nursing will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program.

### **Funding**

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). The School of Nursing has adequate resources to initiate and sustain this certificate program.

### **Alignment with the VCU Mission**

VCU School of Nursing’s mission is to shape the future of nursing through the power of education, discovery and collaboration and our goal is to be the destination for those committed to transforming health care. Our core values, integrity, compassion, diversity, innovation and collaboration, demonstrate our commitment to training a diverse community of nurses to provide high quality care to all people across the lifespan. Offering a PMC program for advanced practice registered nurses helps to address the NP workforce needs for the Commonwealth of Virginia.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

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3 “Registered Nurses.” Occupational Outlook Handbook. Bureau of Labor Statistics. <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

4 “What’s an NP?” American Association of Nurse Practitioners. Visited April 30, 2018. <https://www.aanp.org/all-about-nps/what-is-an-np#education-and-training>



**Virginia Commonwealth University  
Proposed Program Brief**

**Proposal requesting Modifications to the  
Post-Baccalaureate Certificate in Real Estate and Urban Land Development**

**Overview**

Virginia Commonwealth University requests approval for the following modifications to the existing Post-Baccalaureate Certificate in Real Estate and Urban Land Development:

1. change the type of certificate to align with the State Council of Higher Education for Virginia (SCHEV) definitions for certificate programs,
2. change program name to Graduate Certificate in Real Estate,
3. decrease the required number of credit hours from 18 to 12, and
4. add an online modality.

The purpose of the program was to prepare students, especially those with undergraduate degrees in areas other than business, for a career in real estate. In the spring 2019 semester, faculty in the Department of Finance, Insurance, and Real Estate discussed opportunities to improve the certificate program by reducing the credit hours, changing the name of the certificate program, and making courses available in online and traditional classroom formats to make the program more attractive to prospective students and to help increase student enrollment. In the fall 2019 semester, the faculty officially approved the proposed changes.

**Rationale for Modification**

**Name Change**

The existing certificate program was created prior to the creation of the State Council of Higher Education for Virginia (SCHEV) certificate program definitions were created in June 2014.<sup>1</sup> The proposed name change aligns with the SCHEV definitions for a graduate certificate program. The proposed name of Graduate Certificate in Real Estate, removing the words “and Urban Land Development” more accurately describes the certificate curriculum. The learning outcomes of the certificate focus on the use of qualitative and quantitative data in the dimensions of real estate valuation. Although the course, Real Estate Development, will remain in the curriculum, the focus of this course is market analysis and strategic planning for real estate project management. There is no longer an emphasis specifically in urban land development.

**Reduction in Credit Hours**

The reduction in required credit hours will allow students to complete the program in one year. The six credit hours being removed from the program are elective offerings and not needed for students looking move into a new career or move up within their current real estate career path. In addition, the reduction in credit hours will make the program more attractive to students seeking to gain skills in real estate valuation.

**Adding Online Delivery Option**

By adding the online delivery option to the proposed Graduate Certificate in Real Estate, VCU can respond to the need of its target student population – full-time and part-time working professionals for increased flexibility in course delivery and consumption. Full-time and part-time working professionals are more likely to have life styles and schedules that are compatible with online courses and programs. The program’s problem-oriented pedagogy and curriculum can be implemented in an online environment using a blend of asynchronous and

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<sup>1</sup> Adapted from SCHEV Policy dated June 6, 2014 (<https://www.schev.edu/docs/default-source/institution-section/GuidancePolicy/academic-program-forms/certificateprogramdefinitions-1.pdf>)

synchronous tools that enable discussion, collaboration, and reflective activities comparable to face-to-face classroom environment.

### **Method of Delivery**

Courses in the certificate program will be offered via online delivery and in a traditional face-to-face classroom format.

### **Target Implementation Date**

Fall 2020

### **Demand and Workforce Development**

According to the United States Bureau of Labor Statistics Occupational Outlook Handbook, employment of real estate brokers and sales agents is projected to grow 7 percent from 2018 to 2028.

### **External Competition**

George Mason University offers a Master of Science degree in Real Estate Development. No other public institutions in the Commonwealth of Virginia offer a baccalaureate, post-baccalaureate certificate, or graduate certificate in real estate.

### **Target Population**

The certificate will target working professionals in real estate who want to advance their careers by acquiring new skills and learning new topics in real estate.

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

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

### **Impact on Faculty**

Faculty appointments in the graduate certificate program are established by the program director in collaboration with the chair of the Department of Finance, Insurance and Real Estate. One full-time faculty member of the Department of Finance, Insurance and Real Estate teaches courses in the certificate program. The program also utilizes two to three adjunct faculty to teach courses in the certificate program.

### **Funding**

No additional faculty positions are needed to support the modified program. Virginia Commonwealth University has sufficient resources to initiate and sustain the modified certificate program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

**Proposal to discontinue  
the Post-Baccalaureate Certificate in Environmental Studies  
VCU Life Sciences**

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Background	1
Rationale for Intent to Discontinue	1
Critical Shortage Area	1
Teach-Out Plan	1
Stopped-Out Plan	1

**Proposed Intent to Discontinue**

Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate (PBC) in Environmental Studies program (CIP code: 3.0103). The program is located in VCU Life Sciences.

**Background**

VCU has offered the Post-Baccalaureate Certificate (PBC) in Environmental Studies program since 1982. Admission to the post-baccalaureate certificate program was suspended in the fall 2007 because no new applicants had been received since 2000. Upon hiring of a new director of the Center for Environmental Studies, the faculty met in spring 2019 and agreed to focus on the Masters in Environmental Studies and to officially discontinue the PBC program. Termination of the program is supported by the faculty in VCU Life Sciences.

**Rationale for Intent to Discontinue**

The Post-Baccalaureate Certificate in Environmental Studies has not received any applications since 2000. The last PBC applicant activity was fall 2000, and the last registration activity was fall 2001. The last awarded certificate was spring 2000.

**Critical Shortage Area**

The Post-Baccalaureate Certificate (PBC) in Environmental Studies is not in a critical shortage area.

**Teach-Out Plan**

There are currently no students enrolled in the Post-Baccalaureate Certificate (PBC) in Environmental Studies program. No teach-out plan is needed.

**Stopped-Out Students**

Per the Office of Records and Registration, there are no stopped out students in the Post-Baccalaureate Certificate (PBC) in Environmental Studies program.

**Proposal to discontinue  
the Post-Baccalaureate Certificate in Human Resource Management  
School of Business**

## Table of Contents

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Background	1
Rationale for Intent to Discontinue	1
Critical Shortage Area	1
Teach-Out Plan	1
Stopped Out Students	1

**Proposed Intent to Discontinue**

Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program (CIP code: 52.1001). The program is located in the School of Business.

**Background**

VCU has offered the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program since 1998 in the School of Business. Interest in this program has declined over time. In 2009-10 and 2015-16, between one and six degrees had been produced each year. In fall 2016, admission to the program was suspended due to low enrollment in the program. In fall 2017, faculty and administration agreed unanimously to discontinue the program.

**Rationale for Intent to Discontinue**

The decision to discontinue the certificate program came out of the persistent low demand by applicants. The faculty and administration decided it was in the best interest of the institution to discontinue the program. There is evidence to conclude that the program is not a desirable area of interest for students at VCU. The post-baccalaureate certificate program has not received applications since fall 2016. Enrollment and graduation data indicate that the certificate program will not meet SCHEV's productivity and viability standards when reviewed during the next review cycle. Discontinuing the degree program at this time will remove the program from VCU's degree program inventory.

**Critical Shortage Area**

The Post-Baccalaureate Certificate (PBC) in Human Resource Management is not in a critical shortage area.

**Teach-Out Plan**

There are currently no students enrolled in the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program.

**Stopped Out Students**

There is one stopped out student in the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program. The student has been advised of options available for the completion of the certificate program. Should the student re-enroll prior to violating the continuous enrollment policy the student will still be able to take the required and elective courses to complete the program. Note MGMT 433 is not available because it has been renumbered to MGMT 333, which is offered regularly.



**Proposal to discontinue  
the Post-Master's Certificate (Educational Specialist or EdS)  
in Teacher Leadership  
School of Education**

## Table of Contents

Proposed Intent to Discontinue	1
Background	1
Rationale for Intent to Discontinue	1
Critical Shortage Area	1
Teach-Out Plan	1
Stopped Out Students	1

**Proposed Intent to Discontinue**

Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Master's Certificate (Educational Specialist, or EDS) in Teacher Leadership program (CIP code: 13.0101). The program is located in the School of Education, Department of Teaching and Learning.

**Background**

The Post-Master's Certificate (EDS) in Teacher Leadership was approved by the VCU Graduate Council in fall 2007 and by the State Council of Higher Education for Virginia on September 10, 2008. The program was designed for advanced graduate students who had experience as classroom teachers and were seeking additional coursework to prepare them for leadership roles in secondary education.

**Rationale for Intent to Discontinue**

With the budget deficit in 2009, the University functioned with significantly fewer resources than was available when the proposal was submitted and approved. Resources needed to initiate the program were shifted to cover the budget costs of other high need programs within the School of Education.

The program was never initiated and no students ever enrolled in the program. Therefore, there have been zero graduates from this program. Discontinuing the Post-Master's Certificate (EDS) in Teacher Leadership will remove the program from VCU's degree program inventory.

**Critical Shortage Area**

The Post-Master's Certificate (EDS) in Teacher Leadership program is not in a critical shortage area.

**Teach-Out Plan**

There are currently no students enrolled, nor have there ever been students enrolled, in the Post-Master's Certificate (EDS) in Teacher Leadership. No teach-out plan is needed.

**Stopped Out Students**

As this program never opened and never had enrollments, there are no stopped out students in the Post-Master's Certificate (EDS) in Teacher Leadership program.

# **Virginia Commonwealth University**

## **Proposed Program Brief**

### **Proposal to Change the Name of the Doctor of Philosophy in Systems Analysis and Modeling to the Doctor of Philosophy in Mathematical and Data Sciences**

#### **Overview**

Virginia Commonwealth University is requesting approval for the following technical change: to rename the Doctor of Philosophy (Ph.D.) in Systems Modeling and Analysis (CIP code: 27.9999) to the Doctor of Philosophy (Ph.D.) in Mathematical and Data Sciences (CIP code: 27.9999). The program is administered by the Department of Statistical Sciences and Operations Research and the Department of Mathematics and Applied Mathematics in the College of Humanities and Sciences.

The Ph.D. in Systems Modeling and Analysis was established in 2009. The name was chosen to reflect the spectrum of research areas and to make it clear that the degree program was not a traditional mathematical sciences degree program. However, since the initiation of the program, the program faculty have encountered difficulty in marketing the program to potential students, registering the program with relevant professional societies, and explaining the nature of the program to prospective VCU faculty. Prospective students and employers of VCU students often confuse the degree name with an engineering discipline based on the design and implementation of systems processes, whereas the degree program is actually a program within the mathematical sciences. Students in this program select from electives offered by the Department of Mathematics and Applied Mathematics and Department of Statistical Sciences and Operations research.

#### **Method of Delivery**

Traditional face-to-face classroom format.

#### **Target Implementation Date**

Fall 2020

#### **Demand and Workforce Development**

According to the United States Bureau of Labor Statistics Occupational Outlook Handbook, overall employment of mathematicians and statisticians is projected to grow 30% from 2018 to 2028.

#### **External Competition**

According to the State Council of Higher Education for Virginia (SCHEV) Degree Inventory, three (3) other public institutions in the Commonwealth of Virginia offer doctoral degrees in mathematics, statistics, or statistical sciences. George Mason University offers a Ph.D. in Statistical Sciences, the University of Virginia offers a Ph.D. in Mathematics and a Ph.D. in Statistics, and Virginia Tech offers a Ph.D. in Mathematics and a Ph.D. in Statistics. Please see Appendix A of the proposal for VCU SCHEV Peer Institutions list, with similar degree programs.

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

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

#### **Impact on Faculty**

There is no impact on faculty. The request is to change the name of the degree only.

#### **Funding**

The resources to change the name of this degree program are minimal. No business cards or other stationary are associated with this degree program. Other resources associated with the renaming are limited to revision of the

departmental web page. There are no additional costs to revise the webpage and the change can be completed with general webpage updates which are within the current assigned work load of existing staff at VCU. No new resources will be requested from the state in order to rename the degree program.

### **Next Steps**

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

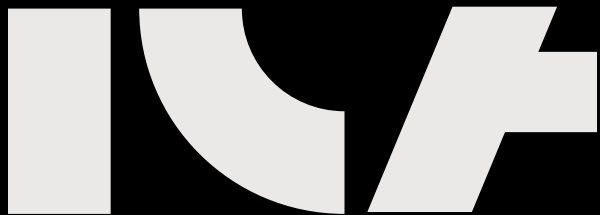
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

[Link to full proposal.](#)

# ICA 2025: Making History Together



INSTITUTE FOR  
CONTEMPORARY ART  
VIRGINIA COMMONWEALTH  
UNIVERSITY

STRATEGIC  
PLAN

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# LETTER FROM THE DIRECTOR



Over the next few years, the Institute for Contemporary Art at Virginia Commonwealth University must establish its identity and demonstrate real impact. Thanks to the vision, efforts and generosity of many people over many years, an iconic, future-oriented building for art and ideas has been created at the heart of Richmond. Now, we need to identify and build our core communities, make a difference with our program and tell our story to the world. Our work in art and education needs to be as distinctive and innovative as the architecture that supports it.

Our first ever strategic plan, *ICA 2025: Making History Together*, states our parameters for the next six years. It offers us flexibility to experiment as we take the time to define who we are, because we are always learning and responding to a changing world. Like the art and culture of our times, we are a work in progress.

Our goals are to:

## LISTEN AND RELATE

We will deepen our relationship with our communities by actively listening and responding so that our work matters to them.

## STUDY TO CREATE

We will establish our unique study-based approach to programming so that together we create new art, ideas and opportunities.

## MAKE IT PUBLIC

We will make our work accessible to the public so that the art and ideas we create advance knowledge and understanding.

This plan describes the priorities and strategies that accompany these goals. It gives us the opportunity to create not a museum, but a new kind of cultural and educational institute for the 2020s and beyond. A museum preserves, an institute *produces*. We exist to produce and share new artworks, exhibitions, experiences, conversations, ideas and opportunities for artists, students and our various communities. We are not the first to choose this purpose, but we will be the first to reinvent it for the decade to come.

A handwritten signature in black ink, reading "Dominic".

Dominic Asmall Willsdon  
Executive Director



# THE ICA at VCU



*"The Institute for Contemporary Arts asks us to see our world in new ways, to challenge ourselves, and that's central to our work as a nationally premier research university. We are pioneers of human knowledge and creative expression. We are dedicated to creativity and innovation. And we are committed to inquiry, creativity, collaboration, and discovery. That's why the ICA is at the heart of our mission."*

- Michael Rao, President  
Virginia Commonwealth University

From the merger of two historic colleges, the Medical College of Virginia and the Richmond Professional Institute, VCU was established as an innovative public research university to serve the common good. VCU is a national leader in many areas of research, teaching and creativity, including the arts, and one of the most powerful forces of social change in Richmond and the region.

*ICA 2025: Making History Together* is inspired by and aligned with the four themes of VCU's university-wide strategic plan *Quest 2025: Together We Transform*.

1. Student Success
2. National Prominence
3. Collective Urban and Regional Transformation
4. Diversity Driving Excellence

Through contemporary art and culture, the ICA will work with others to realize VCU's mission as stated in *Quest 2025: Together We Transform*:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges
- Health sciences that preserve and restore health for all people, and seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity
- Deeply ingrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve

# THE ICA IN RICHMOND

The ICA in Richmond is at a crossroads of past, present and future. We are surrounded by the legacies of history, and in many ways our region is the origin of the United States. It has borne witness to the forces that have made this country what it is. While history still shapes us, Richmond today is a youthful, creative city, with a vibrant ecology of arts and community organizations, where new connections and possibilities are being produced every day. Richmond is conscious of the past, but its focus is on current challenges and new opportunities.

This leads the ICA to define the contemporary in an expanded way, open to a long view of history, and dedicated to the speculative, creative and hopeful visions for the future that artists can help us explore and share.



# OUR MISSION

We listen, create and make art public.





# OUR PROGRAM

*Our program will:*

**Be developed through our specific approach to the contemporary, which is inspired by our context (our building, VCU, Richmond).** The ICA is a space where cultural vectors from the past intersect in the present and point to future possibilities. Issues that animate public life in our city are enmeshed with national and global concerns. Grounding our work in this particular place—with attention to both its challenges and its resources—enables us to understand and explore our wider world.

**Encompass a thoughtfully interconnected mix of activities: an ecology.** We will present not only exhibitions and artists' commissions, but also an integrated and energetic approach to public dialogue, performance, cinema, publications and commerce. Our program strands will gather many voices. They will sometimes overlap and sometimes work in counterpoint to each other, but they will always seek to create visibility and opportunity for those who have been historically underrepresented.

**Be produced through a practice of study.** To study is to connect with art, ideas and each other in order to understand the world together. We study by asking questions and learning from diverse experiences and various forms of expertise. We study by listening with care, and by staying open to the unfamiliar.





# OUR VISION

By the spring of 2025, our seventh birthday, the ICA will be celebrated as:

*essential to VCU's success*

*a leading force in Richmond's thriving creative ecology*

*a leading voice in international conversations about art and society*

This will happen because the ICA will be:

- producing art and ideas through exhibitions, talks, performances, film screenings, writing, video, community events, and online and onsite resources
- building and maintaining relationships of trust with a set of core constituencies
- increasingly sustainable by justifying the support we receive as part of VCU, and from a base of local and nonlocal donors that reaches beyond the university's existing philanthropic community
- sustaining annual on-site attendance that is among the highest for contemporary art institutions at our scale in comparably sized metro areas



# CREATING CORE AUDIENCES

As a new cultural institution we must establish our audience base. We will include anyone, but we cannot address everyone. In our first year (2018–19), the ICA drew more than 100,000 visitors on site. Half of those visitors were affiliated with VCU and 80% were Virginia residents. More than 70% were under 35 years old, with 50% under 25. Over those first twelve months, our visitors were 65% white (the Richmond Metro Area is 57% white, and the city of Richmond is 45% white).

Building on our demonstrated appeal, informed by our mission, and working to reflect the demographics of our region, we will build an audience of socially aware and creatively inclined participants. We aspire to create a community of engaged constituents that are united by their desire to explore the changes that contemporary culture and society may bring.

We engage the socially aware and creatively inclined from the following core constituencies by inviting them to participate in defining, making, and producing art and ideas.

*“Contemporary art is sometimes challenging, but the ICA rejects the assumption that it must also be inaccessible. We’re full-throated about our intent to engage a curious and diverse audience — asking questions about the issues raised by artists and listening to one another as we discuss and debate the answers. Our doors are open to all who want to have the conversation.”*

- Melody Barnes,  
ICA Advisory Board Vice-Chair

## VCU faculty, staff and especially students

because we are an essential part of our university

## Richmonders of diverse backgrounds

because a commitment to inclusivity drives our work and that of VCU.

## Youth and young adults (15–35 years)

because this is a natural demographic for a future-oriented cultural institute that is affiliated with a university

## Anyone participating in national and international conversations about culture and society.

# OUR PLANNING PROCESS

This strategic plan is the result of an intensive and inclusive process conducted between March and August 2019 in partnership with Brightspot Strategy. Brightspot crafts plans and strategies to increase student success, improve research support, and enable staff productivity while making institutions more efficient and effective.

We called upon university leadership, our Advisory Board, community members, stakeholders and staff to inform this plan. Through one-on-one interviews, iterative surveys and workshops we gathered input and solicited feedback. This process has enabled us to debate and define what to prioritize as an institution and to lay the groundwork for our identity and values. It has opened us to having faith in one another and given us permission to learn as we collectively embrace the unknown.

This process has committed all of us to fulfilling our institution's updated mission to *listen, create and make art public*.

*"Create an impression ... and make this impression. Even the ICA's organizational design can help make this happen by including some rotating rather than permanent roles."*

- Pam Royall,  
ICA Endowment Committee Chair



# FRAMEWORK FOR THE FUTURE

Our plan is structured by three goals (the outcome), four priorities (the focus), and twelve strategies (the how).



OUR GOALS ARE TO:

## LISTEN AND RELATE

We will deepen our relationship with our communities by actively listening and responding so that our work matters to them.

## STUDY TO CREATE

We will establish our unique study-based approach to programming so that together we create new art, ideas and opportunities.

## MAKE IT PUBLIC

We will make our work accessible to the public so that the art and ideas we create advance knowledge and understanding.

OUR PRIORITIES ARE:

SUSTAINABILITY

OPPORTUNITY

HOSPITALITY

INCLUSIVITY



# LISTEN AND RELATE

*Deepen our relationship with our communities by actively listening and responding so that our work matters to them.*

SUSTAINABILITY —————→

Build partnerships of trust with our communities and enable them to feel ownership in what we do, so that they support and join in the ICA's continued success.

OPPORTUNITY —————→

Develop our program with community collaborators so that we inspire creative individuals, build creative communities and energize the creative ecology of our city and region.

HOSPITALITY —————→

Hear and meet the needs of our communities so that we may create a safe and welcoming environment in which to embrace new and different art and ideas.

INCLUSIVITY —————→

Invite audiences to take part in shaping the ICA's program so that it attends to histories and possibilities that are simultaneously relevant to our region and to the wider world.

# STUDY TO CREATE

*Establish our unique study-based approach to programming so that together we create new art, ideas and opportunities.*

SUSTAINABILITY —————→

Set up systems across the ICA to support manageable and ethical planning, collaboration and community engagement so that we can always attract, support and retain great staff and collaborators from a diverse range of backgrounds.

OPPORTUNITY —————→

Align the ICA's study-based approach with VCU's interdisciplinary research agenda so that the ICA advances VCU's contribution to knowledge and understanding.

HOSPITALITY —————→

Be open to varied perspectives and contributions so that together with our communities we may question, challenge or subvert received ideas.

INCLUSIVITY —————→

Draw upon content generated with our communities so that we are producing new art and ideas, together.

# MAKE IT PUBLIC

*Make our work accessible to the public so that the art and ideas we create advance knowledge and understanding.*

SUSTAINABILITY —————→

Establish mechanisms for documenting, publishing and archiving the ICA's process and product so that we share our work with the world.

OPPORTUNITY —————→

Promote opportunities for public dialogue around the art and ideas we produce so that our work becomes part of national and international conversations.

HOSPITALITY —————→

Eliminate barriers to access so that everyone feels welcome to participate in the ICA.

INCLUSIVITY —————→

Be transparent about our priorities and progress so that we are held accountable and garner support.

# IMPLEMENTATION

The implementation of our plan will be an iterative process. Actions will be generated, reviewed and adjusted each year to cover the subsequent three years. This allows the ICA to be aligned with university planning and fundraising efforts, while also giving us the flexibility that is essential to a new institution.

Key steps for implementing any strategic plan are to:

- Generate actions
- Assign resources to actions
- Assign accountability for each action
- Define measures of success

*Our implementation process will feature:*

**PRIORITY CHAMPIONS**—two ICA staff and one Advisory Board member—will be appointed as champions for each of the four priorities. Their charge is to oversee the implementation of their assigned priority and its supporting strategies and actions.

**ACTION OWNERS** will oversee the strategies associated with each priority and will be identified at each Annual Planning Retreat. Action Owners will be responsible for developing proposals, defining measures of success and for progress updates at quarterly planning meetings.

An **ANNUAL PLANNING RETREAT** every year in March will celebrate progress, identify gaps, respond to opportunities, and outline actions for the following year.

At each annual retreat and quarterly planning meeting, **IMPLEMENTATION PLANNING WORKSHEETS** will help us track progress and adjust actions. A sample worksheet is laid out below.



# LISTEN AND RELATE

Deepen our relationship with our communities by actively listening and responding so that our work matters to them.

IMPLEMENTATION PLANNING TOOL (How to Use): Work with Priority Champions to identify actions needed to realize the strategies associated with the priority. Identify owners for each action, these owners will be responsible for updating Priority Champions on progress and needs. Use this worksheet to track overall plan progress and update on an annual basis.

SUSTAINABILITY	Build trusting partnerships with our communities and enable them to feel ownership in what we do, so that they support the ICA's continued success.						
	ACTIONS	YEAR			OWNER	BUDGET	MEASURE of SUCCESS
		1	2	3			

OPPORTUNITY	Identify community partners to collaborate with on program so that we inspire creative individuals, build creative communities and energize the creative ecology of our city and region.						
	ACTIONS	YEAR			OWNER	BUDGET	MEASURE of SUCCESS
		1	2	3			

HOSPITALITY	Invite our community to participate in the ICA by personalizing and enhancing our visitor experience and public spaces so that we can welcome them to embrace new and different program.						
	ACTIONS	YEAR			OWNER	BUDGET	MEASURE of SUCCESS
		1	2	3			

INCLUSIVITY	Invite audiences to participate in shaping the ICA's program so that our program attends to histories and conditions that are simultaneously relevant to Richmond/VA and to national/global concerns.						
	ACTIONS	YEAR			OWNER	BUDGET	MEASURE of SUCCESS
		1	2	3			



WE LISTEN,  
CREATE AND  
MAKE ART PUBLIC.



# ARTnews

ARTnews in Brief: Bangkok Art Biennale Names Partial  
Art List for 2020 Edition—and More from November  
12, 2019



Work by Komkrit Tepthian in the first Bangkok Art Biennale, in 2018.  
DIEGO AZUBEL/EPA-EFE/SHUTTERSTOCK

Tuesday, November 12, 2019

Phillips Appoints New International Specialist, Modern and Postwar, Paris

Thibault Stockmann will join Phillips as an international specialist in modern and postwar based in Paris. Stockmann spent a decade at Christie's, specializing in Impressionist and modern art while working in Belgium. He moved to Christie's Paris in 2016, working with Clara Rivollet, who is now a specialist in 20th-century and contemporary art at Phillips. "Thibault's expertise and deep relationships with collectors will add even greater depth to Phillips' growing presence in France," said Jean-Paul Engelen and Robert Manley, worldwide co-heads of 20th century and contemporary Art, in a statement.

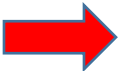
Bangkok Art Biennale Reveals Partial Artist List

The Bangkok Art Biennale has named 16 international artists who will participate in its second edition, which will open in the Thai capital on October 10, 2020. The first group announced includes Anish Kapoor, Dinh Q. Lê, Leandro Erlich, Julia Fullerton-Batten, Thanet Aowsinsiri, and Lu Yang. The presentation's theme will be "Escape Routes," with a focus on environmental, social, and political issues. The artists "will offer art practice as mind escapism where meditation, contemplation, ritualism, healing, and performance become the essence of hope and optimism," Apinan Poshyanada, artistic director of the exhibition, said in a statement. The biennale's curatorial team includes Sook-Kyung Lee, senior curator of international art at the Tate Modern in London; Wutigorn Kongka, assistant professor in the departments of architecture and fine art at King's Mongkut Institute of Technology Ladkrabang in Bangkok; and Ong Puay Khim, former deputy director of curatorial programs at the NTU Centre for Contemporary Art Singapore.

#### Mohamed Bourouissa Wins Top Photography Prize

Artist Mohamed Bourouissa is the 2019 winner of the Deutsche Börse Prize, one of the world's most esteemed photography awards, which comes with £30,000 (about \$36,000). Bourouissa, who figured in the first New Museum Triennial, "Younger Than Jesus," in 2009, is best known for images of African-Americans that subvert traditional images of cowboys, some of which were on view at the Musée d'Art Moderne de la Ville in Paris last year. Bourouissa was shortlisted for this year's award alongside Anton Kusters, Mark Neville, and Clare Strand.

#### ICA VCU Names Inaugural Research Fellows



The Institute of Contemporary Art at Virginia Commonwealth University in Richmond has named its inaugural research fellows: artists Paul Rucker and Nontsikelelo Mutiti. Rucker will oversee an initiative focused on race and the arts and facilitate a dialogue series, and Mutiti will work on publications for the museum. The museum also named two new curatorial appointments. Egbert Vongmalaithong, the museum's current retail manager, will now be its assistant curator for commerce and publications, and Amber Esseiva, an assistant curator, has been promoted to associate curator.





National Portrait Gallery in London.  
NICHOLAS BAILEY/SHUTTERSTOCK

Monday, November 11, 2019

#### National Gallery Launches Campaign to Purchase Orazio Gentileschi Work

The National Gallery in London is seeking donations to help raise the last £2 million (about \$2.5 million) needed to buy Orazio Gentileschi's painting *The Finding of Moses* (ca. 1630), which has been on long-term loan to the museum from a private collection for nearly 20 years. The work is one of several pieces painted by Gentileschi during his 12-year residence in London at the court of King Charles I. The full cost of *The Finding of Moses* is £22 million (about \$28.2 million), though the net cost to the National Gallery is £19.5 million (about \$25 million) by a private treaty sale arranged through Sotheby's and Pym's Gallery. According to a release, the institution has until the end of the year to buy the painting, or "it may be lost to the nation." Donations can be made via the museum's website, over the phone, and checks sent in the mail.

#### Prix de Rome Names 2019 Winner

Artist Rory Pilgrim has won the 2019 Prix de Rome, which comes with €40,000 (about \$44,100) and a residency at the American Academy in Rome. Pilgrim, who lives and works in Rotterdam, makes films, performances, music, drawings, and more that have focused on activism and social change. He received the award for his film *The Undercurrent* (2019–ongoing), which focuses on the lives of a group of young people in Boise, Idaho, and examines notions of sanctuary. Other nominees for the prize included Esiri Erheriene-Essi, Femke Herregraven, and the duo Sander Breure and Witte van Hulzen. The finalists' work will figure in an exhibition at the Stedelijk Museum in Amsterdam.

# ARTFORUM

## VIRGINIA COMMONWEALTH UNIVERSITY'S ICA ANNOUNCES RESEARCH FELLOWS AND STAFF PROMOTIONS



Paul Rucker (Courtesy of TED) and Nontsikelelo Mutiti (Photo: Dominic Sindayiganz Photography).

The Institute for Contemporary Art (ICA) at Virginia Commonwealth University (VCU) announced today its inaugural research fellows, Paul Rucker and Nontsikelelo Mutiti, and the promotion of two staff members. Egbert Vongmalaithong, the institute's current retail manager, has been appointed assistant curator for commerce and publications, and assistant curator Amber Esseiva was named associate curator.

"We are thrilled to welcome Paul, Nontsikelelo, Egbert, and Amber in their new roles at the ICA," said Dominic Willsdon, executive director of the institute. "The launch of the new Research Fellows program allows the ICA to open critical pathways for creative collaboration with VCU and expand staff capacity by sharing resources across the university. Through the artistic practice and scholarship of Paul, Nontsikelelo and future fellows, we hope to create new opportunities for interdisciplinary study at the university, and extend the impact of contemporary art in Richmond and beyond."

Rucker, a visual artist, composer, and musician, will serve as the ICA's iCubed fellow which builds on his current work as a visiting arts fellow within VCU's Institute for Inclusion, Inquiry, and Innovation

(iCubed), where he piloted a series of career development programs for Richmond-based creatives. In his new role, Rucker will work on developing initiatives to support students of color in the VCU School of the Arts and organizing an annual research-driven event.

Mutiti, an interdisciplinary artist and assistant professor of Graphic Design at VCUarts, is a cofounder of Black Chalk & Co., a collective that fosters curatorial and publishing collaborations between writers, artists, designers, academics, and technologists. Mutiti will be tasked with creating a visually driven publications strategy and will collaborate with Vongmalaithong in developing the gift store as a concept shop that expands upon the ideas generated in the ICA's galleries.

# HYPERALLERGIC

## In Richmond, Tracing the “Great Force” of American Racism

Taking a cue from James Baldwin, an exhibition considers the way that American racism moves forward — from the arrival of the first ship carrying enslaved Africans to the insidious ways it has trickled through the capillaries of American culture.

Jasmine Weber



Glenn Ligon, “Untitled (Speech/Crowd #3)” (detail) (2000), Silkscreen ink, oil stick, ink graphite, glue, and coal dust on paper (all photos by the author for Hyperallergic)

RICHMOND, VA — In August of 1619, 20 enslaved Africans arrived on the shore of Virginia, at Point Comfort. They had been captured from their homes, separated from their families and cultures, and forcibly traversed across the Atlantic Ocean to be exploited and abused in a slave-trading system which would grow into the pervasive, centuries-long peculiar institution of bondage. In the last year of this decade, awareness of 1619 as a historical marker has risen in public consciousness as we collectively ruminate on the four centuries that have passed, hoping to better understand that which has changed, and the startling amount that has stayed the same.

The occasion of these first enslaved Africans arriving on the shore of the British colony of Virginia in 1619 is inextricable from the sociopolitical context of *Great Force*, a group exhibition at Virginia Commonwealth University’s Institute for Contemporary Art. The exhibition’s home is in Richmond, Virginia; once the capital of the confederacy, it became a domestic slave-trading center in the Antebellum age. Today, the population of Richmond is approximately 50% black — and the city remains highly segregated.



Paul Mpagi Sepuya, "Exposure (\_2000921) Exposure (\_2000877) Exposure (\_2000915) Exposure (\_2000930) Exposure (\_2000917)" (2017), Archival pigment prints, set of five

At the crux of *Great Force*, curated by Amber Esseiva, is a 1965 quote by James Baldwin, from his 1965 *Ebony Magazine* essay, "The White Man's Guilt."

History, as nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally, to the past ... On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.





Sedrick Chisom, "Photophobia" (2017), Acrylic, spray paint, and airbrush on paper mounted to strips of canvas

For the exhibition, Esseiva gathered a group of 24 artists at varying stages of their careers to consider the way that American racism moves forward with this great force — from the arrival of the first ship carrying enslaved Africans to today — and the more insidious ways it has trickled through the capillaries of American culture, manifesting in mass incarceration, respectability politics, capitalism, and more.



The installation of Tomashi Jackson's "Monument of Color (Red, Black, and Green)" (2019); the white paper was later removed to allow view from the street.

Richmond is infamous for its Monument Mile, a grassy stretch of street dotted with statues in memory of Confederate veterans, all erected after 1890 — 25 years after the end of the Civil War. As we publicly debate and consider memorials to Confederate soldiers, the word “monumental” has been a recurring concept in the public imagination. In a city like Richmond, an expansive show like *Great Force* holds that quality of monumentalism for its philosophical undertaking, as well as its interaction with Richmond at large.

In the lobby, [Tomashi Jackson](#) has painted green, black, and red portraits of civil rights figures and Virginia heroes, facing outward toward the busy intersection on which the museum sits. On the ground-floor galleries, a video of [Pope.L](#)'s “How Much is that Nigger in the Window a.k.a. Tompkins Square Crawl” faces the street, cars reflected on its low-to-the-ground screen. A few blocks away from the museum, [Alexandra Bell](#) remixes a *New York Times* article to address the ways that media outlets reinforce lukewarm language about white supremacy.



Paul Stephen Benjamin, "Let Freedom Ring" (2017), TV video installation (3 channel color and sound), 6 minute loop

Paul Stephen Benjamin's "Let Freedom Ring" echoes through the galleries with its amplification of Marian Anderson's 1939 performance of "My Country, 'Tis of Thee" before the Lincoln Memorial. Just before this concert, watched by millions, she had been turned away by the Daughters of the American Revolution to perform at DC's Constitution Hall, due to a "white-only clause" in their booking contract; a harsh reminder of maintained racial hegemony in the decades after abolition. The haunt incorporates the same intoxicating sonic loop that Benjamin is known for, with a stack of vintage televisions humming, buzzing, and glowing throughout the darkened space.





Xaviera Simmons, "Capture (Say a butterfly had to die for you to get a gift-there must be some kind of prayer in that-I want to know how you feel about capture) (2019), Digital video installation

Xaviera Simmons's three-panel video does the visible work of understanding and interacting with beauty as it exists in a perennial tension with foulness. "Slavery happened in the most beautiful landscapes," she told press during a walkthrough of the gallery. In fact, specters of slavery infiltrate our scarred nation, but especially so in the contemporary landscape of a city like Richmond, still dotted with colonial architecture.

On the center screen, she trims flowers, creating a floral arrangement. To her left, she names the women and men who owned slaves during the last major census of Virginia slaveholders in 1860 — a class of people who are often privileged to be anonymous and amorphous, their memories and descendants often bereft of culpability.



Carrie Mae Weems, "Untitled (Colored People Grid) (2009-10), 42 inkjet prints, AP 2/2 (ed. 5)

Carrie Mae Weems's grid of images, "Untitled (Colored People Grid)" (2009), offers tender portrayals of black youth awash with pastel hues. The double entendre of "colored" brings into the forefront shifting ideas about colloquial language as it involves race in the United States. While terms like colored, Negro, mulatto, quadroon, and Afro-American fell out of fashion, African American succeeded them, and considerations of Black versus black — distinguished by capitalization — continue to be hotly debated. In its glass, the works of Sable Elyse Smith are reflected; the faces of cartoon children, copied from propagandistic coloring books intended for children of incarcerated people, join the faces of Weems's subjects.



Troy Michie, "This street long. It real long" (2018), Paper weaving collage, gouache, ink, acrylic, China marker, magazine pages, and photographs



Troy Michie, "This street long. It real long" (detail) (2018), Paper weaving collage, gouache, ink, acrylic, China marker, magazine pages, and photographs

One of two collages by Troy Michie, "This street long, It real long" (2018), centers the racialization of fashion and how the clothing of people of color has been used to demonize populations. In years past, there was violent outrage over zoot suits, worn by men of color deemed too audacious by whites; later, sagging pants and du rags became bullseyes for racist policing initiatives like "stop and frisk."





Kevin Beasley, "Slab III" (detail) (2018), Polyurethane resin, raw Virginia cotton, altered housedresses, altered kaftans, altered t-shirts, nylon fasteners



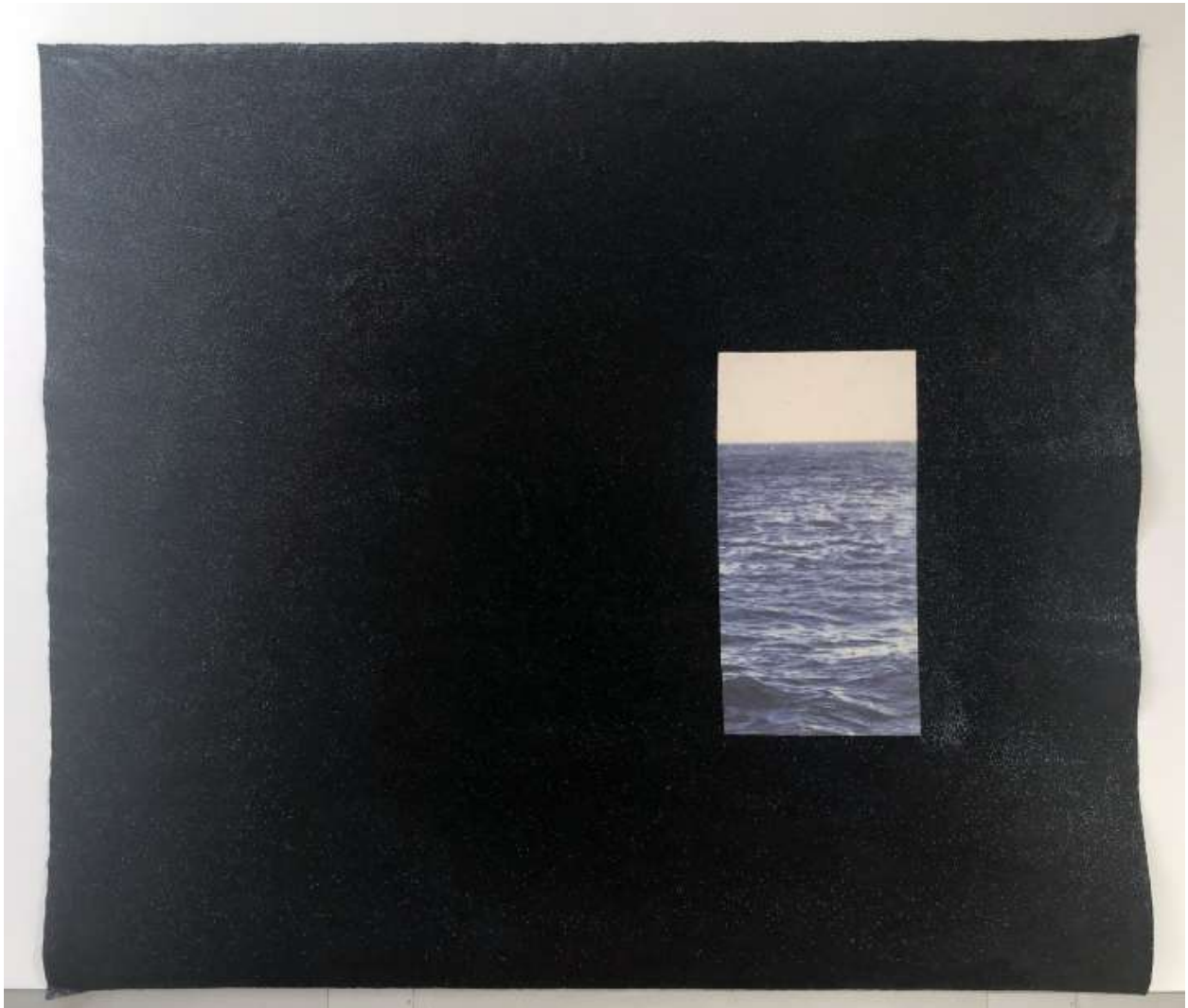
Kevin Beasley, “Emerging Block (Building)” (2018), Polyurethane resin, raw Virginia cotton, house dresses, kaftans, t-shirts, altered housedresses, altered kaftans, altered t-shirts

Two sculptures by Kevin Beasley — born in Lynchburg, VA — suspend forms of cotton in resin. At the root of modern American capitalism is the monetization of bodies as capital, traded and sold to support the plantation structure, and devalued as a means to an end: the production of sugar, cotton, and cash crops. In Beasley’s resin-coated sculptures, raw and processed varieties of cotton mangle together, chaotic in their shape but physically structural and sound, fixed in time and space. They remind us of the permanence of history, and its effect on our modern imaginations and psyches.



Aria Dean, “(meta)model 3.1, (meta)model 3.2, (meta)model 3.3,” (2019), security mirror, wood (foreground); Shani Peters, “17,195 Sunrises” (2019), Vinyl floor-to-ceiling photographic wallpaper and four plexiglass panels with CNC cuts (background)

Upstairs, Shani Peters’s installation, “17,195 Sunrises” (2019), makes reference to the number of times the sun has risen between the first utterance of the ubiquitous phrase “Black Power” by Stokely Carmichael in 1966, to the inception of the presently definitive Black Lives Matter movement, spurred by Alicia Garza in 2013. For their audacity to verbally champion Black life in the face of state-sanctioned violence, both movements have been subject to severe state surveillance. In 1969, the FBI investigated the Black Panther Party an “extremist organization.” In 2017, with the Black Lives Matter movement now permeating mainstream media, leaked files revealed that the FBI’s terrorism unit considered “black identity extremists” a violent threat to American democracy for their “perceptions of police brutality against African Americans.” In front of Peters’s work and dispersed throughout the second floor, Aria Dean’s conceptual sculptures appropriate security mirrors to consider these notions hypersurveillance of Blackness that are encouraged and sanctioned by the state.



Radcliffe Bailey, Untitled (2019), Mixed media including paint on tarp, black glitter, and a photograph on canvas

To accompany Radcliffe Bailey's untitled 2019 tarp, a curatorial text explains, "Bailey has often used black glitter as a metaphor for the African American experience defined by slavery; a reality consumed by uncertainty and precarity still holds moment of hope and possibility." The artwork, which features an image of the ocean, immediately calls to my mind the haunting image used by the *New York Times* for its 1619 project — a monochrome photograph of the same body of water that floated the first enslaved Africans to the British colonies. 71 percent of the Earth's surface is composed of water, nearly the entirety of which includes the depths of our oceans, which have, over the centuries, also become the graves of many Africans who were captured and killed en route to the Americas. The image subsumed by black glitter flecked with blue, Bailey meditates on the vastness of the ocean — through triangle trade, the bodies of enslaved Africans engulfed by the sea, their lives lost to a brutal and merciless institution.

As a whole, *Great Force* concerns itself with the scars that have been passed on through intergenerational memory; the way that racism has proved relentless throughout history, and how the trauma of these inherited memories can be understood, stretched, and processed.





The Racial Imaginary Institute, Interdisciplinary classroom, library, and research lab



Pope.L, "The Great White Way, 22 miles, 9 years, 1st street (Whitney Version #2)" (1990), video (color, sound; 6:35 minutes)

Great Force, curated by Amber Esseiva, is on view at ICA at VCU (601 W Broad St, Richmond, VA) through January 5.

## ICA FUTURE EXHIBITION PLANNING

CONFIDENTIAL WORKING DRAFT — DO NOT CIRCULATE

2020



### **THE OTOLITH GROUP: XENOGENESIS | FEBRUARY 22 2020 – MAY 10, 2020**

The exhibition presents a cross-section of artworks from 2011 to 2018 by The Otolith Group, established in 2002 by Anjalika Sagar (b. 1968 London) and Kodwo Eshun (b. 1966, London). The Otolith Group: Xenogenesis weaves together many strands of imaginative speculation on deep pasts and possible futures. It embraces multiple histories of science fiction, independence struggles, experimental music, global communication and ecological crises that dramatize The Otolith Group's ongoing fascination with matters of "alien intimacy." Key works include the abstract digital video *Anathema* (2011); the epic installation *Statecraft* (2014); the two-screen video projection *The Third Part of the Third Measure* (2017), and the feature-length portrait *O Horizon* (2018). The Otolith Group: Xenogenesis is the first large-scale exhibition of The Otolith Group in North America; the ICA's presentation is the only opportunity to see this exhibition in the United States.

**Status:** Confirmed / public

**Space:** Gallery 1: Beverly W. Reynolds Gallery; Galleries 2 and 3; Auditorium

**Organized by:** Van Abbemuseum, Eindhoven, the Netherlands and curated by Annie Fletcher

**Curators:** Annie Fletcher, Director of the Irish Museum of Modern Art

<http://www.virginialiving.com/the-daily-post/gatherings-at-the-ica/>

### **SUMMER SESSIONS: TITLE TBD | JUNE 12, 2020 – AUGUST 8, 2020**

The second in the ICA's Summer Sessions series considers sound, rooted in Richmond. The project will take music out of silos, track the scenes that comprise Richmond's musical ecologies, and connect different soundscapes. Led by ICA Assistant Curator for Special Programs Enjoli Moon, programs will be shaped in collaboration with Session Leaders: pairs of community experts—musicians, programmers, and aficionados who are connected to different genres/approaches/scenes, from hip-hop to bomba, jazz to punk. Programming will likely center on Wednesday night "Sonic Salons," envisioned as intimate listening + discussion (music could be pre-recorded digital, analog, or live); larger live performances for July and August First Fridays; and workshops. This is an opportunity to think with our communities about what shape an ICA Music program might take in the near future; to learn more about Richmond's music histories and its current energies; and to make new connections and strengthen relationships that the ICA has gained through its programming so far. This should sharpen our thinking about the potential for ICA Music and help build support for the program. Programs will occur within a new configuration of an exhibition design commissioned for Summer Sessions from DSGN AGNC, Fundación Horizontal, and El Equipo Mazzanti. This flexible arrangement of curtains will change to support different programs.

**Status:** Confirmed / not public

**Space:** Gallery 1

**Organized by:** ICA

**Curator(s):** Enjoli Moon

### **DINEO SESHEE BOPAPE: TITLE TBD | JUNE 26, 2020 – SEPTEMBER 13, 2020**

Focusing on sites that were involved in the transatlantic slave trade, Bopape's exhibition deploys newly created film, sculpture, installation, and animation to connect histories of slavery, trauma, and memory across four places: Richmond, New Orleans, Senegal, and Ghana. Merging the artist's interests in soil and architecture, the exhibition mines the natural and built environments in all four sites to explore the legacies of pain, spiritualism, resistance, and rebellion held within each. She often embeds her work in the material and metaphysical qualities of earthly elements like soil, clay, and dust and does so here, gathering clay and soil samples from all four sites. Harnessing raw material and video footage from each of these places, Bopape explores their parallel histories and the interconnectedness of land, water, and body as sites of both trauma and commemoration. All works are new site specific commissions that will debut at the ICA.

**Status:** Confirmed / not public

**Space:** Galleries 2 & 3

**Organized by:** ICA

**Curator(s):** Amber Esseiva

[https://artreview.com/features/ar\\_jan\\_feb\\_2018\\_future\\_greats\\_dineo\\_seshee\\_bopape/](https://artreview.com/features/ar_jan_feb_2018_future_greats_dineo_seshee_bopape/)

## ICA FUTURE EXHIBITION PLANNING

CONFIDENTIAL WORKING DRAFT — DO NOT CIRCULATE

2020

### **COMMONWEALTH: TITLE TBD | SEPTEMBER 12, 2020 – JANUARY 17, 2021**

OPENING EVENT FRIDAY SEPTEMBER 11

Commonwealth is a multi-year collaborative research and exhibition project between three contemporary arts organizations: Beta-Local in San Juan, Puerto Rico, the Institute for Contemporary Art at Virginia Commonwealth University in Richmond and Philadelphia Contemporary in Philadelphia. Over several years, these organizations have gathered in collaboration with artists, community advisors, historians and activists to untangle the structural, spatial, and political forces that separate people, and the ways in which individuals come together for common cause. The project culminates in Fall 2020 with an exhibition that will take the form of three "chapters," hosted by each of the organizing institutions. Chapter 1 / ICA: September 12, 2020-January 17, 2021; Chapter 2 / Philadelphia Contemporary, late September - late October 2020; Chapter 3 / Beta-Local, San Juan, November 2020. These will include eight new artistic commissions centered around three themes—historical agency, spatial economies, and forms of collectivity. At the ICA the project will also draw on the results of Summer Sessions: Commonwealth (2019), the first of three summertime projects that transform the ICA's first-floor gallery into a space of collaborative research. Week by week, we considered what it means to live in a commonwealth such as Virginia and how that commonwealth can and should evolve in the 21st century. The exhibitions will also share the results of community processes in each city, and will be accompanied by a publication. The artists are Firelei Baez, Carolina Caycedo, Jamal Cyrus, Alicia Diaz, Sharon Hayes, Tanya Lukin Linklater and Tiffany Shaw-Collinge, Nelson Rivera, Monica Rodriguez.

**Status:** Confirmed / not public

**Space:** Gallery 1; Gallery 4  
(possible short-term use)

**Organized by:** Beta-Local in San Juan, Puerto Rico, the Institute for Contemporary Art at Virginia Commonwealth University in Richmond and Philadelphia Contemporary in Philadelphia

**Curator(s):** ICA: Noah Simblist and Stephanie Smith; Philadelphia Contemporary: Nicole Pollard and Nato Thompson; Beta-Local: Pablo Guardiola, Michael Linares, and Sofia Gallisá Muriente

### **FERNANDA LAGUNA: TITLE TBD | OCTOBER TBD**

Fernanda Laguna (born Hurlingham, Province of Buenos Aires, Argentina, 1972) is one of the most relevant and influential Argentinian artists of her generation, due to her multifaceted art practice which includes visual art, poetry and novels, creation of alternative cultural spaces and projects, and an effective social practice which she has carried on for over a decade in the marginalized, extremely poor neighborhood of Villa Fiorito, where her art workshops and projects have effectively changed the lives of local children and women. Her work is intersected by several recurring themes: erotic desire expressed from a woman's standpoint; the spontaneous and the irrational; appropriation of local popular handcrafts and iconography; an interest in precarious, vulnerable materials and constructions yet at the same time in classic vernacular modernist painterly traditions such as geometric abstraction or metaphysical painting; feminism; a complex and non-propagandistic concern about social inequalities, an immediacy of expression of her subjectivity. She has published several novels under the pseudonym of Dalia Rosetti, which are among of the first openly queer novels in Argentina. Her poetry has been translated to English and published by Sandpaper Press in the USA. This is her first solo museum show and first show in the US

**Status:** Confirmed / not public

**Space:** Galleries 2 & 3

**Organized by:** ICA

**Curator(s):** Dominic Willsdon  
<https://www.e-fluxux.com/announcements/290712/feminist-art-coalition/>

### **PROVOCATIONS: KANDIS WILLIAMS | NOVEMBER 7, 2020 – AUGUST 2, 2020**

OPENING EVENT NOVEMBER 6 (FIRST FRIDAY)

(b. 1985, Baltimore, Maryland) Williams is an artist, educator, writer, and publisher based in Los Angeles, California. William's multi-faceted practice utilizes collage, printmaking, video, and performance to layer theories and mythologies attributed to women throughout history. From Greek mythology, psychoanalysis, to popular culture, Williams transforms representations of desire and hysteria to recode how women are consumed and fetishized. William's new commission for the ICA will merge, for the first time, the artists work in visual art, publishing (CASSANDRA PRESS), and performance transforming the gallery into a space for reading image, text, and the body.

**Status:** Confirmed / not public

**Space:** Gallery 4

**Organized by:** ICA

**Curator(s):** Amber Esseiva

## ICA FUTURE EXHIBITION PLANNING

CONFIDENTIAL WORKING DRAFT — DO NOT CIRCULATE

2021

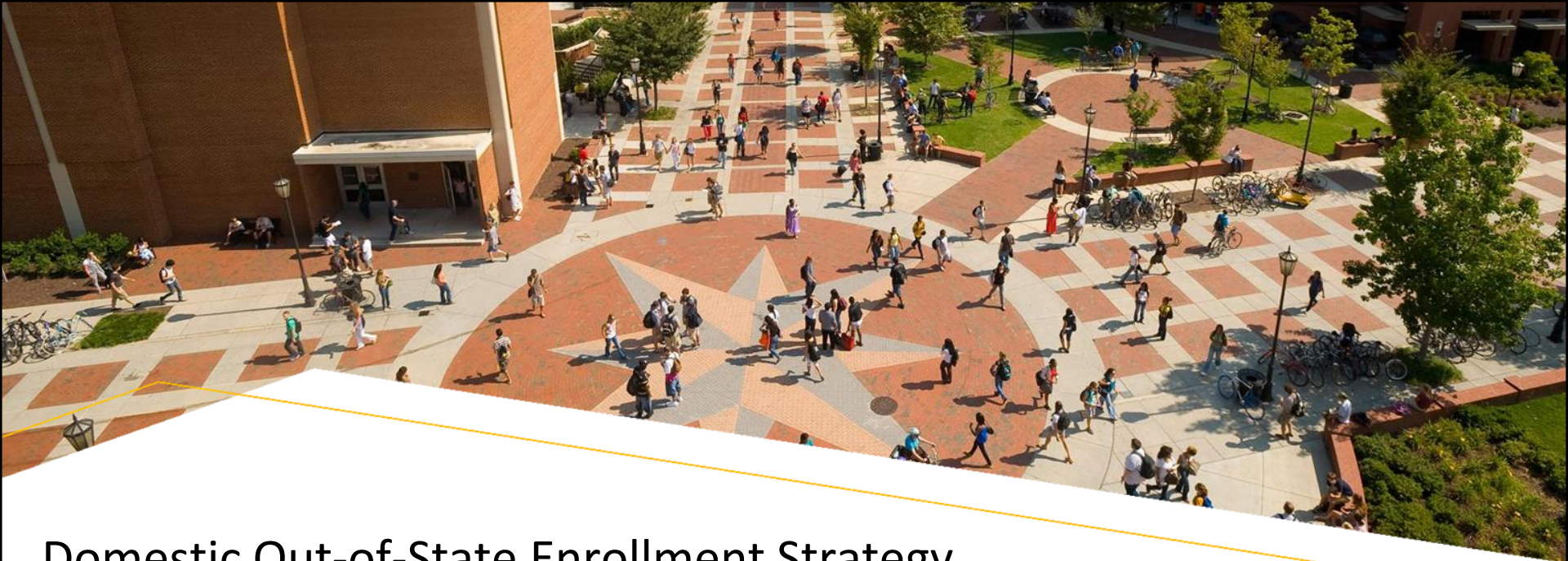
**MICHAEL RAKOWITZ: TITLE TBD | FEBRUARY 27, 2021 – JUNE 13, 2021**

OPENING EVENT FEBRUARY 26

Michael Rakowitz is, at heart, a storyteller — in person as well as through his sculpture, installation, drawing, writing, music, and participatory public projects. Drawing on his background as a Jewish Iraqi-American, his art reflects a global frame of reference that extends across cultures and into deep histories. Rakowitz's projects often extend over long periods of research, revisiting themes and relationships over time. They can be poetic, critical, playful, radically hospitable. With a humane, nuanced, and ethically rigorous perspective, Rakowitz pays attention to marginalized histories; makes surprising connections between lives, histories, and objects; and connects viewers to urgent contemporary questions. This exhibition is envisioned as a "core sample" slicing through his practice to reveal interconnections across several projects (installations, works on paper including some exhibited here for the first time; and discursive/participatory projects). Research has begun on a new commission for the ICA, exact focus and format TBC over the next 6 months, including a site visit in May 2020. Typical of Rakowitz's projects, this one will trace surprising connections that include his family history—in this case, via his uncle who worked for Best Products in Richmond after emigrating from Iraq. As a teenager, Rakowitz learned from his uncle about the visionary architecture of SITES (Sculpture In The Environment), the firm that designed iconic postmodern facades for BEST stores across the country, one of which still stands on the outskirts of Richmond. This early contact with SITES' provocative public sculpture/architecture directly shaped his ongoing preoccupations/methods. The project is not site-specific, since we want it to have a long life in other contexts as well as here, but it will be site-responsive and deeply related to Richmond.

**Status:** Confirmed / not public**Space:** Gallery 1**Organized by:** ICA**Curator (s):** Stephanie Smith





# Domestic Out-of-State Enrollment Strategy

Board of Visitors

Academic and Health Affairs Committee

February 28, 2020



Tomikia P. LeGrande, Ed.D., Vice Provost for Strategic Enrollment Management  
Tom Klug, Associate Vice President, University Marketing

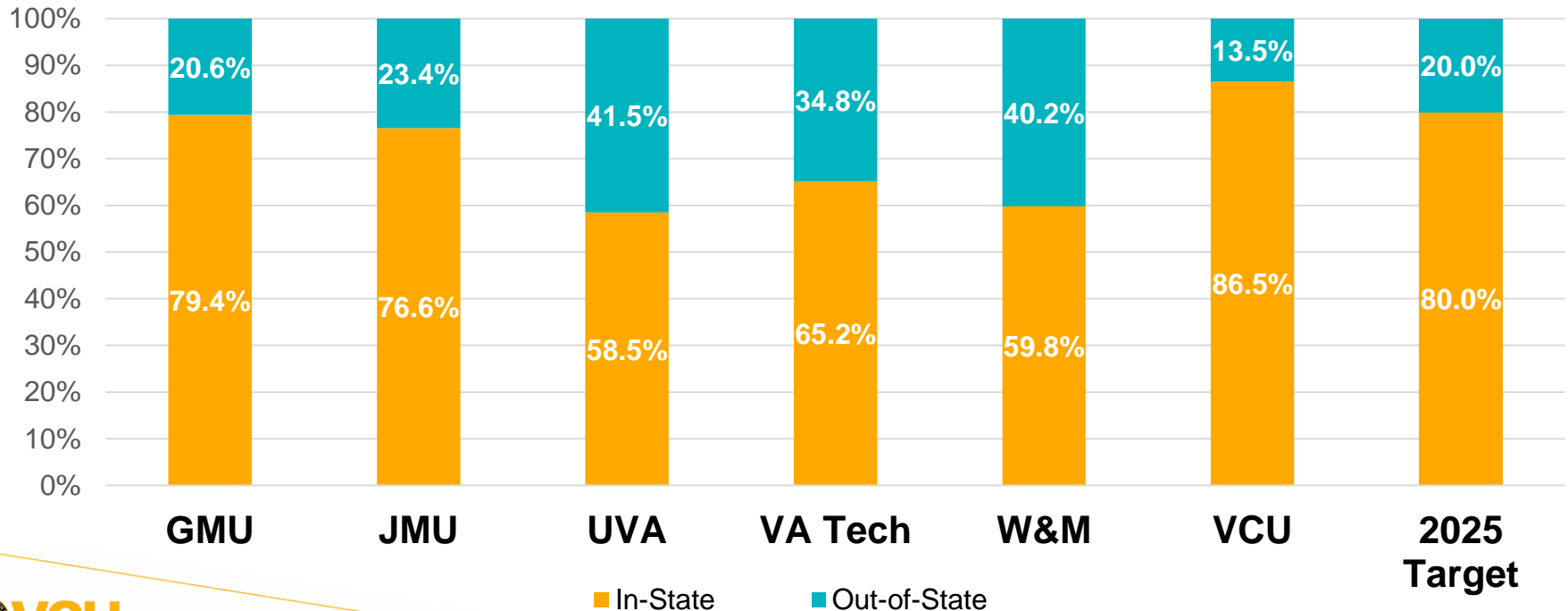
# 2020-2021 Deep Dive Enrollment Discussion Topics

- February: Domestic Out-of-State Enrollment Strategy
- May: Continuing Undergraduate Enrollment/Retention
- September: Transfer/Adult Student Enrollment  
Online Enrollment
- December: International Enrollment  
Master's Enrollment  
Academic Program Inventory, Capacity and Future Opportunities



**VCU has the ambitious goal to increase out-of-state enrollment to 20% by 2025, but would remain a University committed to educating Virginians.**

**2019 In-State vs Out-of-State Enrollment (VA Research Universities)**

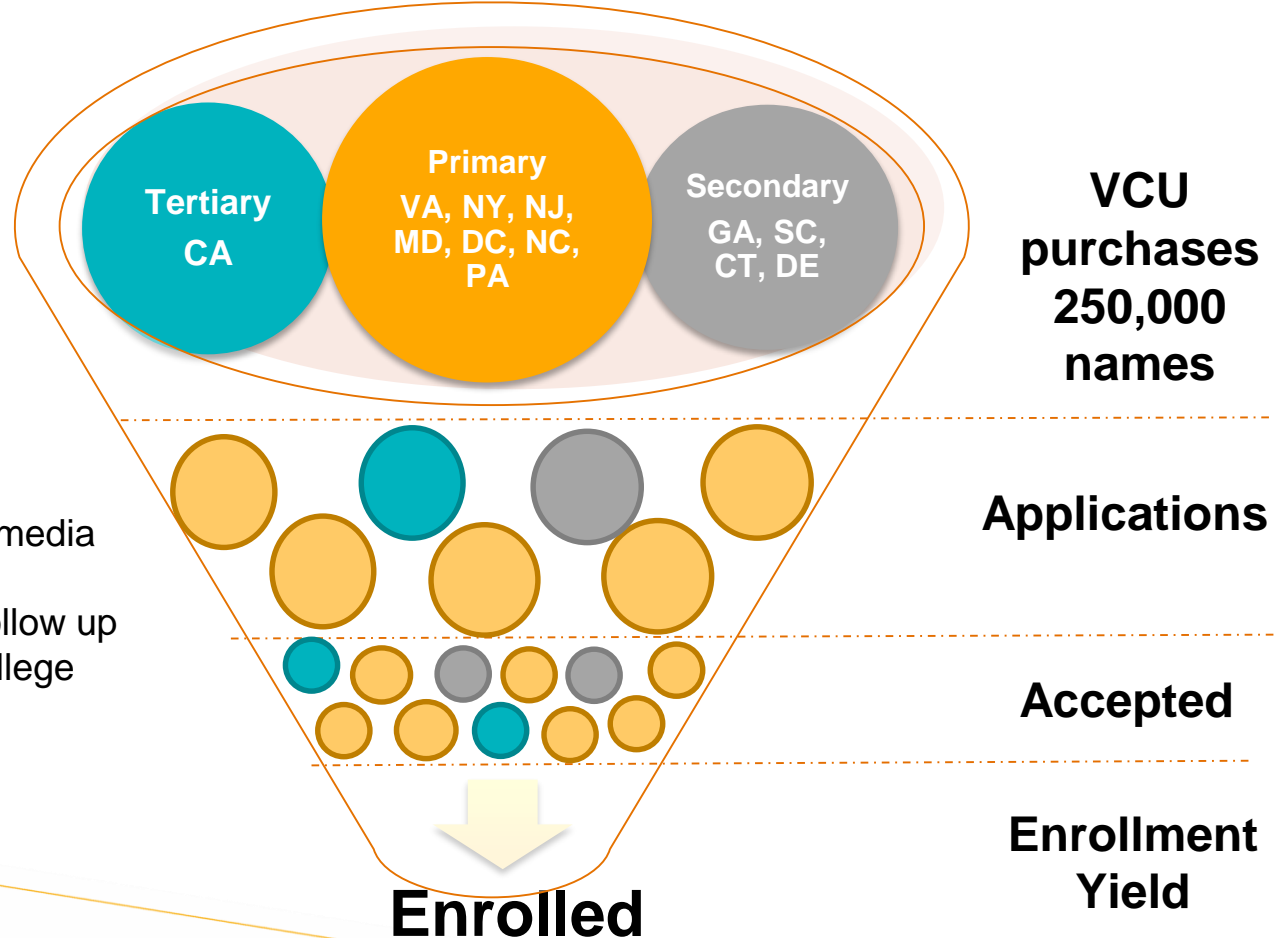


# Enrollment Funnel and VCU Approaches

**Median Public University purchases 64,000 names**

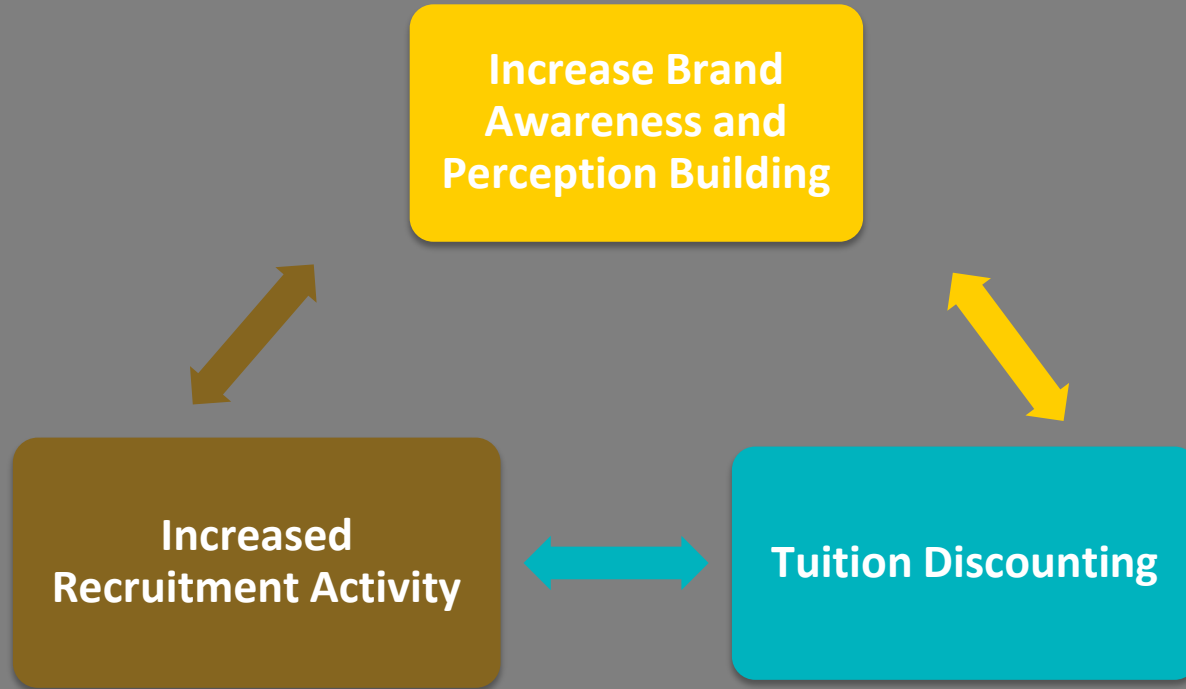
## **VCU Approaches**

- Emails, brochures
- Paid advertising/digital media
- Social media
- Personal contact and follow up
- In-market visits (HS, college fairs, receptions)
- VCU campus visits



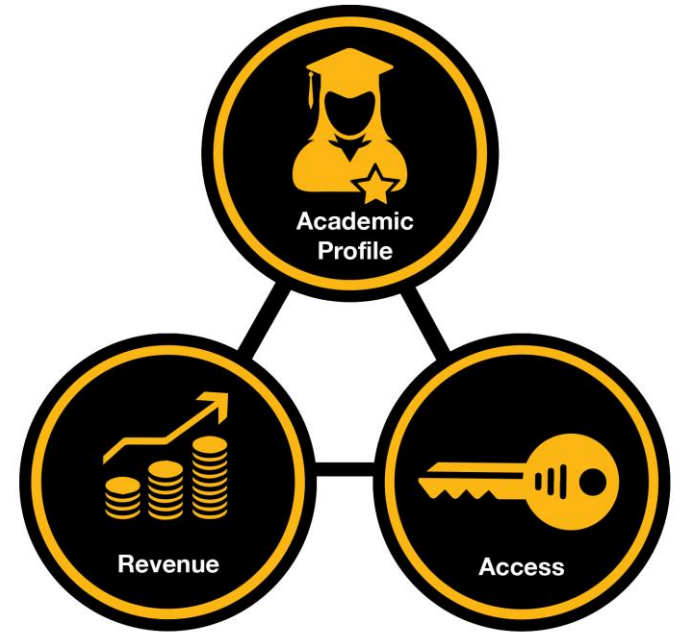
Low Conversion Rates

# Best Practice Approach to Domestic Out-of-State Recruitment



# The need to learn more...

- Given the new reality of dwindling high school demographics, many institutions are exploring out-of-state recruitment in markets with more favorable population statistics.
- Challenging to implement strategies that positively impact access, academic profile, and revenue simultaneously.
- To increase VCU out-of-state market competitiveness, a brand awareness and perception study was completed in December 2019.



# **Out-of-State Brand Awareness and Perception Study Summary Highlights**

# What we know about our primary out-of-state audience

- Based on 2019 research study, VCU has very little awareness out-of-state
- People that are familiar with VCU, feel positively about us: *Diversity, quality education, stimulating environment, benefits of urban location*
- DC and its MD suburbs show the most promise for attracting new students because of higher awareness, openness to VA schools and favorability toward what VCU offers
- Parents in the NY metro area are more open to VA schools and VCU tuition
- NC and PA will be the most difficult recruiting areas because of low awareness and lack of interest in what differentiates VCU
- VCU's tuition is generally perceived as a good to fair value for all students
- The scholarship tipping point among out-of-state parents is a 40% discount

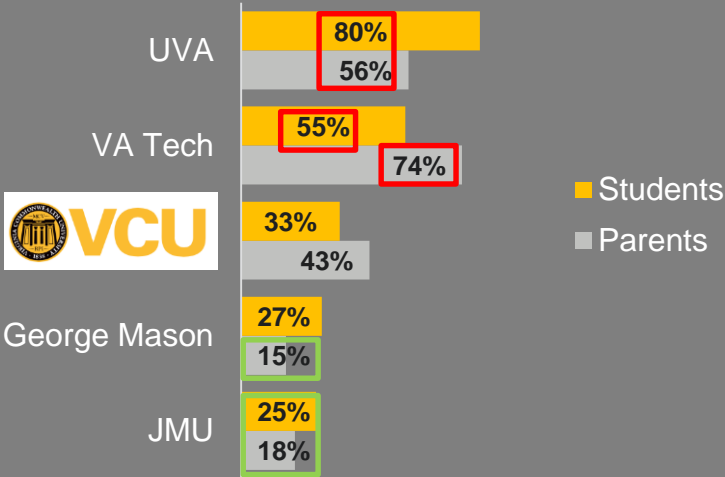


# VCU has room to grow in mindshare among VA students and parents

## Awareness in Virginia

### Unaided Awareness

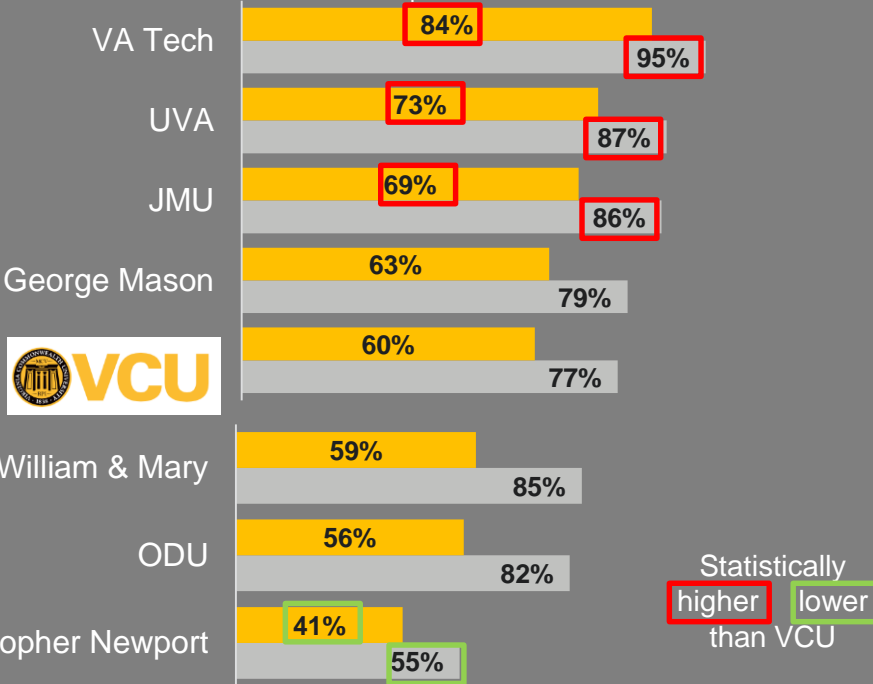
The measurement of top-of-mind awareness of a product/brand, without being prompted.



Q: When you think of colleges and universities located in Virginia, which institutions come to mind? List up to 5.

### Aided Awareness


The measurement of awareness of a product/brand, when presented a list.



Q: Which of the following schools, if any, were you aware of before taking this survey? Please select all that apply.

# VCU is not top of mind in any out-of-state market; UVA and VA Tech dominate

## Unaided Awareness: Out-of-State Markets

University	Maryland		North Carolina		Washington, DC		New York		Philadelphia	
	Students	Parents	Students	Parents	Students	Parents	Students	Parents	Students	Parents
University of Virginia	70%	83%	48%	65%	82%	56%	74%	66%	73%	59%
Virginia Tech	52%	85%	58%	91%	30%	70%	30%	58%	30%	75%
George Mason	7%	17%	6%	0%	0%	29%	3%	2%	4%	2%
James Madison	4%	6%	1%	0%	0%	4%	11%	0%	3%	0%
 VCU	2%	3%	5%	1%	18%	14%	0%	2%	0%	0%

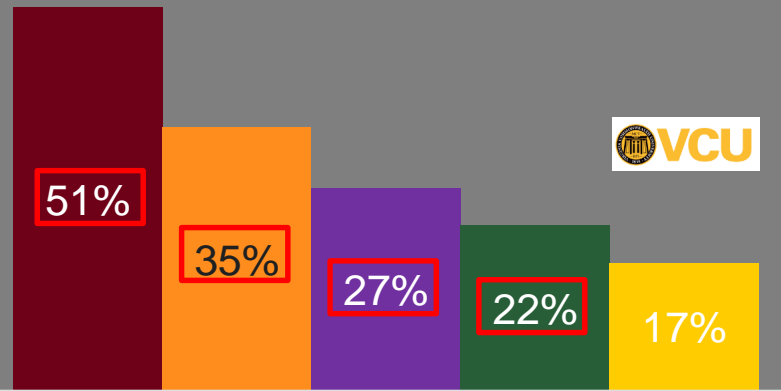
Q. When you think of colleges and universities located in Virginia, which institutions come to mind? List up to 5.

# All of the top four Virginia universities surpass VCU on aided awareness among out-of-state students and parents

## Aided Awareness of VA Universities

### Out-of-State Students

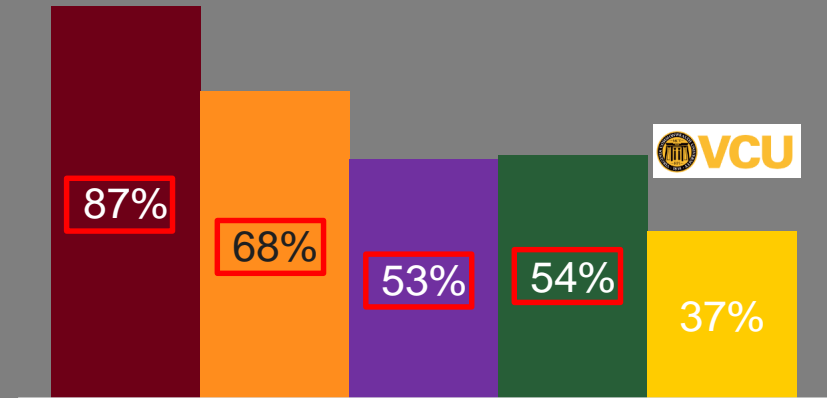
■ Virginia Tech ■ UVA ■ JMU ■ George Mason



Statistically higher than VCU

### Out-of-State Parents

■ Virginia Tech ■ UVA ■ JMU ■ George Mason



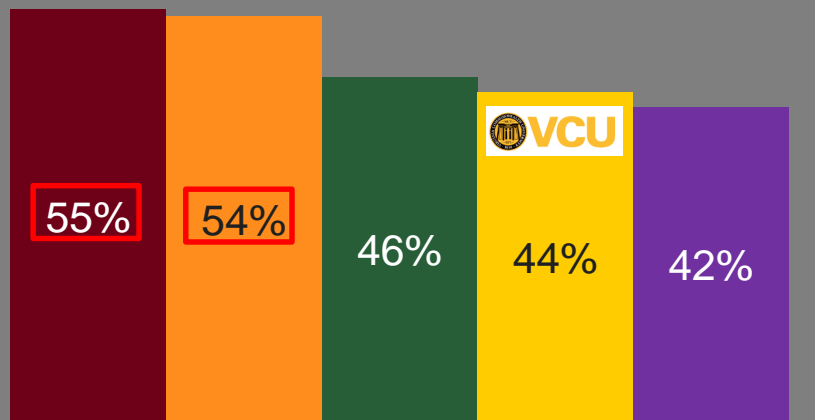
Q: Which of the following schools, if any, were you aware of before taking this survey? Please select all that apply.

# UVA and VA Tech have the most favorable impressions among out-of-state students and parents

## Perceptions of Virginia Universities *Somewhat and Very Positive*

### Out-of-State Students

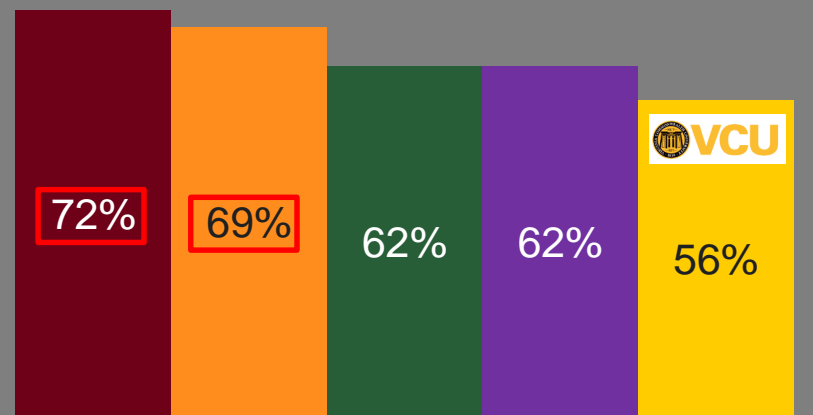
■ Virginia Tech ■ UVA ■ George Mason ■ VCU ■ JMU



Statistically **higher** than VCU

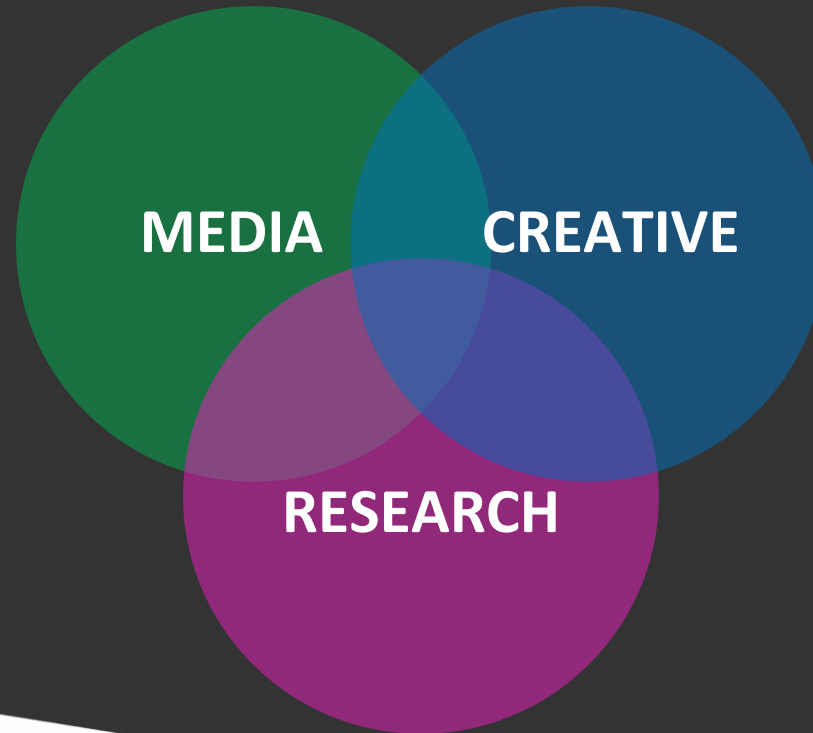
### Out-of-State Parents

■ Virginia Tech ■ UVA ■ George Mason ■ JMU ■ VCU



Asked only of those aware of the university.  
Q: What is your overall impression of the following school/each of the following schools?

# Preliminary strategies to improve out-of-state brand awareness and perceptions



# Preliminary strategies to improve out-of-state brand awareness and perceptions

## Media Strategies:

- Launch annual campaign earlier to improve consideration going into application peaks
- Run in more upper funnel channels to expand awareness (A-10 markets)
  - Transit and bus ads in commuter cities
  - Identify top markets for geo-targeting (digital out-of-home) and geo-addressing
- Expand breadth of digital advertising
  - Native Advertising – tell the VCU story in the context of the website's content
  - Paid Search – increase spend especially in competitor school markets
  - Implement a year-round digital display campaign to remain top of mind

**BOTTOM LINE: Current media pilot program, needs to be scaled up to a long term program**



# Preliminary strategies to improve out-of-state brand awareness and perceptions

## Creative Strategies:

- Cater messaging to top performing out-of-state keywords
- Feature our top-ranked programs for halo effect
- Feature stories that connect to national cultural, social and news events
- Capitalize on the growing national recognition of RVA
- Integrate student success proof points more prominently
- Retarget out-of-state responders with customized messages based on geographic origin
- Incorporate multivariate testing to optimize messaging, design and targeting methods

**BOTTOM LINE: Effective expansion into out-of-state markets requires more complex campaigns**

## Preliminary strategies to improve out-of-state brand awareness and perceptions

### Research Strategy:

Conduct ongoing quantitative research studies, surveying high school juniors and seniors who intend to go to college (and their parents)

- Include Virginia, key out-of-state media markets and a national sample
- Conduct the study 2x/year to capture attitudes at peak and low/no media periods
- Focus on brand attributes like quality of education, diversity, career outcomes, etc.
- Leverage admissions, media and Google analytics to inform the study's approach

**BOTTOM LINE: Ongoing research is critical in measuring ROI and setting marketing strategies**

## Current Out-of-State Investments: FY20

### Research: \$75K

Conducted quantitative and qualitative brand health and awareness study in 2019 in VA and regional 4 footprint states plus DC

### Out-of-State Paid Media Budget: \$262K

- Represents 33% of overall media budget (\$790k)
- 100% of media running in out-of-state markets is digital (display, social & search engine)
- Athletics broadcast ad has limited reach in some A-10 markets
- VA outdoor reaches out-of-state travelers

**BOTTOM LINE: Current investment validates that increased marketing delivers out-of-state results**

# Increase Recruitment Activity

- In-Market Recruitment Visits
- Communications
- Enrollment Yield

# Strategies to increase recruitment activity

## In-Market Recruitment Strategies:

- Transition seven (7) part-time regional recruiter positions to full-time (10-month) positions annually as resources are available and data supports the transition:
  - Maryland transitioned during (FY 20).
  - North Carolina, New Jersey, Pennsylvania, New York, Georgia, and California (FY 21-23)
  - Benefits of full-time regional recruiters:
    - Position stability and more attractive to potential employees
    - Signals priority and importance of the market to VCU
    - Allows for relationship building with students, families, guidance counselors, VCU alumni, and community organizations
    - Allows for expanding VCU hosted events (e.g., recruitment and admitted student receptions)

**BOTTOM LINE: A full-time presence in-market will reinforce enhanced branding efforts, increase targeted HS visits, and establish meaningful relationships with “influencers.”**

# Strategies to increase recruitment activity

## In-Market Recruitment Strategies (cont.):

- Evaluate new markets for regional recruiter needs (FY20)
- Increase out-of-state high school visits (FY21-23):
  - Currently, 57% of all HS visits are out-of-state, compared to 66% or more at other national research universities
- Build strong(er) relationships with high school counselors (FY21-23):
  - Enhance high school counselor engagement
    - Newsletter, website, visit
  - Enhance Counselor Visit VCU Program
  - Complete a high school counselor perception study (FY 21)

**BOTTOM LINE: A full-time presence in-market will reinforce enhanced branding efforts, increase targeted HS visits, and establish meaningful relationships with “influencers.”**



# Strategies to increase recruitment activity

## Communication Strategies:

- Strengthen, diversify, and scale communications approach (FY 21)
  - Contract with third-party vendor to implement direct and individualized communication strategy to positively impact conversion rates of prospective out-of-state students.
    - Strategically purchase student names to communicate and recruit students in targeted markets.
      - Informed by predictive modeling “likelihood to produce applicants”
  - Utilize varied approaches to keep prospective students engaged through the funnel stages
    - Direct mail to 100% of names purchased
    - Create personalized videos – using students’ first name
    - Call campaigns
    - Peer-to-peer texting
    - Online events

**BOTTOM LINE: Investing in a multi-variate communication approach will enhance VCU competitiveness in keeping prospective students engaged through out the funnel stages.**

# Strategies to increase recruitment activity

## Communication Strategies (cont.):

- Utilize CRM to track return on investment for marketing expenditures (FY21)
- Strengthen website information for out-of-state students. (FY21)
  - Clarify net price, including any scholarship/tuition discount for qualified students.
- Develop print marketing materials specific to out-of-state students.(FY20)
- Targeted communications to prospective students of the guaranteed tuition discount to qualified students. (FY20)
- Leveraged virtual tour for out-of-state students unable to visit the campus. (FY20)

**BOTTOM LINE: Investing in a multi-variate communication approach will enhance VCU competitiveness in keeping prospective students engaged through out the funnel stages.**

# Strategies to increase recruitment activity

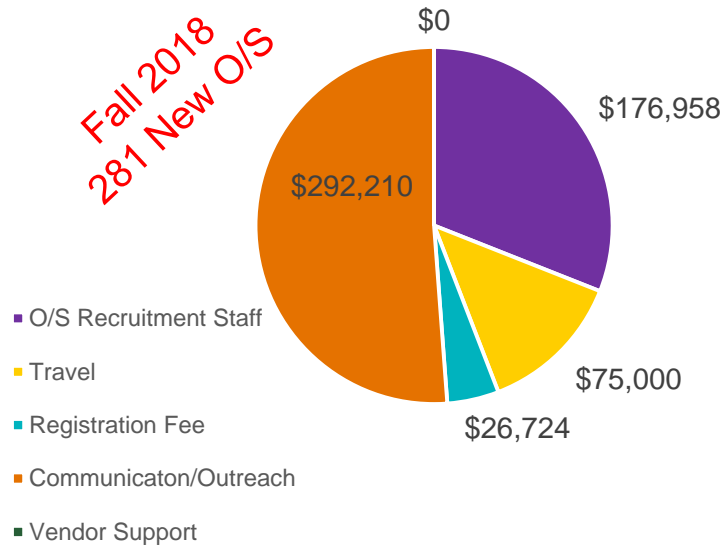
## Enrollment Yield Strategies:

- Expand in-market accepted student receptions (FY20)
  - Current locations: Maryland, North Carolina, New York
- Host on-campus events for out-of-state students (FY20)
  - Scholarship Invitational
  - Out-of-State receptions during VCU Preview Day weekend
- Academic program-student relationship building and engagement (FY20)
  - Assist with elimination or reduction of financial barriers
  - Enhance faculty and student involvement
  - Enhance alumni participation
  - Fully engage in the Office of Admissions yield events and activities

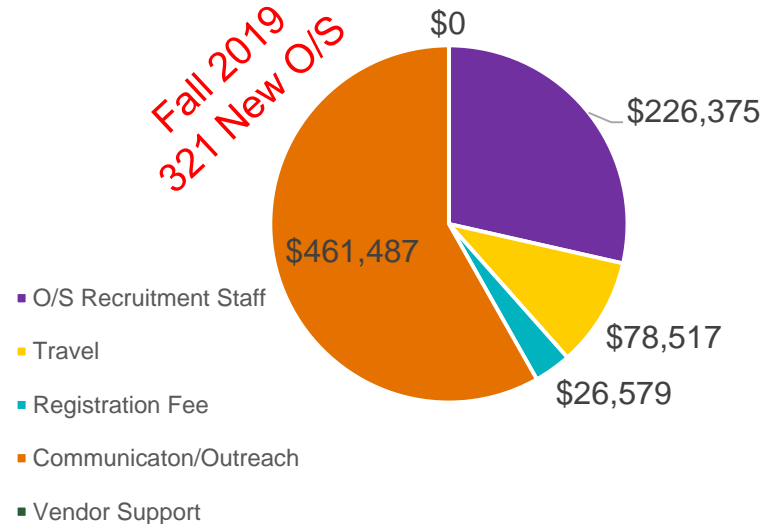
**BOTTOM LINE: A deliberate and intimate enrollment yield strategy with strong engagement and connections to campus enhances student/family's ability to assess fit.**

# Out-of-State Investment in Recruitment Activity

FY 2018 Out-of-State Recruitment Expenditures



FY 2019 Out-of-State Recruitment Expenditures



**BOTTOM LINE: Investment in scaling up staffing, communications and outreach activities may lead to positive enrollment impacts.**

# Tuition Discounting

# Strategies to improve tuition discounting

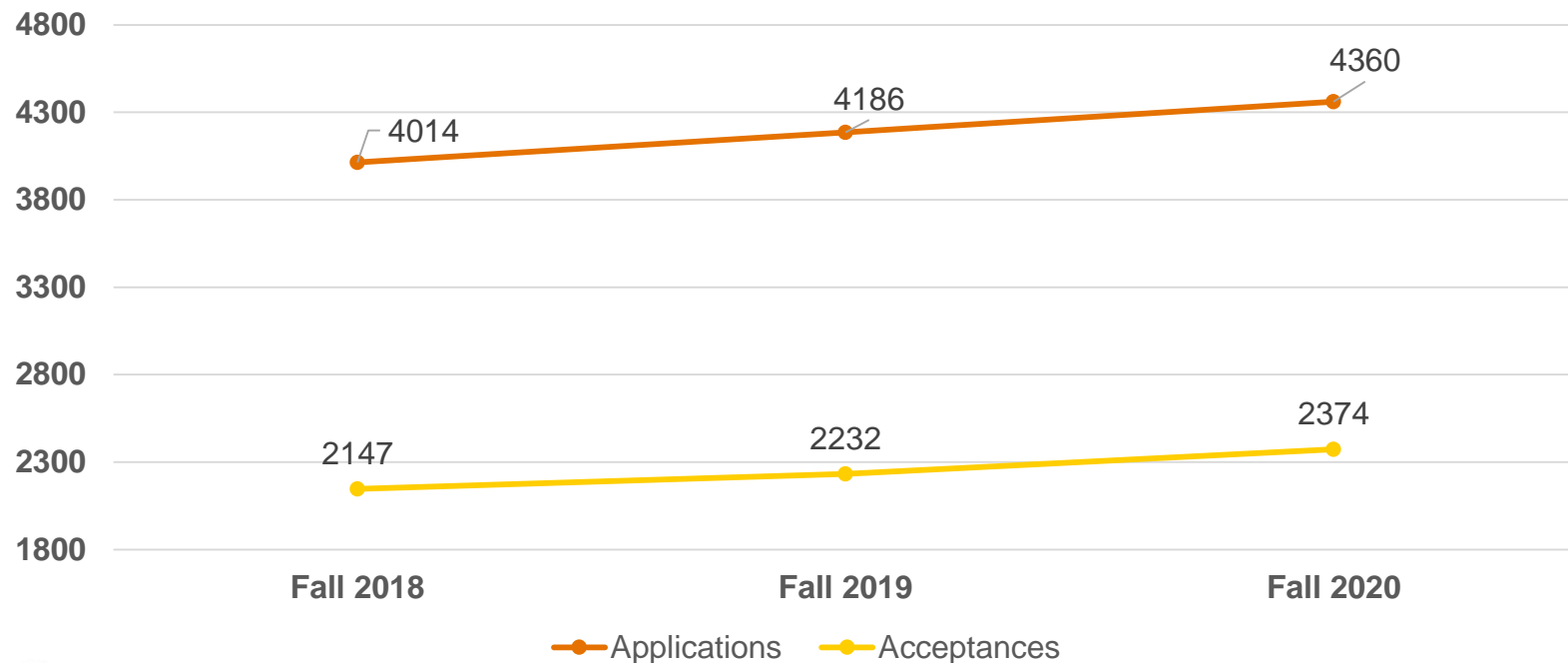
## Tuition Discounting Strategies:

- Utilize a tiered discounting approach based upon GPA ranging from 30% to 40% (FY20)
  - Create more transparency around net price that families can expect as they compare universities.
  - Sticker Price Cost-of-Attendance Comparison with In-State Flagship Competitors
    - VCU:  $\$46,727 - \$10,000 = \$36,727$
    - Penn State:  $\$31,864 - \$35,086$
    - University of Maryland:  $\$26,150$
    - NC State:  $\$24,742$
- Redesigning the financial aid awarding philosophy to leverage institutional aid for low- and middle-income families (FY20)
- Communicate financial aid packages to accepted students earlier (i.e., January vs. mid-March) (FY 21)

**BOTTOM LINE: Balancing tuition discount and need-based financial aid allows for closer alignment of what a family is willing to pay vs. what they are able to pay.**

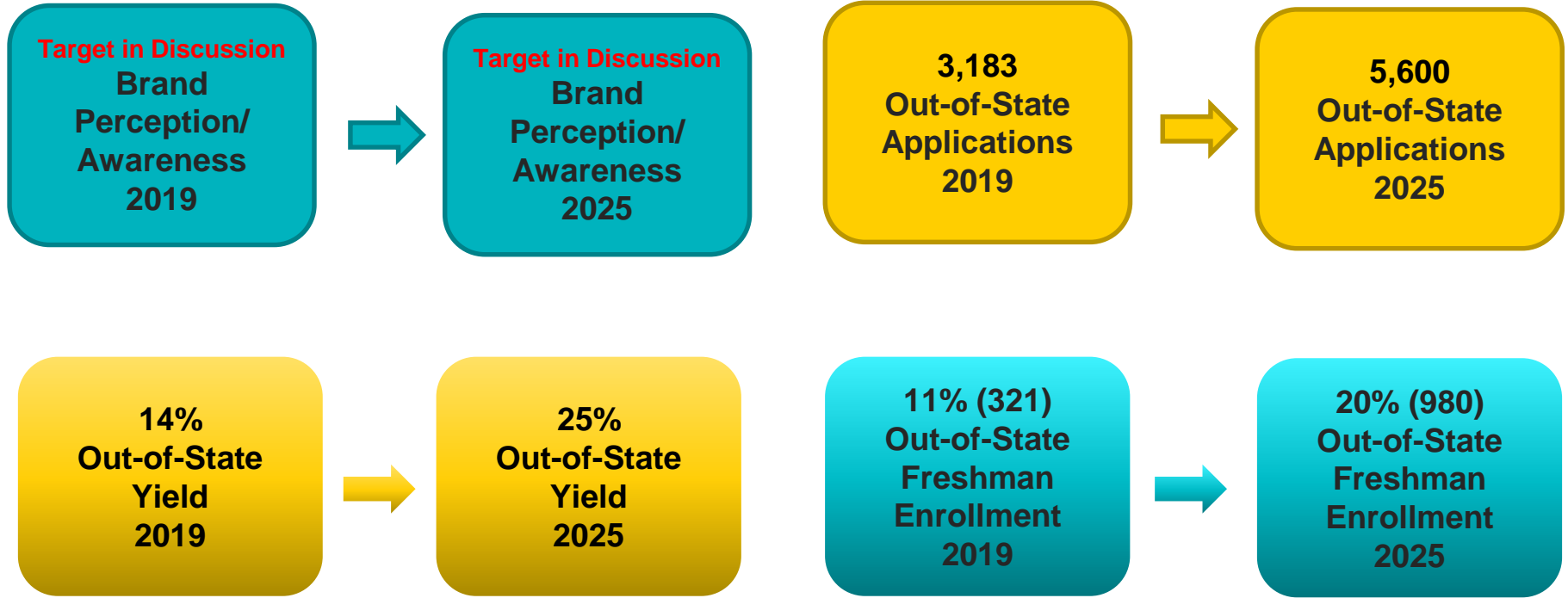
# Preliminary Results

Year-to-Date (February 7, 2020) Out-of-State Freshman Applications and Acceptances





# Out-of-State Recruitment Metrics of Success



# Appendix



# Brand Awareness and Perception Study

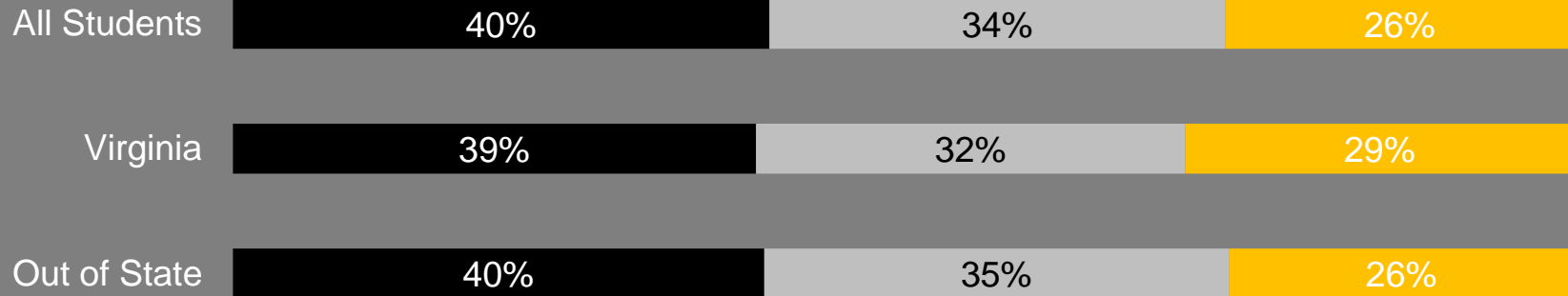
- Benchmarked VCU's brand awareness and perceptions in VA and out-of-state
- Identify the most salient RTBs and how they resonate
- Define the ideal out-of-state target audience
- Assess the impact of scholarships on willingness to consider VCU
- Population sample details:

Market	Students	Parents	Total
Virginia	299	111	410
Maryland	348	157	505
North Carolina	346	110	456
New York DMA	346	110	456
Philadelphia DMA	193	110	303
Washington, DC	58	72	130
Total	1,590	670	2,260

# *About 1 in 4 students are likely to consider VCU, equal in- and out-of-state*

## Likelihood to Consider VCU for College: Students

■ Not Likely (0-4)   ■ On the Fence (5-6)   ■ Likely (7-10)

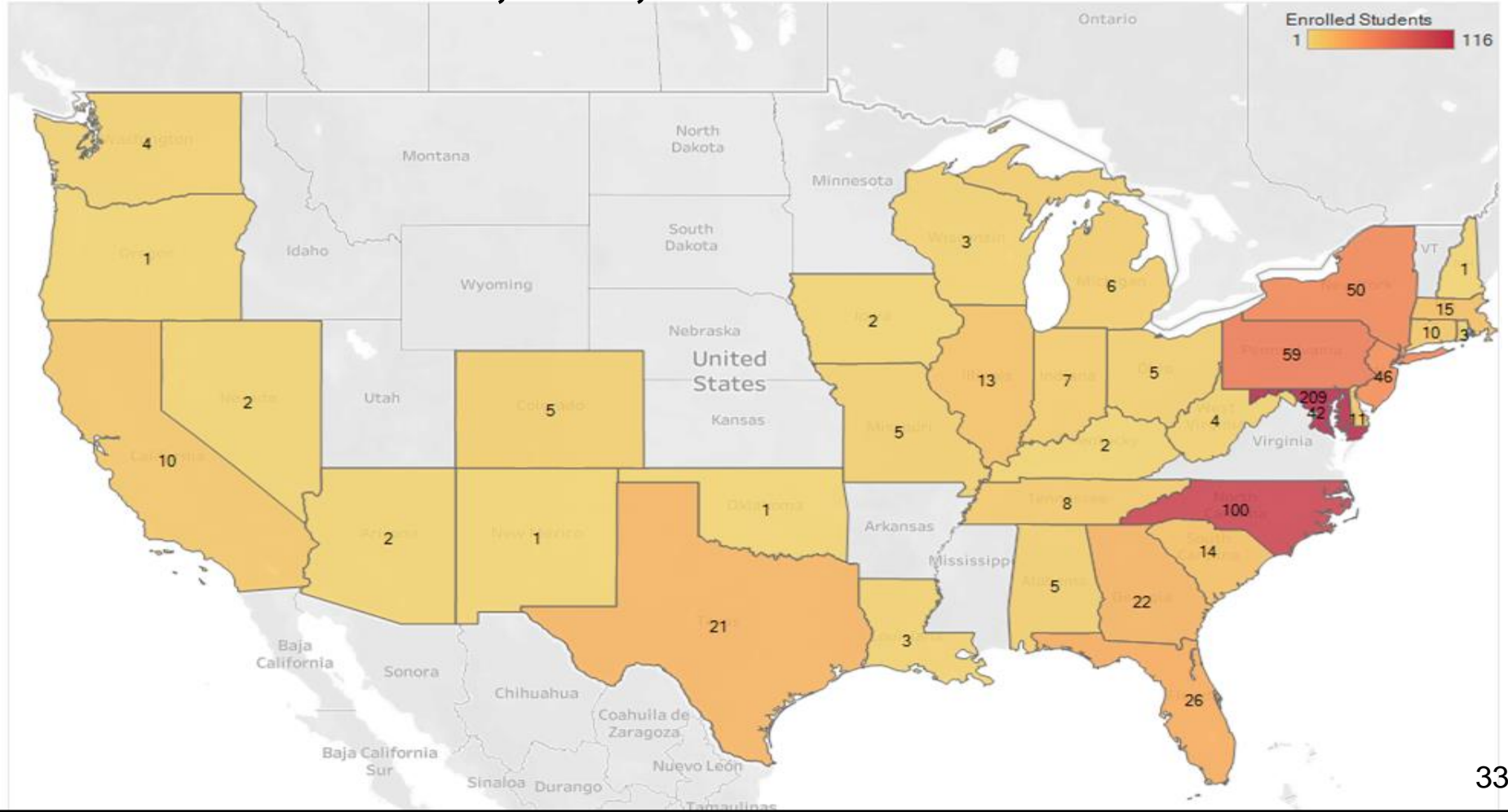


VCU Student Persona built by comparing differences between the students who are likely to consider VCU (26%) to the students who are not likely to consider VCU (40%).

# New Domestic Out-of-State Student Demographics (Fall 2019)

Demographic Identifier	All New Freshmen	O/S New Freshmen
Low-Income (Pell)	33.4%	22.4%
First Generation	32.7%	19.3%
Minority	59.5%	47.9%
Male	36.1%	29.3%

# Fall 2017, 2018, 2019 Enrolled Freshmen



# Top Undergraduate VCU Programs of Interest for Domestic Out-of-State Students

Academic Program	Fall 2017		Fall 2018		Fall 2019	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>Art Foundation</b>	100	39.5%	79	28.1%	95	29.6%
<b>Biology</b>	22	8.7%	22	7.8%	29	9.0%
<b>Undeclared: Humanities and Sciences</b>	17	6.7%	28	10.0%	27	8.4%
<b>Forensic Science</b>	12	4.7%	12	4.3%	24	7.5%
<b>Business Foundation</b>	16	6.3%	17	6.1%	19	5.9%
<b>Psychology</b>	4	1.6%	6	2.1%	12	3.7%
<b>Theatre Foundation</b>	8	3.2%	7	2.5%	11	3.4%
<b>Biomedical Engineering</b>	6	2.4%	6	2.1%	10	3.1%
<b>Chemistry</b>	5	2.0%	5	1.8%	10	3.1%
<b>Pre-Nursing</b>	6	2.4%	20	7.1%	9	2.8%



# References and Information Resources

- *Inside Higher Ed* (2019), Where Do Colleges Recruit? Wealthy and White High Schools; <https://www.insidehighered.com/admissions/article/2019/04/01/study-finds-public-universities-focus-out-state-recruitment-high>
- Han, Jacquette, Salazar (2019), *Recruiting the Out-of-State University*; [https://www.dropbox.com/s/f1j45l5eylmy0ub/joyce\\_report\\_rotated.pdf?dl=0](https://www.dropbox.com/s/f1j45l5eylmy0ub/joyce_report_rotated.pdf?dl=0)
- Ruffalo Noel-Levitz (2019), 2019 *Recruitment and Yield Rate Benchmarks for Four-Year Institutions*; [https://learn.ruffalonl.com/rs/395-EOG-977/images/2019\\_Conversion%20and%20Yield%20Report\\_EM-008.pdf](https://learn.ruffalonl.com/rs/395-EOG-977/images/2019_Conversion%20and%20Yield%20Report_EM-008.pdf)
- Ruffalo Noel-Levitz (2018), 2018 *Marketing and Student Recruitment Report of Effective Practices*; [https://learn.ruffalonl.com/rs/395-EOG-977/images/RNL\\_2018\\_Student\\_Recruitment\\_Marketing\\_Report\\_EM-19.pdf](https://learn.ruffalonl.com/rs/395-EOG-977/images/RNL_2018_Student_Recruitment_Marketing_Report_EM-19.pdf)
- VCU Virtual Tour <https://www.vcu.edu/#virtualtour>



# Academic Program Overview



# VCU

February 2020

# Overview of Academic Programs

*(as of fall 2019)*

50 Certificates

64  
Baccalaureate  
Degrees

66 Masters  
Degrees

41 Doctoral  
Degrees

3 Professional  
Degrees

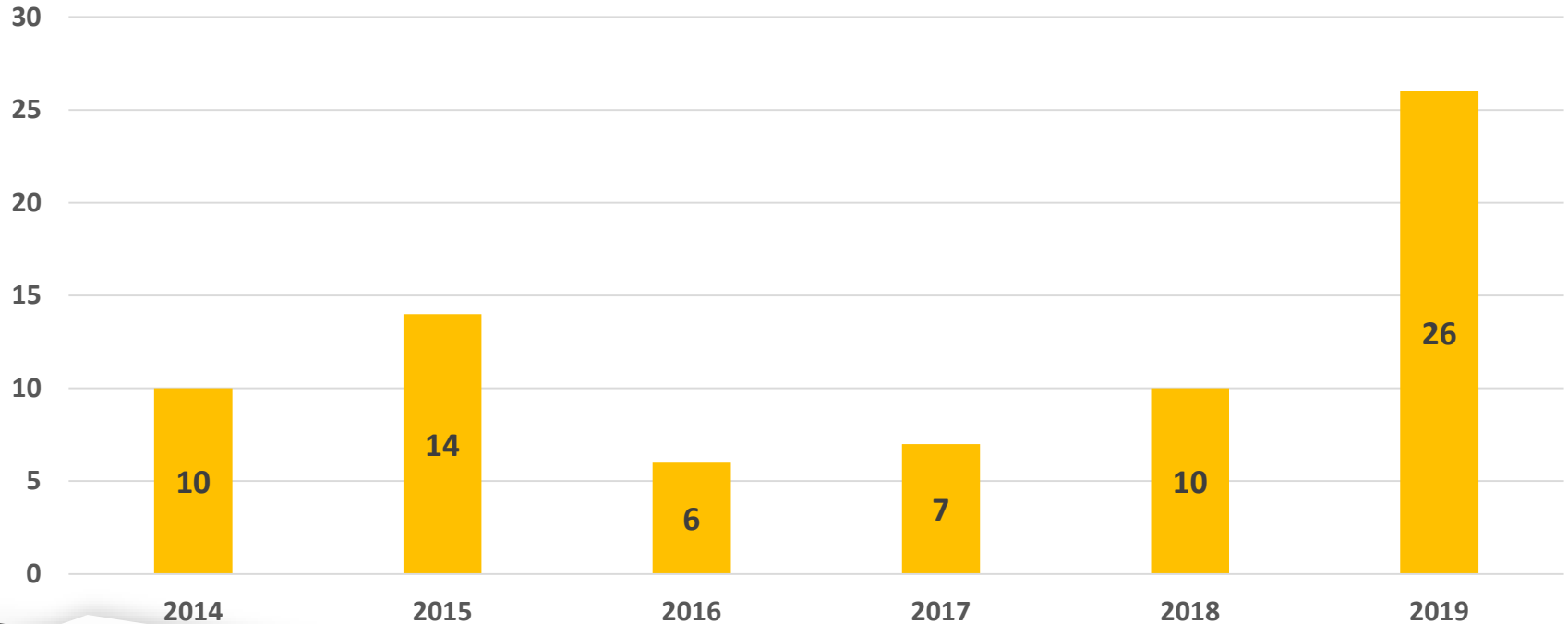
# **ACADEMIC PROGRAM DEVELOPMENT AND APPROVAL PROCESS**

# Program Proposal Process



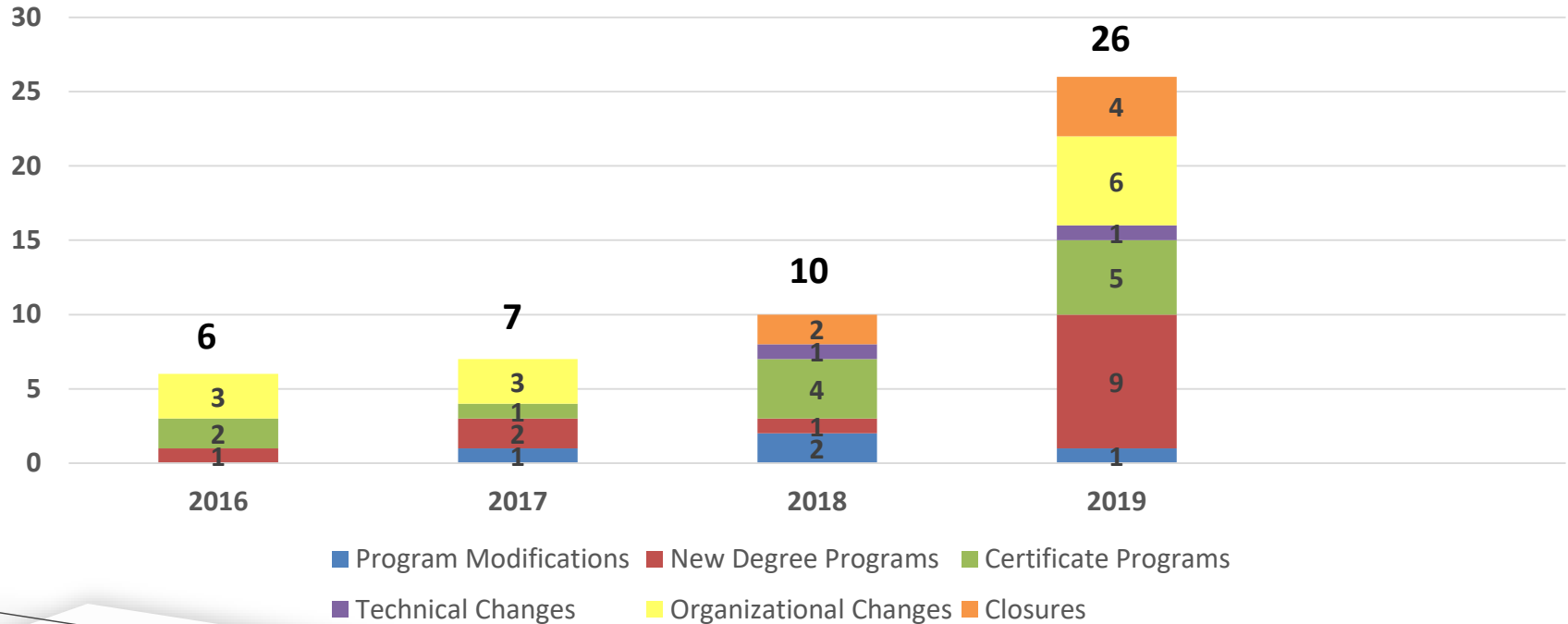
# Proposals approved by the Board of Visitors

(Calendar Year)



# Proposals Approved by Board of Visitors by Type

( 2016-2019)

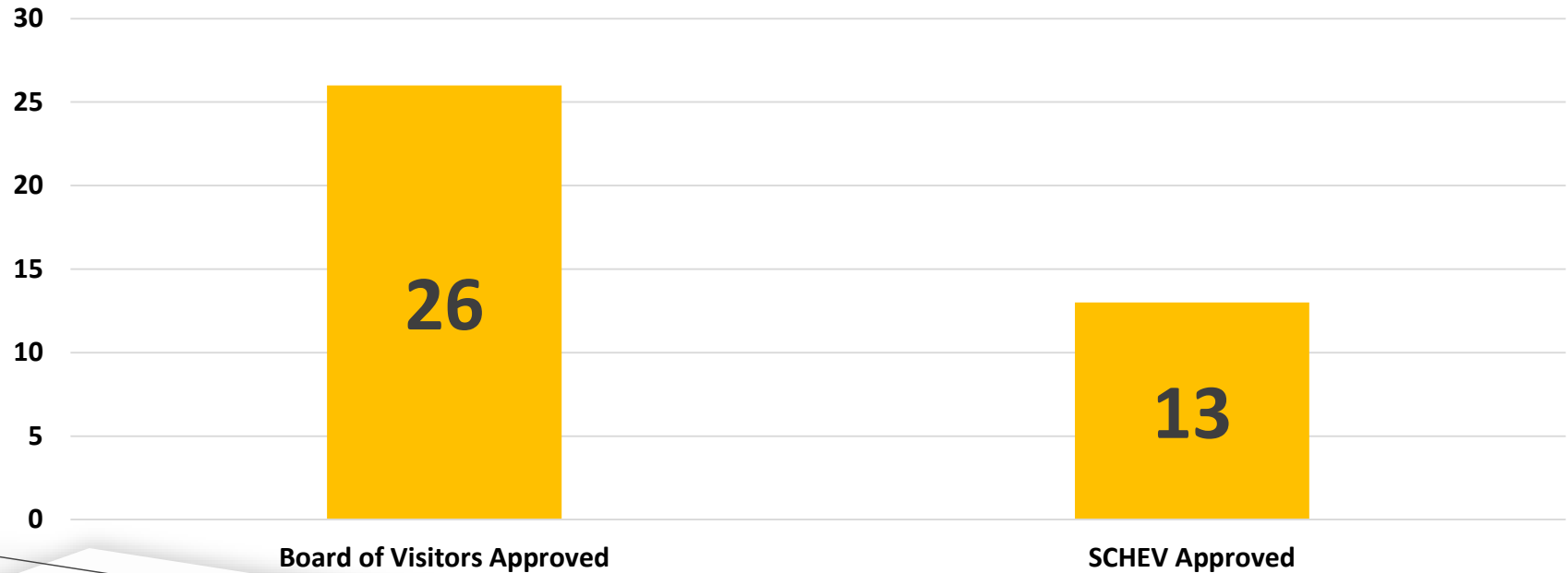




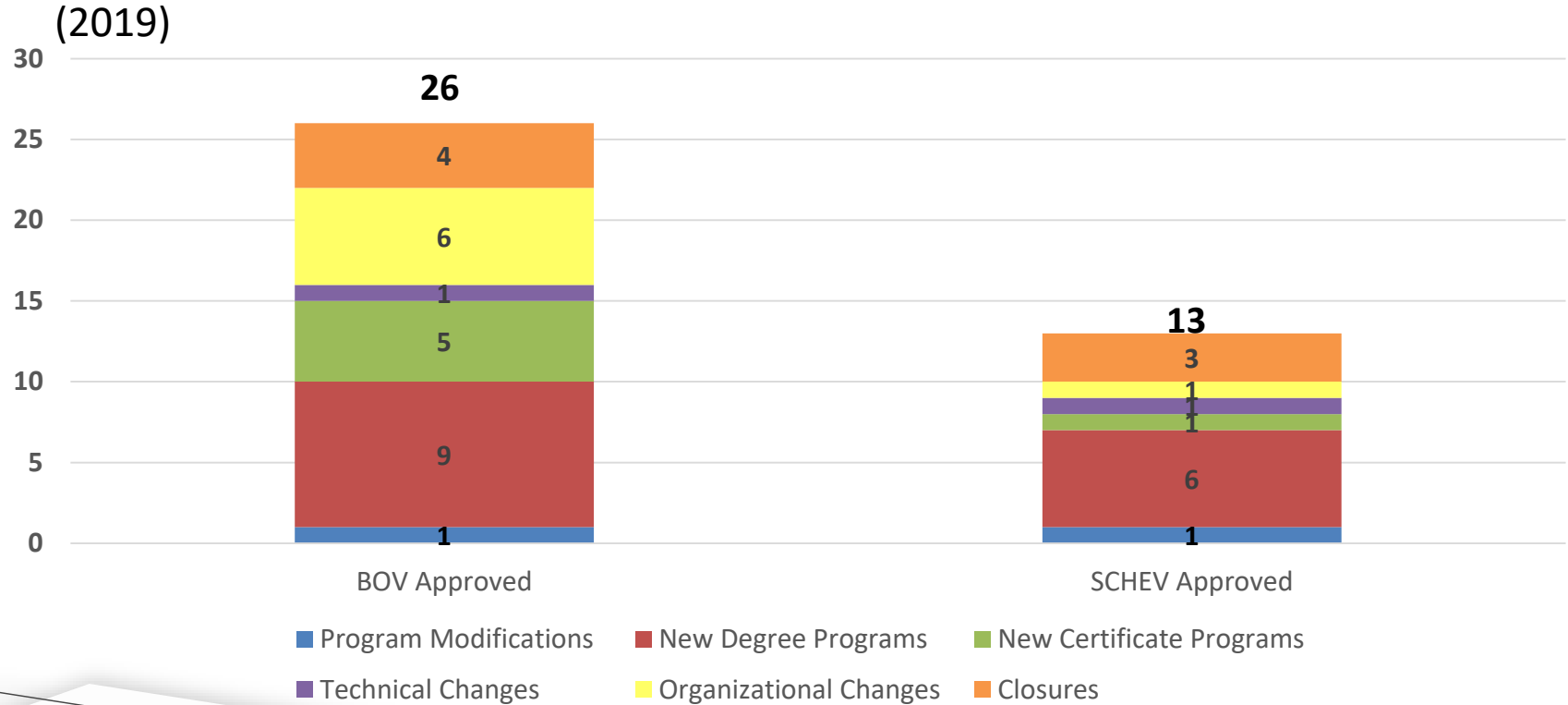
# 2019 Overview

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Proposals approved January – December, 2019



# Proposals approved by Board of Visitors & SCHEV



# Academic program development resources

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- Office of the Provost website
  - [Development and modification of academic programs](#)
  - [Organizational change](#)
  - [Review and approval calendars](#)
  - [Academic program dashboard and status tracker](#)

# **VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS**

## **ACADEMIC AND HEALTH AFFAIRS COMMITTEE CHARTER**

### **I. PURPOSE**

The primary purpose of the Academic and Health Affairs Committee is to provide oversight and make recommendations to the Board on all policies and plans regarding strategic enrollment management; academic quality; student matters; faculty matters; athletics; inclusive excellence and research consistent with the stated goals and objectives of the University and with its academic health center, including its affiliation with the Virginia Commonwealth University Health System Authority. Areas of responsibility include:

- Strategic enrollment management
  - Admissions
  - Retention
- Academic quality
  - Quality
  - Degrees, programs and structure
  - Trends
  - Strategic priorities
  - Academic program review
  - Online education
  - SACS/accreditation
- Student matters
  - Academic Success
  - Rights and Responsibilities
  - Concerns
  - Safety, satisfaction and engagement
- Faculty matters
  - Employment, rights and responsibilities, and professional development
  - Salaries
  - Recruitment and retention
  - Benchmarks and best practices
- Athletics
  - Academic success of student athletes and compliance with NCAA guidelines
- Research
- Inclusive Excellence
- Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

In addition, the Academic and Health Affairs Committee provides oversight and counsel toward the achievement of the mission, vision and goals of the Virginia Commonwealth University strategic plan.

The function of the Academic and Health Affairs Committee is primarily oversight. University management, under the auspices of the President, the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System, is responsible for the development, implementation, and measurement of success regarding these areas of responsibility, as well as the policies and procedures for maintaining these programs and activities.

## **II. COMPOSITION AND INDEPENDENCE**

The Academic and Health Affairs Committee will be comprised of three or more Visitors. Each member must be free from any financial, family or other material personal relationship that, in the opinion of the Board or Academic and Health Affairs Committee members, would impair their independence from management and the University.

## **III. MEETINGS**

The Academic and Health Affairs Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee chair should communicate with the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System prior to each Committee meeting to finalize the meeting agenda and review the matters to be discussed.

## **IV. RESPONSIBILITIES**

In performing its oversight responsibilities, the Academic and Health Affairs Committee shall:

### **A. General**

1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The charter should be reviewed annually and updated as necessary.
2. Maintain minutes of open session portions of meetings.
3. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.
4. Consistent with state law, the Committee may communicate in closed session (with or without members of senior management present) with general counsel and/or the executive director of assurance services present to discuss matters that the Committee or any of these groups believe should be discussed privately.

### **B. Academic degrees, programs and structure**

1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.
3. Review proposals for the organization of the academic structure of the University.

### **C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority**

1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.

### **D. Academic research activities**

1. Review and approve research policies deemed to require Board of Visitor action.
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.
3. Receive reports on the relationship of research activities to local, regional, national, and international economic development.

4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.
- E. Faculty and staff employment, rights and responsibilities, and professional development
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.
  2. Review and approve policies and programs on equal employment opportunity and affirmative action.
  3. Afford an opportunity for direct communication between Board members and members of the faculty.
- F. Admissions and retention
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.
- G. Accreditation
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.
- H. Academic Success of Students
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.
  2. Review topical areas of interest related to the student experience.
  3. Review major fall and spring activities.
  4. Review and monitor student academic success.
- I. Academic Success of Student Athletes
1. Review and oversee matters relating to the intercollegiate athletic program.
- J. Student Rights and Responsibilities
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System, and Student Code of Conduct.
  2. Review and oversee matters relating to student government, and appropriate student participation in University governance.
  3. Review and oversee matters relating to student organizations and extracurricular activities.
- K. Student Services
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, safety and other student services.
  2. Review and approve policies relating to student records.
  3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.
- L. Student Communications
1. Afford an opportunity for direct communication between Board members and students.
- M. International Partnerships and Collaborations
1. Review and approve international partnerships

# Virginia Commonwealth University Board of Visitors

## Academic and Health Affairs Committee Meeting Planner

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Feb	May
<b>A. General</b>							
1. Review, update, and approve Academic and Health Affairs Committee charter	X			X			
2a. Approve minutes of previous meeting		X		X	X	X	X
2b. Maintain minutes of meetings		X		X	X	X	X
3. Authorize investigations into any matters within the Committee's scope of responsibilities			X				
4. Report Committee actions to the Board of Visitors with recommendations deemed appropriate		X		X	X	X	X
5. Communicate in executive session, with general counsel		X		X	X	X	X
6. Review and approve Academic and Health Affairs Committee meeting planner for the upcoming year	X			X			
7. Monitor student academic success.		X		X	X	X	X
<b>B. Academic degrees, programs and structure</b>							
1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.			X				
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.			X				
3. Review and approve proposals for the organization of the academic structure of the University.			X				
<b>C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority</b>							
1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.			X				
<b>D. Academic research activities</b>							
1. Review and approve research policies deemed to require Board of Visitor action.			X				



A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
				Q1	Q2	Q3	Q4
	A	Q	AN	Sep	Dec	Feb	May
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)							
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.			X				
3. Receive reports on the relationship of research activities to local, regional, national and international economic development.			X				
4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.	X				-		X
<b>E. Faculty and staff employment, rights and responsibilities, and professional development</b>							
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.			X				
2. Review and approve policies and programs on equal employment opportunity and affirmative action.			X				
3. Afford an opportunity for direct communication between Board members and members of the faculty.		X		X	X	X	X
4. Afford an opportunity for direct communication between Board members and members of the staff.		X		X	X	X	X
<b>F. Admissions and retention</b>							
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.			X				
<b>G. Accreditation</b>							
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.			X				
<b>H. Academic Success of Students</b>							
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.	X					X	
2. Review topical areas of interest related to the student experience and overall student engagement.		X		X	X	X	X
3. Review major fall and spring activities.	X				X		X
4. Review and monitor student academic success.			X				
<b>I. Academic Success of Student Athletes</b>							
1. Review and oversee matters relating to the intercollegiate athletic program.	X				X		
<b>J. Student Rights and Responsibilities</b>							
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Feb	May
2. Review and oversee matters relating to student government, and appropriate student participation in University governance.			X				
3. Review and oversee matters relating to student organizations and extracurricular activities.			X				
4. .			X				
<b>K. Student Services</b>							
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, and other student services			X				
2. Review and approve policies relating to student records.			X				
3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.	X					X	
<b>L. Student Communications</b>							
1. Afford an opportunity for direct communication between Board members and students.		X		X	X	X	X
<b>M. International Partnerships and Collaboration</b>							
1. Review and approve international partnerships			X				

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Revised: 03/11/2019  
Approved by BOV: 03/22/2019

Virginia Commonwealth University  
Academic Health Affairs Committee (AHAC) Dashboard

AHAC Metrics - February 2020						
Calendar Year (Jan-Dec)	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Clery Act Crimes	126	156	158	146	113	
% of Recent Graduates (UG) Working Full-time (May graduating class)	NA	NA	60%	53%	54%	53%
UG Student Satisfaction	NA	NA	76%	NA	NA	73%
Global Satisfaction with VCU as a good place to work	NA	NA	72%	NA	NA	NA
Culture & Climate Survey - VCU as a good place to work	NA	NA	NA	NA	NA	75%
Faculty Turnover Rate (Fall to Fall)	7.6%	8.9%	8.2%	8.0%	7.1%	7.8%
Entry Cohort Year (Fall)	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>	<u>Fall 2013</u>	<u>Fall 2014</u>	<u>Fall 2015</u>
4-year Graduation Rate of First-Time Full-Time UG	35.7%	39.9%	44.9%	45.3%	44.5%	48.1%
6-year Graduation Rate of First-Time Full-Time UG	62.4%	62.9%	67.4%	67.6%		
5-year Graduation Rate of In-state Transfers	63.2%	68.4%	67.3%	68.7%	67.7%	
Fiscal Year (July-June)	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	
Avg. In-state UG Debt at Graduation (First-Time Freshmen)	\$ 29,726	\$ 30,258	\$ 31,056	\$ 31,211	\$ 30,851	
Federal Research Awards (in millions)	\$156.5	\$144.1	\$153.0	\$140.9	\$159.8	
Federal R&D Expenditures (in millions)	\$142.4	\$143.8	\$147.6	\$140.8	\$142.3	
Invention disclosures	93	133	134	134	114	
Inter-professional Student Contact Hours (Fall and Spring)	14,962	27,865	25,549	33,590	35,508	
# of First time students from Diversity Pipeline Programs into Health Professions Training Programs (Fall and Spring)	25	14	27	18	25	

Virginia Commonwealth University  
Academic Health Affairs Committee (AHAC) Dashboard Definitions

Metric	Definition/Methodology
6-year Graduation Rate of FT FTIC	Percentage of first-time full-time undergraduate students entering VCU in a Fall term who complete a degree program within six years. Students who are deceased prior to completing a degree program are excluded.
4-year Graduation Rate of FT FTIC	Percentage of first-time full-time undergraduate students entering VCU in a Fall term who complete a degree program within four years. Students who are deceased prior to completing a degree program are excluded.
5-year Graduation Rate of In-state FT Transfers	Percentage of full-time undergraduates who transferred from another post-secondary institution and complete a degree program within five years. Students who are deceased prior to completing a degree program are excluded.
Avg. Resident UG Debt at Graduation	The average amount of student loan debt for first-time freshman at graduation. Excludes parent PLUS loans. By completed Degree & Financial Aid Award Years.
% of Recent Graduates (UG) Working Full-time	Results from the VCU Outcomes Survey administered to all students identified as graduating at the end of the semester in which the survey is administered. Survey is open for six months after graduation and above seven email reminders throughout the six months. This data in the 2018-19 are coming from the new survey administered in May 2019 using the HandShake survey tool. These are preliminary numbers. Survey hasn't closed yet and no data cleansing.
UG Student Satisfaction	Results from Noel Levitz Student Satisfaction Inventory (Done every three years). Question asked "Rate your overall satisfaction with your experience here thus far." Percentage signifies those who responded to this question as Somewhat satisfied, Satisfied, or Very satisfied. All undergraduate students were surveyed (degree-seeking, non-degree seeking, and certificates).
Faculty Turnover	The number of faculty terminations divided by the average T&R faculty headcount. The average faculty headcount is the average of the Fall Census II faculty headcount and the previous Fall Census II faculty headcount. The year represents the ending Fall year. A rate in the 2014 column defines Fall 2013 to Fall 2014 turnover of faculty.
Global Satisfaction with VCU as a good place to work	Results from the April 2016 Faculty and Staff Climate Survey to all employees. Question asked "Generally speaking, I am very satisfied working at VCU". The percentage signifies those who responded to this question with Agree or Strongly Agree. Excludes student workers (graduate assistants, student workers, and work study students).
Culture and Climate Survey - Recommend VCU as a good place to work.	New Climate Survey from the Office of Inclusive Excellence. Survey Administered for the first time Spring 2019. All employees surveyed and asked "Considering everything, how satisfied are you with VCU as a place to work?. The percentage signifies those who responded positively to this question with Very satisfied, or Satisfied. Excluded from the population: Affiliates, President, Graduate Assistants, Student Workers, Work Study and Exempt. Where exempt are part-time and mostly grad assistants, lab assistants, research scholars, and research assistants.
Federal R&D Expenditures	The total amount of R&D expenditures reported to the NSF in their annual Higher Education and Research Development (HERD) survey.
Invention disclosures	Invention disclosure forms are a summarized data sheet of the inventions created by VCU faculty and staff. These forms contain multiple questions that include a summary of the invention, funding sources, inventors who have contributed towards the creation of the invention, upcoming publications, etc. All of this information is docketed and used to generate patent applications with the inventor's input, as well as, keep a detailed record of university generated inventions. Coordinated by the Innovation Gateway office.
Inter-professional Student Contact Hours	The number of contact hours that the Center for Interprofessional Education has with students. Credit hours are not always based on credit-bearing courses. Includes Spring data.
# of First time students from Diversity Pipeline Programs into Health Professions Training Programs	The number of students who participated in one of our Diversity Pipeline programs who successfully gained entrance into a medical professions program. Includes non-VCU students. Includes Spring admissions data.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Science
Degree Program Name/Title	Health Services
CIP code	51.0701
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 10, 2019

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

The proposed B.S. in Health Services will require 120 credits. All students in the proposed degree program will have a culminating service learning experience in the senior year, ALHP 435: Healthcare Career Development and Planning in Allied Health Professions. Students will have completed 60 credits prior to formal admission into the program. Transfer students from other colleges and universities will be expected to meet the university's general education requirements or equivalents prior to formal admission.

**Program Requirements**

New courses are denoted with an asterisk (\*).

**Core Courses (39 credits hours)**

HCMG 300: Health Care Organization and Services (3)\*  
ALHP 310: Introduction to Healthcare Professions (3)\*  
ALHP 320: Person-Centered Care (3)\*  
ALHP 325: Introduction to Rehabilitation Services (3)\*  
ALHP 330: Human Growth and Development for Health Professions (3)\*  
ALHP 340: Health Care Technology and Innovation (3)\*  
ALHP 410: Professional and Clinical Ethics (3)\*  
ALHP 415: Health Care Financing and Budgeting (3)\*  
ALHP 416: Healthcare Economics (3)\*  
ALHP 420: Leadership Development (3)\*  
ALHP 425: Health Care Management and Performance (3)\*  
ALHP 430: Overview of Research in the Health Sciences (3)\*  
ALHP 435: Healthcare Career Development and Planning in Allied Health Professions (3)\*

**Additional Required Courses (9 credit hours)**

ACCT 202: Accounting for Non-business Majors (3)

ECON 203: Introduction to Economics (3)  
STAT 210: Basic Practice of Statistics (3)

**Electives (12 credit hours chosen from the list below)**

ANTH 103: Introduction to Anthropology (3)  
BUSN 201: Foundations of Business (3)  
BUSN 329: Introduction to Intercultural Communication (3)  
ECON 300: Contemporary Economic Issues (3)  
FIRE 309: Risk and Insurance (3)  
GRTY 410: Introduction to Gerontology (3)  
GRTY 510: Aging (3)  
HUMS 202: Choices in a Consumer Society (1)  
INFO 160: Digital Literacy: Computer Concepts, Internet, Digital Devices (1)  
INFO 161: Digital Literacy: Word Processing Skills (1)  
INFO 165: Digital Literacy: Spreadsheet Skills II (1)  
INFO 360: Business Information Systems (3)  
MKTG 301: Marketing Principles (3)  
MGMT 310: Managing People in Organizations (3)  
MGMT 331: Human Resource Management (3)  
PATC 511: The Professional Caregiver (4)  
PSYC 101: Introduction to Psychology (4)  
PSYC 304: Life Span Developmental Psychology (3)  
RHAB 202: General Substance Abuse Studies (3)  
RHAB 321: Introduction to Substance Abuse (3)  
RHAB 502: American Sign Language I (3)  
SLWK 201: Introduction to Social Work (3)  
SLWK 230: Communication in the Helping Process (3)  
SOCY 344: Medical Sociology (3)  
SOCY 401: African-Americans and the U.S. Health Care System (3)

**Total Credit Hours – 120**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed B.S. in Health Services, students will be able to:

- Describe health, illness, and human development in the context of the U.S. health care system.
- Analyze contemporary issues and trends in health promotion and delivery in the context of the U.S. health care system.
- Identify and analyze cultural and economic factors impacting health disparities in the U.S.
- Demonstrate preparation to practice professional and ethical behaviors in the health care services workplace.
- Apply effective written and oral communications skills within the health care services context.
- Analyze and apply basic theories of leadership and change management to the health care services workplace.

- Apply to health care services workplace relations the key elements of professional function and inter-professional collaboration.
- Evaluate and interpret evidence-based practices in the health care services context.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed B.S. in Health Services will be able to:

- Analyze situations and problem-solve administrative dilemmas related to employee-supervision and fiscal management.
- Assist with the development/implementation of a performance improvement plan related to efficient delivery of care.
- Serve diverse populations and work collaboratively with colleagues within a team.
- Help establish/implement goals, objectives, policies, procedures, and systems for the organization.
- Understand client and business partner needs and challenges and apply creative and logical approaches to identify solutions.
- Assist with recruitment, interviewing, and onboarding new staff.
- Ensure regulatory compliance with HIPAA, OSHA, labor laws and other federal, state, local regulations.
- Advocate for patients, families, and communities.
- Maintain and support patient care delivery systems and innovations.
- Collect and analyze relevant data from internal and external sources to support health care delivery.
- Demonstrate effective problem identification and resolution skills as a method for sound and ethical decision-making.
- Organize and maintain data for clinical databases and registries.
- Review patients' records for timeliness, completeness, accuracy, and appropriateness of data.
- Track patient outcomes for quality assessment.
- Maintain organizational documentation and patient records.
- Manage projects and resources.
- Maintain financial controls and auditing principles in a health care environment.
- Maintain operational documentation.
- Participate in organizational recruitment and retention.
- Maintain and support patient care delivery systems and innovations.

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
George Mason University	BS, Health Administration, 51.9999	115
James Madison University	BS, Health Services Administration, 51.0701	67

Norfolk State University	BS, Health Services Management, 51.0701	39
Old Dominion University	BSHS, Health Sciences, 51.9999	121

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

**Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Medical and health services managers	406,100	477,600	18%	Bachelor's degree
Social and community service managers	168,800	190,700	13%	Bachelor's degree

**Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Medical and health services managers	7752	9586	23.66%	2.4%	Bachelor's degree
Social and community service managers	2672	3298	23.43%	2.34%	Bachelor's degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021- 2022	Program Full Enrollment Year <sup>1</sup> 2024 – 2025	
1.	Projected Enrollment (Headcount)	75	125	
2.	Projected Enrollment (FTE)	45	75	
3.	Estimated Tuition and E&G Fees	\$12,376	\$13,490	
4.	Projected Revenue from Tuition and E&G Fees	\$556,920	\$1,011,750	

<sup>1</sup> For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.



5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$189,000 Reallocation of existing College funds and redistribution of faculty teaching load assignments.	\$189,000 Reallocation of existing College funds and redistribution of faculty teaching load assignments.
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**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

The Virginia Hospital & Healthcare Association (VHHA) reported that Virginia hospitals provide 132,000 jobs with more than \$8.5 billion in payroll and benefits, and \$40 billion in annual economic impact for the Commonwealth. In Virginia, there are 27 hospital systems that operate a total of 110 community, psychiatric, rehabilitation and specialty hospitals, 345 nursing and assisted-living facilities, and 62 free and charitable clinics.

Currently, the Virginia Department of Health is reviewing 23 letters of intent from health care providers seeking to add 57 acute care hospital beds, 6 operating rooms, 20 psychiatric beds, and one cardiac catheterization site to existing health care facilities. There are requests for 300 new residential substance abuse beds. These health care facilities will continue to demand administrative and patient care workers with the competencies and skills gained from the proposed degree program.

VCU surveyed 3,762 Virginia Community College System (VCCS) students enrolled in health services between July 18 and August 8, 2018. A total of 456 students completed the survey, with 139 students (30%) reporting that they would definitely enroll if VCU offered a B.S. in Health Services.

VCU is ideally positioned to offer this program based on its expertise in both business and clinical aspects of healthcare delivery. The Department of Health Administration, ranked #5 in the nation, has a long history of educating healthcare administrators. The Rehabilitation Counseling and Patient Counseling faculty are distinguished in educating individuals in the care of the whole person, a key skill for graduates of the proposed degree program.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Arts
Degree Program Name	Human and Organizational Development
CIP code	52.1005
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 28, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

The proposed B.A. in Human and Organizational Development degree will require 120 credit hours. There are no concentrations, emphasis areas, or tracks. Students are required to complete a three-credit internship (ADLT 490: Internship in Human and Organizational Development\*).

**Program Requirements**

New courses denoted with an asterisk (\*).

**General Education Requirements (21-23 credit hours)**

UNIV 111: Focused Inquiry I (3)

UNIV 112: Focused Inquiry II (3)

UNIV 200: Inquiry and the Craft of the Argument (3)

Humanities/fine arts course from a university approved list (3)

Natural/physical sciences course from a university approved list (3-4)

Quantitative literacy course (MATH 131 or STAT 208) (3)

Social/behavioral sciences course from a university approved list (3-4)

**Additional General Education Requirements (17 credit hours)**

PSYC 101: Introduction to Psychology (4)

SOCY 101: Introduction to Sociology (3) (fulfills social/behavioral science requirement)

ECON 203: Introduction to Economics (3)

INFO 160: Digital Literacy (1)

MASC/INTL 151: Global Communications (fulfills humanities/fine arts requirement)  
or WRLD 203: Cultural Texts and Contexts  
or equivalent Global Communications course

Foreign Language of choice at the intermediate (200) level (3)

**Core Courses (35 credit hours)**

- EDUS 300: School and Society (3)  
ADLT 300: Introduction to Human and Organizational Development (3)\*  
ADLT 301: Adult Learning Theory and Practice (3)\*  
ADLT 302: Basics of Instructional Design for Adult Learners (3)\*  
ADLT 303: Facilitation Skills for Human and Organizational Development (2)\*  
ADLT 304: Designing Online Learning for Adult Learners (3)\*  
ADLT 400: Developing Intercultural Competence in the Workplace:  
Diversity, Equity and Inclusion (3)\*  
ADLT 401: Organizational Development and Change (3)\*  
ADLT 404: Team Learning and Development (3)\*  
ADLT 405: Project Management in Learning and Development (3)\*  
ADLT 406: Consulting Skills in Adult Learning Environments (3)\*  
ADLT 490: Internship in Human and Organizational Development (3)\*

**Restricted Electives (12 credits chosen from the list below)**

- ACCT 202: Accounting for Non-business Majors (3)  
BUSN 323: Legal Environment of Business (3)  
CLED 405: A Survey of Career Counseling (3)  
MGMT 403: Human Resource Development (3)  
MGMT 310: Managing People in Organizations (3)  
MGMT 319: Leadership (3)  
MGMT 331: Human Resource Management (3)  
STUA XXX: Study Abroad (3)  
SEDP 495: Universal Design for Learning and Transition (3)  
TEDU 552: Teaching English as a Second Language (3)

**Open Electives (35 credits)**

Students may select 35 credits of open electives.

**Total credit hours: 120**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

At the end of this program, students will be able to:

- Plan, develop, and implement learning and development experiences for adult learners in a variety of settings.
- Assess learning needs and evaluate the learning of both students and the organization through learning and development experiences.
- Develop learning interventions and assessments appropriate for employees/participants from diverse cultural backgrounds.
- Utilize adult learning principles and knowledge of organizational development to create learning and development experiences/interventions for the intended audience.
- Use appropriate technology in learning and organizational development curriculum development.
- Provide strategy for appropriate learning and development interventions.

- Demonstrate project management skills in organizing and managing a learning/development project for adult learners.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed B.A. in Human and Organizational Development degree program will be able to:

- Provide learning and development interventions in a variety of organizational settings including face-to-face and online settings.
- Assess workplace issues related to organizational or individual issues.
- Facilitate solutions to these workplace issues, evaluating if they should be face-to face or online training solutions.
- Assess training needs through surveys, interviews with employees, or consultations with managers or instructors.
- Design and create training manuals, online learning modules, and course materials.
- Review training materials from a variety of sources and choose appropriate materials
- Deliver training to employees using a variety of instructional techniques.
- Assist in the evaluation of training programs.
- Perform administrative tasks such as monitoring costs, scheduling classes, setting up systems and equipment, and coordinating enrollment.

**V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	Not applicable	Not applicable

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

**Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Training and Development Specialist	306,400	335,300	9%	Bachelor's
Training and Development Managers	37,800	40,900	8%	Bachelor's

**Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Training and Development Specialist	10,959	12,850	17.26%	13	Bachelor's
Training and Development Managers	964	1,098	13.90%	189	Bachelor's

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year <sup>1</sup> 2024 - 2025
1	Projected Enrollment (Headcount)	15	71
2	Projected Enrollment (FTE)	13	59
3	Estimated Tuition and E&G Fees	\$14,686	\$14,686
4	Projected Revenue from Tuition and E&G Fees	\$190,918	\$866,474
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

With Virginia continuing to grow and attract organizations to the Commonwealth, the need for employee training and development, as well as organizational development, will also grow. Entry-level employees with the knowledge and skills to assist and provide these services will be a valuable resource to organizations. The need for on-the-job training for these positions will be diminished due to the course offerings in the proposed program. Graduates will be prepared, through coursework and internships, to quickly assimilate into their role and provide training and development in multiple formats, including on-line learning and instructional design. The Bureau of Labor Statistics has suggested that positions in this field will grow faster than the national average of 5%. Within the Commonwealth of Virginia, the growth of employment in Learning and Development occupations is expected to grow approximately 16%, higher than the average growth of all jobs in the Commonwealth of Virginia which is 10%.

<sup>1</sup> For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master's
Degree Program Name	Brand Strategy and Design
CIP code	52.1499
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

The proposed non-thesis Master of Brand Strategy and Design program will require a total of 45 credits, of which 33 credits will be core courses and the remaining 12 credits will be specific to each concentration area. Students will select one of four concentrations.

**Program Requirements**

**Core requirements (33 credit hours)**

BRND 603: Foundations in Branding (3)  
BRND 604: Storytelling (3)  
BRND 605: Creative Problem Solving (3)  
BRND 606: Modern Models of Communication (3)  
BRND 607: Brand Communication (3)  
BRND 610: Career Skills Preparation (3)  
BRND 611: Trendspotting & Future Casting (3)  
BRND 612: Brand Relationships & Innovation (3)  
BRND 613: Proof of Concept (3)  
BRND 614: Impact & Influence (3)  
BRND 615: Portfolio (3)

**Concentration specific courses (12 credit hours)**

**Art Direction**

BRND 660: Introduction to Design Concepts (3)  
BRND 657: Today's Advertising Landscape (3)  
BRND 658: Advertising Eco-Systems (3)  
BRND 665: Advanced Design Concepts (3)

**Copy & Content**

BRND 650: Creative Concepting (3)  
BRND 654: Brand Voice (3)  
BRND 657: Today's Advertising Landscape (3)  
BRND 658: Advertising Eco-Systems (3)

**Experience Design**

BRND 643: Exploring Topics in Design & Strategy (3)  
BRND 660: Introduction to Design Concepts (3)  
BRND 665: Advanced Design Concepts (3)  
BRND 671: Designing the Future (3)

**Strategy & Research**

BRND 641: Foundations in Strategy (3)  
BRND 642: Communications Planning (3)  
BRND 643: Exploring Topics in Design & Strategy (3)  
BRND 644: Scenario Planning (3)

**Total credit hours: 45 minimum**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed Master of Brand Strategy and Design, students will be able to:

- Research, conceptualize, and design (via secondary and primary research, ideation, rapid prototyping, and testing) solutions to a myriad of consumer and business product, service, and communication needs. Solutions will be media-neutral and culturally appropriate.
- Collaborate in cross-functional teams (i.e. copywriter, art director, strategist, designer, experience designer) to develop business solutions that are viable and actionable.
- Demonstrate broad knowledge of research and learning into cultural and social nuances as reflected in progressive design solutions.
- Build, present and defend ideas - within recommendations and proposals - with clarity, efficiency and professionalism.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed Master of Brand Strategy and Design will be able to:

- Present, persuade, and sell ideas that capture an audience's attention.
- Work with department heads or staff to discuss topics such as budgets and contracts, marketing plans, and the selection of advertising media.
- Plan promotional campaigns such as contests, coupons, or giveaways.
- Plan advertising campaigns, including which media to advertise in, such as radio, television, print, online media, and billboards.
- Negotiate advertising contracts.
- Evaluate the look and feel of websites used in campaigns or layouts, which are sketches or plans for an advertisement.
- Initiate market research studies and analyze their findings to understand customer and

market opportunities for businesses.

- Develop pricing strategies for products or services marketed to the target customers.
- Meet with clients to provide marketing or related advice.
- Direct the hiring of advertising, promotions, and marketing staff and oversee their daily activities.

**V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	Not applicable	Not applicable

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

**Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Advertising and promotion managers	27,600	28,400	3%	Bachelor's
Marketing managers	259,200	280,100	8%	Bachelor's

**Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Advertising and promotion managers	248	276	11.29%	3	Bachelor's
Marketing managers	3,992	4,506	12.88%	51	Bachelor's



## VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year <sup>1</sup> 2023 - 2024
1	Projected Enrollment (Headcount)	195	198
2	Projected Enrollment (FTE)	195	198
3	Estimated Tuition and E&G Fees	\$26,409	\$27,729
4	Projected Revenue from Tuition and E&G Fees	\$5,149,755	\$5,490,342
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

## VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed program responds to current needs in the Commonwealth of Virginia and the nation for highly trained branding professionals. Due to the lack of in-house training that was available previously to those in the branding industry, today those interested in solving branding problems on either the agency side or the client side must obtain additional training to effectively operate in a field that is increasingly changing. Graduates of the proposed program will be trained professionals capable of supporting the brand management and marketing needs for corporations and non-profit organizations. Additionally, by redesigning the current M.S. Business with a concentration in Branding program, the proposed M.B.S.D. will utilize existing faculty. Finally, Virginia Commonwealth University is fully committed to offering the proposed degree program to ensure graduates are prepared and trained to meet the needs of the increasingly complex field of brand strategy and design.

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<sup>1</sup> For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Education
Degree Program Name/Title	Higher Education
CIP code	13.0406
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	February 28, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

The proposed M.Ed. in Higher Education degree will require 36 credit hours. This is a non-thesis program. There are no concentrations, emphasis areas, or tracks.

**Program Requirements**

New courses are denoted with an asterisk (\*).

**Core Courses (33 credit hours)**

ADMS 619: Higher Education Administration (3)\*

ADMS 612: Diversity in Higher Education (3)\*

ADMS 615: Developmental Theories in Higher Education (3)\*

ADMS 616: Higher Education Policy, Law, and Finance (3)\*

ADMS 634: College Environments (3)\*

ADMS 635: Critical Issues in Urban Higher Education (3)\*

ADMS 636: Crisis Leadership in Higher Education (3)\*

ADMS 637: Special Mission Institutions (3)\*

ADMS 660: Higher Education Internship (3)\*

ADMS 661: Higher Education Portfolio (3)\*

EDUS 660: Research Methods in Education (3)

**Electives (3 credit credits chosen from the list below)**

ADMS 638: Community Colleges (3)\*

ADMS 639: Enrollment Management in Higher Education (3)\*

**Total credit hours: 36 minimum**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

At the end of this program, students will be able to:

- Describe and analyze research related to higher education organizations and institutions with an emphasis on issues pertaining to urban education and equity.
- Apply qualitative and quantitative research methods to issues within higher education.
- Explain the history and trends of higher education administration and leadership.
- Demonstrate competencies and ethical behaviors to lead complex higher education organizations.
- Lead initiatives and teams with attention to equity and responsiveness to community needs in the context of higher education.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed M.Ed. in Higher Education will be able to:

- Oversee a variety of academic and student operations at colleges and universities, especially in urban settings.
- Develop and implement comprehensive academic and non-academic (co-curricular) assessment programs.
- Create opportunities for increased diversity and inclusion through programming initiatives and professional development.
- Advise students on topics such as housing, financial aid, or academics.
- Establish the strategic direction of, conceptualize, and implement a student engagement framework that supports application and demonstration of student learning.
- Oversee higher education budgets.
- Design and implement sustainable policies and procedures.
- Ensure compliance with applicable state and federal laws.

- **V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	MA, Higher Education and Student Development, 13.0406	0
University of Virginia	MEd, Student Affairs Practice in Higher Education, 13.0406	47
Virginia Tech	MAEd, Higher Education and Student Affairs, 13.0406	15

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

**Labor Market Information: Bureau of Labor Statistics, 2018-2028 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total %	Typical Entry Level Education
Education administrators, postsecondary	192,600	206,100	7%	Master's

**Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total %	Annual Change	Education
Educational administrators, postsecondary	3,037	3,474	14.39%	44	Master's

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year <sup>1</sup> 2023 - 2024
1.	Projected Enrollment (Headcount)	15	32
2.	Projected Enrollment (FTE)	5	10
3.	Estimated Tuition and E&G Fees	\$ 15,086	\$ 15,086
4.	Projected Revenue from Tuition and E&G Fees	\$ 75,430	\$ 150,860
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

The proposed M.Ed. in Higher Education responds to the current needs in the Commonwealth of Virginia and the nation as a whole, preparing students to work within a higher education setting. The proposed M.Ed. in Higher Education will prepare graduates to address the increased need for post-secondary education administrators related to the growth in diverse student populations nationally and statewide. Evidence from the Virginia Employment Commission's (VEC) Workforce Connection database shows the viability of employment for graduates of the proposed M.Ed. in Higher Education. Data for Virginia show that demand for postsecondary education administrators will be robust. The VEC labor market information data for long-term employment projects a 14% change in employment needs between 2016-2026, which is higher than the state average of 10%. The Bureau of Labor Statistics (BLS) states that "postsecondary education administrators typically need a master's degree" and that education administrators with advanced degrees may be promoted to higher level positions within their department or the college."

<sup>1</sup> For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor
Degree Program Name	Nursing Practice
CIP code	51.3818
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

VCU currently offers the Doctor of Nursing Practice (DNP) degree program for post-master's students. The Doctor of Nursing Practice program seeks to offer a post-bachelor's entry pathway. Students with a B.S. degree will be required to complete a minimum of 62-66 credits depending on the concentration. Students with an M.S. degree are required a minimum of 39 credits.

**Program Requirements**

Curriculum for students entering with a B.S. degree (62 - 66 credits hours)

Total credit hours: 66 credit hours for direct care concentrations  
62 credit hours for indirect care concentration

**Core courses (36 credit hours)**

All students will take the following core courses:

NURS 605: Statistical Methods for Quality Improvement (3)  
NURS 606: Evaluating Evidence to Improve Health Outcomes (3)  
NURS 607: Epidemiology and Population Health (3)  
NURS 608: Quality Improvement in Practice (3)  
NURS 610: Health Informatics & Emerging Technologies (3)  
NURS 621: Leadership & Organizational Systems (3)  
NURS 638: Health Policy, Leadership and Advocacy (3)  
NURS 664: DNP Residency (12)  
NURS 665: DNP Project Proposal (3)

Core courses for Direct Care concentrations (9 credit hours)

NURS 502: Advanced Pharmacology (3)

NURS 504: Advanced Pathophysiology (3)  
NURS 511: Advanced Health Assessment (3)

Direct Care Concentrations

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) (21 credit hours)

The purpose of the Adult-Gerontology Nurse Practitioner concentration is to prepare students with the knowledge and skills for clinical practice to provide direct acute care to the entire spectrum of adults.

NURS 580: Primary Care of the Adult-Gerontology Population (4)  
NURS 581: Adult-Gerontology Acute Care Practicum I (2)  
NURS 619: Acute and Complex Health Conditions of the Adult-Gerontology Population (3)  
NURS 662: Care of the Adult-Gerontology Population in the Critical Care Setting (4)  
NURS 669: Adult-Gerontology Acute Care Practicum II (4)  
NURS 689: Adult-Gerontology Acute Care Practicum III (4)

Family Nurse Practitioner (FNP) (21 credit hours)

The purpose of the Family Nurse Practitioner concentration is to prepare students with knowledge and skills to provide primary care services including wellness/prevention, episodic and chronic care to children, adolescents, adults, pregnant and postpartum women, and older adults.

NURS 580: Primary Care of the Adult-Gerontology Population (4)  
NURS 589: Maternal and Child Health in Primary Care (3)  
NURS 590: Complex Problems in Family Primary Care (4)  
NURS 595: Family Primary Care Practicum I (2)  
NURS 642: Family Primary Care Practicum II (4)  
NURS 658: Family Primary Care Practicum III (4)

Psychiatric Mental Health Nurse Practitioner (PMHNP) (21 credit hours)

The purpose of the Psychiatric-Mental Health Nurse Practitioner concentration is to prepare students with knowledge and skills to provide primary mental health care to individuals, families, and populations across the life span in a wide range of settings. The focus of the courses is assessment, diagnosis, and management of mental health including the promotion of optimal mental health, and prevention and treatment of psychiatric disorders.

NURS 521: Psychiatric Disorders across the Lifespan (4)  
NURS 522: Psychopharmacology for Advanced Practice (3)  
NURS 597: Psychiatric Mental Health Practicum I (2)  
NURS 598: Managing Psychiatric Disorders in Special and Vulnerable Populations (2)  
NURS 602: Psychotherapy: Theory and Practice (2)  
NURS 641: Psychiatric-Mental Health Practicum II (4)  
NURS 659: Psychiatric-Mental Health Practicum III (4)

Indirect Care Concentration

Nursing Leadership and Organizational Science (NLOS) (26 credit hours)

The purpose of the Nursing Leadership and Organizational Science concentration (NLOS) is to prepare nurses for leadership and management roles in healthcare settings. The required NLOS courses focus on skills for creating safe, healthy environments that support the work of the health-care team, contribute to patient engagement, improve the patient experience and improve patient outcomes.

NURS 515: Holistic Leadership in Healthcare Delivery (3)

NURS 516: Health Information Technology (3)

NURS 517: Organization Science Implications for Project & Human Resource Mgmt. (3)

NURS 604: Applied Budget & Finance (3)

NURS 628: Practicum in Nursing Leadership & Organizational Science (5)

Electives courses (9) - students will select elective courses with consultation from an advisor.

Curriculum for students entering with an M.S. degree (39 credit hours)

All students entering with an M.S. degree will complete the following courses:

NURS 605: Statistical Methods for Quality Improvement (3)

NURS 606: Evaluating Evidence to Improve Health Outcomes (3)

NURS 607: Epidemiology and Population Health (3)

NURS 608: Quality Improvement in Practice (3)

NURS 610: Health Informatics & Emerging Technologies (3)

NURS 621: Leadership & Organizational Systems (3)

NURS 638: Health Policy, Leadership and Advocacy (3)

NURS 664: DNP Residency (12)

NURS 665: DNP Project Proposal (3)

Elective chosen with advisor approval (3)

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed Doctor Nursing Practice program, students will be able to:

- Synthesize knowledge from nursing and other sciences to lead efforts to promote health and improve outcomes of individuals, populations and systems.
- Demonstrate integration of population health concepts in systems-based care delivery models designed to promote quality, safety, and excellence in advanced nursing practice.
- Lead the development, implementation, and evaluation of policy initiatives to improve quality and safety in health care systems.
- Translate and disseminate evidence-based practices towards improving healthcare outcomes and reducing disparities.
- Lead innovative approaches in the application of health information technology that support delivery and evaluation of patient-centered care.
- Apply principles of ethical and moral reasoning in advanced practice roles to lead sustainable change in healthcare.
- Demonstrate advanced levels of clinical and ethical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed DNP program will be able to:



- Implement evidence-based practice changes at the system-level to improve quality and safety outcomes for patient populations.
- Direct and evaluate patient management policies and procedures.
- Lead interprofessional teams to improve care delivery and coordination.
- Use expertise to help inform health policy initiatives.

#### Adult-Gerontology Acute Care Concentration Workplace Competencies

- Perform and document comprehensive acute evaluations, treatment plans, and ongoing care for adult and gerontology patients.
- Collaborate with other disciplines to ensure safe and effective acute care.

#### Family Nurse Practitioner Concentration Workplace Competencies

- Evaluate and treat minor acute and chronic conditions in patients across the lifespan in collaboration with other healthcare professionals.
- Provide primary care to promote optimal health outcomes for patients and families across the lifespan.

#### Psychiatric-Mental Health Nurse Practitioner Concentration Workplace Competencies

- Perform and document psychiatric evaluations, treatment plans, and ongoing psychiatric care to a variety of patients across the lifespan.
- Collaborate with other disciplines to ensure safe and effective psychiatric and mental health care.

#### Nursing Administration and Leadership Concentration Workplace Competencies

- Analyze, develop, and maintain an effective and efficient nursing care delivery system that reflects patient and family needs across the continuum, to achieve desired outcomes.
- Manage various personnel actions including hiring, orientation, performance appraisals, promotions and scheduling; and counsel and conduct formal discipline of staff.
- Collaborate in the development, implementation, and expansion of learning opportunities and skill development for all staff.

**V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
George Mason University	Doctor of Nursing Practice, 51.3818	22
James Madison University	Doctor of Nursing Practice, 51.3818	7
Marymount University	Doctor of Nursing Practice, 51.3818	3
Old Dominion University	Doctor of Nursing Practice, 51.3899	35
Radford University	Doctor of Nursing Practice, 51.3818	10

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	Doctor of Nursing Practice, 51.3818	18
VCU (existing MS Pathway)	Doctor of Nursing Practice, 51.3818	8

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

**Labor Market Information: Bureau of Labor Statistics, 20XX-YY (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Nurse practitioner	189,100	242,400	28%	Not applicable

**Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Nurse practitioner	4,689	6,738	43.7%	205	Not applicable

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2021 – 2022	Program Full Enrollment Year <sup>1</sup> 2024 - 2025	
1	Projected Enrollment (Headcount)	30	90	
2	Projected Enrollment (FTE)	24	75	
3	Estimated Tuition and E&G Fees	\$15,375	16,297	
4	Projected Revenue from Tuition and E&G Fees	\$369,000	\$1,222,275	
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$ 0	\$ 0	

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

The Doctor of Nursing Practice degree is the terminal degree for advanced practice that prepares nurses to use evidence for practice and systems improvement to enhance the health and health care of Virginians. Adding a B.S. entry-pathway to the existing DNP program is needed to address major factors in Virginia's changing health care system and the growing need for advanced nurses that have doctoral-level practice competencies. In particular, there

<sup>1</sup> For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

have been dramatic changes in workforce needs that are shifting requirements for advanced practice registered nurses (APRNs) to be prepared at the doctoral level. Changes in health care, complexity of patient needs, and requirements for nursing leadership at the healthcare system level support the need for doctoral-level preparation for nursing practice. The program's emphases are all responsive to current needs in Virginia and nationally.

The National Organization of Nurse Practitioner Faculties (NONPF) released a position statement in May 2018, calling for all nurse practitioner education to be at the Doctor of Nursing Practice (DNP) level by 2025. NONPF states that the DNP should be the only degree for nurse practitioner preparation.<sup>2</sup>

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<sup>2</sup> The National Organizational Organization of Nurse Practitioner Faculties, [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/v3\\_05.2018\\_NONPF\\_DNP\\_Stateme.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/v3_05.2018_NONPF_DNP_Stateme.pdf), last accessed February 4, 2020.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Biosciences
CIP code	26.0101
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

The proposed Ph.D. in Biosciences degree program will require a minimum of 64 graduate credit hours of coursework. A dissertation will be required.

**Program Requirements**

New courses denoted with an asterisk (\*).

**Core courses (11 credit hours)**

BIOL 602: Professional and Career Development in Biology (1) \*

BIOL 603: Fundamentals of Scientific Leadership (3) \*

BIOL 604: Research Integrity (1)

BIOL 605: Diversity and Inclusion in Science (1) \*

BIOL 607: Science Communication: Fundamentals (2)

BIOL 608: Science Communication: Research Proposals (2)

BIOL 609: Science Communication: Public Discourse (1) \*

**Biological Knowledge (minimum 6 credit hours chosen from the list below)**

Cellular, Molecular, and Developmental Biology Knowledge courses

BIOL 502: Microbial Biotechnology (3)

BIOL 516: Population Genetics (3)

BIOL 524: Endocrinology (3)

BIOL 530: Introduction to Human Genetics (3)

BIOL 540: Fundamentals of Molecular Genetics (3)

BIOL 541: Laboratory in Molecular Genetics (2)

BIOL 548: Bioinformatic Technologies (2)

BIOL 565: Advances in Cell Signaling (3)

BIOL 580: Eukaryotic Biotechnology (3)  
BIOL 601: Integrated Bioinformatics (3)  
BIOL 640: Evolution and Molecular Markers (3)  
BIOL 660: Developmental Biology (3)  
BIOL 676: Plant and Animal Cell Biology (3)

Ecology and Evolution Knowledge courses

BIOL 507: Aquatic Microbiology (4)  
BIOL 508: Barrier Island Ecology (3)  
BIOL 510: Conservation Biology (3)  
BIOL 512: Plant Diversity and Evolution (3)  
BIOL 514: Stream Ecology (4)  
BIOL 519: Forest Ecology (4)  
BIOL 520: Population Ecology (3)  
BIOL 521: Community Ecology (3)  
BIOL 522: Evolution and Speciation (3)  
BIOL 532: Water Pollution Biology (3)  
BIOL 535: Wetlands Ecology (4)  
BIOL 545/LFSC 510: Biological Complexity (3)  
BIOL 550: Ecological Genetics (3)  
BIOL 610: Conservation Applications (3)  
BIOL 618: Ecosystems Ecology (3)  
BIOL 620.: Biogeochemistry (3)  
BIOL 626: Physiological Ecology (4)  
BIOL 650: Conservation Genetics (3)

**Quantitative and Computational Skills (minimum 3 credit hours chosen from the list below)**

BIOL 606: Quantitative Ecology (3)  
BIOL/ENVS/URSP 654: Environmental Remote Sensing (3)  
ENVS/URSPGEOG 52: Introduction to GIS  
ENVS 603: Environmental Research Methods (3)  
BIOL/BNFO 601: Integrated Bioinformatics (3)  
BNFO 637: Network Biology  
BIOS 513: Mathematical Statistics I (3)  
BIOS 514: Mathematical Statistics II (3)  
BIOS 524: Biostatistical Consulting (3)  
BIOS 572: Analysis of Biomedical Data I (3)  
BIOS 573: Analysis of Biomedical Data II (3)  
BIOS 621: Nonparametric Statistical Methods (3)  
MATH 511: Applied Linear Algebra (3)  
MATH 535: Introduction to Dynamical Systems (3)  
STAT 543: Statistical Methods I (3)  
STAT 544: Statistical Methods II (3)  
BIOL 691: Practicum in College Biology Teaching (3)

**Professional/Cultural Development (minimum 3 credit hours chosen from the list below)**

BIOL 622: Power, Nature, Health and Society (2)  
 BIOL 691: Biology Service Learning (1-3)  
 BIOL 693: Biology Internship (1-3)  
 BNFO 621: Business and Entrepreneurship Essentials (3)  
 GRAD 601: The Academic Profession (2)  
 GRAD 602: Teaching and Learning in Higher Education (2)  
 GRAD 604: Teach, Learn, Tech and Future of Higher Education (2)  
 GRAD 605: Professional Specialty Seminar (1)  
 GRAD 606: Internship/Externship in Professional Teaching (1-3)  
 GRAD 610: Career and Professional Development for Graduate Students (1)  
 GRAD 611: Professional and Personal Development (2)  
 GRAD 612: Oral Presentation Skill-Building for Career Professionals (1)  
 GRAD 614: Introduction to Grant Writing (1)  
 GRAD 616: Becoming an Entrepreneur (1)  
 GRAD 617: Biomed Sciences Projects in the Community (2)  
 GRAD 691: Topics in Graduate Education (1-15)  
 GRAD 693: Graduate Internship (1-9)  
 SBHD 605: Introduction to Social and Behavioral Health (3)  
 SBHD 632: Health Disparities and Social Justice (3)  
 SBHD 635: Anthropology and Public Health (3)  
 ALHP 708: Ethics and Health Care (3)  
 HCPR 601: Introduction to Health Policy (3)  
 GVPA 672: Social Equity and Public Policy Analysis (3)  
 INTL 500: Globalization and Transformation (3)  
 INTL 514: Int'l Perspectives on Community Health (3)  
 PHIL 602: Biomedical Ethics (3)

**Dissertation Research (minimum 30 credit hours).**

- BIOL 698: Thesis

**Open Electives: (11 credit hours).**

Open electives can be earned in coursework relevant to the student's research/professional interests or as additional dissertation research credits, as approved by the student's dissertation committee.

**Total credit hours: 64 minimum**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Upon program completion, Ph.D. in Biosciences degree program graduates will be able to:

- Demonstrate a broad-based understanding of living systems.
- Assess the current state of students' field of science using current literature.
- Synthesize appropriate discipline-specific quantitative, mathematical, and/or data science knowledge.
- Demonstrate and apply strong analytical skills.
- Use sound critical thinking skills to debate thoughts and analyze problems.

- Formulate meaningful scientific questions.
- Employ strong problem-solving skills.
- Prepare and deliver effective communications using oral, written, and visual approaches.
- Practice strong time management skills.
- Utilize effective teamwork, interpersonal, and multicultural skills.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

- Graduates entering the workforce will be able to:
- Apply knowledge of biological principles to design and conduct experiments.
  - Analyze and interpret data using a variety of quantitative and computational approaches.
  - Function in interdisciplinary and socially-diverse teams.
  - Apply high standards of professional and moral conduct to career challenges.
  - Develop, plan, and execute long-term projects.
  - Communicate clearly and effectively to a variety of audiences (e.g., scientists, policy makers, general public) on the importance of the biological sciences to society.

**V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Ph.D., Biosciences, 30.0101	5
Virginia Commonwealth University	Ph.D., Integrative Life Sciences, 30.1801	6
Virginia Tech	Ph.D., Biological Sciences, 26.0101	9
University of Virginia	Ph.D., Biology, 26.0101	6

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC).

**Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Biochemists and biophysicists	30,400	32,300	6%	Doctoral or professional degree
Biological science teachers, postsecondary	64,500	72,000	12%	Doctoral or professional degree

Biological scientists, all other	47,100	49,800	6%	Bachelor's degree
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**Labor Market Information: Virginia Employment Commission, 2016-2026 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Biochemists and biophysicists	508	592	16.54%	8	Doctoral or professional degree
Biological science teachers, postsecondary	1,705	2,037	19.47%	33	Doctoral or professional degree
Biological scientists, all other	619	694	12.12%	8	Doctoral or professional degree

**VII. Projected Resource Needs**

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year <sup>1</sup> 2024- 2025
1	Projected Enrollment (Headcount)	6	24
2	Projected Enrollment (FTE)	6	18
3	Estimated Tuition and E&G Fees	\$15,086	\$15,086
4	Projected Revenue from Tuition and E&G Fees	\$90,516	\$271,548
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$265,272	\$899,049

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

In Virginia, there is an unmet demand for Ph.D.-level biological scientists. In Virginia and nationwide, employers are looking for Ph.D.-level employees with advanced scientific training and 21<sup>st</sup> century skills. The proposed Biosciences Ph.D. program is designed to meet these needs.

The employment landscape for Ph.D.s in the biological and environmental life sciences is excellent. Virginia is ranked 11<sup>th</sup> nationwide in per capita occupations that require a biological

<sup>1</sup> For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.



sciences Ph.D. at entry-level and the demand for Ph.D. recipients is forecasted to increase. Despite this, Virginia is ranked only 36<sup>th</sup> nationwide in the per capita production of Ph.D. graduates in the biological and biomedical sciences, greatly lagging behind the neighboring states of Maryland, North Carolina, and the District of Columbia. Overall, there is a mismatch between the high per capita demand for bioscience Ph.D. graduates in Virginia and the relatively low per capita production of bioscience Ph.D.s within the Commonwealth, such that Virginia ranks 47<sup>th</sup> in the ability to match bioscience Ph.D. jobs with Ph.D. graduates from the Commonwealth.

Additionally, surveys of bioscience employers in Virginia and across the nation have reported a shortage of qualified job applicants due to a lack of 21<sup>st</sup> century skills, which include communication, leadership, collaboration/teamwork, and cultural awareness. The proposed Ph.D. in Biosciences program has a curriculum designed to build these important skills within the context of rigorous training in the biological sciences to prepare the next generation of scientists for careers in Virginia bioscience industries.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
***Program Announcement Form***

**I. Basic Program Information**

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Computer Science
CIP code	11.0101
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	May 8, 2020

**II. Curriculum Requirements.** Address the following using appropriate bolded category headings:

- Core Coursework and total credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.
- Sub Areas (e.g., concentrations, emphasis area, tracks) and total credit hours. Include brief description of focus/purpose of sub area and required courses.
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and total credit hours
- Total credit hours for the curriculum/degree program.

The proposed Ph.D. in Computer Science program is based on a curriculum that requires completion of a minimum of 36 credit hours for students entering with a M.S. degree; students entering the program with only a B.S. degree will be required to complete a minimum of 60 credit hours. Students with an M.S. degree in Computer Science or a related field will have already completed a year or more years of graduate education before entering the program, and will require fewer elective courses to attain the depth and breadth of computer science education expected for a doctoral degree. In addition, students entering with only a B.S. degree are expected to require more preparation to become effective researchers, hence the curriculum requires additional 12 credits hours of research or seminar credits from B.S.-entry point students.

All students must prepare and successfully defend a doctoral dissertation.

**Program Requirements**

Curriculum for students entering with a B.S. degree (60 credit hours):

**Core Courses (6 credit hours)**

All students will take the following core courses:

CMSC 501: Advanced Algorithms (3)

CMSC 603: High Performance Distributed Systems (3)

**Electives (18 credit hours chosen from the list below)**

The elective courses allows the students to expand their education in areas related to their dissertation research. The program will include several elective courses related to algorithms, computer systems, networking, security, privacy, and reliability of information processing. The program will also include elective courses focused on numerical and scientific computing,

computer architecture, artificial intelligence & machine learning, bioinformatics, and methods for efficient and accurate processing of data and extracting knowledge from data.

- CMSC 502: Parallel Algorithms (3)
- CMSC 506: Computer Networks and Communications (3)
- CMSC 510: Regularization Methods for Machine Learning (3)
- CMSC 512: Advanced Social Network Analysis and Security (3)
- CMSC 516: Advanced Natural Language Processing (3)
- CMSC 525: Introduction to Software Analysis, Testing and Verification (3)
- CMSC 601: Convex Optimization (3)
- CMSC 605: Advanced Computer Architecture (3)
- CMSC 608: Advanced Database (3)
- CMSC 610: Algorithmic Foundations of Bioinformatics (3)
- CMSC 612: Game Theory and Security (3)
- CMSC 615: Cryptocurrency and Blockchain Techniques (3)
- CMSC 618: Database and Application Security (3)
- CMSC 620: Applied Cryptography (3)
- CMSC 622: Network and Operating Systems Security (3)
- CMSC 623: Cloud Computing (3)
- CMSC 628: Mobile Networks: Applications, Modeling and Analysis (3)
- CMSC 630: Image Analysis (3)
- CMSC 635: Knowledge Discovery and Data Mining (3)
- CMSC 636: Artificial Neural Networks and Deep Learning (3)
- CMSC 678: Statistical Learning and Fuzzy Logic Algorithms (3)

**Dissertation Research Requirement (36 credit hours)**

- CMSC 697: Directed Research (1-15)
- CMSC 702: Computer Science Seminar (1-3)

**Total credit hours for students entering with a B.S. degree: 60 credits minimum**

Curriculum for students entering with an M.S. degree (36 credit hours):

**Core courses – 6 credit hours**

All students will take the following core courses:

- CMSC 501: Advanced Algorithms (3)
- CMSC 603: High Performance Distributed Systems (3)

**Electives – 6 credit hours**

The elective courses allows the students to expand their education in areas related to their dissertation research. The program will include several elective courses related to algorithms, computer systems, networking, security, privacy, and reliability of information processing. The program will also include elective courses focused on numerical and scientific computing, computer architecture, artificial intelligence & machine learning, bioinformatics, and methods for efficient and accurate processing of data and extracting knowledge from data.

- CMSC 502: Parallel Algorithms (3)
- CMSC 506: Computer Networks and Communications (3)

CMSC 510: Regularization Methods for Machine Learning (3)  
 CMSC 512: Advanced Social Network Analysis and Security (3)  
 CMSC 516: Advanced Natural Language Processing (3)  
 CMSC 525: Introduction to Software Analysis, Testing and Verification (3)  
 CMSC 601: Convex Optimization (3)  
 CMSC 605: Advanced Computer Architecture (3)  
 CMSC 608: Advanced Database (3)  
 CMSC 610: Algorithmic Foundations of Bioinformatics (3)  
 CMSC 612: Game Theory and Security (3)  
 CMSC 615: Cryptocurrency and Blockchain Techniques (3)  
 CMSC 618: Database and Application Security (3)  
 CMSC 620: Applied Cryptography (3)  
 CMSC 622: Network and Operating Systems Security (3)  
 CMSC 623: Cloud Computing (3)  
 CMSC 628: Mobile Networks: Applications, Modeling and Analysis (3)  
 CMSC 630: Image Analysis (3)  
 CMSC 635: Knowledge Discovery and Data Mining (3)  
 CMSC 636: Artificial Neural Networks and Deep Learning (3)  
 CMSC 678: Statistical Learning and Fuzzy Logic Algorithms (3)

**Dissertation Research Requirement (24 credit hours)**

CMSC 697: Directed Research (1-15)

CMSC 702: Computer Science Seminar (1-3)

**Total credit hours for students entering with an M.S. degree: 36 credits minimum**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Upon completion of the proposed Ph.D. in Computer Science, students will be able to:

- Apply knowledge of the foundations of computer science.
- Apply knowledge of a specialized research area.
- Use principles of scientific inquiry and software design to evaluate scientific literature and formulate research hypotheses.
- Solve computational problems and discover or generate new ideas, concepts, techniques, and/or products in general and specialized areas of computer science.
- Write technical reports and scholarly papers in computer science.
- Present problems and solutions in computer science.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Upon completing the program, graduates entering the workforce will be able to:

- Act as experts in the area of computer science, including computer systems and software, and the algorithms and techniques these are composed of, especially in the selected research area.
- Assess areas of unmet technical needs in computer science, and develop research programs to address these needs.
- Build and lead research teams to design new computer systems, software, and algorithms.

- Interact with scientists from across disciplines to design and apply computer science solutions to problems arising in other disciplines.
- Effectively communicate and disseminate research findings to other researchers and to industry.
- Develop or modify curriculum for computer science or related degree or certificate programs.
- Teach computer science and related courses.

**V. Duplication.** Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
College of William & Mary	Ph.D., Computer Science, 11.0101	9
George Mason University	Ph.D., Computer Science, 11.0101	12
Old Dominion University	Ph.D., Computer Science, 11.0101	6
Virginia Tech	Ph.D., Computer Science and Application, 11.0101	25
University of Virginia	Ph.D., Computer Science, 11.0101	6

## VI. Labor Market Information.

### Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Computer and information research scientists	31,700	37,000	16%	Doctoral or professional degree
Computer science teachers, postsecondary	40,200	41,900	4%	Not Available
Business, postsecondary	108,000	123,900	15%	Not Available

### Labor Market Information: Virginia Employment Commission, 20XX-20YY (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Computer and information research scientists	2,631	3,242	23.22%	61	Doctoral or professional degree

Computer science teachers, postsecondary	1,317	1,479	12.30%	16	Not Available
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## VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year <sup>1</sup> 2024 - 2025
1	Projected Enrollment (Headcount)	8	28
2	Projected Enrollment (FTE)	8	27
3	Estimated Tuition and E&G Fees	\$44,705	\$44,705
4	Projected Revenue from Tuition and E&G Fees	\$357,644	\$1,207,048
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

## VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

There is a critical and growing need for scientists, educators, and engineers with graduate-level and advanced computer science training at the state level across industry, academia and public sectors. Many research labs and firms require workers to hold doctorate degrees due to the advanced level of technical knowledge and skill required to oversee large projects and teams. Virginia's Career and Workforce Labor Market Information projects a 17.27% growth in computer-related occupations from 2016 to 2026. Computer Information and Research Scientists, a job classification that requires a Ph.D., has the highest projected growth at 23.22% over 10 years. Moreover, the current surge in student demand for computer science across the country is far outstripping the supply of professors, as the technology industry recruits talent. On November 7, 2019, Gov. Ralph Northam announced partnerships with 11 Virginia universities to create the Commonwealth's tech talent pipeline, producing at least 31,000 additional computer science graduates over the next 20 years. In order to maintain a vibrant pipeline of bachelor's and master's degrees in Computer Science, Virginia must invest in Ph.D. programs. Establishing the proposed Ph.D. Computer Science program will help to: 1) increase the number of Ph.D. level scientists and educators with core training that spans the breadth of computer science and specializations in selected research areas; 2) meet Virginia's growing private-sector demand for experts with graduate-level training in computer science; and 3) meet Virginia's growing need for highly-qualified computer science teachers to train the workforce of tomorrow.

<sup>1</sup> For the "Full Enrollment Year" use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

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## Description of the Proposed Program

### **Program Background**

Virginia Commonwealth University (VCU) requests approval to establish a Doctor of Nurse Anesthesia Practice (DNAP) degree program. The proposed program will have two entry pathways: 1) a post-bachelor's pathway and 2) a post-master's pathway. The proposed program will be administered by the Department of Nurse Anesthesia in the College of Health Professions and will be initiated in the fall of 2020.

The purpose of the proposed DNAP program is to educate students seeking to enter the field of nurse anesthesia as Certified Registered Nurse Anesthetists (CRNAs). According to the 2019 Council of Accreditation (COA) Standards for Accreditation of Nurse Anesthesia Programs for the Practice Doctorate, students accepted into accredited entry-level programs after January 1, 2022 must graduate with doctoral degrees.<sup>1</sup> The program will prepare students to deliver anesthesia and manage pain in a multitude of health care settings. Students will be prepared to provide optimal anesthesia conditions for surgical and other procedures, including managing epidurals for laboring patients, managing perioperative pain, and optimizing patient safety during surgery. Students will be prepared to work in a multitude of health care settings, including traditional hospital surgical suites and obstetrical delivery rooms, critical access hospitals, ambulatory surgical centers, the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists, and U.S. military, Public Health Services, and Department of Veterans Affairs healthcare facilities. With ever-increasing health care needs from an aging population, increased survival rates from traumatic injuries, and the need for ongoing surgical treatment of acute and chronic morbidities, the nurse anesthesia profession remains among the fastest growing fields in the nation.

Students will be trained to provide direct service in all nurse anesthesia practice settings including, hospitals, pain clinics, ambulatory care settings and other emerging practice areas (e.g., free-standing gynecological and cosmetic surgery suites). While the focus and primary purpose of the proposed degree program is to train students to be direct care clinical practitioners, advanced training through a doctoral project will provide graduate students with the academic preparation for future leadership in the field through expanded knowledge in the areas of health policy, teaching, and research.

With clinical experience, graduates will qualify for academic positions in nurse anesthesia programs at colleges and universities. VCU anticipates greater opportunities for administrative and supervisory positions for students who choose that path. A nurse anesthesia doctoral degree qualifies graduates to supervise student registered nurse anesthetists (SRNAs) who are required to practice under the supervision of a licensed, registered nurse anesthetist.

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<sup>1</sup> 2019 Standards for Accreditation of Nurse Anesthesia Programs for the Practice Doctorate, <https://www.coacna.org/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20Anesthesia%20Programs%20-%20Practice%20Doctorate,%20revised%20October%202019.pdf>, pg. 3, accessed November 5, 2019.



The proposed DNAP program will allow for generalist training as well as advanced preparation for leadership roles in nurse anesthesia, which complies with accreditation standards published by the Council on Accreditation of Nurse Anesthesia Programs (COA). In addition, the proposed program will enable graduates to serve their communities through the provision of high quality anesthesia and pain management services. The COA Standards for Accreditation of Nurse Anesthesia Educational Programs mandate all nurse anesthesia programs in the US move to enroll students into doctoral programs by the year 2022 to allow for the graduation of doctorally-prepared practitioners in and after 2025<sup>2</sup>. This, in conjunction with response to growing workforce demands, including greater demands for leadership in practice and interests expressed by applicants and current students, was the motivator for establishing the DNAP degree at VCU.

The proposed DNAP program involves four core themes including clinical practice, patient safety, leadership and education, and research. The VCU Department of Nurse Anesthesia is currently ranked the number one program in the country by US News and World Report and has been in existence for 50 years with fully-accredited entry level programs. The Department has offered a post-professional Doctor of Nurse Anesthesia Practice since 2007, and therefore is an appropriate educational setting to provide this new entry level doctoral degree.

### **Mission**

The mission of VCU is:

As the premier urban, public research university in Virginia, VCU's mission is to advance knowledge and student success through its commitments 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;
- interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges ;
- health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity;
- diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust;
- sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world

The proposed DNAP program will support the mission of the university by “fostering commitment to scientific inquiry, discovery, and innovation,” encouraging professional competence, promoting dedication to lifelong learning and service, “building sustainable

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<sup>2</sup> COA. Accreditation standards for nurse anesthesia educational programs. Retrieved from <https://www.coacrna.org/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20Anesthesia%20Programs%20-%20Practice%20Doctorate,%20rev%20Oct%202018.pdf> on Aug 2, 2019.

community partnerships,” advancing clinical education, and proactively endorsing the evolution of the profession.

### **Online Delivery**

The proposed DNAP program will be delivered in Richmond and three additional distance sites; Abingdon at the Southwest Virginia Higher Education Center in Abingdon; the Roanoke Higher Education Center in Roanoke, Nurse Anesthesia Classroom at 6295 Edsall Road, Plaza 500, Suite 103 in Alexandria since 2010. The following core courses will also be offered by a hybrid format utilizing 50% face-to-face and 50% online/electronic content:

ALHP 708: Ethics in Health Care (3)  
DNAP 701: Human Factors and Patient Safety for Nurse Anesthetists (3)  
DNAP 702: Nurse Anesthesia Patient Safety Seminar (2)  
DNAP 703: Health Services Delivery Systems (3)  
DNAP 711: Policy and Practice for Nurse Anesthetists (5)  
DNAP 712: Leadership in Nurse Anesthesia Education (3)  
DNAP 716: Advanced Chemistry and Physics Concepts for Nurse Anesthetists (1)  
DNAP 717: Advanced Physiological Concepts for Nurse Anesthetists (2)  
DNAP 718: Advanced Health Assessment for Nurse Anesthetists (3)  
DNAP 731: Professional Aspects of Nurse Anesthesia Practice (3)  
DNAP 733: Evidence-Based Decision Making in Nurse Anesthesia (3)  
DNAP 734: Research Methods and Statistical Measures in Nurse Anesthesia Practice (3)  
DNAP 799: Nurse Anesthesia Doctoral Project (6)  
DNAP 789: Nurse Anesthesia Professional Practice (6)

Virginia Commonwealth University utilizes Blackboard Learning Management System (LMS) to deliver courses and programs. Student-to-student and faculty-to-student communications and interactions are made possible in each course by the use of synchronous two-way state-of-the-art televideo technology. Additionally, each course has asynchronous web-based enabling through Kaltura™ and Blackboard software and all lectures are recorded archived for remote viewing.

The university and the College of Health Professions have excellent online teaching resources available to faculty, which are designed to support online and distance education. For the proposed program, faculty that will be teaching online content have designed and taught previous courses in the virtual environment. To promote quality online instruction, all faculty who design and teach courses online will be required to meet with the Director of e-Learning in the College of Health Professions. All instructors will be required to take an online training course that offers strategies for incorporating new teaching methods and activities to promote student engagement. In addition, instructors teaching online will be presented with new online teaching strategies at monthly faculty meetings, electronic newsletters, workshops from the Center for Teaching and Learning Excellence.

No additional resources related to the delivery of the DNAP curriculum to these three distance sites are necessary to initiate or sustain the DNAP program.

## **Accreditation**

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) is nationally recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as an accrediting agency for the accreditation of institutions and programs of nurse anesthesia at the post-master's certificate, master's, or doctoral degree levels in the United States, and its territories, including programs offering distance education. The Council on Accreditation of Nurse Anesthesia Educational Programs grants public recognition nurse anesthesia programs and institutions that award post master's certificates, master's, and doctoral degrees that meet nationally established standards of academic quality. The organization also assists programs and institutions in improving educational quality.

VCU's proposed DNAP in Nurse Anesthesia Practice degree program went into operation in the spring 2017 without SCHEV's review and approval. However, the program was reviewed and approved by the Council on Accreditation of Nurse Anesthesia Programs (COA) in 2016. In September 2019, the program will be entering its next accreditation cycle through the COA.

VCU proposes the following timeline for the reaccreditation of the proposed DNAP:

- |                       |  |
|-----------------------|--|
| • Sept 2019           | Self-study letter sent to program            |
| • Sept 2019           | Submit payment for invoice of admin fee      |
| • Sept 2019           | Submit dates for on-site visit to COA        |
| • May 2020            | Student and faculty evaluations submitted    |
| • July 2020           | Submit eligibility of accreditation document |
| • July 2020           | Complete demographic information             |
| • July 2020           | Submit official transcript for program admin |
| • July 2020           | Submit self-study                            |
| • Sept 2020           | Projected date of on-site review             |
| • 6 weeks after visit | Summary report sent to program               |
| • March 2021          | Submit response to summary report            |
| • May 2021            | Reviewed by full COA                         |

VCU anticipates that notification of reaccreditation will be received within six months of onsite review. Once reaccredited, COA requires an annual report to confirm program compliance as well as a self-study and site visit upon reaccreditation.

## **Admission Criteria**

All applicants to the proposed DNAP program must:

- Meet the general admission requirements of the VCU Graduate School.
- Submit the VCU Graduate School online application and fee.

- Earned a baccalaureate degree in nursing or related science from an accredited college or university with a minimum cumulative undergraduate grade point average of 3.0 on a 4.0 scale (preferred)
- Have a current, unencumbered licensure as a registered professional nurse in the United States and eligibility to obtain a registered professional nursing license in Virginia (prior to completion of the third semester).
- Submit Graduate Record Examination scores (score must be within five years of application).
- Have a minimum of one-year full-time work experience, or its part-time equivalent, as a registered nurse in a critical-care setting
- Complete personal interview with members of the Admissions Committee (by invitation)
- Submit three professional references (one of which must be from the immediate supervisor responsible for performance evaluations, including his or her contact number)

Review of applications is ongoing and preference is given to those received prior to March 1 for spring entry. The Department's Graduate Admissions Committee, consisting of 9 core faculty members and invited representatives from the practice community, are responsible for reviewing all qualified applications to make final decisions on acceptance.

### **Target Population**

VCU will target graduates of bachelor's degree programs in nursing or related sciences and those with the prescribed experience as registered nurses in critical care settings. VCU will also target second career seekers with bachelor's or master's degrees who have been in the workforce for at least one year.

### **Curriculum**

The proposed DNAP degree program has two entrance pathways based on degree level: post-bachelor's and post-master's degree. Students with a B.S. degree will be required to complete a minimum of 93 credits. Students with an M.S. degree are required a minimum of 33 credits.

All of the courses in the curriculum ensure that graduate students receive the necessary didactic instruction that will enable them to focus on all aspects of nurse anesthesia practice. The core courses will train students in the foundational and advanced principles and practices in nurse anesthesia. Students will acquire the ability to translate developments in science to the delivery of sedation, regional and general anesthesia. The didactic component is distinct to the proposed program and will ensure students know how assess patients and disease processes to formulate a safe anesthetic plan of care.

The required courses provide students with a solid understanding of physiology, pharmacology, pathophysiology and the science of anesthesiology. This training will underpin the student's technical approach to nurse anesthesia practice. Students will possess knowledge of physiological systems, pathophysiological disease states, anesthesia-related pharmaceuticals including their mechanisms of actions, human anatomy, and anesthesia equipment. The curriculum is unique given the modular framework of study. The DNAP 730 series of variable credit courses will build on each other and are designed to allow students to focus on learning

through research, seminars, journal clubs, and discussions. The modular framework allows students taking the entire series of courses to build their knowledge in a defined fashion.

Student will be required to complete work in four focus areas: 1) the basic science of anesthesia, 2) the advanced science of anesthesia, 3) professional related issues, 4) equipment, and 5) elective courses will be selected from graduate level courses. Coursework for each area will educate students about the area and how to address issues and challenges in the health of patients. Students will learn about the history of the focus area, treatments and practices to address issues and problems, and patient care.

Students will complete directed research in their area of research and career aspirations. Directed research will engage students in one of the specific focused research areas. Students will work with a faculty member while conducting research.

The core courses for the proposed degree program focus two areas: 1) patient safety and 2) leadership and education. Patient safety courses promote student exploration of the theoretical basis for human error, patient safety, and quality assurance in anesthesia care. In addition, patient safety courses introduce a systems approach to error investigation and analysis and promote the integration of safety concepts such as teamwork, crisis management, simulation, and monitoring systems to promote high quality outcomes. The leadership and education courses provide instruction on the principles of teaching and learning applicable to the nurse anesthesia didactic and clinical environment. Students are able to analyze strategies for enhanced teacher-learner communication, presentation curriculum design, and methods of evaluation.

The required courses for students entering with a B.S. degree provide a solid understanding of the science and delivery of anesthesia care across the lifespan for all diagnostic and therapeutic procedures and surgeries that require general, regional, and sedation anesthesia and pain management as well as airway management. This training will underpin the student's technical and scientific approach to nurse anesthesia practice. Students will possess knowledge of evidence-based clinical decision making, chemistry and physics, basic and advanced principles of anesthesia practice and delivery, physiology and pathophysiology, pharmacology, and anesthesia crisis resource management. Students will work with instructors one-to-one throughout all clinical practica (DNAP 721, DNAP 722, DNAP 723, DNAP 724 and DNAP 725) which build on each other and are designed to allow students to move on a spectrum of novice to proficient provider. This design allows students to build their knowledge in a defined fashion.

Required research courses advance knowledge on relevant clinical and practice issues in nurse anesthesia with attendant formulation of critically applicable questions and the examination best evidence to address those questions. Students are able to implement and evaluate a terminal project and disseminate the results to the scientific community.

New courses are denoted with an asterisk.

### **Program Requirements**

#### **Core courses – 21 credit hours**

All students will take the following core courses:

ALHP 708	Ethics and Health Care (3)
DNAP 701	Human Factors and Patient Safety for Nurse Anesthetists (3)
DNAP 702	Nurse Anesthesia Patient Safety Seminar (3)
DNAP 703	Health Services Delivery Systems (3)
DNAP 711	Policy and Practice for Nurse Anesthetists (3)
DNAP 712	Leadership in Nurse Anesthesia Education (3)
DNAP 734	Research Methods and Statistical Methods (3)*

### **Research Requirements – 12 credit hours**

DNAP 789	Nurse Anesthesia Professional Practice (6)
DNAP 799	Nurse Anesthesia Doctoral Project (6)

### **Program Requirements for Entering Degree Level**

All students will be required to complete the curriculum based on their degree level upon entering the proposed Doctor of Nurse Anesthesia Practice degree program. The curriculum for each entrance pathway is outlined to show the required work.

### Curriculum for students entering with a B.S. degree – 93 credits

All students entering with a B.S. degree will complete the following courses:

### **Core courses – 21 credit hours**

All students will take the following core courses:

ALHP 708	Ethics and Health Care (3)
DNAP 701	Human Factors and Patient Safety for Nurse Anesthetists (3)
DNAP 702	Nurse Anesthesia Patient Safety Seminar (3)
DNAP 703	Health Services Delivery Systems (3)
DNAP 711	Policy and Practice for Nurse Anesthetists (3)
DNAP 712	Leadership in Nurse Anesthesia Education (3)
DNAP 734	Research Methods and Statistical Methods (3)*

### **Required courses – 60 credits hours**

DNAP 704	Advanced Physiology/Pathophysiology for Nurse Anesthetists I (3)*
DNAP 705	Advanced Physiology/Pathophysiology for Nurse Anesthetists II (3)*
DNAP 706	Advanced Pharmacology for Nurse Anesthetists I (3)*
DNAP 707	Advanced Pharmacology for Nurse Anesthetists II (3)*
DNAP 716	Advanced Chemistry and Physics Concepts for Nurse Anesthetists (1)*
DNAP 717	Advanced Physiological Concepts for Nurse Anesthetists (2)*
DNAP 718	Advanced Health Assessment for Nurse Anesthetists (3)*
DNAP 721	Clinical Practicum I (3)*
DNAP 722	Clinical Practicum II (4)*
DNAP 723	Clinical Practicum III (5)*
DNAP 724	Clinical Practicum IV (5)*

DNAP 725	Clinical Practicum V (5)*
DNAP 731	Professional Aspects of Nurse Anesthesia Practice (3)*
DNAP 733	Evidence-Based Decision Making in Nurse Anesthesia (3)*
DNAP 735	Principles and Practice of Nurse Anesthesia I (4)*
DNAP 736	Principles and Practice of Nurse Anesthesia II (3)*
DNAP 737	Principles and Practice of Nurse Anesthesia III (3)*
DNAP 738	Principles and Practice of Nurse Anesthesia IV (2)*
DNAP 739	Principles and Practice of Nurse Anesthesia V (2)*

### **Research requirements – 12 credit hours**

DNAP 789	Nurse Anesthesia Professional Practice (6)
DNAP 799	Nurse Anesthesia Doctoral Project (6)

### **Total – a minimum of 93 credit hours**

#### Curriculum for students entering with an M.S. degree – 33 credits

All students entering with an M.S. degree will complete the following courses:

### **Core courses – 21 credit hours**

All students will take the following core courses:

ALHP 708	Ethics and Health Care (3)
DNAP 701	Human Factors and Patient Safety for Nurse Anesthetists (3)
DNAP 702	Nurse Anesthesia Patient Safety Seminar (3)
DNAP 703	Health Services Delivery Systems (3)
DNAP 711	Policy and Practice for Nurse Anesthetists (3)
DNAP 712	Leadership in Nurse Anesthesia Education (3)
DNAP 734	Research Methods and Statistical Methods (3)*

### **Research requirements – 12 credit hours**

DNAP 789	Nurse Anesthesia Professional Practice (6)
DNAP 799	Nurse Anesthesia Doctoral Project (6)

### **Total – a minimum of 33 credit hours**

### **Doctoral Requirements and Procedures**

The doctoral project focuses on identification of relevant clinical issues in anesthesiology with attendant formulation of critically applicable questions, and examination of the relevant research evidence that addresses those questions. Students implement and evaluate a terminal project and disseminate the results through a scholarly mechanism such as, for example, an evidence-based oral or poster presentation, manuscript submission to a peer-reviewed journal, or another appropriate medium. The doctoral project is a skill-development centered experience. At the completion of the course, the student will be able to formulate focused, answerable questions based upon relevant clinical issues, design and develop strategies for retrieval of evidence from existing or proposed databases and the scientific literature, critically appraise the best available,

integrate relevant evidence into patient care management, and evaluate the effectiveness of evidence-based interventions and decisions.

See Appendix A for the sample plans of study.

See Appendix B for the course descriptions.

See Appendix C for the practicum site list.

See Appendix D for the Council on Accreditation of Nurse Anesthesia Programs (COA) standards.

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

All students, including students at distance sites, will be assigned an academic advisor from the core faculty. Academic advisors will meet with their advisees during orientation to the program to describe the advisor/advisee relationship, faculty availability and expectations, the processes of on scheduling of individual meetings on an as-needed basis, student self-evaluation, and required group advisor/advisee meetings at midterm time each semester. At the time of mid-semester faculty meetings, faculty will discuss all students for whom they have either academic or professional behavior and or performance concerns and decide upon a plan of action to address concerns when deemed necessary. Advisors also are required to complete the electronic student advising form to report on each meeting. Actions may include but will not be limited to calling a meeting between the student and the advisor, recommending that the student seek special services, or imposing a probationary period for professional behavior and performance concerns that may restrict the student from progressing in the program.

The department employs an Academic Standing Committee (ASC) that charges its members with gathering information and deliberating about academic and clinical situations that impede student progress. Students who receive an invitation to the ASC by their advisors or faculty have an opportunity to query ASC members about the situation and provide an explanation from their perspective. After deliberations, ASC committee members will make a recommendation to the Department Chair of 1) no action, 2) letter of caution, 3) probation, or 4) dismissal from the program. Students will meet with the Department Chair to discuss the outcome and will be informed in writing of the details of the result. For students assigned to probation, the retention plan includes regularly scheduled meetings with the assigned faculty advisor and referrals to available university and other services such as, for example, tutoring, university counseling, services for students with disabilities, or a leave of absence.

### **Time to Degree**

The time to degree will vary based on the entrance pathway. The time to degree for full-time post-bachelor's students in the proposed DNAP program is three years (36 months). Students are required to attend during spring, summer, and fall each year and move through the program as a cohort. Students with a B.S. degree are required to enroll full-time and are not permitted to attend on a part-time or a reduced load basis.

The time to degree for full-time post-master's students in the proposed DNAP program is one year. Students attend during the fall, spring, and summer. Students entering with an M.S. degree



may enroll on a part-time basis. The time to degree for part-time post-master's students in the proposed DNAP program is between two to three years.

All requirements for the proposed DNAP degree program must be completed within eight years from the date of admission to the degree program.

### **Faculty**

The Department of Nurse Anesthesia has nine (9) full time faculty members who will teach core and required courses in the proposed degree program. Three have the rank of full professor, two have the rank of associate professor and four have the rank of assistant professor. Six of the nine faculty hold a research doctoral degree (PhD or DNS), one holds the Doctor of Nurse Anesthesia Practice degree and two are nearing the end of their doctoral programs (one PhD – fall 2019 and one Doctor of Nursing Practice – May 2020). The research doctoral degrees held by the faculty include Health Related Sciences, Epidemiology, and Nursing Science. Four of these six individuals also hold master's degrees in nurse anesthesia. Seven of the nine faculty are certified, registered, and licensed nurse anesthetists with over 150 years of experience combined.

The faculty represent a range of academic expertise that reflects the depth and breadth of the specialty of nurse anesthesia. Faculty are nationally and internationally known for their research and teaching in general and sedation anesthesia, ultra-sound guided regional anesthesia, informatics, anesthesia-related technology, simulation, airway management, human factors and patient safety, interprofessional teamwork and communication, infection prevention, nurse anesthesia education, a wide range of clinical conditions, decision making under stress to name a few. Faculty hold positions at the local, state and national level including the board of the COA, fellow in the American Academy of Nursing, editor-in-chief of the AANA Journal, education representative for the AANA, VCU Health ethics committee member and all faculty members have received multiple recognitions and awards at the local, state and national levels. Faculty provide a model for students on the importance of continued scholarship, best-evidence application of knowledge, and development of evidence for practice through publications and presentations. The department has been the recipient of multiple traineeships and advanced nursing education grants through the Health Resources and Services Administration.

The department employs, on average, seven adjunct faculty each year to teach and assist in teaching intervention, clinical and didactic courses. All adjunct faculty will have the minimum requirements, including a doctoral or master's degrees and at least 5 years of advanced clinical experience.

The department through the College of Health Professions maintains clinical affiliation agreements. Ninety-five (95) part-time clinical instructors from fifty-four (54) clinical sites will be retained each year to supplement instructional resources. These clinical educators will provide one-to-one instruction and supervision of graduate students enrolled in variable credits of clinical courses. All clinical educators are licensed anesthesia providers and graduates of accredited nurse anesthesia programs or anesthesiology residency programs.

See Appendix E for abbreviated CVs of core faculty.

## **Program Administration**

The proposed Doctor of Nurse Anesthesia Practice (D.N.A.P.) program will be administered by the Department of Anesthesia in the College of Health Professions. The Chair of the Department of Anesthesia will serve as the program director and will teach in the proposed program. The Program Director will have a full-time, 12-month contract with responsibility for coordinating and managing program planning, overseeing curriculum development and evaluation, developing and promoting teaching, research, scholarship and service activities among faculty; selecting faculty and staff; and monitoring and evaluating personnel performance for those teaching in the proposed program.

The Vice Chair for Clinical Affairs in the Department of Nurse Anesthesia will serve as the Assistant Program Director and is responsible for facilitating and overseeing the day-to-day operations of the clinical curriculum, providing direction and mentorship to other faculty and staff, and managing the processes through which clinical education is conducted and administered. Additionally, the Vice Chair for Clinical Affairs will teach in the proposed degree program, engage in scholarly activities, and provide oversight of distance education and affiliated sites.

The Director of e-Learning will provide distance education support to the faculty and students in the proposed degree program. Approximately 100% (1.0 FTE) of the Director of e-Learning's time will be utilized to initiate and sustain the proposed program. The Director of e-Learning will manage the distance education technology used to facilitate the instruction, including providing training to faculty on best practices in online and blended learning, enhanced active learning, digital instruction, and online curriculum design.

The administrative assistant in the Department of Nurse Anesthesia will provide support to the faculty and students in the proposed degree program. Approximately 100% (1.0 FTE) of the administrative assistant's time will be utilized to initiate and sustain the proposed program. The administrative assistant will provide support to the program director with faculty and course scheduling, student recruitment and enrollment, and coordinating appropriate administrative support for the degree program.

## **Student Assessment**

Throughout the proposed DNAP program, students will be evaluated through the use of quizzes, written and practical examinations, the preparation of professional portfolios, and clinical and scholarship competencies. A comprehensive written examination is a practice National Board for the Certification and Recertification of Nurse Anesthetists (NBCRNA) National Certification Examination (NCE) which students must successfully complete during semester 9 of the program. Exam questions cover a wide range of knowledge, skills, and attitudes related to the safe delivery of anesthetic care and students are required to earn a 75% on the comprehensive didactic examination as a requirement for graduation. Students unsuccessful on the first attempt have a second opportunity for success. Students unsuccessful on the second attempt will be

referred to the Academic Standing Committee for a decision about progress in the program that may include a deferred graduation date.

Learning outcomes for the proposed degree program are derived from the COA accreditation standards. The learning outcomes will be tracked, recorded, and critically analyzed through VCU's assessment management system Taskstream by Watermark™. Data analyses are performed of students' progress every semester and the results are recorded annually in the Taskstream system. Faculty discuss the results of the learning outcome assessments in curriculum committee meetings held at the end of each semester to determine whether curriculum adjustments are needed and whether or not the assessment plan needs to be updated for the next term.

Upon completion of the DNAP program, students will be able to:

- Apply physiological, safety, and organizational theories to promote patient safety, enhance quality care and improve nurse anesthesia practice.
- Analyze and synthesize relevant scientific literature and apply results to improve nurse anesthesia practice and patient care outcomes in a culturally sensitive manner.
- Communicate effectively with patients, families, the public, and other health professionals.
- Demonstrate leadership skills to meet the challenges of increasingly complex health care and educational environments impacting nurse anesthetists.
- Develop effective strategies for managing ethical dilemmas inherent in anesthesia patient care and the workplace.
- Employ teaching and learning principles for the nurse anesthetist in educating and counseling individuals, families, students in training, and groups.
- Demonstrate nurse anesthesia scholarship through presentations, publications, leadership activities and collaboration with other disciplines.
- Utilize technology and information systems to analyze, manage, and present data.

The curriculum map below shows the student learning outcomes aligned with courses and COA knowledge, skills and competencies.

## Curriculum Map

### Proposed Entry to Practice Doctor of Nurse Anesthesia Practice Program

<b>Student Learning Outcome</b>	<b>Aligned Course</b>	<b>Assessment Method</b>
Apply physiological safety and organizational theories employing critical thinking processes to anesthesia delivery throughout the peri-anesthesia period to promote patient safety, enhanced quality care, and improved nurse anesthesia practice.	DNAP 701: Human Factors and Patient Safety for Nurse Anesthetists DNAP 718: Advanced Health Assessment for Nurse Anesthetists DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 735: Principles and Practice of Nurse Anesthesia DNAP 789: Nurse Anesthesia Professional Practice	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Demonstrations</li> <li>• Quizzes</li> <li>• Interviews</li> <li>• Research and didactic comprehensive examinations</li> <li>• Rubric</li> <li>• Self-evaluation examination</li> </ul>
Analyze and synthesize relevant scientific literature and apply results to improve nurse anesthesia practice and patient care outcomes in a culturally sensitive manner.	DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 734: Research Methods and Statistical Methods DNAP 789: Nurse Anesthesia Professional Practice DNAP 799: Nurse Anesthesia Doctoral Project	
Communicate effectively with patients, families, the public, and other health professionals.	DNAP 701: Human Factors and Patient Safety for Nurse Anesthetists DNAP 711: Policy and Practice for Nurse Anesthetists	

Student Learning Outcome	Aligned Course	Assessment Method
	DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 789: Nurse Anesthesia Professional Practice DNAP 799: Nurse Anesthesia Doctoral Project	
Develop effective strategies for managing ethical dilemmas inherent in anesthesia patient care and the workplace.	DNAP 701: Human Factors and Patient Safety for Nurse Anesthetists DNAP 702: Nurse Anesthesia Patient Safety Seminar DNAP 703: Health Services Delivery Systems DNAP 704: Advanced Physiology / Pathophysiology for Nurse Anesthetists I DNAP 705: Advanced Physiology / Pathophysiology for Nurse Anesthetists II DNAP 706: Advanced Pharmacology for Nurse Anesthetists I DNAP 707: Advanced Pharmacology for Nurse Anesthetists II DNAP 708: Ethics and Health Care DNAP 711: Policy and Practice for Nurse Anesthetists DNAP 712: Leadership in Nurse Anesthesia Education DNAP 716: Advanced Chemistry and Physics Concepts for Nurse Anesthetists DNAP 717: Advanced Physiological Concepts for Nurse Anesthetists DNAP 718: Advanced Health Assessment for	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Demonstrations</li> <li>• Quizzes</li> <li>• Interviews</li> <li>• Research and didactic comprehensive examinations</li> <li>• Rubric</li> <li>• Self-evaluation examination</li> </ul>

Student Learning Outcome	Aligned Course	Assessment Method
	Nurse Anesthetists DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 731: Professional Aspects of Nurse Anesthesia Practice DNAP 733: Evidence-Based Decision Making in Nurse Anesthesia DNAP 734: Research Methods and Statistical Methods DNAP 735: Principles and Practice of Nurse Anesthesia I DNAP 736: Principles and Practice of Nurse Anesthesia II DNAP 737: Principles and Practice of Nurse Anesthesia III DNAP 738: Principles and Practice of Nurse Anesthesia IV DNAP 739: Principles and Practice of Nurse Anesthesia V DNAP 789: Nurse Anesthesia Professional Practice DNAP 799: Nurse Anesthesia Doctoral Project	
Employ teaching and learning principles in educating and counseling individuals, families, students-in-training and groups.	DNAP 711: Policy and Practice for Nurse Anesthetists DNAP 712: Leadership in Nurse Anesthesia Education DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II	

Student Learning Outcome	Aligned Course	Assessment Method
	DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 734: Research Methods and Statistical Methods DNAP 723: Clinical Practicum III DNAP 789: Nurse Anesthesia Professional Practice DNAP 799: Nurse Anesthesia Doctoral Project	
Demonstrate professional roles and leadership skills to meet the challenges of complex healthcare and educational environments.	DNAP 711: Policy and Practice for Nurse Anesthetists DNAP 712: Leadership in Nurse Anesthesia Education DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 735: Principles and Practice of Nurse Anesthesia I DNAP 739: Principles and Practice of Nurse Anesthesia V DNAP 789: Nurse Anesthesia Professional Practice DNAP 799: Nurse Anesthesia Doctoral Project	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Demonstrations</li> <li>• Quizzes</li> <li>• Interviews</li> <li>• Research and didactic comprehensive examinations</li> <li>• Rubric</li> <li>• Self-evaluation examination</li> <li>• </li> </ul>
Demonstrate scholarship through presentations, publications, leadership activities, and collaboration with other disciplines.	DNAP 701: Human Factors and Patient Safety for Nurse Anesthetists DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Demonstrations</li> <li>• Quizzes</li> <li>• Interviews</li> <li>• Research and didactic</li> </ul>

Student Learning Outcome	Aligned Course	Assessment Method
	DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 731: Professional Aspects of Nurse Anesthesia Practice DNAP 733: Evidence-Based Decision Making in Nurse Anesthesia DNAP 734: Research Methods and Statistical Methods DNAP 789: Nurse Anesthesia Professional Practice DNAP 799: Nurse Anesthesia Doctoral Project	comprehensive examinations <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Self-evaluation examination</li> </ul>
Utilize technology and information systems to analyze, manage, and present data.	DNAP 701: Human Factors and Patient Safety for Nurse Anesthetists DNAP 703: Health Services Delivery Systems DNAP 711: Policy and Practice for Nurse Anesthetists DNAP 718: Advanced Health Assessment for Nurse Anesthetists DNAP 721: Clinical Practicum I DNAP 722: Clinical Practicum II DNAP 723: Clinical Practicum III DNAP 724: Clinical Practicum IV DNAP 725: Clinical Practicum V DNAP 735: Principles and Practice of Nurse Anesthesia I DNAP 736: Principles and Practice of Nurse Anesthesia II DNAP 737: Principles and Practice of Nurse Anesthesia III DNAP 789: Nurse Anesthesia Professional Practice	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Demonstrations</li> <li>• Quizzes</li> <li>• Interviews</li> <li>• Research and didactic comprehensive examinations</li> <li>• Rubric</li> <li>• Self-evaluation examination</li> </ul>



Student Learning Outcome	Aligned Course	Assessment Method

## **Employment Skills/Workplace Competencies**

Graduates of the proposed program will have the skills and competencies to practice nurse anesthesia in a wide variety of clinical settings across the lifespan both as independent practitioners and as part of an anesthesia care team. All graduates of the proposed Doctor of Nurse Anesthesia Practice degree program will be able to:

- Respect the patient's autonomy, dignity, and privacy, and support the patient's needs and safety
- Perform and document or verify documentation of a pre-anesthetic assessment and evaluation
- Formulate a patient-specific plan for anesthesia care
- Obtain and document informed consent
- Communicate anesthesia care data and activities through documentation in the patient's healthcare record.
- Adhere to safety precautions to complete a daily anesthesia equipment check.
- Modify the anesthesia plan of care by continuously assessing the patient's response to the anesthetic and surgical or procedural intervention.
- Collaborate with the surgical team to use protective measures to maintain perfusion and protect pressure points and nerve plexus.
- Monitor, evaluate, and document the patient's physiologic condition as appropriate for the procedure and anesthetic technique.
- Verify and adhere to infection control policies and procedures as established within the practice setting to minimize the risk of infection to patients, the CRNA, and other healthcare providers.
- Communicate the patient's condition and essential information for continuity of care.
- Participate in the ongoing review and evaluation of anesthesia care to assess quality and appropriateness to improve outcomes.
- Foster a collaborative and cooperative patient care environment through interdisciplinary engagement, open communication, a culture of safety, and supportive leadership.

## **Program Assessment**

The Department of Nurse Anesthesia will assess and evaluate the effectiveness of the proposed program after the initial year. The Department will conduct and report annual assessments of student learning outcomes, in accordance with the Virginia Commonwealth University's Assessment Policy.

The Academic Program Review (APR) involves an intensive review of degree programs in an academic unit. Data are entered into the university's assessment management system, Taskstream by Watermark™. The program review process, administered by the Office of Academic Affairs, includes 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.

Additionally, at the end of each semester, the Department of Nurse Anesthesia will administer and review student evaluations of the course and instructor. At the end of the academic year, the curriculum committee with core-course coordinators and instructors will review these evaluations and the formative assessments embedded in the core courses. Prior to graduation students will participate in an anonymous survey to measure student satisfaction with the program. Program attrition will be benchmarked against national nurse anesthesia program data. Based on any findings, the curriculum committee, alongside the course coordinator and course instructor, will determine any changes to content or pedagogy. Results of program assessment will guide ongoing program development, determine strengths and challenges of the program, and evaluate the contributions made to the department's and VCU's strategic plan.

### **Benchmarks of Success**

The following target measures are the benchmarks for success of the proposed program:

- 90% of students will be engaged in the academic advising process with department faculty each semester and receive feedback on their academic progress
- 95% of students will achieve competencies in clinical coursework
- 100% of graduates will pass the National Certification Examination (NCE) on their first or second attempt within 60 days of graduation
- 100% of students will be employed at three months after graduation as evidenced by verification through student on-line surveys
- 100% of students will engage in scholarly projects and disseminate project findings
- Employers will provide favorable feedback on the competencies of high functioning nurse anesthetists as evidenced by employer online surveys
- 90% of students will provide indicators of satisfaction with their experience in the program upon exit interviews
- 100% of faculty will provide indicators of satisfaction with their experience in the program at the time of their annual review

Data will be collected by the Vice Chair for Academic Affairs and will be distributed to faculty and discussed at the curriculum committee scheduled in each spring semester. The College of Health Professions Dean's office will review the benchmarks of success and annually assess student satisfaction with the proposed program. Course and program evaluations from students will be used to determine program success. An improvement plan with a timeline will be developed to re-evaluate and create strategies for success if the program does not meet its benchmarks.

### **Expansion of Existing Program**

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

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

The proposed DNAP program is in the same discipline as the existing SCHEV-approved post-master's DNAP program at VCU. If the proposed DNAP program is approved by SCHEV, there will be two entry pathways: 1) a post-bachelor's degree program pathway and 2) post-master's degree program pathway. The post-master's degree program, however, serves a different target population: Certified Registered Nurse Anesthetists with graduate degrees.

### **Compromising Existing Degree Programs**

No doctoral degree programs at VCU 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 along 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 Council on Accreditation of Nurse Anesthesia Programs<sup>3</sup> (COA) Standards for Accreditation of Nurse Anesthesia Educational Programs, revised January 2018, mandate all nurse anesthesia programs in the US move to enroll students into only doctoral programs by the end of the year 2021 to allow for the graduation of only doctorally-prepared practitioners in and after 2025. The COA will not consider any new master's degree programs for accreditation beyond 2015.<sup>3</sup> Students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees.<sup>4</sup>

The mandate by the COA is in response to rapidly changing health care delivery systems and patient populations, anesthesia workforce needs, and in anticipation of proposed changes occurring in the nurse anesthesia specialty. CRNAs must be prepared to deal swiftly and independently with changes in health care delivery issues, an aging and increasingly diverse population, a focus on improving quality and optimizing patient outcomes, and the explosion of new technology and information. The profession is plagued by a critical shortage of qualified program administrators and educators with the appropriate credentials, knowledge, and experience to train the next generation of nurse anesthetists.

As of July 15, 2019, there were 121 accredited nurse anesthesia programs in the United States. Nurse anesthesia programs continue to transition to award doctoral degrees. As of July 15, 2019, there were a total of 92 nurse anesthesia programs approved to offer entry-level doctoral degrees and 25 programs offering post-master's doctoral completion degree programs for CRNAs. Of

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<sup>3</sup> COA Position Statements. <https://www.coacrna.org/about/Pages/COA-Position-Statements.aspx>, accessed November 20, 2019.

<sup>4</sup> COA Position Statements. <https://www.coacrna.org/about/Pages/COA-Position-Statements.aspx>, accessed November 20, 2019.

121 nurse anesthesia programs in the US, only twenty-nine programs are approved to award doctoral degrees for entry into practice by the deadline of December 31, 2021 (COA, 2019).<sup>5</sup>

The current and projected growth in nurse anesthesia programs indicates a need for additional nurse anesthesia educators and administrators. Due to anticipated retirements, the profession is facing the mass exodus of faculty within the next 10 to 15 years while the need for new CRNAs continues to expand. The proposed DNAP program will help meet the critical need for nurse anesthesia educators and administrators by developing a cadre of CRNAs who can teach clinically and didactically, fill leadership roles in the discipline and provide safe, high-quality anesthesia care.

### Employment Demand

The American Association of Nurse Anesthetists (AANA), which represents more than 90 percent of the 54,000 CRNAs nationwide, reports that nurse anesthetists currently administer approximately 49 million anesthetics in the United States each year. Practicing in every setting where anesthesia is available, CRNAs are the sole anesthesia providers in nearly 10 percent of all health care facilities across the country, and in two-thirds of all rural hospitals.<sup>6</sup>

The Bureau of Labor Statistics estimates that the projected job growth for CRNAs between 2018 and 2028 will be 26%, much faster than the 16% expected job growth for RNs alone.<sup>7</sup> As noted above, many rural areas are already using high numbers of CRNAs when they are available, and this is expected to increase significantly. Because of CRNAs' ability to provide the full scope of anesthesia related procedures, many organizations are utilizing them in place of anesthesiologists due to availability and costs. Advanced practice nurses, including CRNAs, will be increasingly utilized in team-based models of care, particularly in hospitals, offices of physicians, clinics, and other ambulatory care settings, where they will be needed to provide a wide range of health care services.

**Table 2. Long-Term Employment Projections for Nurse Anesthetists, Nurse Midwives, Nurse Practitioners 2018-2028 (BLS)**

Occupation Title	SOC Code	Employment 2018	Projected Employment 2028	Change 2012-22	
				Percent	Number
Nurse Anesthetists, Nurse Midwives, Nurse Practitioners		240,700	302,700	26	62,000
Nurse Anesthetists	29-1151	45,000	52,700	17	7,600

<sup>5</sup>COA. Nurse anesthesia programs awarding master's and doctoral degrees for entry into practice. Retrieved from <https://www.coacna.org/accreditation/Pages/Accreditation-Policies-Procedures-and-Standards.aspx> on Aug 5, 2019.

<sup>6</sup>AANA. CRNA fact sheet. Retrieved from <https://www.aana.com/membership/become-a-crna/crna-fact-sheet> on Aug 5, 2019.

<sup>7</sup>Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners. Retrieved from <https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6> on Aug 2, 2019.

Nurse Midwives	29-1161	6,500	7,600	16	1,000
Nurse Practitioners	29-1171	189,100	242,400	28	53,300

Source: Bureau of Labor Statistics

**Table 3. Long-term Employment Projections for Nurse Anesthetists, 2016-2026 (VEC)**

Occupation Title	SOC Code	2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	Annual Average Percent Change	Total Percent
<b>Nurse Anesthetists</b>	29-1151	937	1,142	205	20.00%	21.88%

Source: Virginia Employment Commission

See Appendix F for sample job announcements.

### Student Demand

VCU presents three forms of student demand: 1) letters of interest from prospective students, 2) enrollment history (met demand) and 3) numbers of qualified applicants who are not admitted (unmet demand). There has been a consistent increase in the number of applications to the nurse anesthesia program at VCU.

#### Met Demand

For the years January 2017 - January 2019, there were 361 applicants to the proposed program and 322 of the applicants were qualified. There has been a small increase in the number of students enrolled over the past three years; 40, 44, and 45 respectively.

Start	Applications	Qualified	Enrolled
January 2017	112	101	40
January 2018	123	105	44
January 2019	126	116	45
<b>Total</b>	<b>361</b>	<b>322</b>	<b>129</b>

#### Unmet Demand

Only 129 or 40% of qualified applicants from years 2017 - 2019 were accepted into the program. This left an unmet demand of 193 students for the three years;

Start	Applications	Qualified	Enrolled
January 2017	101	40	61
January 2018	105	44	61
January 2019	116	45	71
<b>Total</b>	<b>322</b>	<b>129</b>	<b>193</b>

In summary, the Met Demand is illustrated by the number of available seats being filled by qualified applicants who enrolled in recent years 2017 – 2019: a total of 129 students. The Unmet Demand is illustrated by the number of qualified applicants who were not accepted into the program in the same three-year period: a total of 193 students.

See Appendix G for correspondence indicating interest from prospective students.

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM**

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024			2024 - 2025		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>129</u>	<u>120</u>	<u>129</u>	<u>120</u>	<u>129</u>	<u>120</u>	<u>129</u>	<u>120</u>	_____	<u>129</u>	<u>120</u>	<u>42</u>

**Assumptions**

Retention percentage: 95%

Full-time students: 90%

Part-time students: 10%

Full-time students: 9-15 credit hours per semester (B.S. entry pathway)

Full-time students graduate in 3 years (B.S. entry pathway)

Full-time students: 9 credit hours fall and spring, 6 credit hours in summer (M.S. entry pathway)

Full-time students graduate in 1.5 years (M.S. entry pathway)

Part-time students graduate in 2 years

**Duplication**

One public institution in the Commonwealth of Virginia offers a similar or related degree program. Old Dominion University (ODU) offers the Doctor of Nursing Practice degree for applicants who have completed an MS or MSN degree and have received advanced practice education and licensure as a nurse practitioner, clinical nurse specialist, clinical nurse midwife or nurse anesthetist.

**Old Dominion University (ODU)**

ODU's program offers a Doctor of Nursing Practice (D.N.P.) with a specialization in nurse anesthesia program that begins in May each year. The program is a hybrid of traditional



classroom and online classes. The program requires completion of 103 credit hours and can be completed 36 month fulltime.

### **Similarities**

There are similarities in requirements among all doctoral programs in nurse anesthesia educational accredited degree programs in terms of governance, resources, program of study, program effectiveness, accountability, and federally mandated requirements all prescribed in the COA Standards (see Appendix D).

Old Dominion University School of Nursing, located in Norfolk, Virginia, offers the Doctor of Nursing Practice (DNP) program to those interested in becoming a Certified Registered Nurse Anesthetist. The DNP program at ODU must meet accreditation requirements of the Council on Accreditation of Nurse Anesthesia Educational Program and was awarded a 10-year accreditation in 2014 with the next accreditation due in 2024.

Both the ODU DNP and the proposed VCU DNAP programs require coursework in pharmacology of anesthetic agents and adjuvant drugs including concepts in chemistry and biochemistry (105 hours); anatomy, physiology, and pathophysiology (135 hours); professional aspects of nurse anesthesia practice (45 hours); basic and advanced principles of anesthesia practice including physics, equipment, technology and pain management (105 hours); research (30 hours); and clinical correlation conferences (45 hours); radiology and ultrasound. Similarly, the clinical curriculum in both programs provides students with opportunities for experience in the perioperative process that are unrestricted and promote their development as competent safe nurse anesthetists and requires a minimum of 550 clinical cases, including those occurring outside the regular clinical schedule by a call experience or other mechanism

### **Differences**

Old Dominion University's Doctor of Nursing Practice program requires completion of 103 credit hours; 15 credits of research courses, 12 credits of leadership courses, 58 credits of nurse anesthesia courses, and 18 credits of nursing courses. ODU's program includes 6 credits of healthcare disparities, vulnerable populations, the business of advanced practice nursing, and epidemiology while VCU's proposed degree require will require 6 credits of human factors and patient safety, health care delivery systems, and policy and practice for nurse anesthetists. VCU's proposed program utilizes distance education technology to bring the 93-credit hour program to three sites including southwest Virginia in Abingdon at the Southwest Virginia Higher Education Center, to the Roanoke region at the Roanoke Higher Education Center and to northern Virginia in Alexandria, VA. ODU's program does not engage in distance outreach education. ODU's degree program is offered in the School of Nursing and the VCU proposed program is offered in the College of Health Professions along with eight other programs thereby promoting interprofessional education and training. These disciplines include health administration, clinical lab sciences, occupational therapy, patient counseling, rehabilitation counseling, physical therapy, gerontology, and radiation sciences.

## Enrollments of Comparable Programs

Enrollments	2017-18	2018-19
Old Dominion University	33	47
Degrees Awarded	2017-18*	2018-19*
Old Dominion University	0	0

\*First students enrolled in the ODU DNP with a concentration in Nurse Anesthesia in fall 2018.

## Projected Resource Needs for the Proposed Program

### Resource Needs

Virginia Commonwealth University and the Department of Nurse Anesthesia have the faculty, classified support staff, equipment, library and other resources needed to initiate and sustain the proposed DNAP program. The following subsections detail the resources required to operate the program from its initiation in the spring 2020 semester through the target year 2023-24.

Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: 1.0 FTE of instructional effort for every 5.0 FTE of student enrollment. The proposed program will have a total of 27.40 FTE of instructional effort in 2020-2021 to initiate and will remain constant through the target year of 2024-25.

### Full-time Faculty

Nine (9) full-time faculty in the Department of Nurse Anesthesia will teach in the program. All nine faculty members will dedicate at least 50% of their teaching effort to the proposed entry level degree program, for an FTE of 9.0. Two of the ten full-time faculty members who are teaching in the program will also hold administrative positions for which salary supplements are given. The Program Director will have a salary with supplement of \$218,000 and fringe benefits of \$82,840. The Vice Chair for Academic Affairs will have a salary with supplement of \$206,167 and fringe benefits of \$78,343. Their effort will remain constant from initiation through the target year.

### Part-time Faculty

Fifty-four (54) clinical educators are affiliated with the Department of Nurse Anesthesia to instruct, supervise and mentor students. It is anticipated that the 54 faculty will teach required courses but devote less than 50% of their teaching effort to teaching in the proposed degree program. The program will require 16.2 FTE to initiate and sustain the proposed program. No salary support and no fringe benefits are required for these instructional resources because the clinical educators are not compensated through the clinical affiliation agreements.

### Adjunct Faculty

Seven (7) adjunct faculty will teach required courses in the proposed program, which will require

2.20 FTE to initiate and sustain the program. Salary costs for these adjuncts range between \$10,000 and \$25,000. Fringe benefits for adjunct faculty \$820 to \$2050

### **Graduate Teaching Assistants**

No graduate assistantships will be required to initiate or sustain the proposed program.

### **Classified Positions**

A Director of e-Learning currently employed by the department will support the proposed degree program. The program will require 1.0 FTE effort from the Director of e-Learning to initiate and sustain the proposed program. The salary for the Director of E-Learning is salaried at \$79,680 plus fringe benefits of \$31,393.

An Administrative Assistant currently employed by the department will support the proposed degree program. The program will require 1.0 FTE effort from the administrative assistant to initiate the proposed program and the level will remain constant through the target year. The administrative assistant is salaried at \$35,705 plus fringe benefits of \$14,067.

### **Targeted Financial Aid**

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

### **Equipment (including computers)**

No new equipment is required to initiate or sustain the proposed program.

### **Library**

No new library resources are needed to initiate or sustain the proposed program. Resources at the Tompkins-McCaw Health Sciences Library were already in place to support Nurse Anesthesia through the MSNA, MSNA-DNAP, and post master's DNAP programs. These resources include journals and publications for the entry level nurse anesthesia program. As a member of the Virtual Library of Virginia (VIVA), on-line access to scientific journals is also available.

See Appendix H for Library Resources

### **Telecommunications**

No new telecommunications are needed to initiate or sustain the proposed program.

### **Space**

No additional space is required to initiate or sustain the proposed program.

### **Other Resources (specify)**

Other costs included in the budget total \$151,000, which includes \$70,000 for laboratory supplies, \$30,000 for educational supplies, \$1,000 for postage, \$15,000 for printing, and \$35,000 for travel.

## 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 ☒

	Program Initiation Year		Expected by Target Enrollment Year	
	2020 - 2021		2024 - 2025	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	9.00			9.00
Part-time faculty FTE**	16.20			16.20
Adjunct faculty	2.20			2.20
Graduate assistants (HDCT)	0.00			0.00
Classified positions	2.00			2.00
<b>TOTAL</b>	<b>29.40</b>	<b>0.00</b>	<b>0.00</b>	<b>29.40</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		Expected by	
	2020 - 2021		Target Enrollment Year	
	2020 - 2021		2024 - 2025	
Full-time faculty	9.00	0.00	0.00	9.00
salaries	\$1,271,278			\$1,271,278
fringe benefits	\$483,085			\$483,085
Part-time faculty (faculty FTE split with unit(s))	16.20	0.00	0.00	16.20
salaries	\$0			\$0
fringe benefits	\$0			\$0
Adjunct faculty	2.20	0.00	0.00	2.20
salaries	\$37,500			\$37,500
fringe benefits	\$3			\$3
Graduate assistants	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Classified Positions	2.00	0.00	0.00	2.00
salaries	\$115,385			\$115,385
fringe benefits	\$45,460			\$45,460
Personnel cost				
salaries	\$1,424,163	\$0	\$0	\$1,424,163
fringe benefits	\$528,548	\$0	\$0	\$528,548
Total personnel cost	\$1,952,711	\$0	\$0	\$1,952,711
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs	\$151,000			\$151,000
<b>TOTAL</b>	<b>\$2,103,711</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,103,711</b>

## Part D: Certification Statement(s)

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

Funding Source	Program initiation year 20 <u>20</u> - 20 <u>21</u>	Target enrollment year 20 <u>24</u> - 20 <u>25</u>
Reallocation within the department ( <i>Note below the impact this will have within the department.</i> )	\$2,103,711	\$2,103,711
Reallocation within the school or college ( <i>Note below the impact this will have within the school or college.</i> )	\$0	\$0
Reallocation within the institution ( <i>Note below the impact this will have within the institution.</i> )	\$0	\$0
Other funding sources ( <i>Specify and note if these are currently available or anticipated.</i> )		

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

There is not anticipated impact from the reallocation of funds within the Department of Nurse Anesthesia due to the closure of the existing entry-level Master of Science in Nurse Anesthesia (MSNA) Program. The design plan is to make the transition from the MSNA to the proposed degree and the plan for any potential growth in class size will remain the same.

### 3. Secondary Certification.

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

  X   Agree \_\_\_\_\_  
Signature of Chief Academic Officer

       Disagree \_\_\_\_\_  
Signature of Chief Academic Officer

## **Appendices**



## Appendix A: Sample Plans of Study

### Entry to Practice Doctor of Nurse Anesthesia Practice Program (Full-time)

Semester/Courses	Credits
<b>Spring Semester I</b>	
DNAP 731 Professional Aspects of Nurse Anesthesia Practice	3
DNAP 703 Health Services Delivery Systems	3
DNAP 733 Evidence-Based Decision Making in Nurse Anesthesia	3
<b>Total semester credit hours</b>	<b>9</b>
<b>Summer Semester I</b>	
DNAP 716 Advanced Chemistry and Physics Concepts for Nurse Anesthetists	1
DNAP 717 Advanced Physiological Concepts for Nurse Anesthetists	2
DNAP 718 Advanced Health Assessment for Nurse Anesthetists	3
<b>Total semester credit hours</b>	<b>6</b>
<b>Fall Semester I</b>	
DNAP 735 Principles & Practice of Nurse Anesthesia I	3
DNAP 704 Advanced Physiology/Pathophysiology for Nurse Anesthetists I	3
DNAP706 Advanced Pharmacology for Nurse Anesthetists I	3
<b>Total semester credit hours</b>	<b>12</b>
<b>Spring Semester II</b>	
DNAP 705 Advanced Physiology/Pathophysiology for Nurse Anesthetists II	3
DNAP707 Advanced Pharmacology for Nurse Anesthetists II	3
DNAP 736 Principles & Practice for Nurse Anesthesia II	3
DNAP 721 Clinical Practicum I	3
<b>Total semester credit hours</b>	<b>12</b>
<b>Summer Semester II</b>	
DNAP 737 Principles & Practice of Nurse Anesthesia III	3
DNAP 722 Clinical Practicum II	4
DNAP 734 Research Methods & Statistical Measures in Nurse Anesthesia Practice	3
<b>Total semester credit hours</b>	<b>10</b>
<b>Fall Semester II</b>	
ALHP 708 Ethics in Health Care	3
DNAP 738 Principles & Practice of Nurse Anesthesia IV	2
DNAP 723 Clinical Practicum III	5
DNAP 712 Leadership in Nurse Anesthesia Education	3
<b>Total semester credit hours</b>	<b>13</b>
<b>Spring Semester III</b>	

<b>Semester/Courses</b>	<b>Credits</b>
DNAP 738 Principles & Practice of Nurse Anesthesia V	2
DNAP 724 Clinical Practicum IV	5
DNAP 711 Policy and Practice for Nurse Anesthetists	3
DNAP 702 Nurse Anesthesia Patient Safety Seminar	3
<b>Total semester credit hours</b>	<b>13</b>
<b>Summer Semester III</b>	
DNAP 725 Clinical Practicum V	5
DNAP 799 Nurse Anesthesia Capstone Project	6
<b>Total semester credit hours</b>	<b>11</b>
<b>Fall Semester III</b>	
DNAP 789 Nurse Anesthesia Professional Practice	6
DNAP 701 Human Factors and Patient Safety for Nurse Anesthetists	3
<b>Total semester credit hours</b>	<b>9</b>
<b>Total credit hours for the program</b>	<b>93</b>

Post-master's Doctor of Nurse Anesthesia Practice Program (Full-time)

<b>Fall Semester I</b>	
DNAP 701 Human Factors and Patient Safety for Nurse Anesthetists	3
ALHP 708 Ethics in Health Care	3
DNAP 712 Leadership in Nurse Anesthesia Education	3
<b>Total semester credit hours</b>	<b>9</b>
<b>Spring Semester I</b>	
DNAP 702 Nurse Anesthesia Patient Safety Seminar	3
DNAP 711 Policy and Practice for Nurse Anesthetists	3
DNAP 703 Health Services Delivery Systems	3
<b>Total semester credit hours</b>	<b>9</b>
<b>Summer Semester I</b>	
DNAP 734 Research Methods & Statistical Measures in Nurse Anesthesia Practice	3
DNAP 789 Nurse Anesthesia Professional Practice	6
DNAP 799 Nurse Anesthesia Capstone Project	6
<b>Total semester credit hours</b>	<b>15</b>
<b>Total credit hours for the program</b>	<b>33</b>

**Two Year Part-time Plan of Study (33 credits)**  
Post-master's Doctor of Nurse Anesthesia Practice Program

<b>Fall Semester I</b>	
DNAP 701 Human Factors and Patient Safety for Nurse Anesthetists	3
ALHP 708 Ethics in Health Care	3
<b>Total semester credit hours</b>	<b>6</b>
<b>Spring Semester I</b>	
DNAP 702 Nurse Anesthesia Patient Safety Seminar	3
DNAP 703 Health Services Delivery Systems	3
<b>Total semester credit hours</b>	<b>6</b>
<b>Summer Semester I</b>	
DNAP 734 Research Methods & Statistical Measures in Nurse Anesthesia Practice	3
DNAP 789 Nurse Anesthesia Professional Practice	3
<b>Total semester credit hours</b>	<b>6</b>
<b>Fall Semester II</b>	
DNAP 712 Leadership in Nurse Anesthesia Education	3
DNAP 799 Nurse Anesthesia Doctoral Project	2
<b>Total semester credit hours</b>	<b>5</b>
<b>Spring Semester II</b>	
DNAP 711 Policy and Practice for Nurse Anesthetists	3
DNAP 799 Nurse Anesthesia Doctoral Project	2
<b>Total semester credit hours</b>	<b>5</b>
<b>Summer Semester II</b>	
DNAP 789 Nurse Anesthesia Professional Practice	3
DNAP 799 Nurse Anesthesia Capstone Project	2
<b>Total semester credit hours</b>	<b>5</b>
<b>Total credit hours for the program</b>	<b>33</b>

**Three Year Part-time Plan of Study (33 credits)**  
Post-master's Doctor of Nurse Anesthesia Practice Program

<b>Fall Semester I</b>	
DNAP 701 Human Factors and Patient Safety for Nurse Anesthetists	3
<b>Total semester credit hours</b>	<b>3</b>
<b>Spring Semester I</b>	
DNAP 702 Nurse Anesthesia Patient Safety Seminar	3
DNAP 703 Health Services Delivery Systems I	3
<b>Total semester credit hours</b>	<b>6</b>
<b>Summer Semester I</b>	
DNAP 734 Research Methods & Statistical Measures in Nurse Anesthesia Practice	3
<b>Total semester credit hours</b>	<b>3</b>
<b>Fall Semester II</b>	
DNAP 712 Leadership in Nurse Anesthesia Education	3
ALHP 708 Ethics in Health Care	3
<b>Total semester credit hours</b>	<b>6</b>
<b>Spring Semester II</b>	
DNAP 711 Policy and Practice for Nurse Anesthetists	3
<b>Total semester credit hours</b>	<b>3</b>
<b>Summer II</b>	
DNAP 789 Nurse Anesthesia Professional Practice	3
<b>Total semester credit hours</b>	<b>3</b>
<b>Fall Semester III</b>	
DNAP 799 Nurse Anesthesia Capstone Project	2
DNAP 789 Nurse Anesthesia Professional Practice	3
<b>Total semester credit hours</b>	<b>5</b>
<b>Spring Semester III</b>	
DNAP 799 Nurse Anesthesia Doctoral Project	2
<b>Total semester credit hours</b>	<b>2</b>
<b>Summer Semester III</b>	
DNAP 799 Nurse Anesthesia Capstone Project	2
<b>Total semester credit hours</b>	<b>2</b>
<b>Total credit hours for the program</b>	<b>33</b>

## **Appendix B: Course Descriptions**

**ALHP 708. Ethics in Health Care. 3 Hours. Semester course; 3 lecture hours. 3 credits.**

Applies the principles of biomedical and health-care ethics to develop a more informed understanding of ethical decision making in the formulation of health-care policy as well as within the clinical environment. Focuses on utilizing and searching biomedical ethics literature, current issues in biomedical ethics, the discipline and process of ethical reflection and case consultation.

**DNAP 701. Human Factors and Patient Safety for Nurse Anesthetists. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Explores the theoretical basis of human error, patient safety and quality assurance in anesthesia care. Introduces a systems approach to error investigation and analysis. Integrates concepts of teamwork, crisis management, simulation and monitoring systems in anesthesia practice.

**DNAP 702. Nurse Anesthesia Patient Safety Seminar. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Focuses on analysis of adverse anesthesia events from a systems perspective, use of multidisciplinary teams to solve management problems and constructive techniques for communicating with patients, families and health care providers who are involved in medical errors.

**DNAP 703. Health Services Delivery Systems for the Nurse Anesthetist. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Provides the necessary scientific foundation, both in theory and practice application, to explore the structure and function of the U.S. health care delivery system as it specifically relates to specialized nurse anesthesia practice, the components of select theories and the translation of these theories to practice.

**DNAP 704. Advanced Physiology/Pathophysiology for Nurse Anesthetists I. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Examines normal human physiology and pathophysiology using a body-systems approach, with emphasis on the interrelationships between form and function at the gross and cellular levels of organization. Includes analysis of cellular structure and function as well as the individual components of body systems.

**DNAP 705. Advanced Physiology/Pathophysiology for Nurse Anesthetists II. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Examines normal human physiology and pathophysiology using a body-systems approach with emphasis on the interrelationships between form and function at the gross and cellular levels of organization. Includes an analysis of cellular structure and function as well as the individual components of body systems. Incorporates an overview of genetics.

**DNAP 706. Advanced Pharmacology for Nurse Anesthetists I. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Provides an opportunity to focus on the advanced principles of anesthesia related to pharmacology. Presents in-depth material on the pharmacology of various classes of anesthetics and adjuvant therapeutics employed by nurse anesthetists, with an emphasis on general anesthetics.

**DNAP 707. Advanced Pharmacology for Nurse Anesthetists II. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Provides an opportunity to focus on the advanced principles of anesthesia-related pharmacology. Includes discussions on adjuvant therapeutics employed by nurse anesthetists, with an emphasis on local anesthetics.

**DNAP 711. Policy and Practice for Nurse Anesthetists. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Examines governmental and non-governmental issues that influence nurse anesthesia practice. Focuses on developing skills that contribute to leadership and personal effectiveness in implementing change in nurse anesthesia and health care. Emphasizes interdisciplinary relationships between CRNAs, nurses, physicians, administrators, policy-makers and other key stakeholders.

**DNAP 712. Leadership in Nurse Anesthesia Education. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Examines principles of teaching and learning applicable to the anesthesia didactic and clinical environment. Presents strategies in teacher/learner communication, presentation development and strategies, curriculum design and methods of evaluation pertinent to nurse anesthesia education.

**DNAP 716. Advanced Chemistry and Physics Concepts for Nurse Anesthetists. 1 Hour. Semester course; 1 lecture hour. 1 credit.** Provides advanced theoretical foundations of chemistry, biochemistry and physics relevant for critical application to the practice of anesthesia nursing utilizing the hybrid (blended learning) format.

**DNAP 717. Advanced Physiological Concepts for Nurse Anesthetists. 2 Hours. Semester course; 2 lecture hours. 2 credits.** Explores properties of advanced physiology including physiology terms, levels of organization of the human body, homeostasis and feedback systems, anatomic terms, planes and sections, cell physiology and diffusion, transport systems, pressure-volume relationships, pressure-flow-resistance relationships, Fick's principle, the Frank-Starling relationship, and math for physiology utilizing the hybrid (blended learning) format.

**DNAP 718. Advanced Health Assessment for Nurse Anesthetists. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Provides a systematic, evidence-based, advanced physical, psychosocial and cultural evaluation of human systems to acquire and analyze relevant information for the development of a comprehensive patient assessment. Emphasizes advanced preoperative and postoperative techniques in a process whereby the learner translates information pertinent to anesthesia care into practice. Focuses on the symptom and health problem assessment and selection and interpretation of screening and diagnostic tests in order to implement an informed plan of care. Utilizes the hybrid (blended learning) format.

**DNAP 721. Clinical Practicum I. 3 Hours. Semester course; 3 practicum hours (300 clocked clinical hours). 3 credits.** Introduces clinical care with supervised participation in actual administration of anesthesia. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice.

**DNAP 722. Clinical Practicum II. 4 Hours. Semester course; 4 practicum hours (400 clocked clinical hours). 4 credits. Prerequisite: DNAP 721.** Introduces clinical care with supervised participation in actual administration of anesthesia. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice.

**DNAP 723. Clinical Practicum III. 5 Hours. Semester course; 5 practicum hours (500 clocked clinical hours). 5 credits. Prerequisite: DNAP 722.** Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum.

**DNAP 724. Clinical Practicum IV. 5 Hours. Semester course; 5 practicum hours (500 clocked clinical hours). 5 credits. Prerequisite: DNAP 723.** Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum.

**DNAP 725. Clinical Practicum V. 5 Hours. Semester course; 5 practicum hours (500 clocked clinical hours). 5 credits. Prerequisite: DNAP 724.** Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum.

**DNAP 731. Professional Aspects of Nurse Anesthesia Practice. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Provides an opportunity to focus on a variety of professional issues including but not restricted to the history of nurse anesthesia, professional practice roles, settings and responsibilities of the nurse anesthetist, effective communications, accountability and patient advocacy, cultural competency, professional involvement, code of ethics, regulations, and standards of practice using a hybrid (blended learning) format.

**DNAP 733. Evidence-based Decision-making in Nurse Anesthesia. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Provides a foundation of literature relevant to nurse anesthesia practice. Emphasizes a systematic framework that is termed “evidence-based practice” for clinical interventions and critiquing the literature in an appropriate and manageable fashion. Culminates in a broad overview of scientific foundations for nurse anesthesia practice in selected domains. Utilizes the hybrid (blended learning) format.

**DNAP 734. Research Methods and Statistical Measures in Nurse Anesthesia Practice. 3 Hours. Semester course; 3 lecture hours. 3 credits.** Examines relationships among theory,

research and causal inference; quantitative and qualitative methodologies will be considered. Surveys issues relevant to research design, measurement, data collection, statistical analysis, interpretation and ethical issues in conducting research — and grounded in work in the domain of anesthesia and critical care. Prepares students to access, critically evaluate and utilize research-based literature and independently initiate a systematic approach to addressing a research hypothesis or research question. Utilizes a hybrid (blended learning) format.

**DNAP 735. Principles and Practice of Nurse Anesthesia Practice I. 4 Hours. Semester course; 3 lecture and 3 laboratory hours. 4 credits.** Introduces the nurse anesthesia student to concepts necessary to plan and execute safe and individualized anesthetics. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments.

**DNAP 736. Principles and Practice of Nurse Anesthesia II. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: DNAP 735.** Delineates techniques of anesthesia management that are considered situation-specific for specialized procedures, diagnostic or individualized procedures, including advanced airway management and anesthesia care individualized for the patient with cardiovascular or respiratory conditions.

**DNAP 737. Principles and Practice of Nurse Anesthesia III. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisite: DNAP 736.** Presents fundamental concepts and techniques essential to clinical anesthesia practice focusing on the theoretical and practical considerations involved in the administration and management of regional anesthesia and pain management.

**DNAP 738. Principles and Practice of Nurse Anesthesia IV. 2 Hours. Semester course; 2 lecture hours. 2 credits. Prerequisite: DNAP 737.** Covers the advanced concepts and principles of anesthetic management in obstetrics, pediatrics, hematologic disorders and endocrine disorders.

**DNAP 739. Principles and Practice of Nurse Anesthesia V. 2 Hours. Semester course; 2 lecture hours. 2 credits. Prerequisite: DNAP 738.** Covers the advanced concepts and principles of anesthetic management including anesthesia delivery in specialty settings and other specialty topics.

**DNAP 789. Nurse Anesthesia Professional Practice. 1-6 Hours. Semester course; 1-6 clinical hours (100 clocked clinical hours per credit). 1-6 credits.** May be repeated for a maximum of six credits. Emphasizes analysis and evaluation of experiential learning through the use of critical-thinking skills and reflection. Explores concepts of competency and expertise. Focuses on methods of determining best anesthesia practices through identification of problems, review and systematic evaluation of current research, and consideration of economic and other factors that may impact patient outcomes.



**DNAP 799. Nurse Anesthesia Doctoral Project. 1-6 Hours.** Semester course; 1-6 practicum hours. 1-6 credits. May be repeated for a maximum of six credits. Focuses on identification of relevant clinical issues in anesthesiology with attendant formulation of critically applicable questions and examination of the relevant research evidence that addresses those questions. Students implement and evaluate a terminal project and disseminate the results through an oral and/or poster presentation, manuscript submission to a peer-reviewed journal or another appropriate medium.

### Appendix C: Practicum Site List

Site Name	Address	City	State	Zip	Agreement from Date	Agreement to Date
Ballad Health Bristol Regional MC	1 Medical Park Blvd.	Bristol	TN	37620	04/01/19	4/1/2024
Ballad Health Johnson City Medical Center	400 N. State of Franklin Road	Johnson City,	TN	37604	04/01/19	4/1/2024
Ballad Health Johnston Memorial Hospital	16000 Johnston Memorial Drive	Abingdon	VA	24211	04/01/19	4/1/2024
Ballad Health Lonesome Pine Hospital	1990 Holton Avenue	Big Stone Gap	VA	24219	04/01/19	4/1/2024
Ballad Health Mountain View Regional MC	310 3rd Street, NE	Norton	VA	24273	04/01/19	4/1/2024
Ballad Health Norton Community Hospital	100 Fifteenth Street NW	Norton,	VA	24273	04/01/19	4/1/2024
Ballad Health Smyth County Community Hospital	565 Radio Hill Rd	Marion,	VA	24354	04/01/19	4/1/2024
Blue Ridge Surgery Center	1802 Braeburn Drive	Salem	VA	24153	09/01/09	Self-Renewing
Bon Secours Hampton Roads Mary Immaculate Hospital	2 Bernadine Drive	Newport News	VA	23602	10/14/11	Self-Renewing
Bon Secours Hampton Roads Maryview Medical Center	3636 High St.	Portsmouth	VA	23707	10/14/11	Self-Renewing
Bon Secours Memorial Regional MC	8260 Atlee Road	Mechanicsville	VA	23116	08/17/17	8/7/2022
Bon Secours St. Francis Medical Center	13710 St. Francis Blvd.	Midlothian	VA	23114	08/17/17	8/7/2022
Bon Secours St. Mary's Hospital	5801 Bremo Road	Richmond	VA	23226	08/17/17	8/7/2022
Cabell Huntington Hospital	1340 Hal Greer Blvd	Huntington	WV	25701	04/17/17	Self-Renewing
Carilion Franklin Memorial Hospital	180 Floyd Ave	Rocky Mount	VA	24151	10/18/05	Self-Renewing
Carilion Giles Memorial Hospital	1 Taylor Ave.	Giles	VA	24333	10/18/05	Self-Renewing

### Appendix C: Practicum Site List

Site Name	Address	City	State	Zip	Agreement from Date	Agreement to Date
Carilion New River Valley Medical Center	2900 Lamb Circle	Christianburg	VA	24073	10/18/05	Self-Renewing
Carilion Roanoke Memorial Hospital	1906 Belleview Avenue	Roanoke	VA	24033	10/18/05	Self-Renewing
Carilion Stonewall Jackson Hospital	1 Health Circle	Lexington	VA	24450	10/18/05	Self-Renewing
Centra Bedford Memorial Hospital	1613 Oakwood St.	Bedford	VA	24523	04/06/16	Self-Renewing
Centra Lynchburg General Hospital	1901 Tate Springs Rd.	Lynchburg	VA	24501	04/07/16	Self-Renewing
Centra Southside Community Hospital	800 Oak St.	Farmville	VA	23901	04/08/16	Self-Renewing
Centra Virginia Baptist Hospital	3300 Rivermont Ave	Lynchburg	VA	24503	04/09/16	Self-Renewing
Clinch Valley Medical Center	6801 Gov. G.C. Peery Highway	Richlands,	VA	24641	01/01/12	Self-Renewing
Fauquier Health Hospital	500 Hospital Drive	Warrenton	VA	20186	09/17/14	Self-Renewing
Fort Belvoir Community Hospital	9300 DeWitt Loop	Fort Belvoir	VA	22060	08/09/14	Self-Renewing
HCA CJW Chippenham Hospital	7101 Jahnke Rd.	Richmond	VA	23225	01/01/19	1/1/2021
HCA CJW Johnston Willis Hospital	1401 Johnston Willis Drive	Richmond	VA	23235	01/01/19	1/1/2021
HCA HDH Retreat Doctors' Hospital	2621 Grove Ave.	Richmond	VA	23220	01/01/19	1/1/2021
HCA Henrico Doctors' Hospital - Forest Campus	1602 Skipwith Road	Richmond	VA	23229	01/01/19	1/1/2021
HCA Henrico Doctors Hospital - Parham Campus	7700 Parham Road	Richmond	VA	23229	01/01/19	1/1/2021
HCA LewisGale Hospital Montgomery	3700 S. Main St	Blacksburg,	VA	24060	01/01/19	1/1/2021

### Appendix C: Practicum Site List

Site Name	Address	City	State	Zip	Agreement from Date	Agreement to Date
HCA LewisGale Medical Center	1900 Electric Road	Salem,	VA	24153	01/01/19	1/1/2021
HCA Reston Hospital	1850 Town Center Pkwy	Reston	VA	20190	01/01/19	1/1/2021
HCA Spotsylvania Regional Medical Center	4600 Spotsylvania Parkway	Fredericksburg	VA	22408	01/01/19	1/1/2021
Hunter Holmes McGuire VA Medical Center	1201 Broad Rock Blvd	Richmond	VA	23249	06/06/15	Self-Renewing
Inova Alexandria Hospital	4320 Seminary Road	Alexandria	VA	22304	09/11/17	Self-Renewing
Inova Fair Oaks Hospital	3600 Joseph Siewick Drive	Fairfax	VA	22033	09/11/17	Self-Renewing
Inova Fairfax Hospital	3300 Gallows Road	Falls Church	VA	22042-3300	09/11/17	Self-Renewing
Inova Mt. Vernon Hospital	2501 Parker's Lane	Alexandria	VA	22306	09/11/17	Self-Renewing
Mountain Home VA Healthcare Center	Corner of Lamont & Veterans Way	Mountain Home	TN	37684	04/06/16	12/31/2025
MWHC - Mary Washington Hospital	1001 Sam Perry Blvd.	Fredericksburg	VA	22401	01/02/17	1/1/2022
MWHC - Stafford Hospital	101 Hospital Center Blvd	Stafford	VA	22554	01/02/17	1/1/2022
Nationwide Children's Hospital	700 Children's Drive	Columbus	OH	43205	08/01/08	Self-Renewing
Naval Medical Center, Portsmouth, VA	620 John Paul Jones Circle	Portsmouth	VA	23708	12/01/18	11/30/2021
Pikeville Medical Center	911 Bypass Road	Pikeville	KY	41501	06/01/07	Self-Renewing
Raleigh General Hospital	1710 Harper Road	Beckley	WV	25801	05/30/15	Self-Renewing
Roanoke Valley Center for Sight	438 West Main St.	Salem	VA	24153	03/11/14	Self-Renewing

### Appendix C: Practicum Site List

Site Name	Address	City	State	Zip	Agreement from Date	Agreement to Date
Salem VA Medical Center	1970 Roanoke Boulevard	Salem,	VA	24153	04/07/11	Self-Renewing
Sentara CarePlex Hospital	3000 Coliseum Drive	Hampton	VA	23666	02/01/10	Self-Renewing
Sentara Northern Virginia Medical Center (SNVMC)	2300 Opitz Boulevard	Woodbridge	VA	22191	12/30/16	Self-Renewing
Southside Regional Medical Center	200 Medical Park Blvd	Petersburg	VA	23805	02/01/17	1/31/2020
Sovah Health - Martinsville	320 Hospital Drive	Martinsville,	VA	24115	01/22/10	Self-Renewing
St. Mary's Medical Center - Huntington, WV	2900 First Ave.	Huntington	WV	25701	05/18/17	Self-Renewing
UVA Health System	1215 Lee Street	Charlottesville	VA	22903	08/01/14	Self-Renewing
VCU - CHoR	1000 East Broad Street	Richmond	VA	23298	09/03/15	Self-Renewing
VCU - Non-OR Anesthesia (EP, Endo, MRI)	401 N. Broad Street	Richmond	VA	23298	09/03/15	Self-Renewing
VCU Community Memorial Hospital - South Hill	125 Buena Vista Circle	South Hill	VA	23970	03/01/16	Self-Renewing
VCU Medical Center - Ambulatory Surgery Center	401 N. Broad Street	Richmond	VA	23298	09/03/15	Self-Renewing
VCU Medical Center - Main 5 OR	401 N. 12th Street	Richmond	VA	23298	09/03/15	Self-Renewing
VCU Medical Center - OB	401 N. 12th Street	Richmond	VA	23298	09/03/15	Self-Renewing
Virginia Hospital Center	1701 N. George Mason Drive	Arlington	VA	22205	08/29/14	Self-Renewing
Wythe County Community Hospital	600 West Ridge Road	Wytheville	VA	24382	07/07/09	Self-Renewing

## **Appendix D: Council on Accreditation of Nurse Anesthesia Educational Programs**

# STANDARDS FOR ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS

COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA  
EDUCATIONAL PROGRAMS

Revised January 2018

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of Nurse Anesthesia Educational Programs  
222 South Prospect Avenue  
Park Ridge, Illinois 60068-4037

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## Preamble

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) accredits nurse anesthesia programs within the United States and Puerto Rico that award post-master's certificates, master's, or doctoral degrees, including programs offering distance education. Students accepted into accredited entry-level programs on or after January 1, 2022 must graduate with doctoral degrees. The Council also offers accreditation for postgraduate CRNA fellowships (fellowship).

The accreditation standards for entry-level nurse anesthesia programs offering practice doctorate degrees and accreditation standards for postgraduate fellowships are written with input from a wide community of interest consisting of many individuals and groups, including Certified Registered Nurse Anesthetist (CRNA) practitioners and educators, nurse anesthesia students, administrators and faculty of colleges and universities, hospital administrators, state boards of nursing, the staff of the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and other nationally recognized accreditation agencies, members of the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA), and the Board of Directors of the American Association of Nurse Anesthetists (AANA). Special recognition is given to members attending the Assembly of School Faculty meeting and to those on the AANA Education Committee for their continuing efforts to promote, support, and encourage the Council's objectives of quality assessment and enhancement in nurse anesthesia education through the accreditation process.

### **Future Revisions**

Suggestions for future revisions should be forwarded to:

Council on Accreditation of Nurse Anesthesia Educational Programs  
222 South Prospect Avenue  
Park Ridge, Illinois 60068-4037

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# Mission, Purposes, and Objectives of the Council on Accreditation of Nurse Anesthesia Educational Programs

## Mission Statement

The Council's mission, through its accreditation activities, is to (1) (a) grant public accreditation recognition to nurse anesthesia programs and institutions that award post-master's certificates, master's degrees, and doctoral degrees that meet nationally established standards of academic quality and (b) assist nurse anesthesia programs and institutions in improving educational quality, and (2) (a) grant public accreditation recognition to educational programs, institutions and individuals that award postgraduate certificates, diplomas, and award education credit for fellowships that meets nationally established standards of academic quality and (b) assist programs, institutions, and individuals in improving educational quality.

## The goals of the Council are to:

1. Pursue its mission, goals, and objectives and conduct its operations with integrity.
2. Formulate and/or adopt standards, criteria, policies and procedures for the accreditation of nurse anesthesia educational programs and fellowships, subject to review and comment by all constituencies that are significantly affected by them.
3. Foster academic quality in educational programs and fellowships.
4. Utilize evaluation to measure a program's or fellowship's degree of success in meeting programmatic objectives and accreditation requirements within the context of its institutional mission and resources.
5. Encourage innovations in program and fellowship design and/or experimental programs and fellowships that are based on sound educational principles.
6. Ensure responsiveness to its communities of interest including but not limited to students, programs, fellowships and the public.
7. Foster student achievement and continuous program improvement as a basis of promoting quality nurse anesthesia services to the public.
8. Incorporate public involvement in its decision making related to quality and accountability.

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**The objectives of the Council are to:**

1. Publish standards of accreditation and policies and procedures defining the accreditation process for nurse anesthesia graduate programs and fellowships with input from the communities of interest.
2. Periodically assess programs and fellowships for compliance with accreditation standards through annual reports, self studies, site visits, and progress reports.
3. Confer and publish accreditation decisions and the reasons for the decisions.
4. Require programs and fellowships to routinely provide reliable performance and information data to the public.
5. Offer consultation concerning nurse anesthesia education to enhance academic quality.
6. Conduct collaborative reviews with other accrediting agencies, as appropriate.
7. Maintain external recognition by recognized authorities.
8. Participate in a systematic self-assessment of the standards, policies, and procedures of accreditation to ensure accuracy and reliability.
9. Provide accurate information concerning accredited programs and fellowships.
10. Consider legitimate allegations from complainants concerning the accreditation process.
11. Employ appropriate and fair procedures in decision making.
12. Ensure the academic quality of distance and traditional educational offerings.

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## The Value of Accreditation

Accreditation is a voluntary activity that has been accepted for more than 100 years in the United States in contrast to other countries where governments supervise and control educational institutions. The goals of privately operated US accrediting agencies are to assure and improve the quality of education offered by the institutions and programs they accredit. In this system, accreditation by an accrediting agency that is recognized by the US Secretary of Education is necessary for institutions and programs to receive federal funds and for students to receive federal aid. Accrediting agencies recognized by federal and state governments are deemed reliable authorities of academic quality.

The large percentage of Americans who benefit from higher education, the reputation of US universities for both fundamental and applied research, and the widespread availability of professional services in the United States all attest to the high quality of postsecondary education and the success of the accreditation system that US institutions and professions have devised to promote quality.

Accreditation is a peer process whereby a private, nongovernmental agency grants public recognition to an institution or specialized program that meets or exceeds nationally established standards of acceptable educational quality. A guiding principle of accreditation is the recognition that institutions or specialized programs have a right to expect that they will be evaluated in the light of their own stated purposes, as long as those purposes are educationally appropriate, meet accreditation standards, and fall within the recognized scope of the accrediting body.

There are 2 fundamental reasons for accreditation: (1) to ensure quality assessment and (2) to assist in quality improvement. Accreditation, which applies to institutions or programs, must be distinguished from certification and licensure, which apply to individuals. Accreditation cannot guarantee the quality of individual graduates, but it can provide reasonable assurance of the context and quality of the education that is offered.

Accreditation provides services that are of value to several constituencies:

### **The public receives:**

1. reasonable assurance of the external evaluation of a program and its conformity with general expectations in the professional field;
2. identification of programs that have voluntarily undertaken explicit activities directed at improving their quality and their successful execution;
3. improvement in the professional services available to the public, resulting from the modification of program requirements to reflect changes in knowledge and practice that are generally accepted in the field;

- 
4. less need for intervention by public agencies in the operations of educational programs, because of the availability of private accreditation for the maintenance and enhancement of educational quality.

**Students benefit from:**

1. reasonable assurance that the educational activities of an accredited program have been found to be satisfactory and meet the needs of students;
2. assistance in transferring credits among programs and institutions;
3. a uniform prerequisite for entering the profession.

**Programs receive:**

1. the stimulus needed for self-directed improvement;
2. peer review and counsel provided by the accrediting agency;
3. enhancement of their reputation, because of the public's regard for accreditation;
4. eligibility for selected governmental funding programs and private foundation grants.

**The profession realizes:**

1. a means for participation of practitioners in establishing the requirements for preparation to enter the profession;
2. a contribution to the unity of the profession by bringing together practitioners, educators, students, and the communities of interest in an activity directed toward improving professional preparation and practice.

**References:**

- *The Value of Accreditation*, Council for Higher Education Accreditation, June 2010.
- *The Importance of Specialized Accreditation: A Message to Our Publics*, Association of Specialized and Professional Accreditors, 2007.

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## The Accreditation Process

The Council is responsible for establishing the standards for accreditation of nurse anesthesia educational programs and postgraduate CRNA fellowships, subject to consideration of recommendations from the communities of interest. In an effort of ongoing improvement, the standards will undergo continual review and be subject to periodic major and minor revisions as indicated. Compliance with the standards forms the basis for the Council's accreditation decisions.

Ongoing oversight by the Council is provided between formal programmatic reviews. Programs are required to advise the Council and get approval for major changes. The Council also investigates situations brought to its attention that may affect a program's accreditation status.

In a broad sense, accreditation of nurse anesthesia educational programs and fellowships provides quality assurance concerning educational preparation through continuous self study and review. The ultimate goals of the accreditation program are to improve the quality of nurse anesthesia education, and provide competent nurse anesthetists for healthcare consumers and employers.

### **Practice Doctorate Standards**

The practice doctorate standards address: (A) conducting institutions, (B) faculty, (C) students, (D) graduates, (E) curricula, (F) clinical sites, (G) policies, and (H) evaluations.

The accreditation process for established programs is based on the self-evaluation study document prepared by the program and an onsite review by a team of 2 or 3 reviewers. Certain Standards have been ascertained to have major significance regarding educational quality. Failure to fully comply with one or more of these Standards is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation and is marked with an asterisk (\*). The Council reserves the right to identify other areas or Standards.

The process is repeated at intervals of up to 10 years. A summary report of the review is presented to the Council for an accreditation decision. New programs that seek accreditation status must successfully complete an initial accreditation review, become accredited, admit students and undergo a subsequent review when it is possible to evaluate educational outcomes following the first graduation. Each program is required to complete and submit an annual report.

Graduation from an accredited program is a prerequisite for eligibility for national certification. It is also used as a criterion by licensing agencies, employers, and potential students in the decisions they make and in determining eligibility for government funding.

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## **Postgraduate CRNA Fellowships**

The Postgraduate CRNA Fellowship Standards address: (A) conducting organizations, (B) faculty/mentors, (C) fellows, (D) graduates, (E) curricula, (F) clinical sites, (G) policies, and (H) evaluations.

The accreditation process for fellowships is based on the postgraduate fellowship assessment document prepared by the fellowship and a virtual onsite review by the Fellowship Review Committee. Accreditation may be offered for onetime fellowships, or continuous/intermittent fellowships. Continuous/intermittent fellowships may be accredited for intervals of up to 5 years. New fellowships that seek accreditation status must successfully complete an initial *Postgraduate CRNA Fellowship Assessment*, become accredited, and admit fellows. Only fellows enrolled after accreditation is awarded will graduate from an accredited fellowship.

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# STANDARDS FOR ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS

## COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS

*To be considered for Council on Accreditation of Nurse Anesthesia Educational Programs (COA) accreditation, a nurse anesthesia program must demonstrate that it develops and implements the necessary mechanisms to comply with five educational standards.*

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### Standard I: Governance

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INSTITUTIONAL GOVERNANCE RESULTS IN THE EFFICIENT OPERATION OF THE NURSE ANESTHESIA PROGRAM, PROMOTES EDUCATIONAL EXCELLENCE AND SUPPORTS NEEDED CHANGE THROUGH THE IMPLEMENTATION OF ITS MISSION AND PHILOSOPHY. THE INFRASTRUCTURE FACILITATES ATTAINMENT OF PROGRAM GOALS AND OBJECTIVES AND INVOLVES ITS COMMUNITIES OF INTEREST.

#### CRITERIA

- A1. The mission and/or philosophy of the conducting institution's governing body promotes educational excellence and supports the nurse anesthesia program within a graduate framework.
- A2. The organizational relationships of the institution, academic unit, and program are clear, support the objectives of the program, and facilitate needed change.
- A3. The governance structures in which the program functions facilitate appropriate involvement and communication among and between faculty, students, administrators, the public, and its communities of interest.
- \* A4. The governing body appoints a CRNA as program administrator with leadership responsibilities and authority for the administration of the program. The CRNA administrator must be qualified by experience and have an earned graduate degree from an institution of higher education accredited by a nationally recognized accrediting agency.



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- \* A5. The governing body appoints a CRNA, qualified by graduate degree, education, and experiences to assist the CRNA program administrator and, if required, assume leadership responsibilities. This individual must have an earned graduate degree from an institution of higher education accredited by a nationally recognized accrediting agency.
  - A6. The program appoints a CRNA with a master's degree or anesthesiologist coordinator for each clinical site with defined responsibilities for students. \*\*
  - A7. The conducting organization completes a legally binding written agreement that outlines the expectations and responsibilities of all parties when an academic or clinical affiliation is established or two or more entities with unshared governance enter into a joint arrangement to conduct a program.
  - A8. The academic institution identifies an appropriate liaison at the academic site when it enters into an affiliation with a nurse anesthesia program.
  - A9. A program of nurse anesthesia has current written policies and procedures that facilitate its efficient and effective operation.
  - A10. The institution's and/or program's committee structure is appropriate to meet program objectives, and includes public, student, and faculty participation.
  - \* A11. An accredited program is required to act in accordance with the Council's policies and procedures for accreditation.
- 
- \* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.
  - \*\* Master's degrees are required for CRNA clinical coordinators unless an exception for this requirement has been approved by the COA. An exception, if granted, will be effective for 5 years from the date of final Council approval.

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## Standard II: Resources

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THE CONDUCTING INSTITUTION DEMONSTRATES THAT RESOURCES ARE SUFFICIENT TO PROVIDE ONGOING COMMITMENT AND SUPPORT OF THE NURSE ANESTHESIA PROGRAM.

### CRITERIA

- \* B1. Resources are adequate to promote effective teaching and student learning and to achieve the program's stated outcomes within the context of the institutional mission.
- B2. There is a budget that provides evidence of adequate funding for nurse anesthesia education.
- B3. The CRNA program administrator provides input into the budget process to ensure adequate resources are available for the program.
- \* B4. The program's resources must be adequate to support the size and scope of the program to appropriately prepare students for practice and to promote the quality of graduates including:
  - a. Financial resources that are budgeted and used to meet accreditation standards.
  - b. Physical resources including facilities, equipment, and supplies.
  - c. Learning resources including clinical sites, library, technological access and support.
  - d. Faculty.
  - e. Support personnel.
  - f. Student services (see Glossary: Student services).
- B5. The conducting institution provides sufficient time and resources to permit faculty to fulfill their teaching, scholarly activities, service, administrative and clinical responsibilities.

- \* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.

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### Standard III: Program of Study

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THE PROGRAM CURRICULUM IS RELEVANT, CURRENT, COMPREHENSIVE, AND MEETS COMMONLY ACCEPTED NATIONAL STANDARDS FOR SIMILAR DEGREES. THE TEACHING-LEARNING ENVIRONMENT PROMOTES THE ACHIEVEMENT OF EDUCATIONAL OUTCOMES DRIVEN BY THE MISSION OF THE INSTITUTION AND FOSTERS STUDENT LEARNING, PROFESSIONAL SOCIALIZATION, AND FACULTY GROWTH. THE CURRICULUM PREPARES GRADUATES FOR THE FULL SCOPE OF NURSE ANESTHESIA PRACTICE.

#### CRITERIA

- C1. The program's curriculum builds upon prior nursing education and professional experiences, is congruent with the mission of the institution and is designed so that students benefit from the program.
- \* C2. The faculty designs a curriculum that awards a master's or higher-level degree to graduate students who successfully complete graduation requirements.\*\*
- C3. The program sets forth the curriculum in a logical manner with sequential presentation of classroom and clinical experiences.
- C4. The nurse anesthesia program must be a minimum of 24 months in length or its part-time equivalent.
- C5. The educational environment fosters student learning and promotes professional socialization.
- C6. The educational environment provides opportunities for faculty development.
- C7. The program designs a curriculum that enables graduates to attain certification in the specialty.
- C8. The program designs, when appropriate, an experimental/innovative curriculum that enables graduates to attain certification in the specialty.
- C9. The content of the curriculum is appropriate to the degree or certificate earned.
- C10. The curriculum meets commonly accepted national standards for similar degrees (see Glossary: Commonly accepted national standards).
- C11. Distance education programs and courses satisfy accreditation standards and achieve the same outcomes as traditional educational offerings.

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- C12. The educational environment promotes academic quality as evidenced through a variety of indicators (see Glossary: Academic quality).
- \* C13. The program enrolls only baccalaureate prepared students who meet admission criteria. Admission requirements include:
- a. Registration as a professional nurse in the United States, its territories or protectorates.
  - b. At least one year of experience as a RN in a critical care setting (see Glossary: Critical care experience).
- \* C14. The basic nurse anesthesia academic curriculum and prerequisite courses focus on coursework in anesthesia practice: pharmacology of anesthetic agents and adjuvant drugs including concepts in chemistry and biochemistry (105 hours); anatomy, physiology, and pathophysiology (135 hours); professional aspects of nurse anesthesia practice (45 hours); basic and advanced principles of anesthesia practice including physics, equipment, technology and pain management (105 hours); research (30 hours); and clinical correlation conferences (45 hours); radiology; and ultrasound.
- C15. The didactic curriculum includes three (3) separate comprehensive graduate level courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology\*\*\* (see Glossary: Advanced health assessment).
- C16. The amount of advanced standing or transfer credits awarded by the degree granting institution is clearly stated and publicized.
- C17. The clinical curriculum provides students with opportunities for experiences in the perioperative process that are unrestricted, and promote their development as competent safe nurse anesthetists.
- \* C18. The nurse anesthesia clinical curriculum prepares the student for the full scope of current practice in a variety of work settings and requires a minimum of 600 clinical cases and 2000 clinical hours including a variety of procedures, techniques, and specialty practice (see Appendix and Glossary – Clinical Hours). (+)
- \* C18. The nurse anesthesia clinical curriculum prepares the student for the full scope of current practice in a variety of work settings and requires a minimum of 550 clinical cases including a variety of procedures, techniques, and specialty practice (see Appendix). (--)
- \* C19. The program provides opportunities for students to obtain clinical experiences outside the regular clinical schedule by a call experience or other mechanism (see Glossary: Call Experience).
- C20. The program demonstrates that it has achieved its stated outcomes.

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- \* C21. The program demonstrates that graduates have acquired knowledge, skills and competencies in patient safety, perianesthetic management, critical thinking, communication, and the competencies needed to fulfill their professional responsibility.
- a. Patient safety is demonstrated by the ability of the graduate to:
    - 1. Be vigilant in the delivery of patient care.
    - 2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, e-mailing, etc.)
    - 3. Protect patients from iatrogenic complications.
    - 4. Participate in the positioning of patients to prevent injury.
    - 5. Conduct a comprehensive and appropriate equipment check.
    - 6. Utilize standard precautions and appropriate infection control measures.
  - b. Individualized perianesthetic management is demonstrated by the ability of the graduate to:
    - 1. Provide care throughout the perianesthetic continuum.
    - 2. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
    - 3. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
    - 4. Provide anesthesia services to all patients, including trauma and emergency cases.
    - 5. Administer and manage a variety of regional anesthetics.
    - 6. Function as a resource person for airway and ventilatory management of patients.
    - 7. Possess current advanced cardiac life support (ACLS) recognition.
    - 8. Possess current pediatric advanced life support (PALS) recognition.
    - 9. Deliver culturally competent perianesthetic care throughout the anesthesia experience (see Glossary: Culturally competent).
    - 10. Perform a comprehensive history and physical assessment (see Glossary: Comprehensive History and Physical Assessment).

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- c. Critical thinking is demonstrated by the graduate's ability to:
1. Apply knowledge to practice in decision-making and problem solving.
  2. Provide nurse anesthesia care based on sound principles and research evidence.
  3. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
  4. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
  5. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
  6. Calculate, initiate, and manage fluid and blood component therapy.
  7. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
  8. Pass the National Certification Examination (NCE) administered by the NBCRNA.
- d. Communication skills are demonstrated by the graduate's ability to:
1. Effectively communicate with individuals influencing patient care.
  2. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.
- e. Professional responsibility is demonstrated by the graduate's ability to:
1. Participate in activities that improve anesthesia care.
  2. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
  3. Interact on a professional level with integrity.
  4. Teach others.
  5. Participate in continuing education activities to acquire new knowledge and improve his or her practice.
  6. Demonstrate knowledge of wellness and substance use disorder in the anesthesia profession through completion of content in wellness and substance use disorder (see Glossary: "Wellness and substance use disorder" for recommended content).

- \* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.
- \*\* The COA will not consider any new master's degree programs for accreditation beyond 2015. All accredited programs must offer a doctoral degree for entry into practice by January 1, 2022. On January 1, 2022 and thereafter, all students matriculating into an accredited program must be enrolled in a doctoral program.
- \*\*\* All programs must meet this criterion by 2015.

(+) For students matriculating into nurse anesthesia programs on or after January 1, 2015.

(--) For students matriculating into nurse anesthesia programs prior to January 1, 2015.

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## Standard IV: Program Effectiveness

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PROGRAM EFFECTIVENESS IS EVIDENCED (1) IN THE QUALITY OF STUDENT, ALUMNI, AND FACULTY ACHIEVEMENT THAT FURTHERS THE INSTITUTION'S MISSION, PHILOSOPHY AND OBJECTIVES, (2) BY A COMMITMENT TO CONTINUOUS SELF-ASSESSMENT, AND (3) BY HOW IT ENHANCES THE EDUCATIONAL PROCESS.

### CRITERIA

- D1. The institution and/or program utilizes systematic evaluation processes to assess achievement in the following areas:
- a. The quality of the didactic, clinical and research curriculum.
  - b. A teaching and learning environment that promotes student learning.
  - c. Faculty contributions to teaching, practice, service, and scholarly activities.
  - d. The competence of graduates entering anesthesia practice.
  - e. Alumni involvement in professional activities.
  - f. Institutional/program resources.
  - g. Student and faculty services.
- D2. The program has a written plan for continuous self-assessment that promotes program effectiveness, purposeful change and needed improvement.
- D3. The program relies upon periodic evaluations from its communities of interest to determine program effectiveness:
- a. Student evaluations of the program, courses, classroom instruction, clinical instruction, and clinical sites.
  - b. Faculty evaluations of the program.
  - c. Employer evaluations of recent graduates.
  - d. Alumni evaluations of the program.
  - e. Evaluations of the program by external agencies.



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- \* D4. The program utilizes evaluation data from all sources to monitor and improve program quality and effectiveness and student achievement:
- a. Student evaluations, formative and summative, are conducted by the faculty to counsel students and document student achievement in the classroom and clinical areas.
  - b. Student achievement is documented through self-evaluation.
  - c. Outcome measures, including graduation rates, grade point averages, National Board of Certification and Recertification for Nurse Anesthetists' (NBCRNA) Certification Examination pass rates and mean scores, and employment rates and employer satisfaction are used to assess the quality of the program and level of student achievement (see Glossary: Graduate employment rate).
  - d. The program's evaluation plan is used to continuously assess compliance with accreditation requirements and to initiate corrective action should areas of noncompliance occur or recur.
- \* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.

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## Standard V: Accountability

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THE PROGRAM DEMONSTRATES ACCOUNTABILITY AND INTEGRITY TO ITS COMMUNITIES OF INTEREST INCLUDING THE PUBLIC, STUDENTS, FACULTY, THE CONDUCTING INSTITUTION(S), AND EXTERNAL AGENCIES.

### CRITERIA

- \* E1. The program evidences truth and accuracy in the following areas: advertising, student recruitment, admissions, academic calendars, program length, tuition and fees, travel requirements, catalogs, grading, representation of accreditation, and faculty accomplishments.
- E2. The program identifies, publishes, and distributes the rights and responsibilities of the following entities as they relate to the program: patients, applicants, students, faculty, conducting and affiliating institutions, and the accrediting agency.
- E3. The program annually publishes accurate information about its programmatic accreditation status, the specific academic program covered by the accreditation status, the name, address, and telephone number of the Council; and for the most recent graduating class the attrition, employment of graduates as nurse anesthetists within six months of graduation, and the certification examination pass rate for first time takers.
- \* E4. Complaints, grievances and appeals are resolved in a timely and equitable manner affording adequate due process.
- \* E5. The program defines and uses policies and procedures that are fair and equitable and do not discriminate on the basis of race, color, religion, age, gender, national origin, marital status, disability, sexual orientation, or any factor protected by law (see Glossary: Nondiscriminatory practice).
- \* E6. The program defines and uses policies and procedures regarding academic integrity in all of its educational activities.
- \* E7. The program maintains accurate cumulative records of educational activities.
- \* E8. The program forbids the employment of nurse anesthesia students as nurse anesthetists by title or function.
- \* E9. Student time commitment consists of a reasonable number of hours that does not exceed 64 hours per week (see Glossary: Reasonable time commitment).

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- E10. The program restricts clinical supervision in nonanesthetizing areas to credentialed experts who are authorized to assume responsibility for the student (see Glossary: Credentialed expert).
  - \* E11. The program restricts clinical supervision of students in anesthetizing areas to CRNAs and/or anesthesiologists with institutional staff privileges who are immediately available in all clinical areas. Instruction by graduate registered nurse anesthetists or physician residents is never appropriate if they act as the sole agents responsible for the student.
  - \* E12. The program ensures that students and CRNA faculty including clinical instructors are currently licensed as registered professional nurses in one jurisdiction of the United States and CRNAs are certified/recertified by the National Board of Certification and Recertification for Nurse Anesthetists.
  - \* E13. The clinical supervision ratio of students to instructors must be coordinated to insure patient safety by taking into consideration: The student's knowledge and ability; the physical status of the patient; the complexity of the anesthetic and/or surgical procedure; and the experience of the instructor (see Glossary: Clinical Supervision).
  - \* Failure to fully comply with one or more of these criteria is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.

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Additional criteria for the Standards regarding:

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### Research-Oriented Doctoral Degrees

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1. Doctoral students are prepared to advance theory and knowledge of the discipline in which the degree is awarded (Standard III).
2. Doctoral students develop advanced scholarship skills and generate research relevant to the discipline (Standard III).
3. Doctoral students complete a dissertation or equivalent scholarly work that constitutes an original contribution to the knowledge within the discipline (Standard III).
4. Faculty members demonstrate competency for scholarly and professional work in the relevant discipline (Standard III).
5. Doctoral students have sufficient access to appropriately credentialed faculty (Standard II).
6. There is direct assessment of doctoral student achievement, including extensive comprehensive examinations conducted by recognized scholars in the discipline, to verify the knowledge and skills that constitute mastery in the discipline (Standard III).
7. There are established examination and assessment procedures to verify competence in pertinent research skills (Standard III).
8. Doctoral students defend the final dissertation or equivalent scholarly work before acknowledged scholars in the discipline (Standard III).
9. The curriculum is a minimum of 5 years in length post-baccalaureate or a minimum of 4 years in length post-master's of full-time study or longer if there are periods of part-time study (Standard III). \*\*
10. Adequate resources such as teaching and research assistantships, internal and external funding or federal grants are available to support the research mission of the academic unit (Standard II).
11. There is support for research essential for degree purposes (Standard II).
12. The educational environment encourages scholarly research (Standard II).
13. Faculty are provided sufficient time and resources for scholarship and the conduct of research (Standard II).
14. The requirements for the research-oriented doctoral degree are significantly beyond those required for a master's degree and a practice-oriented doctoral degree (Standard III).

\*\* Note: Shorter programs of study can be submitted for consideration when accompanied by supporting rationale that ensures compliance with accreditation standards.

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Additional criteria for the Standards regarding:

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**Graduate Degree Programs for CRNAs \* - Master's**

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1. Anesthesia must be referenced in the title of the master's degree offered. If not, a significant component of the curriculum must include anesthesia-related content (Standard III).
2. The curriculum for a master's degree program for CRNAs is similar to the requirements for an equivalent degree that prepares registered nurses for entry into nurse anesthesia practice (Standard III).
3. The length of the approved program of study must be appropriate for the CRNA graduate student to complete the degree requirements for the master's degree or research-oriented doctoral degree program (Standard III).

\*see Glossary: Graduate Degrees for CRNAs

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Additional criteria for the Standards regarding:

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### Graduate Degree Programs for CRNAs \* - Practice Doctorate

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1. Anesthesia must be referenced in the title of the practice doctoral degree offered. If not, a significant component of the curriculum must include anesthesia-related content (Standard III).
2. The program must demonstrate that the graduate degree program for CRNAs is in compliance with Conducting Institution Standards A8-A10 and A12. \*\*
3. The program must demonstrate that the graduate degree program for CRNAs is in compliance with Faculty Standards B1, B9, B14 and B17. \*\*
4. The program must demonstrate that the graduate degree program for CRNAs is in compliance with Graduate Standards D14, D23, D26, D31, D32, D33, D35 and D40-D51. \*\*
5. The program must demonstrate that the graduate degree program for CRNAs is in compliance with Curriculum Standards E1, E3 and E5-E8. \*\*
6. The program must demonstrate that the graduate degree program for CRNAs is in compliance with Policy Standard G2. \*\*
7. The program must demonstrate that the graduate degree program for CRNAs is in compliance with all Standards listed under H. Evaluation, with the exception of H1.4.2, H1.6.2 and H1.6.3. \*\*

\*See Glossary: Graduate Degrees for CRNAs

\*\*Programs must refer to the Standards for Accreditation of Nurse Anesthesia Programs-Practice Doctorate for the complete text of the standards referenced above.

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Additional criteria for the Standards regarding:

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### **Federally Mandated Requirements**

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The criteria listed in this section are those required of all accrediting agencies in order to be in compliance with the Higher Education Act (HEA) of 1965, as amended by the HEOA in 2008. Many requirements have also been included in the Council's policies and procedures.

1. The program and/or its conducting institution reviews the default rates in the student loan programs under Title IV of the Higher Education Act, based on the most recent data provided by the U.S. Secretary of Education.
2. The program's conducting entity demonstrates compliance with an institution's responsibilities under Title IV of the Higher Education Act, including: results of financial or compliance audits and program reviews and other information that the U.S. Secretary of Education may request.
3. The program provides evidence that students are made aware of their ethical responsibility regarding financial assistance they receive from public or private sources.

## Appendix (--)

**Applies to students matriculating into anesthesia programs prior to January 1, 2015**

The minimum number of anesthesia cases is 550.

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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### PATIENT PHYSICAL STATUS

Class I		
Class II		
Classes III & IV	100	
Class V		5
<b>TOTAL CASES</b>	<b>550</b>	<b>650</b>

### SPECIAL CASES

Geriatric 65 + years	50	100
Pediatric		
Pediatric 2 to 12 years	25	75
Pediatric (less than 2 years)	10	25
Neonate (less than 4 weeks)		5
Trauma/Emergency (E)	30	50
Ambulatory/Outpatient	100	
Obstetrical management	30	40
Cesarean delivery	10	15
Analgesia for labor	10	15



CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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## POSITION CATEGORIES

Prone	20	
Lithotomy	25	
Lateral	5	
Sitting	5	

ANATOMICAL CATEGORIES<sup>1</sup>

Intra-abdominal	75	
Extrathoracic	15	
Extremities	50	
Perineal	15	
Extracranial	15	
Intracranial	5	20
Oropharyngeal	20	
Intrathoracic	15	40
Heart	5	10
Lung	5	
Neck	5	10
Neuroskeletal	20	
Vascular	10	20

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<sup>1</sup> Count all that apply.

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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## METHODS OF ANESTHESIA

General anesthesia	350	
Induction, maintenance, and emergence		
Intravenous induction	200	
Inhalation induction	10	25
Mask management	25	40
Laryngeal mask airways (or similar devices)	25	40
Tracheal intubation		
a. Oral	200	
b. Nasal		10
Total intravenous anesthesia	10	25
Emergence from anesthesia	200	
Regional techniques		
Management	30	
Administration <sup>2</sup> (total of a, b & c)	25	
a. Spinal		50
b. Epidural		50
c. Peripheral		40
Monitored anesthesia care	25	50

<sup>2</sup> Students must have experience in each category.

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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#### PHARMACOLOGICAL AGENTS

Inhalation agents	200	
Intravenous induction agents	200	
Intravenous agent - muscle relaxants	200	
Intravenous agent - opioids	200	

#### ARTERIAL TECHNIQUE

Arterial puncture/catheter insertion	25	
Intra-arterial BP monitoring	25	

#### CENTRAL VENOUS PRESSURE CATHETER

Placement <sup>3</sup> (total of a & b)	5	10
a. Actual		
b. Simulated		
Monitoring	15	

#### PULMONARY ARTERY CATHETER

Placement		5
Monitoring		10

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<sup>3</sup> Simple models and simulated experiences may be used to satisfy this requirement.

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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## OTHER

Intravenous catheter placement	100	
Mechanical ventilation	200	
Pain management (acute/chronic)		10
Alternative airway management techniques (total of 1 & 2) (see Glossary: alternative airway management techniques)	10	40
1) Fiberoptic techniques <sup>3</sup> (total of a, b & c)	5	15
a) Actual placement		
b) Simulated placement		
c) Airway assessment		
2) Other techniques	5	25

(-- ) Effective for students matriculating into anesthesia programs prior to January 1, 2015. For all students matriculating into programs on or after January 1, 2015, the clinical case experience requirements will be identical for all programs regardless of degree.

<sup>3</sup> Simple models and simulated experiences may be used to satisfy this requirement.

### Appendix (+)

**Applies to students matriculating into anesthesia programs on or after January 1, 2015**

The minimum number of clinical hours is 2000 (See Glossary: Clinical hours).

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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#### PATIENT PHYSICAL STATUS

Class I		
Class II		
Classes III – VI (total of a, b, c, & d)	200	300
a. Class III	50	100
b. Class IV	10	100
c. Class V	0	5
d. Class VI		
Total Cases	600	700

#### SPECIAL CASES

Geriatric 65+ years	100	200
Pediatric		
Pediatric 2 to 12 years	30	75
Pediatric (less than 2 years)	10	25
Neonate (less than 4 weeks)		5
Trauma/Emergency (E)	30	50
Obstetrical management (total of a & b)	30	40
a. Cesarean delivery	10	15
b. Analgesia for labor	10	15
Pain management encounters (see Glossary: Pain management encounters)	15	50

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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ANATOMICAL CATEGORIES<sup>4</sup>

Intra-abdominal	75	
Intracranial (total of a & b)	5	20
a. Open	3	10
b. Closed		
Oropharyngeal	20	
Intrathoracic (total of a, b, & c)	15	40
a. Heart		
1. Open heart cases (total of a & b)	5	10
a) With cardiopulmonary bypass		
b) Without cardiopulmonary bypass		
2. Closed heart cases		10
b. Lung	5	
c. Other		
Neck	5	10
Neuroskeletal	20	
Vascular	10	30

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<sup>4</sup> Count all that apply

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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## METHODS OF ANESTHESIA

General anesthesia	400	
Inhalation induction	25	40
Mask management <sup>5</sup>	25	35
Supraglottic airway devices (total of a & b)	35	50
a. Laryngeal mask		
b. Other		
Tracheal intubation (total of a & b)	250	
a. Oral		
b. Nasal		5
Alternative tracheal intubation/endoscopic techniques <sup>6</sup> (total of a & b ) (see Glossary: Alternative tracheal intubation techniques)	25	50
a. Endoscopic techniques <sup>7</sup> (total of 1 & 2)	5	15
1. Actual tracheal tube placement		
2. Simulated tracheal tube placement		
3. Airway assessment		
b. Other techniques	5	25
Emergence from anesthesia	300	

<sup>5</sup> A general anesthetic that is administered by mask, exclusive of induction.

<sup>6</sup> Tracheal intubations accomplished via alternative techniques should be counted in both tracheal intubation and the alternative tracheal intubation categories.

<sup>7</sup> Simple models and simulated experiences may be used to satisfy part of this requirement. No clinical experiences can be obtained by simulation alone.

CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
Regional techniques		
Actual administration (total of a, b, c, & d)	35	
a. Spinal (total of 1 & 2)	10	50
1. Anesthesia		
2. Pain management		
b. Epidural (total of 1 & 2)	10	50
1. Anesthesia		
2. Pain management		
c. Peripheral <sup>8</sup> (total of 1 & 2)	10	50
1. Anesthesia		
Upper		
Lower		
2. Pain management		
Upper		
Lower		
d. Other <sup>9</sup> (total of 1 & 2)		
1. Anesthesia		
2. Pain Management		
Management (total of 1 & 2)	35	50
1. Anesthesia		
2. Pain management		
Moderate/deep sedation	25	50

<sup>8</sup> Simple models and simulated experiences may be used to satisfy part of this requirement. No clinical experiences can be obtained by simulation alone.

<sup>9</sup> Examples include truncal, cutaneous, head, and neck blocks (e.g., transversus abdominis plane, rectus sheath, ilioinguinal, iliohypogastric, oral, and maxillofacial blocks).



CLINICAL EXPERIENCES	Minimum Required Cases	Preferred Number of Cases
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#### ARTERIAL TECHNIQUE

Arterial puncture/catheter insertion	25	
Intra-arterial blood pressure monitoring	30	

#### CENTRAL VENOUS CATHETER

Placement <sup>10</sup> – Non PICC (total of a & b)	10	15
a. Actual		5
b. Simulated		
Placement – PICC (total of a & b)		
a. Actual		
b. Simulated		
Monitoring	15	

#### PULMONARY ARTERY CATHETER

Placement		5
Monitoring		10

#### OTHER

Ultrasound guided techniques (total of a & b)		10
a. Regional		
b. Vascular		
Intravenous catheter placement	100	
Advanced noninvasive hemodynamic monitoring		

<sup>10</sup> Simple models and simulated experiences may be used to satisfy this requirement. For students enrolled on or after January 1, 2020, no clinical experiences can be obtained by simulation alone. Insertion of peripherally inserted central catheters (PICC) does not meet the requirements for central line placement.

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## Glossary

**Academic faculty** - Instructors who are responsible for providing didactic instruction in their individual areas of expertise.

**Academic quality** - Academic quality refers to results associated with teaching, learning, research, and service within the framework of the institutional mission. Academic quality requires an effective learning environment and sufficient resources for faculty and students to obtain the objectives of the program and meet accreditation standards.

**Accreditation** - A peer process whereby a private, nongovernmental agency grants public recognition to an institution or specialized program of study that meets or exceeds nationally established standards of acceptable educational quality.

**Advanced health assessment** – A course in advanced health assessment includes assessment of all human systems, advanced assessment techniques, diagnosis, concepts, and approaches.

**Advanced noninvasive hemodynamic monitoring** - The use of advanced non-invasive technologies used to monitor hemodynamic variables such as central venous pressure, cardiac output, vascular resistance, and ventricular performance. This does not include routine monitors such as the automated blood pressure cuff.

**Agreement** - An exchange of a formal, written understanding between two or more entities that agree to provide appropriate academic and/or clinical learning experiences for students. Requirements should be outlined in sufficient detail to state clearly the expectations of the agreement and to protect the rights of the parties involved.

**Alternative airway management techniques** - Alternative airway management techniques include fiberoptic intubation, light wand, retrograde tracheal intubation, combitube, trans-tracheal jet ventilation, gum elastic bougie/tracheal tube changer, esophageal obturator airway, LMA guided intubation and cricothyroidotomy.

**Alternative tracheal intubation techniques** - Alternative tracheal intubation techniques include, but are not limited to, fiberoptic intubation, light wand, retrograde tracheal intubation, transtracheal jet ventilation, gum elastic bougie/tracheal tube changer, laryngeal mask airway (LMA) guided intubation, cricothyroidotomy, video assisted laryngoscopy, etc. The placement of supraglottic airway devices is not included in this definition because that clinical experience is counted separately. If the student inserts an LMA and then performs an LMA-guided endotracheal intubation, the student would count both experiences in the appropriate categories.

**Ambulatory/Outpatient** - Patients who are discharged from the facility within 23 hours or less following admission and surgery.

**Anesthesia care plan** - A written or verbal description of a proposed plan for the administration of an anesthetic, based on the known and anticipated needs of an individual patient during the perioperative period.

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**Anesthesiologist** - A doctor of medicine (MD) or doctor of osteopathy (DO) who has successfully completed an approved anesthesiology residency program and has been granted active hospital staff membership and full hospital staff privileges in anesthesia.

**Appeal** - In cases where sanctions may be imposed against a student or faculty member, the right to a fair hearing before an impartial body should be granted in accordance with published rules and procedures. Students should be allowed to appeal any decision that suspends or dismisses them from a program or that delays their graduation.

**Call experience** – Call is a planned clinical experience outside the normal operating hours of the clinical facility, for example, after 5 PM. and before 7 AM., Monday through Friday, and on weekends. Assigned duty on shifts falling within these hours is considered the equivalent of an anesthesia call, during which a student is afforded the opportunity to gain experience with emergency cases. Although a student may be assigned to a 24 hour call experience, at no time may a student provide direct patient care for a period longer than 16 continuous hours.

**Certification** - The process whereby a nongovernmental agency grants recognition to an individual who has voluntarily met predetermined qualifications specified by the agency.

**Clinical experience** - Supervised clinical activities in which the student gets to use the knowledge he or she has acquired in the clinical and/or academic phases of the program.

**Clinical faculty** - The CRNA or anesthesiologist who is responsible for teaching nurse anesthesia students during the perioperative period and for evaluating their clinical progress. When students are administering anesthesia, such instructors must be CRNAs or anesthesiologists with staff privileges in anesthesia.

**Clinical hours** – Clinical hours include time spent in the actual administration of anesthesia (i.e., anesthesia time) and other time spent in the clinical area. Examples of other clinical time would include in-house call, preanesthesia assessment, postanesthetic assessment, patient preparation, operating room preparation, and time spent participating in clinical rounds. Total clinical hours are inclusive of total hours of anesthesia time; therefore, this number must be equal to or greater than the total number of hours of anesthesia time.

**Clinical supervision** - Clinical oversight of graduate students in the clinical area must not exceed (1) 2 graduate students to 1 CRNA, or (2) 2 graduate students to 1 anesthesiologist, if no CRNA is involved. There may be extenuating circumstances where supervision ratios may be exceeded for brief periods of time (e.g., life threatening situations); however, the program must demonstrate that this is a rare situation for which contingency plans are in place (e.g., additional CRNA or anesthesiologist called in, hospital diverts emergency cases to maximize patient safety).

**Commonly accepted national standards** - Standards that are generally recognized as determining quality of similar degrees by the larger community of higher education in the United States.

**Comprehensive history and physical assessment** - Comprehensive history and physical assessment includes the history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of a patient. The assessment includes an evaluation of the body and its functions using inspection, palpation, percussion, auscultation and advanced assessment techniques, including diagnostic testing, as appropriate. A complete physical assessment should incorporate cultural and developmental variations and needs of a patient. The results of a comprehensive history and physical assessment are used to establish a differential diagnosis based on assessment data; and develop an effective and appropriate plan of care for a patient. Specific assessment related to anesthesia should be stressed in the practical experience of nurse anesthesia students.

**Community of interest** - A body of individuals who are directly affected by nurse anesthesia education and/or practice, including nurse anesthesia students, faculty, staff, patients, employers, institutions, the public, and higher education community.

**Competency for entrance into practice** - Verification by the program that a student has acquired knowledge and skills in patient safety, perianesthetic management, critical thinking, communication and professionalism.

**Conducting institution** - The legal entity (institution or organization) that assumes sole, primary, or shared responsibility for the conduct of a program, including budgetary support, and is responsible for ensuring that the program has complied with accreditation requirements.

**Counting clinical experiences** - Students can only take credit for a case where they personally provide anesthesia for critical portions of the case. A student may only count a procedure (e.g., central venous catheter placement, regional block, etc.) that he or she actually performs. Students cannot take credit for an anesthetic case if they are not personally involved with the management of the anesthetic, or only observe another anesthesia provider manage a patient's anesthetic care. Two learners should not be assigned to the same case, except when the case provides learning opportunities for 2 students and 2 anesthesia providers are necessary due to the acuity of the case. The program will need to justify any deviation from this requirement.

**Course** - A unit of study that exists in an academic discipline, such as anatomy and physiology of the respiratory system, pediatric anesthesia, etc.

**Credentialed expert** – An individual awarded a certificate, letter or other testimonial to practice a skill in an institution. The credential must attest to the bearer's right and authority to provide services in the area of specialization for which he or she has been trained. Examples are: a pulmonologist who is an expert in airway management; an emergency room physician authorized by an anesthesia department to assume responsibility for airway management; or a neonatologist who is an expert in airway management.

**Critical care experience** - Critical care experience must be obtained in a critical care area within the United States, its territories or a U.S. military hospital outside of the United States. During this experience, the registered professional nurse has developed critical decision making and

psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

**CRNA assistant program administrator (CRNA Assistant Program Director)** - A CRNA with an appropriate graduate degree who by position, responsibility, and authority actively assists the program administrator in the organization and administration of the entire program of nurse anesthesia. The graduate degree must be from an institution of higher education accredited by a nationally recognized accrediting agency. The assistant program administrator must be qualified to assume the responsibilities of the program administrator if required.

**CRNA program administrator (CRNA Program Director)** - A CRNA with an appropriate graduate degree who by position, responsibility, and authority is actively involved in the organization and administration of the entire program of nurse anesthesia. The graduate degree must be from an institution of higher education accredited by a nationally recognized accrediting agency.

**Culturally competent** - Cultural competency is demonstrated by effectively utilizing various approaches in assessing, planning, implementing, and administering anesthesia care for patients based on culturally relevant information.

**Curriculum** - All experiences, clinical or didactic, that are under the direction of the program. The planned educational input, process, outcomes, and evaluations designed to enable the student to acquire the experiences specified in the program's philosophy, goals, and objectives.

**Due process** - A legal and ethical principle whereby nurse anesthesia faculty and students are guaranteed treatment in accordance with reasonable, clearly defined rules and have the right to fair treatment, based on published standards, procedures, and the provisions of an appeals or grievance procedure.

**Employment of nurse anesthesia graduate students** - Anesthesia care provided by a graduate student outside the planned curriculum is considered employment as a nurse anesthetist, whether or not the care is reimbursed. Employment is permitted in a position other than anesthesia, as long as the student is not represented in any manner, such as by a name tag, uniform, and/or signature, to be a nurse anesthetist.

**Evaluation** – A systematic assessment that results in data that are used to monitor and improve program quality and effectiveness.

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**Experimental curriculum** - A curriculum that is being tested to determine whether it will produce expected outcomes that may or may not become permanent.

**Faculty** - A body of individuals entrusted with instruction, including the teaching staff, both clinical and academic, and any individuals involved in teaching or supervising the educational experiences/activities of students on a part-time or full-time basis.

**Formative evaluations** - Student assessments that help identify problems and areas that require improvement, as well as measure progress and achievement of objectives.

**Full scope of practice** - Preparation of graduates who can administer anesthesia and anesthesia-related care in four general categories: (1) preanesthetic preparation and evaluation; (2) anesthesia induction, maintenance and emergence; (3) post-anesthesia care; and (4) perianesthetic and clinical support functions (Reference: "Scope and Practice for Nurse Anesthesia Practice," available from AANA, Park Ridge, IL).

**Graduate degrees for CRNAs** - A degree awarded to a CRNA who has fulfilled the requirements for a master's degree, practice-oriented doctoral degree, or research-oriented doctoral degree. The primary purpose of the graduate degree is to enable the CRNA to complete additional study and coursework beyond those required for graduation from a nurse anesthesia program and entry into practice as a nurse anesthetist. The curriculum for a graduate degree for CRNAs is similar to the requirements for an equivalent degree that prepares registered nurses for entry into nurse anesthesia practice. The length of study is generally shorter depending upon the amount of advanced standing or transfer credits awarded by the degree granting institution.

**Graduate employment rate** - Graduate employment is defined as occupational engagement in, or an offer of occupational engagement in, any setting that requires performance of duties within the scope of practice of the Certified Registered Nurse Anesthetist (CRNA) as a condition of employment.

**Grievance** - Any complaint that arises from the participation of a student or faculty member in a nurse anesthesia program.

**Immediately available** - A CRNA or physician anesthesiologist must be present in the anesthetizing location where a graduate student is performing/administering an anesthetic and available to be summoned by the graduate student.

**Indicators of success** - Documentation of student achievement and attainment of a program's established outcome criteria. Examples of ways to measure success include 1. Identifying: (a) the number of students who complete the program, (b) the number of graduates that pass the National Certification Examination for Nurse Anesthetists in accordance with the COA's Certification Examination policy, and (c) the number of graduates who secure employment as nurse anesthetists within 6 months post-graduation; 2. Conducting graduate (alumni) evaluations to assess the program's ability to prepare nurse anesthetists who are competent and capable of functioning in a variety of anesthesia settings; 3. Conducting employer evaluations to assess the program's ability to prepare nurse anesthetists who are competent and capable of functioning in a variety of anesthesia settings.

**Innovative curriculum** - A new or creative way to introduce a curriculum or program that may become permanent. Programs that are developed to prepare broad-based, competent nurse anesthetists but do not necessarily comply with Council's requirements pertaining to specific class hours or the details of the practical experiences.

**Institution** - A senior college or university, hospital, corporation, or other entity with an appropriate state license or a government-sponsored agency involved in the conduct of a nurse anesthesia educational program. An educational institution that is accredited in its entirety (as a whole), including nurse anesthesia certificate programs and single-purpose institutions.

**Institutional accreditor** - The institution where a degree is earned must be accredited by an agency that is recognized by the U.S. Secretary of Education as a reliable authority for the quality of training offered.

**Legal requirements** - Examples include (1) evidence that a program accepts its responsibilities under Title IV of the Higher Education Act, as demonstrated through its compliance with accreditation standards and by its attempts to lower default rates in federal student loan programs; (2) evidence that a nurse anesthesia program is legally authorized to operate; and (3) evidence that a professional complies with licensure and certification requirements prescribed by legislation or regulation.

**Licensure** - A process whereby a governmental agency grants permission to individuals to practice their occupation as a way of providing reasonable assurance that public health, safety, and welfare will be protected.

**Mask management** - A general anesthetic that is administered by mask, exclusive of induction.

**Master's degree requirement** - Programs must award a master's or higher degree to each graduate. A waiver of this requirement may be requested for valid reasons. Granting of the waiver is solely at the discretion of the Council.

**Nationally recognized accrediting agency** - An accrediting agency that is recognized by the U.S. Secretary of Education as a reliable authority as to the quality of training offered by educational institutions and/or programs. This includes regional institutional accrediting agencies, national institutional accrediting agencies, and specialized accrediting agencies.

**Nondiscriminatory practice** - Nondiscriminatory practice is the practice of treating all individuals, including applicants, without regard to race, color, national origin, gender, marital status, sexual orientation, religion, age or disability, consistent with law. Although an applicant should not be required to provide information regarding any protected characteristics, he or she can provide such information on a voluntary basis. An applicant may be asked if he or she can perform the essential tasks or functions of a nurse anesthetist.

**Nurse anesthesia graduate student** - A registered professional nurse who is enrolled in an educational program that is accredited by the Council for the purpose of acquiring the qualifications necessary to become certified in the specialty of nurse anesthesia.

**Objectives** - Future-oriented purposes and goals that a nurse anesthesia educational endeavor seeks to fulfill.

**Outcomes** - Evidence that demonstrates the degree to which a program's purposes and objectives have been achieved, including the attainment of knowledge, skills, and competencies by students. Outcomes are operational definitions of objectives and must be assessed in relation to them.

**Pain management encounters** – Pain management encounters are individual one-on-one patient interactions for the express purpose of intervening in an acute pain episode or a chronic pain condition. Pain management encounters must include a patient assessment before initiating a therapeutic action. Pain management encounters include but are not limited to the following:

1. Initiation of epidural or intrathecal analgesia.
2. Facilitation or initiation of patient controlled analgesia.
3. Initiation of regional analgesia techniques for postoperative pain or other nonsurgical pain conditions including but not limited to plexus blocks, local anesthetic infiltration of incisions, intercostal blocks, etc.
4. Adjustment of drugs delivered, rates of infusion, concentration or dose parameters for an existing patient controlled analgesia or patient controlled epidural analgesia.
5. Pharmacologic management of an acute pain condition in postanesthesia care unit.
6. Trigger point injections.
7. Electrical nerve stimulation.

The administration of intravenous analgesics as an adjunct to a general or regional anesthesia technique does not constitute a pain management encounter for purposes of meeting minimal COA required clinical experiences. The administration of regional anesthesia as the primary anesthetic technique for a surgical procedure does not constitute an acute pain management encounter.

**Perianesthetic management** - Anesthesia care and management of patients, including preoperative, intraoperative, and postoperative care. Preoperative care includes the evaluation of patients through interview, physical assessment, and a review of records. Intraoperative care includes administration of anesthetics, decision-making, and recordkeeping. Postanesthesia care includes evaluation, monitoring of physiological functions, and appropriate intervention when a patient is emerging from anesthesia and surgery.

**Personnel** - Persons employed by a conducting institution to provide necessary services, such as teaching and secretarial support, for the operation of a nurse anesthesia program.

**Postanesthetic assessment** - Review of all available patient data and validation of anesthesia outcomes.

**Practice-oriented doctoral degree** - The primary purpose of the practice-oriented doctoral degree is to prepare registered nurses for professional practice as nurse anesthetists who have



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additional knowledge in an area of academic focus. The curriculum for a practice-oriented doctoral degree is typically a minimum of 36 calendar months in length of full-time study or longer if there are periods of part-time study. The Doctor of Nurse Anesthesia Practice (DNAP) and Doctor of Nursing Practice (DNP) are examples.

**Preadnestic assessment** - Review of all available patient data prior to initiating anesthesia.

**Professional aspects** – Courses and activities that are specific to the profession of nurse anesthesia including but not limited to (1) the business of anesthesia and practice management; (2) reimbursement methodologies and payment policies; (3) wellness and substance use disorder; (4) professional ethics; (5) quality improvement; (6) structure and function of the AANA; and (7) professional advocacy, practice standards and regulations (non-governmental, governmental).

**Program** - An educational curriculum that is designed to provide both didactic and clinical components to prepare a competent nurse anesthetist. The word program is commonly used for all types of nurse anesthesia schools including programs and institutions. In the case of a branch campus, program refers to an educational unit within a larger institution such as a university.

**Program design** - A graphic representation of the course of study, including all the components of the program, clinical, academic, research, call, affiliations, study time, and the total committed time by quarter or semester.

**Public member** - A public member is someone who ensures that consumer concerns, public and private, are formally represented and who curbs any tendency to put program priorities before public interest. Such members should be selected at large, and they cannot be current or former members of the healthcare profession or current or former employees of the institution that is conducting the program. This also excludes anyone who might be perceived to have divided loyalties or potential conflicts of interest, such as a relative of an employee or former employee.

**Radiology** – Didactic curricular content includes the fundamentals of radiologic principles and various techniques, topographic anatomy, contrast agents, radiation safety, basic evaluation of normal and abnormal radiographs of the chest, evaluation of proper positioning of various tubes (e.g., endotracheal tubes, chest tubes) and lines (e.g., central venous catheters), and proper techniques of safe fluoroscopic equipment use.

**Reasonable time commitment** – A reasonable number of hours to ensure patient safety and promote effective student learning should not exceed 64 hours per week. This time commitment includes the sum of the hours spent in in class and all clinical hours (see Glossary: Clinical hours) averaged over 4 weeks. Students must have a 10 hour rest period between scheduled clinical duty periods (i.e., assigned continuous clinical hours). At no time may a student provide direct patient care for a period longer than 16 continuous hours.

**Recertification** - A process whereby the Council on Recertification of Nurse Anesthetists grants recognition to CRNAs who have met the predetermined criteria specified by the Council. It is intended to advance the quality of anesthesia care provided to patients and to ensure that nurse anesthetists maintain their skills and remain up to date on scientific and technological developments.

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**Research-oriented doctoral degree** - The primary purposes of the research-oriented doctoral degree are to prepare registered nurses for professional practice as nurse anesthetists and as researchers capable of generating new knowledge and demonstrating scholarly skills. The curriculum for a research-oriented doctoral degree is typically a minimum of 5-7 years in length past the baccalaureate degree or 4-5 years in length past the master's degree of full-time study, or longer if there are periods of part-time study. The Doctor of Philosophy (PhD) and Doctor of Nursing Science (DNSc) are examples.

**Scholarly activities** - A series of accomplishments and/or achievements that require and contribute to overall critical thinking, analysis, decision-making, and innovative skills and competencies by faculty/students. Scholarly activities contribute to the achievement of the missions/goals of the academic unit and parent institutions. Examples of scholarly activities may include but are not limited to: new or innovative teaching/learning strategies; peer reviewed presentations at local, state, national and/or international levels; publish peer review articles and/or book chapters/books; investigator in research studies; participant in fellowships, internships; adviser/committee member on research committees; data analysis, collection, and utilization for program maintenance, modification or revision; leadership roles in professional organizations; attends research focus groups and research conferences; development of non-print media.

**Self-assessment** - A process that starts with the institutional or programmatic self-study, a comprehensive effort to measure progress based on previously accepted objectives and outcome measures. The self-study considers the interests of the communities of interest, including students, faculty, administration, and graduates.

**Shared governance** - A formal arrangement in which two or more organizations or institutions are controlled by a single administrative authority. Written affiliation agreements are not necessary between entities that participate in shared governance arrangements.

**Sitting position** - Any position in which the torso is elevated from the supine position 45 to 90 degrees and the torso is higher than the legs.

**Standard precautions** - An approach to infection control based on the concept that human blood and certain human body fluids are treated as if they are known to be infectious for HIV, HBV, or other bloodborne pathogens.

**Strategic plan** - A written guide that is used to direct the effective operation of a nurse anesthesia program and to promote academic quality.

**Student services** - Assistance offered to students, such as financial aid, health services, insurance, placement services, and counseling.

**Summative evaluations** - Summative evaluations describe a student's achievement at the completion of a period or unit of learning activity and include both expected and unexpected outcomes.

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**Supervision** – (see Clinical Supervision).

**Title IV Higher Education Opportunity Act (HEOA) program requirements** - Federal requirements for programs that participate in student loan programs authorized under Title IV of the Higher Education Opportunity Act, known as Federal Family Education Loan (FFEL) programs. Examples: Federal Stafford Loan; Federal PLUS; Federal Supplemental Loans for Students; and Federal Consolidation Loans.

**Unshared governance** - A formal arrangement in which 2 or more organizations or institutions are controlled by separate administrative authorities. Written affiliation agreements are necessary between entities that participate in unshared governance arrangement.

**Wellness and substance use disorder** –Wellness is defined as a positive state of the mind, body, and spirit reflecting a balance of effective adaptation, resilience, and coping mechanisms in personal and professional environments that enhance quality of life. Substance use disorder (SUD), also known as chemical dependency and addiction, is a chronic and progressive disease which threatens physical and mental well-being and is individually characterized by a multiplicity of behaviors from misuse through dependency/addiction to alcohol and/or drugs (legal and illegal). The wellness/SUD curriculum must be an evidence-based program of study that could include but is not limited to the following five key conceptual components:

1. Importance of wellness to healthcare professionals: Describe the integration of healthy lifestyles, adaptive coping mechanisms for career stressors, and an awareness of chemical dependency risk factors and pathophysiology.
2. Healthy lifestyles: Describe attitudes, behaviors, and strategies (i.e., healthy nutrition, exercise, sleep patterns, and critical incident stress management) that create a positive work-life balance for personal wellness.
3. Coping mechanisms: Describe adaptive or maladaptive behaviors employed by individuals to reduce the intensity of experienced stress. Discuss positive stress reduction techniques, such as meditation, deep breathing, and exercise.
4. Identification and intervention of SUD: Describe needed awareness of the symptoms of SUD, appropriate strategies for successful intervention, treatment, evaluation, treatment, and aftercare.
5. Reentry into the workplace after treatment for SUD: Broadly describes components of successfully returning to anesthesia practice. These components include the frameworks for returning to administrative, academic or clinical anesthesia practice; strategies to reduce the likelihood of relapse; and elements of lifestyle adaptation that lead to a healthy balance of professional work and physical, emotional, and spiritual health.

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## History of Nurse Anesthesia Accreditation

On June 11, 1930, Agatha Hodgins, a nurse anesthetist, set forth her ideas regarding the essentials of a national organization for nurse anesthetists. They included (1) organization of a special group, (2) establishment of educational standards, (3) development of a state registration mechanism, (4) lobbying to practice without unwarranted criticism, and (5) improving the quality of work through study and research. She became the force behind establishing an organization dedicated to meeting the needs of the first nursing specialists. One of the initial objectives of the National Association of Nurse Anesthetists (NANA), whose name was later changed to the American Association of Nurse Anesthetists (AANA), was to develop the mechanisms for establishing a program to evaluate schools of nurse anesthesia.

### **Development of an Accreditation Process**

An Education Committee was established in 1933 and with the assistance of other NANA committees, was charged with the development of educational standards, maintenance of a central bureau, and compilation of lists of approved schools and qualified instructors. To that end, preparations included identifying hospitals that operated schools of anesthesia, visiting those schools, and analyzing the content of their curriculums. These efforts resulted in written guidelines that established minimums of a 4 months' course of study, 250 anesthesia cases, and 75 hours of classroom instruction. The work of national committees over the following decades resulted in refinement of early education guidelines and identification of essential elements for nurse anesthesia education.

At the 1950 AANA Annual Meeting in Atlantic City, New Jersey a resolution was unanimously adopted to create a plan for accreditation of nurse anesthesia schools. The formal accreditation program began 2 years later when the 1952 AANA Board of Trustees accepted criteria for accreditation of schools and delegated responsibility for its implementation to the Approval of Schools Committee. In addition to support shown by the vote of AANA members, the new process to accredit nurse anesthesia schools was endorsed by the American Hospital Association (AHA).

From 1937 to 1975, the educational guidelines, voluntary approval process, and eventually the accreditation process focused only on hospital-based schools of anesthesia. In 1970, the accreditation standards recommended that schools pursue the goal of offering college credit for coursework. The first mention by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) accrediting degree granting schools was recorded in the 1976 standards indicating that the same standards applied to certificate and degree granting schools. Increasingly higher expectations for graduates to earn higher education degrees continued over the years with accreditation standards for master's degree programs in 1998, optional research-oriented and practice-oriented doctoral degree programs in 2004, and draft standards for practice doctoral degree programs in 2014. All accredited nurse anesthesia programs offered masters level education as of October 1, 1998, and all programs must offer doctoral degrees by 2022.

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## **Organizational Structure**

In 1955, AANA was listed by the US. Commissioner of Education as the recognized agency for accreditation of nurse anesthesia schools. The accreditation function was transferred to the AANA's Council on Accreditation of Nurse Anesthesia Educational Programs/Schools in 1975, in response to a major revision of the US Office of Education criteria. The revised criteria reflected many of the sociopolitical concerns of the time: (1) public accountability, (2) conflicts of interest, (3) consumer protection, (4) nondiscriminatory practices, (5) due process, and (6) community of interest involvement. These criteria mandated a structural change in the AANA that resulted in the formation of 3 semiautonomous councils: accreditation, certification, and practice. These councils were granted full functional and operational autonomy over the next 3 years, after proving their effectiveness in performing their respective responsibilities. A fourth council, recertification, was established in 1978 to serve as the monitoring body for the continuing education of nurse anesthetists.

The COA continued to exist from 1978 to 2009 as an autonomous, multidisciplinary body under the corporate structure of the AANA. In 2009, due to concerns by the AANA regarding compliance with Illinois State law and difficulty in the indemnification of COA directors and onsite reviewers, the COA separately incorporated. It is now recognized as a 501 (c) (3) accrediting organization by the Internal Revenue Service.

## **External Recognition of COA**

The COA has been continuously recognized by the US Secretary of Education (formerly the US Commissioner of Education), US Department of Education (USDE) since 1975, as well as by the Council on Postsecondary Accreditation (COPA) or its successor, the Commission on Recognition of Postsecondary Accreditation (CORPA), since 1985. The Council for Higher Education Accreditation (CHEA) assumed CORPA's recognition functions in 1997. COA maintains USDE recognition under the legislative mandate that calls for the US Secretary of Education to identify reliable authorities for the quality of training that is offered by programs. COA maintains CHEA recognition to demonstrate its effectiveness in assessing and encouraging improvement and quality in programmatic accreditation. COA also subscribes to the Code of Good Practice for accrediting organizations through membership in the Association of Specialized and Professional Accreditors (ASPA).

COA's scope of accreditation was clarified by the USDE in 1993 and by CORPA in 1994 to delete reference to generic programs and specify nurse anesthesia programs that prepared graduates at the certificate, baccalaureate, master's, and doctoral degree levels. In 1997, the scope was revised to delete baccalaureate programs that no longer existed. Currently, the COA is identified by the USDE and CHEA as a nationally recognized accrediting agency for the accreditation of institutions and programs of nurse anesthesia at the post-master's certificate, master's, and doctoral degree levels, including programs offering distance education in the US and Puerto Rico.

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Changes to the Higher Education Act, later named the Higher Education Opportunity Act - (HEOA) have resulted in COA revising its standards with each reauthorization as needed to comply with federal regulations for accrediting agencies. Regulations have been adopted requiring accreditors to review an institution's and/or program's compliance with tuition in relation to the subject matter taught, default rates in student loan programs, records of student complaints, and attrition, graduation, certification, and employment rates among others.

A significant change in federal regulations occurred during the 1990s. Congress set stringent requirements for the federal government, state governments, and accrediting agencies, including COA, to increase oversight of institutions that participate in federal programs such as student financial aid. The original impetus for this action was an unacceptably high national rate of college graduates who failed to repay their federal student loans. As a result, only accrediting agencies linked to federal programs were eligible for new or continued recognition by the US Secretary of Education. Several accrediting agencies were "derecognized" during this time.

The COA continues to be officially recognized as the only accreditor for nurse anesthesia educational programs in the US. Graduation from a COA accredited program is required: (1) as the basis for ascertaining eligibility for federal programs under selected legislation, (2) to sit for the National Certification Examination, (3) for licensing in state rules and regulations, and (4) as a condition of employment.

### **COA Membership and Staff**

Changes in COA membership occurred in May 2002 to comply with USDE requirements. The AANA Education Committee chair member was replaced with a CRNA educator member and a second public member was added. At the COA's October 2017 meeting, an additional educator director was added. The resulting COA membership includes 6 CRNA educators; 2 CRNA practitioners; 1 healthcare administrator; 1 academic administrator; 2 public members; and 1 nurse anesthesia student. COA's membership represents the various publics within the nurse anesthesia community of interest in which the profession resides. All representatives are members of the COA Board of Directors and have been vested with full decision-making and voting powers with the exception of the nurse anesthesia student who serves as a nonvoting member.

COA staff consists of the Chief Executive Officer, accreditation specialists, and administrative support personnel. The Chief Executive Officer oversees operational activities and works closely with COA directors. Accreditation specialists work directly with program administrators, onsite reviewers, and consultants on accreditation and education related activities. Office operations specialists support the development, implementation and ongoing support of technology and communication. In 2008, a major change in COA operations was the deployment of an electronic accreditation business process management system (i.e., COAccess).

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## **Movement to Doctoral Education**

Educational requirements have continued to increase since the establishment of a national organization for nurse anesthetists in the early 20th century. Schools of anesthesia have moved from apprenticeships at hospitals to programs affiliated with institutions of higher education offering graduate degrees. Official positions taken by the COA and AANA have facilitated this movement including support for nurse anesthesia program applicants to possess baccalaureate degrees, support for the education of nurse anesthetists at the postbaccalaureate level, transition of programs to the master's degree level, and more recently to the doctoral degree level.

The first COA requirement for degree programs was published in the 1990 standards for all nurse anesthesia programs to transition from awarding certificates to awarding master's degrees. By October 1, 1998, all accredited nurse anesthesia programs were offering master's level education.

Exploring doctoral level education for nurse anesthetists has been a methodical, deliberate process. In 1996, the AANA appointed a Doctoral Task Force to study the feasibility of doctoral degrees for nurse anesthetists. This task force found little support for the idea at that time. However, the COA published standards for optional practice-oriented and research-oriented doctoral degrees in 2004 because of the continued interest in and movement toward doctoral education for nurse anesthetists.

The transition of many healthcare roles to the practice doctorate for nurses and other nonphysicians in the US has been driven by national healthcare policy as attempts are made to reduce medical errors, mediate healthcare costs, and improve quality and outcomes for patients. Practice doctorates have been established for many health professions in this environment (e.g. optometry, audiology, pharmacy, and physical therapists). As part of this societal movement for health professions to hold practice doctorates, the American Association of Colleges of Nursing (AACN) published a position statement in October 2004 for its member colleges to transition all advanced practice nursing education to the doctor of nursing practice degree. The AANA convened a summit in June 2005 to reexplore doctoral preparation of nurse anesthetists. Pursuant to its summit, the AANA appointed the Task Force on Doctoral Preparation for Nurse Anesthetists (DTF). The DTF held meetings between December 2005 and February 2007 for the purpose of developing options for the doctoral preparation of nurse anesthetists. The DTF provided its report to the AANA Board of Directors in April 2007. In June 2007, the AANA Board unanimously adopted a position statement to support doctoral education for entry into nurse anesthesia practice by 2025. The COA subsequently explored the accreditation ramifications of the AANA position statement regarding doctoral education. In January 2009, the COA voted to require nurse anesthesia educational programs to transition to a doctoral framework no later than January 1, 2022. All entry-into-practice graduates from nurse anesthesia educational programs will be required to possess a doctoral degree as of January 1, 2025.

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The COA has taken key steps in transitioning to doctoral level education for nurse anesthetists. These included notification to accredited programs that: (1) the COA will not consider any new master's degree programs for accreditation beyond 2015; (2) students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees; and (3) doctoral degrees will be required for the CRNA program administrators (program administrators and assistant administrators) in all doctoral programs by January 1, 2018. All degrees must be awarded by a college or university that is accredited by a nationally recognized institutional accreditor.

Recognizing the need to develop comprehensive standards for entry-into-practice doctoral programs, the COA subsequently appointed a Standards Revision Task Force (SRTF) in 2010. The SRTF performed extensive research and analysis of data both from within and external to nurse anesthesia education. The SRTF considered input from various communities of interest as it set about its work. These communities of interest included nurse anesthetists from varied practice settings, the AANA Board of Directors, the AANA Education Committee, the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA), student nurse anesthetists, other nursing groups, university officials, educational accreditors, healthcare administrators, physicians, related healthcare professions, regulatory authorities, payors of healthcare services, patients, and the public. The need to develop an understanding of competencies expected for entry into nurse anesthesia practice was integral to the SRTF's work. Following extensive multivariate efforts by the SRTF, the COA approved the following understanding of the concept of nurse anesthesia entry-into-practice competencies at the doctoral level:

Entry-into-practice competencies for the nurse anesthesia professional prepared at the doctoral level are those required at the time of graduation to provide safe, competent, and ethical anesthesia and anesthesia-related care to patients for diagnostic, therapeutic, and surgical procedures.

Entry-into-practice competencies should be viewed as the structure upon which the nurse anesthetist continues to acquire knowledge, skills, and abilities along the practice continuum that starts at graduation (proficient), and continues throughout their entire professional career (expert).

The SRTF presented its first draft of the Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate to the COA in January 2012. By 2013, input was solicited from the AANA Education Committee in the development of the standards with the first draft of revised standards sent to the committee members in preparation for their conducting selected hearings. Further, the AANA Education Committee has provided input throughout the developmental process according to written procedure. This procedure has practical considerations since the Council is the entity with knowledge of laws, regulations, and other requirements and constraints imposed by external authorities governing accrediting agencies in the US. Several drafts of the standards were developed based on comments received by the COA, SRTF, and AANA from all stakeholders from 2012 to 2014. Following careful



consideration of all inputs, the COA approved the final draft at its January 2014 meeting. The trial standards were implemented after adoption in January 2014 and became required standards in January 2015.

## **Appendix E: Faculty Curriculum Vitae (Abbreviated)**

L. Harold Barnwell, DNAP, CRNA. PhD, Health Related Sciences VCU (2021); DNAP, Virginia Commonwealth University 2015; MSNA, Virginia Commonwealth University 2014; BSN, Liberty University 2009. Assistant Director of Doctoral Education, Assistant Professor.

Clarence J Biddle, PhD, CRNA. PhD, Epidemiology University of Missouri 2009; MS Interdisciplinary Physiology Studies Old Dominion University 1982; BS, Nurse Anesthesia Old Dominion University 1980; RN, University of Southern Colorado 1978. Assistant Director of Research. Full Professor.

Nicole Damico, PhD, CRNA. PhD, Health Related Sciences VCU 2014; MSNA, Virginia Commonwealth University 1999; BS, Virginia Commonwealth University 1997. Vice Chair for Academic Affairs. Associate Professor.

T. Corey Davis, PhD, CRNA. PhD, Health Related Sciences VCU 2011; MSNA, Virginia Commonwealth University 1997; BS, Virginia Commonwealth University 1991. Vice Chair for Clinical Affairs. Associate Professor.

Michael D. Fallacaro, DNS, CRNA. DNS, SUNY at Buffalo 1993; MS, Nursing SUNY at Buffalo 1989; BS, George Washington University 1981; BSN, D'Youville College 1977. Director of Special Projects. Full Professor

Beverly George-Gay, MSN, AGNP-BC. MS, Virginia Commonwealth University 2018; MSN, University of Florida 1991; AAS, Helene Fuld School of Nursing 1985. Assistant Director of Clinical Education. Assistant Professor.

Jiale (Gary) Hu, MS, RN. PhD, Nursing University of Ottawa (2019); MS, Clinical Medicine Shanghai Jiao Tong University 2018; BS, Shanghai Jiao Tong University 2010. Director of Research and Global Outreach. Assistant Professor.

Brenda Wands, PhD, CRNA. PhD, Higher Ed Admin University of Phoenix 2013; Certificate in Clinical Ethics Loyola University (2019); MBA/HCM, University of Phoenix 2008; CRNA, Geisinger Medical Center 1993; BSN, Lycoming College 1991; RN, Williamsport Hospital School of Nursing 1983. Director of Interprofessional Education. Assistant Professor.

Suzanne Wright, PhD, CRNA. PhD, Health Related Sciences 2009; MSNA, Virginia Commonwealth University 2002; BS, Nursing Virginia Commonwealth University 1997. Department Chair. Full Professor.

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

## **Appendix H: Library Resources in Nurse Anesthesia**

Virginia Commonwealth University (VCU) Libraries administers the research libraries on both the Medical College of Virginia (MCV) and Monroe Park campuses. The health sciences collection, which includes resources related to nurse anesthesia, is mainly housed on the MCV Campus at the Tompkins-McCaw Library for the Health Sciences (TML). Students and faculty have access to all libraries that are part of Virginia Commonwealth University.

### **Databases**

Through the VCU Libraries' website, VCU faculty and students have access both on-site and off-campus to a comprehensive array of more than 340 electronic indexing/abstracting and full-text databases, as well as numerous electronic journals and books. These resources cover a wide variety of subject areas and a number are targeted to the needs of VCU's Nurse Anesthesia department. Among the resources available through an authenticated proxy server on our website are the National Library of Medicine's leading bibliographic database for the life sciences and biomedicine, PubMed/MEDLINE and the Access Anesthesiology Educational Portal. Subscription resources that are available include the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Rehabilitation Reference Center, PsycINFO (Psychological Abstracts), Educational Resources Information Center (ERIC), the Cochrane Library, Allied and Complementary Medicine (AMED), Web of Science, ClinicalKey and Access Medicine. Nurse Anesthesia faculty and students also have access to Anatomy.TV with 3D images to assist with learning the human anatomy necessary for invasive anesthesia-related procedures.

### **On-Line Textbooks**

The collections at TML include over 200,000 book titles. VCU Libraries collects works in the area of anesthesiology at the comprehensive level and provides on-line access to required and recommended textbooks. These include:

- Barash PG, Cullen BF, Stoelting RK, et al. Clinical Anesthesia. Eighth edition. Philadelphia: Wolters Kluwer; 2017.
- Chestnut DH, Wong CA, Tsen LC, et al. Chestnut's Obstetric Anesthesia: Principles and Practice. Fifth edition. Philadelphia: Saunders; 2014.
- Coté CJ, Lerman J, Anderson BJ. Coté and Lerman's A Practice of Anesthesia for Infants and Children. Sixth edition. Elsevier; 2018.
- Davis PJ, Cladis FP. Smith's Anesthesia for Infants and Children. Ninth edition. Elsevier; 2016.
- Dorsch JA, Dorsch SE. Understanding Anesthesia Equipment. Fifth edition. Philadelphia: Lippincott Williams & Wilkins; 2007.
- Ehrenwerth J, Eisenkraft J, Berry J. Anesthesia Equipment: Principles and Applications. Second edition. St. Louis: Mosby; 2013.

- Farag E, Mounir-Soliman L. Brown's Atlas of Regional Anesthesia. Fifth edition. Elsevier; 2016.
- Fleisher LA. Anesthesia and Uncommon Diseases. Sixth edition. Philadelphia: Saunders; 2012.
- Flood P, Rathmell JP, Shafer S. Stoelting's Pharmacology & Physiology in Anesthetic Practice. Fifth edition. Philadelphia: Lippincott Williams & Wilkins; 2014.
- Hadzic A. Hadzic's Peripheral Nerve Blocks and Anatomy for Ultrasound-Guided Regional Anesthesia. Second edition. New York: McGraw-Hill Professional; 2011.
- Hagberg C, Artime C, Aziz M. Hagberg and Benumof's Airway Management. Fourth edition. Elsevier; 2018.
- Hall JE. Guyton and Hall Textbook of Medical Physiology. 13th edition. Philadelphia: Saunders; 2015.
- Hines RL, Marschall KE. Stoelting's Anesthesia and Co-existing Disease. Seventh edition. Philadelphia: Elsevier; 2018.
- Miller RD, Cohen NH, Eriksson LI, et al. Miller's Anesthesia (Vols. 1-2). Eighth edition. Philadelphia: Saunders; 2014.
- Nagelhout JJ, Elisha S. Nurse Anesthesia. Sixth edition. Philadelphia: Elsevier; 2018.
- Sandberg W, Urman R, Ehrenfeld J. The MGH Textbook of Anesthetic Equipment. Philadelphia: Elsevier; 2010.

The leading scientific journals in anesthesiology are also available on-line. These include:

- The Journal of the American Association of Nurse Anesthetists
- Anesthesiology
- The Journal of Patient Safety
- Anesthesia and Analgesia
- British Journal of Medicine
- Regional Anesthesia and Pain Medicine
- Journal of Clinical Anesthesia
- British Journal of Anaesthesia
- Clinical Journal of Pain
- Critical Care and Resuscitation
- Paediatric Anaesthesia
- Journal of Pain Research
- Anaesthesia, Critical Care & Pain Medicine

VCU Libraries obtains materials from other libraries for students, faculty and staff whenever necessary through our interlibrary loan program.

#### Additional Resources

TML operates a consumer health library (Community Health Education Center) within the VCU Health System. The Community Health Education Center provides faculty, students, and staff with access to patient health or consumer health resources.

No additional resources are necessary to initiate or sustain the proposed program.

## **Certified Registered Nurse Anesthetist (CRNA)**

### **Discover Vanderbilt University Medical Center:**

Located in Nashville, Tennessee, and operating at a global crossroads of teaching, discovery and patient care, VUMC is a community of individuals who come to work each day with the simple aim of changing the world. It is a place where your expertise will be valued, your knowledge expanded and your abilities challenged. It is a place where your diversity — of culture, thinking, learning and leading — is sought and celebrated. It is a place where employees know they are part of something that is bigger than themselves, take exceptional pride in their work and never settle for what was good enough yesterday. **Vanderbilt's** mission is to advance health and wellness through preeminent programs in patient care, education, and research.

Vanderbilt University Medical Center, Department of Anesthesiology is accepting application for a Certified Registered Nurse Anesthetist (CRNA) for opportunities opening in 2019. If you are a licensed CRNA or a student graduating within the next 3-6 months with your Master's Degree, you are encourage to apply online today. We look forward to reviewing your resume and we will keep you informed along the way.

[Click Here To View The VUMC Promise of Discovery](#)

In our CRNA role, you will be a critical team member to administer general, regional and monitored anesthesia care for scheduled and emergency surgical and obstetrical procedures and perform anesthesia-related procedures at the discretion of and under the supervision of an attending anesthesiologist. Additionally, you will evaluate patients preoperatively and, in consultation with the attending anesthesiologist, formulate and carry out an anesthesia care plan including monitoring and recording patient reaction to anesthesia and modifying the anesthetic plan accordingly. Safely transport patients to and from an

anesthetizing location and ensures appropriate care during the postoperative period. Supervise, instruct, and provide feedback to student nurse anesthetists to ensure patient safety. Finally, be an effective team member and interact with staff and patients in a way that shows respect and consideration for the individual and those around you.

Shift: Mostly daylight with occasional rotation to other shifts as needed to meet operational demands.

### **Our Nursing Philosophy**

We believe highly skilled and specialized nursing care is essential to Vanderbilt University Medical Center's mission of quality in patient care, education and research. We believe nursing is an applied art and science focused on helping people, families and communities reach excellent health and well-being.

### **Achieve the Remarkable**

Learn more about VUMC Nursing:

- **Nursing Careers:**  
<http://www.vumcnursingcareers.com/index.html>
- **Benefits:**  
<http://www.vumcnursingcareers.com/benefits.html>
- **Our Nursing Philosophy:**  
<http://www.vumcnursingcareers.com/philosophy.html>
- **Our Nursing Leadership:**  
<http://www.vumcnursingcareers.com/leadership.html>
- **Shared Governance:**  
<http://www.vumcnursingcareers.com/shared-governance.html>
- **Education & Professional Development:**  
<http://www.vumcnursingcareers.com/professional-development.html>
- **Life In Nashville:**  
<http://www.vumcnursingcareers.com/nashville.html>
- **VUMC Nursing:**  
<http://www.mc.vanderbilt.edu/root/vumc.php?site=vanderbilt-nursing>



*The Vanderbilt Department of Anesthesiology embraces the anesthesia care team approach to patient care, involving anesthesiologists and residents, certified registered nurse anesthetists (CRNAs), student registered nurse anesthetists (SRNAs) and anesthesia technicians. The more than 115 CRNAs at Vanderbilt provide anesthesia for all types of surgical procedures, including cardiac, pediatrics, vascular, trauma, neurosurgery, plastics, radiologic, and special procedures. CRNAs administer general, regional and monitored anesthesia care for scheduled and emergency surgical, obstetric, and diagnostic procedures.*

*Vanderbilt is a clinical affiliate of the Middle Tennessee School of Anesthesia (MTSA) in Madison, Tennessee, which is the second largest nurse anesthesia program in the country. Vanderbilt is also a clinical affiliate for the Union University Nurse Anesthesia program in Jackson, Tennessee. Student nurse anesthetists assist in approximately 7,000 anesthetics per year while on Vanderbilt rotations.*

*Vanderbilt Medical Center offers excellent benefits for our faculty & staff, including a very generous tuition reimbursement plan for staff & their children. Many other benefits are also attractively designed -*  
<http://hr.vanderbilt.edu/benefits/benefitspackage.php>

*About Nashville:*

*Last year alone Nashville was ranked #3 by CNN as a "City Where Startups Thrive," and also #3 in Travel + Leisure's "America's Best Cities." The city's friendly locals, good food, affordability, job potential, safety and cleanliness are often cited factors in ranking Nashville on lists such as "Cities Getting Smarter the Fastest" and "Top 10 Budget Destinations for 2013."*

*We are known as "Music City," yes, and while the music business is a huge economic driver, there are other aspects to Nashville that aren't as widely known. Nashville is also the only city in America where two hospitals have*

*been ranked in the Truven Top 100 hospitals for more than a decade, with Vanderbilt being on the list for 13 years!*

- CA
- NHCN
- IND000

#### Basic Qualifications

##### **Essential Elements:**

- Graduate of an accredited/approved CRNA - Master's program
- New Graduates accepted during final semester
- Two or more years of CRNA experience preferred

##### **Licensure, Certification, and/or Registration (LCR):**

- TN Registered Nurse and CRNA certification

25 days ago

The Division of Anesthesia for Nurses (AFN) invites applicants for a faculty member position. We are seeking a motivated Certified Registered Nurse Anesthetist (CRNA) who has demonstrated skills in nurse anesthesia education and clinical practice. Qualified applicants must have a minimum of three years of clinical experience; graduate preparation in the basic and clinical sciences relevant to nurse anesthesia practice; and prior classroom teaching experience. Applicants must also have knowledge of certified registered nurse anesthetists (CRNA) practice and professional issues and must possess active recertification as a CRNA.

**Payscale Salary Range:** UNIV-Band 0: Commensurate with experience.

**FLSA:** Salaried

**Minimum Experience and Training Requirements:** An earned doctorate is preferred; applicants within one year of completing a doctoral degree will be considered. The position is tenure track eligible and the successful candidate should qualify for appointment at the rank of Assistant or Associate Professor.

**Physical Requirements:**TBA

# SMU-Nurse Anesthesia Faculty (Didactic Emphasis)

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**Job ID:** SMU-1905969

**Date Posted:** 03/28/2019

**Location:** Oakland, California

**Schedule/Shift:** Part Time / Day

## **Position Overview:**

Key Objective:

To plan, implement, manage and evaluate assigned portions of the academic curriculum commensurate with accepted norms of higher education and accreditation standards.

Employment Arrangement:

This position is 0.50 –1.0 FTE with expected on-campus participation in program activities from 1 - 5 days per week or the equivalent thereof.

On-campus presence is negotiated with the program director on an individual basis.

## **Primary Responsibilities:**

1.The nurse anesthesia faculty assumes responsibility for the conduct of assigned didactic courses.Responsibilities entail planning courses, sequencing, and scheduling; lecture and coordination of guest faculty; composing and administering examinations; grading and conducting competency evaluations (50%).

2.The nurse anesthesia faculty assumes a shared responsibility with faculty for participation in the administration of comprehensive (oral and written) exams.Faculty may also assume duties of advisement when appropriate. (10%).

3.Participates in faculty/school committee work as assigned, which will be commensurate with the assigned FTE.At a minimum, this will include the PNA Faculty Committee Meetings.The faculty member will also be available for participation in new student orientation activities (once per year) program open houses (twice a year) and exit interviews of graduates (once per year) (10%).

4.Coordinates simulation activities (planning and implementation) that are in the curriculum. (20%)

5.Available for student counseling as required. (5%)

6.Shares representation of the program with faculty at local, state, and national meetings. (5%)

7.The nurse anesthesia faculty assumes effective professional relationships with CRNAs in the community and an appropriate level of clinical expertise.

8.Other administrative responsibilities as assigned.

**Qualifications:****Education and Experience Requirements:**

§Earned Master's degree in nursing or equivalent at minimum; doctoral degree highly desirable or commitment to begin doctoral studies.

§Current certification by the Council on Recertification of Nurse Anesthetists.

§RN Licensure and NA certification by the California Board of Registered Nursing.

§Substantive clinical anesthesia expertise - Must make available evidence of high-quality clinical performance as a CRNA.

§Documented high-quality didactic teaching experience in anesthesia content (basic and applied) and related fields of clinical work.

§Expertise in clinical teaching.

§Experience in higher education and the commitment to gain knowledge and experience in current concepts and techniques of education.

**Required Skills & Characteristics:**

§Strong leadership and critical thinking abilities.

§Substantive computer skills sufficient to meet position demands; willingness to obtain additional training and education in this area.

§Ability to adjust other professional commitments to meet varying program scheduling requirements.

### Working Environment:

§Ability to sit or stand for two- four consecutive hours in a classroom or meeting setting.

§Ability to sit at a desk for multiple consecutive hours using a desktop computer.

§Ability to move and manipulate anesthesia equipment during instruction.

§Ability to use telephone, computer, and other electronic equipment used in the academic setting.

§Must be able to travel to professional meetings on occasion in rotation with faculty.

The University has an institution-wide commitment to diversity, equity and inclusion. We strive to build a welcoming and supportive campus environment, and acknowledge that diversity is an educational imperative to achieve excellence.

**Department**

The FSU College of Applied Studies and the Panama City Campus of Florida State University invite applications for a Teaching Faculty position in our Nurse Anesthesia Master's degree program at FSU Panama City. Our Nurse Anesthesia graduate program is a practitioner-focused program that prepares students to become Certified Registered Nurse Anesthetists (CRNAs), and it is nationally accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). This position is a 12-month, full-time, specialized, non-tenure track teaching faculty position with opportunities for promotion and multi-year contracts. The position starts in Fall 2019, with a potential for Spring 2020 if circumstances warrant it.

For more information about the FSU Panama City Nurse Anesthesia program please visit <https://pc.fsu.edu/academics/graduate-programs/nurse-anesthesia>.

**Equal Employment Opportunity**

An Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer.

FSU's Equal Opportunity Statement can be viewed at:  
[http://www.hr.fsu.edu/PDF/Publications/diversity/EEO\\_Statement.pdf](http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf)

**Responsibilities**

Primary responsibilities are a) teaching graduate courses in the Nurse Anesthesia program, b) overseeing clinical and/or research-based student projects, c) assisting with clinical practicum oversight and teaching, and d) assisting with additional administrative duties to support the program.



This position will also include expanded research and student mentorship opportunities as the FSU Nurse Anesthesia program is currently working on its transition to a doctoral program. The COA requires that all students matriculating into a Nurse Anesthesia educational program on January 1, 2022 or thereafter be enrolled in a program approved by the COA to award a practice doctoral degree. Pending all approvals, the FSU Nurse Anesthesia program plans to enroll its first doctoral cohort of students prior to the January 2022 deadline.

### **Qualifications**

Doctorate degree (PhD, DNP, or DNAP) from an accredited institution is required (degree must be completed by the start date of the position) and a minimum 3 years of experience practicing as a CRNA. Additionally, current certification as a Certified Registered Nurse Anesthetist (CRNA) is required and the candidate must have a current, unencumbered license to practice as a RN/APRN (or eligible for obtaining licensure) in the State of Florida and privilege to practice is required.

### **Preferred**

Additional preferred qualifications include: experience as faculty or clinical coordinator in a nurse anesthesia program; university teaching experience; experience with or knowledge of the policies and procedures for COA and the National Board of Certification and Recertification for Nurse Anesthetists; university teaching experience; an established record of research or publications; and excellent interpersonal and communication skills (verbal, written and electronic) necessary to interact effectively with students, faculty, professional staff, administration, clinical affiliates, and the community.

### **Other Information**

The Panama City campus of FSU is located 100 miles west of Tallahassee on the beautiful St. Andrews Bay and is only three miles from the sparkling waters of the Gulf of Mexico. FSU Panama City currently houses 19 bachelor's programs and 8 master's programs and boasts a small faculty-to-student ratio, which gives students a more personalized academic experience. For more information about FSU Panama City, please visit our website: <https://pc.fsu.edu/>.

### **Contact Info**

Inquiries should be directed to:  
Dr. Stacey VanDyke  
Nurse Anesthesia Program Director  
[svandyke@fsu.edu](mailto:svandyke@fsu.edu)

### **Anticipated Salary Range**

Salary is commensurate with education and experience.

### **Pay Plan**

This is a Faculty position.

### **Criminal Background Check**

This position requires successful completion of a criminal history background check.

### **How To Apply**

If qualified and interested in this position, apply at <https://jobs.fsu.edu>. Applicants are required to complete the online application with all applicable information. Online applications **MUST INCLUDE** work history up to ten years, and all education details **EVEN IF ATTACHING RESUME**.

Applicants should also upload all of the following documents to their online application:

- 1) A cover letter describing the candidate's interest in the position and relevant qualifications, including

descriptions of their related clinical, teaching, and research experiences.

2) Current curriculum vitae.

3) Evidence of teaching effectiveness, if available, including copies of teaching evaluations and other data.

4) Arrange for submission of at least three letters of reference (with at least one related to clinical experience). These letters should be emailed directly to [svandyke@fsu.edu](mailto:svandyke@fsu.edu). References should provide their current contact information, including e-mail addresses and phone numbers.

5) Additional material to support your application may also be emailed to [svandyke@fsu.edu](mailto:svandyke@fsu.edu) or mailed to the FSU PC Office of Human Resources, 4750 Collegiate Drive, Panama City, FL 32405.

### **Open until filled**

Applications will be accepted until the position is filled.

**Current Employees:**

If you are a current employee at the University of Miami, please click here to log in to Workday to use the internal application process. To learn how to apply for a faculty or staff position using the Career worklet, please review this tip sheet .

The University of Miami (UM) is considered among the top tier institutions of higher education in the U.S. for its academic excellence, superior medical care, and cutting-edge research. At the U, we are committed to attracting a talented workforce to support our common purpose of transforming lives through teaching, research, and service. Through our values of Diversity, Integrity, Responsibility, Excellence, Compassion, Creativity and Teamwork (DIRECCT) we strive to create an environment where everyone contributes in making UM a great place to work. We are one of the largest private employers in Miami-Dade County; home to more than 13,400 faculty and staff from all over the world.

The School of Nursing and Health Studies (SONHS) at the University of Miami seeks an energetic, dynamic and nationally recognized academic and clinical CRNA leader to fill an open rank vacant

Assistant/Associate/Professor of Clinical position for the BSN-DNP Nurse Anesthesia Program. The 2018

U.S. News & World Report's "Best Graduate Schools" ranks the SONHS' master's programs 32th out of 259 schools; the Doctorate in Nursing Practice program was 42th in the first-ever rankings of D.N.P. programs. Among schools of nursing, the SONHS' scientific portfolio is ranked first in Florida and 26th in the nation for NIH funding. Cutting-edge research conducted by some of the world's top healthcare scientists focuses on topics such as health disparities, cultural competence in healthcare, HIV and other STIs, substance abuse, family and intimate partner violence, mental health, and patient safety, with a focus on nursing education and nursing workforce issues. The SONHS' 5-story, 41,000 square-foot, cutting-edge Simulation Hospital, replicates the true flow of activities in a clinical practice and hospital and is a global destination center for simulation-based education, research and service; this facility is a resource for expansion of healthcare education and research initiatives.

The Assoc./ Professor of Clinical will report directly to the Associate Dean and Vice Dean of the School of Nursing and Health Studies and responsibilities will include: teaching in the graduate nurse anesthesia program, academic advising of students in the program, scholarship and research activities, conducting clinical teaching and simulation education, community and academic service activities, and participating in School and University committees.

Position requirements:

1. Hold a PhD or doctorate degree in nursing or related field earned from a regionally accredited university
2. Hold a PhD or doctorate degree or higher in nurse anesthesia (or recognized COA equivalent) from a COA accredited nurse anesthesia educational program and regionally accredited university.
3. Hold a current, unrestricted license as an Advanced Registered Nurse Practitioner (ARNP) in the specialization of Nurse Anesthetist in the State of Florida.
4. Hold current recertification as a CRNA from the National Board for Certification and Re-Certification of Nurse Anesthetists (NBCRNA).
5. Hold current BCLS and ACLS certification.
6. Minimum of five (5) years of experience as an active practicing nurse anesthetist.
7. Minimum of five (3-5) years of experience as a didactic and/or clinical instructor in a COA accredited Nurse Anesthetist educational program.
8. Meet the requirements set forth by the Council on Nurse Anesthesia Educational Programs for faculty and program administrators, including formal instruction in curriculum, evaluation, and instruction.

**Please apply online,** candidates must submit letter of interest, curriculum vitae, copies of 3 recent publications, and contact information for 3 professional references. All materials should be uploaded to the application and can also be sent to: Attn: Search Committee, Ms. Zuzer Calero, School of Nursing & Health Studies, PO Box 248153, Coral Gables, Florida 33124-3850. Email: [z.calero@miami.edu](mailto:z.calero@miami.edu)

The UB School of Nursing is seeking a Certified Registered Nurse Anesthetist (CRNA) with strong practice experience, evidence of teaching excellence, experience evaluating students in higher education, administrative and project management skills, and the desire to be part of a collaborative and interdisciplinary education and research environment in Western New York. The Program Director is responsible for providing direction and leadership for the achievement of academic and administrative excellence in the Nurse Anesthesia Program and maintain oversight of the integrity of the program for AANA accreditation. The Program Director will work with our Office of Student Affairs to recruit and admit both BS-DNP and MS-DNP students, develop and maintain sites for practicum experiences, develop, teach, and evaluate assigned courses, mentor faculty and students, and conduct scholarly inquiry. The Program Director will work as part of the graduate faculty in the School of Nursing, teaching courses within the DNP program as well as within the Nurse Anesthesia Program. Working in collaboration with other DNP program coordinators, the individual will assess student learning and engage in continuous quality improvement for the entire DNP program. The Director will also engage in school, community, and professional service activities. If applying as tenured associate or full professor candidate,



the Director will also need to have an established program of research, with a history of external funding.

University at Buffalo is an affirmative action/equal opportunity employer and, in keeping with our commitment, welcomes all to apply including veterans and individuals with disabilities.

### **Minimum Qualifications**

- Initial certification and continued recertification by the National Board for Certification and Recertification of Nurse Anesthetists.
- A doctoral degree, in an appropriate field of study, from a recognized institution of higher education.
- Previous experience as a clinical and didactic instructor in an AANA accredited nurse anesthesia educational program.
- Excellent communication and leadership skills.
- Licensure as a registered professional nurse in the State of New York.
- Evidence of scholarship appropriate for appointment in the Graduate School.

### **Preferred Qualifications**

- Experience as a program director or assistant director of a Nurse Anesthesia Program.

- Experience teaching in a DNP program.

### **Physical Demands**

#### **Type**

Full-Time

#### **Campus**

South Campus

**JOB SUMMARY:** Under the direction of the Nurse Anesthesia Program Director, the Assistant Program Director assists with overall leadership related to the nurse anesthesia program and completes assigned teaching. Serving University of Saint Francis (USF) students and the USF community is paramount. To provide a consistent quality experience across the university, the USF Way, outlined in the Employee Handbook, is used to describe service expectations for all employees.

This is a full-time, 12-month position.

## **MAJOR RESPONSIBILITIES/ACTIVITIES:**

### **Leadership of the Program**

Assists Program Director in leading curriculum development, implementation and evaluation

- Effectively communicates programmatic issues to the Program Director
- Participates in curriculum review and ongoing development

Collaborates in the development and implementation of departmental mission and vision

- Contributes to annual program action planning within the context of departmental strategic plan

- Analyzes program assessment data for programmatic and departmental improvement
- Assists in maintaining programmatic accreditation standards
- Assists in accreditation planning, preparation and evaluation activities
- Facilitates assessment of student academic achievement and other areas of instructional effectiveness

Provides effective leadership for the department and faculty by:

- Providing input to the Program Director regarding program budget needs
- Making recommendations to the Program Director regarding the appointment, promotion, retention, and dismissal of full-time, part-time and adjunct faculty in the program
- Assisting the Program Director and Administrative Assistant with annual summative and self-evaluation reports
- Collaborating in planning adjunct orientation, ongoing development, evaluation
- Assisting in developing, administering, and maintaining programmatic records, policies and procedures
- Assisting in annual summative and self-evaluation reports
- Managing conflicts and addressing program issues in a timely manner

- Maintaining effective communication with all communities of interest

### **Leadership of Students and Alumni**

- Works effectively with students and faculty to resolve student issues and concerns
- Participates in new student registration and recruitment activities
- Assures effective advising of program majors

### **Teaching**

- Teaches in the DNP nurse anesthesia didactic curriculum
- Serves as a student project advisor for DNP evidenced-based projects
- Assists with the development and coordination of the student clinical rotation schedule
- Reviews daily clinical evaluations and identify students in need of remediation
- Conducts routine on-site visits of clinical affiliation sites
- Engages in teaching and clinical practice according to expertise and programmatic needs

### **Coordination of Clinical Rotations**

Serves as primary coordinator of clinical rotation and practicum schedules:

- Provides for the establishment, monitoring and evaluation of clinical rotation sites including

the supervision and guidance  
for other faculty members  
involved in these duties

- Conducts routine visits to clinical affiliation sites
- Coordinates didactic, simulation, and clinical course materials to assure coherence with course and program learning outcomes
- Mentors clinical instructors/preceptors to ensure quality clinical instruction and accurate student performance evaluation
- Reviews daily clinical evaluations and identifies students in need of remediation
- Oversees the maintenance of appropriate records such as clinical evaluations, anecdotal notes and attendance on an ongoing basis to document evidence of student progress in the clinical setting
- Evaluates student anesthesia care plans and clinical case documentation for accuracy
- Assists the Program Director with the establishment and management of appropriate clinical affiliation agreements
- Verifies that all students have completed pre-participation requirements for clinical sites and clinical orientation prior to beginning clinical experiences
- Maintains effective communication both verbally, in writing, and electronically with students, faculty, clinical agencies, and health care professionals for use in program

research, assessment of students' performance, coordination of clinical experiences, and overall effectiveness of department

- Mentors fellow faculty regarding clinical teaching skills, clinical curriculum planning, development and evaluation
- Maintains standards of practice in accordance to institutional policies and procedures, professional standards of practice, and accreditation agency standards
- Contributes to assessment, planning, implementation and evaluation of curriculum clinical components

Performs other duties as assigned.

## **MINIMUM QUALIFICATIONS**

### **Education**

- Doctorate (Ph.D., DNP, or DNAP) from an accredited institution required
- Graduate education in the basic and clinical sciences relevant to nurse anesthesia practice required
- Formal instruction in curriculum, evaluation, and instruction required

### **Licensure/Certification**

- Current Indiana RN/APRN license or privilege to practice (or eligibility for license) required
- Current Certification or Recertification as a Certified Registered Nurse Anesthetist (CRNA) required

### **Experience**

- Three years of clinical experience as a CRNA required.
- Experience as an Assistant Program Director, faculty, or clinical coordinator in a nurse anesthesia program preferred
- Knowledge of the Council on Accreditation of Nurse Anesthesia Educational Programs policies and procedures preferred

### **Knowledge and Skills**

- Competence in educational principles and techniques used in higher education classrooms, laboratory and clinical settings
- Knowledge of the profession including theory, practice issues, procedures, and regulations
- Proficiency in interpersonal and communication skills (verbal, written and electronic) necessary to interact effectively with students, faculty, professional staff, administration, clinical affiliates, and the community
- Skill in goal setting and team building



- Analytical and organizational skills to plan, implement, and evaluate program activities
- Clinical competence as evidenced by one or more of the following:
  - Current clinical practice
  - Research in clinical area
  - Education in clinical area
  - Utilization of evidenced-based practice in instruction, in consultation with clinical experts
  - Participation in continuous professional development program

[Previous Job](#) **Assistant Professor, Nurse Anesthesia Program - Jefferson College of Nursing** [Next Job](#) 

**Apply for Job**

**Job ID** 9230903

**Full/Part Time** Full-Time

**Location** Center City, Philadelphia, PA

**Regular...** Regular

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## Responsibilities

**PRIMARY FUNCTION:** In collaboration with the nurse anesthesia faculty and Program Director, the Assistant Professor for the Nurse Anesthesia Program assumes a beginning leadership role in planning, implementation, and evaluation of the curriculum and learning experiences of students in classroom, laboratory/simulation, and clinical settings. The Assistant Professor for the Nurse Anesthesia Program will ensure congruence between the mission of College and University and the education goals of the nurse anesthesia program in collaboration with the Program Director and faculty. In collaboration with nurse anesthesia faculty and Program Director, the Assistant Professor for the Nurse Anesthesia Program will ensure congruence with standards established by the Council of Accreditation for Nurse Anesthesia Education Programs, American Association of Colleges of Nursing, Commission on Collegiate Nursing Education, Pennsylvania State Board of Nursing.

## ESSENTIAL FUNCTIONS:

- Collaborates with Program Director and nurse anesthesia faculty to ensure a curriculum that is consistent with the other advanced nurse practitioner programs offered within the College of Nursing and the educational standards of the Council on Accreditation of Nurse Anesthesia Educational Programs

## **Appendix G: Correspondence from Prospective Students**



Veronica Shuford <vpshufor@vcu.edu>

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## Fwd: DNAP Inquiry

1 message

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Suzanne Wright <smwright@vcu.edu>  
To: Veronica Shuford <vpshufor@vcu.edu>

Thu, Aug 22, 2019 at 2:52 PM

:)

Suzanne M. Wright, PhD, CRNA  
Professor and Chair  
Department of Nurse Anesthesia  
College of Health Professions  
Virginia Commonwealth University  
PO Box 980226  
Richmond, VA 23298  
804 828 9808

*"Our Passion is Making Patient Safety Real"*

----- Forwarded message -----

From: [n.org](#)  
Date: Wed, Apr 3, 2019 at 12:33 PM  
Subject: DNAP Inquiry  
To: Suzanne M Wright CRNA <smwright@vcu.edu>

Hello Dr.Wright,

My name is \_\_\_\_\_ n and I am currently employed as a Nurse Anesthetist at VCU. I have been a CRNA for five years. I am contacting you to express my interest in the VCU DNAP and possibly PhD programs. I have not taken my GREs. Can you please clarify if that is required as well as any other information I will need in preparation for my Fall 2019 application?

Regards,

This message was secured by Zix(R).



Veronica Shuford <vpshufor@vcu.edu>

---

## Fwd: Meeting up

1 message

---

**Suzanne Wright** <smwright@vcu.edu>  
To: Veronica Shuford <vpshufor@vcu.edu>

Thu, Aug 22, 2019 at 2:54 PM

:)

Suzanne M. Wright, PhD, CRNA  
Professor and Chair  
Department of Nurse Anesthesia  
College of Health Professions  
Virginia Commonwealth University  
PO Box 980226  
Richmond, VA 23298  
804 828 9808

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Date: Sun, Aug 4, 2019 at 1:43 PM  
Subject: Meeting up  
To: <smwright@vcu.edu>

Hi Sue,

Mike gave me your info, and I'm really looking forward to meeting you! I've been interested in nursing anesthesia for a while now and am so excited to be getting back on that track! I was hoping we could discuss my current strengths and weaknesses as a candidate for CRNA school, especially VCU. Your guidance would mean so much to me! When would be a good time for you to meet? Feel free to call or text me too if that's easier for you. Hopefully I'll see you soon!

Thank you so much!

Sent from my iPhone



Veronica Shuford <vpshufor@vcu.edu>

---

**(no subject)**

1 message

---

**Suzanne Wright** <smwright@vcu.edu>  
To: Veronica Shuford <vpshufor@vcu.edu>

Thu, Aug 22, 2019 at 2:53 PM

On Thu, Apr 25, 2019 at 12:03 PM Eaton, Hunter Blake <EATONHB@mail.etsu.edu> wrote:  
Dr. Wright,

Hello, my name is \_\_\_\_\_ n. I am currently attending ETSU's nursing program. Upon completing my BSN, I am interested in pursuing my education and obtaining a CRNA degree. I am trying to plan ahead the educational/work path I need to take to pursue this degree. I would like to meet with someone that could assist me with my goals. My question is, can you meet with me or suggest someone? Meeting on a Monday would work best for me due to travel time. I greatly appreciate your assistance and look forward to hearing from you. Have a wonderful day!

Sincerely,

Suzanne M. Wright, PhD, CRNA  
Professor and Chair  
Department of Nurse Anesthesia  
College of Health Professions  
Virginia Commonwealth University  
PO Box 980226  
Richmond, VA 23298  
804 828 9808

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Veronica Shuford <vpshufor@vcu.edu>

---

## Fwd: Crna program

1 message

---

Suzanne Wright <smwright@vcu.edu>  
To: Veronica Shuford <vpshufor@vcu.edu>

Thu, Aug 22, 2019 at 2:57 PM

:)

Suzanne M. Wright, PhD, CRNA  
Professor and Chair  
Department of Nurse Anesthesia  
College of Health Professions  
Virginia Commonwealth University  
PO Box 980226  
Richmond, VA 23298  
804 828 9808

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----- Forwarded message -----

Date: Thu, Jun 20, 2019 at 6:31 AM  
Subject: Crna program  
To: <smwright@vcu.edu>

I am interested in your nurse anesthetist program. I have a couple of questions.

1. Is the entire program in person or can a portion be completed remotely?
2. How much does the program cost?

Thank you



Veronica Shuford <vpshufor@vcu.edu>

---

**Fwd: DNAP**

1 message

Suzanne Wright <smwright@vcu.edu>  
To: Veronica Shuford <vpshufor@vcu.edu>

Thu, Aug 22, 2019 at 2:54 PM

:)

Suzanne M. Wright, PhD, CRNA  
Professor and Chair  
Department of Nurse Anesthesia  
College of Health Professions  
Virginia Commonwealth University  
PO Box 980226  
Richmond, VA 23298  
804 828 9808

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----- Forwarded message -----

Date: Sun, Aug 4, 2019 at 2:32 PM  
Subject: DNAP  
To: Suzanne M Wright CRNA <smwright@vcu.edu>

Dear Dr. Wright,

I hope you are enjoying your summer so far. It is going by much too quickly for me. I am writing you in hopes of some guidance. I applied to VCU last year with 9 years of RN experience, 3 in an ICU, 4 in level 1 trauma center EDs. I have my CCRN, ACLS, BSN GPA is 3.48, GRE 317. I have been working in VCU's ED for the past 3 years. I met with [redacted] and had a tour last year. She told me I had a strong application. I was (as anyone would be) disappointed to find out that I wasn't even selected for an interview. This did not stop me from wanting to become a CRNA. I am planning on applying again this year, but I am obviously striving to obtain a different outcome. This is where I was hoping your guidance could help me. Do I need to quit my current job as team lead in the ED at VCU and get a job in an ICU? I know I cannot stay within VCU if that is the case, as managers will not write recommendations for 2 years here. Is there anything else you think I could do to boost my application? I would love to meet you in person if at all possible and maybe spend a few minutes with you. I do recognize you are very busy though. I also plan on emailing [redacted] again to see the beautiful new building, how exciting!

Thank you again for your time.  
Sincerely,





Nicole Damico &lt;damicosn@vcu.edu&gt;

---

**CRNA Program**

---

To: damicosn@vcu.edu

Wed, Jan 9, 2019 at 12:51 PM

Good Morning,

I was reaching out to you in regards to applying for the next CRNA program at VCU. I am currently a registered nurse on a Cardiac Surgical ICU and am ready to expand and further my education. I believe I have a strong GPA and am planning on taking my GRE this month. My situation in particular seems rough because I know I do have a weakness a poor overall transcript. There are some not positive grades on them, however I did retake and excel in the courses later on in my youth. I was hoping you could share any advice you may have for me in order to make me a stronger applicant to the program. Any suggestions would be most appreciated. Thank you for your time!

5712770697



Nicole Damico &lt;damicosn@vcu.edu&gt;

---

**etpDNAP - CRNA**

---

To: "damicosn@vcu.edu" &lt;damicosn@vcu.edu&gt;

Thu, Sep 13, 2018 at 2:14 PM

&gt;

To whom it may concern:

My name is [redacted] and I am a nursing student at MCPHS University at Boston. My career goal since third grade has been to be a Nurse Anesthetist. I, with the help of others here at MCPHS, have helped me organize my studies in a way in which I will be best prepared for a Nurse Anesthetist Program, that is if I am to be accepted. I wanted to reach out to you in regards to VCU's etpDNAP CRNA program and the acceptance process.

If possible, I would like to know...

The minimum GPA required as well as the average GPA of those accepted

Any prerequisite courses that I must complete. And any courses that may make me a more competitive applicant?

The ideal amount of experience required and where (2 years at a large hospital in critical care unit or 3 years in a small hospital in critical care, etc.)

Any additional information on what is looked at in the application process would be appreciated as well.

Thank you for your time and answering my questions.

[redacted] 10

2018 09 13



Nicole Damico &lt;damicosn@vcu.edu&gt;

---

**Interested in Applying for Spring 2021 Cohort**

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To: "damicosn@vcu.edu" &lt;damicosn@vcu.edu&gt;

Wed, Apr 24, 2019 at 6:51 PM

Hello Dr. Damico,

My name \_\_\_\_\_ n and I'm currently an ICU nurse at St Mary's Hospital here in Richmond, VA. I'm interested in applying to VCU's Doctor of Nurse Anesthesia Practice program for the next admission cycle (Spring 2021 cohort). I do have a few questions regarding admissions and previous coursework:

1. Is there a point-based system for weighing the different applicants? If so, may I inquire how the point-based system works at VCU?
2. Will there be any information sessions either online or on-campus prior to applications opening for the next cycle?
3. On my transcript from George Mason University I received a grade of C for my Health Assessment class. How would this reflect on my overall application given that I've at least met other minimum standards as per the website?
4. Is organic chemistry required or strongly recommended prior to matriculation? If not, is there coursework within the program that will guide my learning regarding such?

My RN-BSN program did not require its students to take any sort of chemistry course (intro or organic chem, etc) and I would like to set myself up for the best success possible when I apply and if I am admitted would hope to not already be behind on the learning curve.

I appreciate your time and I look forward to hearing back and hopefully one day becoming a DNAP student at VCU!

Sincerely,





Nicole Damico &lt;damicosn@vcu.edu&gt;

---

**Re: Hopeful Applicant**

Michael D. Fallacaro &lt;mfallac@vcu.edu&gt;

Tue, Apr 16, 2019 at 7:20 AM

Cc: Nickie S Damico <damicosn@vcu.edu>,  
-----

Thank you for your note. I have stepped down as Chair of the Department as I transition to retirement. Thus I am forwarding this note to our Vice Chair who directs our admissions and our graduate student coordinator to direct you.

Good luck to you. It is a wonderful profession and I wish you all the best!!

On Mon, Apr 15, 2019 at 9:50 PM Crystal Garcia <crystalag01@gmail.com> wrote:  
Hello!

I hope this message finds you well. The reason for my email is I am highly interested in your CRNA program; however, I am uncertain of my competitiveness and possibility of being possible offered a seat in your program. I was a previous SRNA at a university in Texas in Fall of 2015. I withdrew due to some professional issues with staff that as a sequel did affect my grades. I would like to discuss with you over the phone if possible.

I have used these past years to obtain further higher education science courses, nursing experience, and certifications. I am doing my best to redeem myself and hoping someone can provide me with an opportunity to pursue a career I have wished for many years. I used that experience to learn and grow as a person, student, and professional. I can say with confidence that I am more than prepared to embark the journey of nurse anesthesia.

I am aware of the competitiveness and that you must be flooded with students wanting to join your prestige program. Even so, I am really optimistic that I can be offered a second chance. If not, I completely understand and I will just have to keep pushing through.

May you have a beautiful rest of your day!

--  
Michael D. Fallacaro, DNS, CRNA, FAAN  
Professor and Director of Special Projects  
Department of Nurse Anesthesia  
Virginia Commonwealth University  
(804) 828-9808  
FAX (804) 828-0581

*"Our Passion is Making Patient Safety Real"*



Nicole Damico &lt;damicosn@vcu.edu&gt;

---

**VCU DNAP admission-Roanoke**

---

To: "damicosn@vcu.edu" &lt;damicosn@vcu.edu&gt;

Mon, Jul 29, 2019 at 9:48 PM

This message was sent securely using Zix®

Good evening, Dr. Damico,

My name is [redacted] and I have been in contact with Justin Wager, SRNA at VCU-Roanoke, who has graciously given me your contact email. I am planning to apply for CRNA school this fall and am considering various DNAP programs, including VCU and the Roanoke distance campus.

As I am preparing to apply, I want to ensure I am educated about the graduate experience amongst these programs and am hoping that VCU will be a good fit. Therefore, I would be interested in having a conversation with you regarding admissions.

Please let me know if you would be willing to partake in a phone conversation with me and your availability to do so. Thank you for your time in advance.

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## Description of the Proposed Program

### **Program Background**

Virginia Commonwealth University seeks approval for a Bachelor of Arts (B.A.) degree program in Human and Organizational Development at the Monroe Park Campus in Richmond, VA. The proposed program will be administered by the Department of Teaching and Learning which resides in the School of Education. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed B.A. degree program in Human and Organizational Development is to prepare students to enter the field of learning and development as Human Resources Development (HRD) professionals. The proposed program will focus on providing students with the knowledge and skills to plan and develop learning programs for adult learners in a variety of organizational settings including for-profit and non-profit organizations. Students will also be able to assess and evaluate adult learning in those settings. Through comprehensive learning and development experiences, students will have the opportunity to learn skills in developing programs for adult learning and practice them in a professional setting. Students will be exposed to the differences in teaching and learning with adults, as well gain an understanding of working with diverse groups of learners and adapting instructional programs based on the needs of the learners as well as the organization. Graduates will be prepared to work as HRD professionals, providing training and employee development, instructional design, both for face-to-face environments as well as on-line learning environments. The proposed program will prepare graduates to serve as HRD professionals assisting organizations in Performance Management, as well as Organizational Development (OD) initiatives.

Organizations, both for-profit and non-profit, provide training and development to their employees to develop skills, knowledge, or encourage behavior change. In the past, organizations have hired graduates with little to no experience in learning and development and trained them on-the-job. This has caused a gap in the number of entry level employees able to be productive upon hire. Other organizations allow the employees to "sink or swim," having to learn on their own, often times after failures. The Bureau of Labor Statistics 2018 report states there were 341,200 jobs in Learning and Development that year. The report also anticipates an additional 32,000 jobs by 2028. This is an 8.5% increase, which is slightly higher than the 5% increase in occupations overall.<sup>1</sup> A survey of the local Richmond Association for Talent Development (N=28) conducted in January 2018 indicated that a bachelor's degree was the organization's members preferred entry level degree with 0-1 years' experience (38.5%), and 2-5 years' experience (57.7%). 3.8% report they require 6-10 years' experience for entry level positions.<sup>2</sup>

---

<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, on the Internet at <https://www.bls.gov> (Last Modified Date: September 4, 2019).

<sup>2</sup> Virginia Commonwealth University School of Education's survey of the Richmond chapter of the Association for Talent Development, January 2018.



The proposed B.A. in Human and Organizational Development responds to a vital need in the for-profit and non-profit sector in the Commonwealth of Virginia. In the local Richmond community and beyond, there exists a need for well-trained HRD and OD professionals to take on the entry-level positions available today as well as in the future. The need for HRD and OD practitioners has grown in recent years as the need for Instructional Designers has increased, along with the need to provide what some consider “soft skills” to organization members.<sup>3</sup> The need for learning practitioners with multicultural understanding and the ability to work in diverse environments has also increased in the field. Graduates of the proposed program will be highly trained professionals capable of planning and developing learning programs for adult learners in a variety of organizational settings. Virginia Commonwealth University is fully committed to offering the proposed degree program to ensure an adequate supply of professionals who are prepared and trained to meet industry needs.

### **Mission**

As the premier urban, public research university in the state, Virginia Commonwealth University’s mission is to advance knowledge and student success through its commitments to:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting;
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health;
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges;
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research and to educate those who serve humanity;
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist and an opportunity to explore and create in an environment of trust;
- Sustainable university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world.<sup>4</sup>

The proposed program aligns with the University’s mission to provide an “engaged, learner-centered environment” where students will have the opportunity to openly discuss topics and issues in class, as well as their experiences through study abroad and internships. Since HRD and OD are interdisciplinary in nature and many of the required courses in the proposed program will be taken in collaboration with other schools and within the University, the B.A. in Human and Organizational Development furthers the “interdisciplinary collaboration” goals within VCU’s mission. The internship experience for students pairs them with organizations within the community, thus addressing VCU’s commitment to community-university partnerships.

---

<sup>3</sup> Merriam, S. and Bierema, L. (2014). *Adult learning: Linking theory and practice*. San Francisco: John Wiley & Sons, Inc.

<sup>4</sup> Virginia Commonwealth University, “Mission Statement,” on the Internet at <http://bulletin.vcu.edu/about/mission-vision-core-values/> (Last Modified Date: March 2, 2018).



Moreover, the proposed program aligns with the mission of VCU's School of Education by preparing students to become professionals with the tools to create progressive change within organizations. Graduates of the program will be well-versed in strategies to help organizations move forward with change initiatives, as well multicultural and diversity strategies to aid in understanding organization problem solving.

### **Online Delivery**

The proposed B.A. in Human and Organizational Development program's core courses are being planned in a hybrid format where some classes will be held face to face, and others online. Electives and those courses taken prior to entry into the program may be face-to-face courses or online. Online class sessions will be delivered using the University's Blackboard platform, which is accessible to all students.

Faculty designated to teach in the program will be well-versed in teaching online, as well as face-to-face. VCU provides resources to assist faculty in online teaching through the Center for Teaching and Learning Excellence, as well as through the Academic Learning Transformation (ALT) Lab. Both centers assist faculty to develop engaging teaching in person and online.

### **Accreditation**

The proposed B.A. in Human and Organizational Development degree program does not fall under a program accrediting agency. However, Virginia Commonwealth University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### **Admission Criteria**

Admission to the proposed B.A. in Human and Organizational Development program will be dictated by the admissions policies of Virginia Commonwealth University. Applicants for undergraduate degree programs should be graduates of an accredited secondary school (or its equivalent), anticipating graduation from an accredited high school or hold the GED or have taken a State Department of Education approved High School Equivalency examination with satisfactory scores. In accordance with the 2019- 2020 Undergraduate Bulletin, the Office of Admissions uses the following guidelines to determine whether students may be considered for regular admission:

- Minimum high school core courses: English – 4 units; Math (Algebra I, Geometry, Algebra II) – 3 units; Science (at least 2 laboratory courses) – 3 units; Social Sciences – 3 units; Foreign Language or American Sign Language – 2 units; Fine or Practical Art – 1 unit; and Health and PE – 2 units. Additional units of math, science and foreign language are strongly recommended.
- Cumulative GPA: VCU does not have a minimum GPA at this time. The mid-range for enrolled freshmen is 3.34-3.98.
- SAT or ACT scores: Freshman applicants (high school graduates and GED holders) under the age of 22 must submit SAT or ACT scores and, if applicable, an official copy of their GED scores. VCU does not have minimum SAT or ACT scores at this time. The mid-range for enrolled freshmen is 1070-1250 for SAT. Freshman applicants with a

minimum high school GPA of 3.3 may request that their application be reviewed without submitting standardized test scores.

- Class rank: A high school senior class rank in the top 50% is desirable.
- TOEFL or IELTS scores: A minimum TOEFL score of yet to be determined (paper) or 80 (Internet), or an IELTS score of 6.5 for international students.
- GED score: The minimum GED score to be considered for admission is the 50<sup>th</sup> percentile.
- Additionally, students must submit an official online application, application fee, and official transcripts to VCU's Office of Admissions.

### **Formal Admission to the B.A. in Human and Organizational Development**

In order to be admitted to the proposed program, students must:

- Complete 60 hours of undergraduate college work
- Have a minimum overall college GPA of 2.5

Program faculty will review all applications, and may request proposed students complete an admissions interview.

### **Target Population**

All interested undergraduate students will be encouraged to consider the major and no specific targeted population will be recruited.

### **Curriculum**

The proposed B.A. in Human and Organizational Development will require a minimum of 120 credit hours. The proposed program includes a required internship to provide students practical experience through experiential learning activities. The focus of the curriculum is to provide students with the practical courses which will prepare them for positions in Human Resource Development and Organizational Development in for-profit and non-profit organizations.

The focus of the core curriculum is to provide students with the specific knowledge and skills required to be productive contributors to learning and development in organizations. The curriculum provides a solid foundation in adult learning principles, along with the basics in instructional design, delivery and facilitation of training programs, working with groups and teams, as well as strategies for organizational change, consulting skills, and intercultural competence in working with diverse individuals in the workplace. The focus is on learning, as well as helping individuals face organizational challenges.

Embedded in the course work are opportunities for experiential learning through internships, projects within the community, as well as exploring cultural differences through participation in a study abroad program. Projects embedded in most program courses provide students an opportunity to learn a skill, then practice it in a safe environment. Students will receive faculty as well as peer feedback, which is essential in working with adult learners.

New courses are denoted with an asterisk.

## **Program Requirements (120 credits)**

### **General Education Requirements (21-23 credits)**

- UNIV 111 Focused Inquiry I (3)
- UNIV 112 Focused Inquiry II (3)
- UNIV 200 Inquiry and the Craft of the Argument (3)
- Humanities/fine arts course from a university approved list (3)
- Natural/physical sciences course from a university approved list (3-4)
- Quantitative literacy course (MATH 131 or STAT 208) (3)
- Social/behavioral sciences course from a university approved list (3-4)

### **Additional General Education Requirements (11 credits)**

- PSYC 101 Introduction to Psychology (4)
- SOCY 101 Introduction to Sociology (fulfills social/behavioral science requirement)
- ECON 203 Introduction to Economics (3)
- INFO 160 Digital Literacy (1)
- MASC/INTL 151 Global Communications (fulfills humanities/fine arts requirement)  
or WRLD 203 Cultural Texts and Contexts  
or equivalent Global Communications course
- Foreign Language of choice at the intermediate (200) level (3)

### **Core Courses (35 credits)**

- EDUS 300 School and Society (3)
- ADLT 300\* Introduction to Human and Organizational Development (3)
- ADLT 301\* Adult Learning Theory and Practice (3)
- ADLT 302\* Basics of Instructional Design for Adult Learners (3)
- ADLT 303\* Facilitation Skills for Human and Organizational Development (2)
- ADLT 304\* Designing Online Learning for Adult Learners (3)
- ADLT 400\* Developing Intercultural Competence in the Workplace:  
Diversity, Equity and Inclusion (3)
- ADLT 401\* Organizational Development and Change (3)
- ADLT 404\* Team Learning and Development (3)
- ADLT 405\* Project Management in Learning and Development (3)
- ADLT 406\* Consulting Skills in Adult Learning Environments (3)
- ADLT 490\* Internship in Human and Organizational Development (3)

### **Restricted Electives (12 credits chosen from the list below)**

- ACCT 202 Accounting for Non-business Majors (3)
- BUSN 323 Legal Environment of Business (3)
- CLED 405 A Survey of Career Counseling (3)
- MGMT 403 Human Resource Development (3)
- MGMT 310 Managing People in Organizations (3)
- MGMT 319 Leadership (3)
- MGMT 331 Human Resource Management (3)

STUA XXX Study Abroad (3)  
SEDP 495 Universal Design for Learning and Transition (3)  
TEDU 552 Teaching English as a Second Language (3)

### **Open Electives (41 credits)**

Students may select 41 credits of open electives.

### **Total Credits – 120 credits**

See Appendix A for a sample plan of study.

See Appendix B for course descriptions of required courses.

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

All students are expected to meet with their faculty advisor at least once per semester to discuss academic progress and update their plan of study. In addition to the regular student/advisor meetings, program faculty will meet at least once per semester to review all students' performance in the program. Grade point average, academic performance and progress will also be discussed. Remedial discussions will take place to ensure students are on target for graduation as well as guide them through difficult times during a semester.

Concerned faculty members will meet personally with the student to discuss issues and determine a plan to resolve them. Plans to address issues will be discussed with the program chair and student advisor, and potential solutions developed. Continued discussions will take place over the semester with both the student, the advisor, and the program chair. Remedial plans will be developed between the student and the faculty advisor, and will be reviewed throughout the semester. Plans will include a timeline for the student (signed by both student and advisor/faculty member), as well as periodic updates with the program chair. The program chair will be kept apprised of the student progress during the semester by the faculty advisor. Recommendations will be made to the advisor as to the status of the student.

In addition to advising support, the university offers a number of services to students who are experiencing ongoing and/or short-term difficulties. Advisors may refer students to the appropriate offices for services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center. Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students.<sup>5</sup>

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<sup>5</sup> Virginia Commonwealth University, "Resources you need," On the Internet at <https://www.vcu.edu/current-students/> (Last Modified Date: November 11, 2019).

## **Faculty**

The Department of Teaching and Learning in the School of Education at VCU has 22 full-time faculty. Two full-time faculty will teach in the proposed program. Other Department of Teaching and Learning faculty will teach in the program, as needed. Collectively, the current full-time faculty teaching in the program have a more than 25 years of teaching experience at the university level, as well as more than 40 years teaching adult learners as practitioners in the workplace. Both hold doctorates in their field.

Collectively, the faculty teaching in the proposed program have published widely in major journals, authored books and book chapters, as well as presented regularly at national and international conferences. One additional faculty line is anticipated for target dates of enrollment in the program. Adjunct faculty with experience in HRD and OD, as well as either a doctorate or masters in the field of HRD or business, will supplement the full-time faculty.

See Appendix C for abbreviated faculty CVs.

## **Program Administration**

The proposed B.A. in Human and Organizational Development program will be administered by the current program coordinator for the M.Ed. in Adult Learning and the Ph.D. in Urban Services Leadership – Adult Learning. The coordinator is a full-time faculty member in the Department of Teaching and Learning. In addition to teaching courses in the proposed program, the program coordinator will coordinate the enrollment of students into the program, represent and promote the program during recruitment initiatives, plan faculty and course schedules, and lead on-going assessment of the program.

The Educational Specialist in the Department of Teaching and Learning will provide support for faculty and students in the proposed program. Approximately 3% of the specialist's time will be utilized to support the program. The specialist will assist with course and classroom scheduling, student overrides and textbook orders, among other duties. The undergraduate advisor for the School of Education will provide support to the proposed program by providing advising services to students. This is estimated to be 10% of their time when the B.A. in Human and Organizational Development is at full enrollment.

## **Advisory Board**

An advisory board will be convened of former students of the M.Ed. in Adult Learning program, as well as hiring managers for graduates of Human and Organizational Development Programs. The board will assist in determining requirements for undergraduates, as well as advising on desired competencies for graduates of the proposed B.A. in Human and Organizational Development and the current M.Ed. in Adult Learning programs.

## **Student Assessment**

Students who complete the proposed B.A. in Human and Organizational Development will possess the appropriate knowledge, skills and abilities needed to participate in the education of adults in the workplace. Student learning will be assessed throughout the program through a variety of formative and summative measures. Assessment measures will include, but not be limited to written assignments, quizzes, tests, and projects assigned during classroom instruction. In laboratory and field-based learning experiences students will be expected to demonstrate knowledge and skills in a practical, “real world” sense; assessment measures will include presentations.

During the internship experience, students will be evaluated and assessed by on-site professionals as well as university faculty supervisors. Each of these professionals monitors and notes students’ performance during multiple observations. Each will write clinical reviews of performance as both formative and summative evaluations. The student will be required to write a summative reflection on the internship experience. This reflection will be incorporated into the final assessment of the on-site professionals as well as the university supervisor’s account.

#### Student Learning Outcomes

Students will acquire knowledge about discipline-specific and theoretical concepts critical to the development and learning of employees in the workplace. At the end of this program, students will be able to demonstrate their achievement of the following core learning outcomes:

- Core Outcome 1: Students will be able to plan, develop, and implement learning and development experiences for adult learners in a variety of settings.
- Core Outcome 2: Students will be able to assess learning needs and evaluate the learning of both students and the organization through learning and development experiences.
- Core Outcome 3: Students will be able to develop learning interventions and assessments appropriate for employees/participants from diverse cultural backgrounds.
- Core Outcome 4: Students will be able to utilize adult learning principles and knowledge of organizational development to create learning and development experiences/interventions for the intended audience.
- Core Outcome 5: Students will be able to use appropriate technology in learning and organizational development curriculum development.
- Core Outcome 6: Students will be able to provide strategy for appropriate learning and development interventions.
- Core Outcome 7: Students will be able to demonstrate project management skills in organizing and managing a learning/development project for adult learners.

The following curriculum map show how learning outcomes for the proposed B.A. in Human and Organizational Development degree program are incorporated into the core courses:

<b>Learning Outcomes</b>	<b>Courses</b>	<b>Assessment Methods</b>
Plan, develop, and implement learning and development experiences for adult learners in a	ADLT 300 – Introduction to Human and Organizational Development	<u>Formative:</u> Class discussions; oral presentations, and written

variety of settings	<p>ADLT 301 – Adult Learning Theory and Practice</p> <p>ADLT 302 – Basics of Instructional Design for Adult Learners</p> <p>ADLT 303 – Facilitation Skills for Human and Organizational Development</p> <p>ADLT 400 – Developing Intercultural Competencies in the Workplace: Diversity, Equity and Inclusion</p> <p>ADLT 490 – Internship in Human and Organizational Development</p>	<p>assignments; tests and quizzes</p> <p><u>Summative:</u> Faculty observations during internship; implementation of learning experience both in class as well as the internship or outside client assignment</p>
Assess learning needs and evaluate learning of both students and the organization through learning and development experiences	<p>ADLT 302 – Basics of Instructional Design for Adult Learners</p> <p>ADLT 401 – Organizational Development and Change</p> <p>ADLT 406 – Consulting Skills in Adult Learning Environments</p>	<p><u>Formative:</u> Class discussions; oral presentations; written assignments including needs assessments and evaluations; tests and quizzes</p> <p><u>Summative:</u> Student reflections on conducting needs assessments and analyzing evaluation data</p>
Develop learning interventions and assessments appropriate for employees/participants from diverse cultural backgrounds	<p>ADLT 301 – Adult Learning Theory and Practice</p> <p>ADLT 302 – Basics of Instructional Design for Adult Learners</p> <p>ADLT400– Developing Intercultural Competencies in the Workplace: Diversity, Equity and Inclusion</p>	<p><u>Formative:</u> Oral presentations; written assignments; tests and quizzes</p> <p><u>Summative:</u> Curriculum design; student reflections</p>

Utilize adult learning principles and knowledge of organizational development to create learning and development experiences/interventions for the intended audience.	<p>ADLT 300 – Introduction to Human and Organizational Development</p> <p>ADLT 301 – Adult Learning Theory and Development</p> <p>ADLT 401 – Organizational Development and Change</p> <p>ADLT 490 – Internship in Human and Organizational Development</p>	<p><u>Formative:</u> Written assignments; oral presentations; tests and quizzes</p> <p><u>Summative:</u> Curriculum design; student reflections; internship assignments</p>
Use appropriate technology in learning and organizational development curriculum development	<p>ADLT 302 – Basics of Instructional Design for Adult Learners</p> <p>ADLT 304 – Designing Online Learning for Adult Learners</p>	<p><u>Formative:</u> Oral and written assignments; tests and quizzes</p> <p><u>Summative:</u> Curriculum design; student reflections; participant evaluations, if appropriate</p>
Provide strategy for appropriate learning and development interventions	<p>ADLT 300 – Introduction to Human and Organizational Development</p> <p>ADLT 400 – Developing Intercultural Competencies in the Workplace: Diversity, Equity, and Inclusion</p> <p>ADLT 401 – Organizational Development and Change</p> <p>ADLT 406 – Consulting Skills in Adult Learning Environments</p> <p>ADLT 490 – Internship in Human and Organizational Development</p>	<p><u>Formative:</u> Written assignments and oral presentations; tests and quizzes</p> <p><u>Summative:</u> Curriculum design; needs assessments; evaluation of internship; student reflections</p>
Demonstrate project management skills in organizing and managing a learning/development project for adult learners.	<p>ADLT 405 – Project Management in Learning and Development</p> <p>ADLT 490 – Internship in Human and Organizational Development</p>	<p><u>Formative:</u> Written assignments and oral presentations; project management plan</p>



		<u>Summative:</u> Demonstrated project management plan during the internship
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### **Employment Skills/Workplace Competencies**

Graduates of the proposed B.A. in Human and Organizational Development degree program will be well prepared and able to provide learning and development interventions in a variety of organizational settings including face-to-face and online settings. The graduates of the program will have the skills and knowledge to:

- Assess workplace issues related to organizational or individual issues.
- Have the skills and abilities to address these issues.
- Have the skills and abilities to facilitate solutions to these workplace issues, evaluating if they should be face-to face or online training solutions.
- Understand multicultural issues in the workplace.
- Have project management skills to plan and implement programs and initiatives within an organization.

### **Program Assessment**

At Virginia Commonwealth University, each academic program and administrative unit defines goals and outcomes, identifies appropriate measures for each outcome, determines reasonable targets for each measure, conducts assessment, reports findings and develops plans for improvement based on the analysis of the assessments. The Department of Teaching and Learning in the School of Education at Virginia Commonwealth University will assess and evaluate the proposed program after the initial year. Program goals and outcomes will be appropriately measured at the end of each year and will be initiated by the program director. Measures used will include student enrollment data, retention data, graduation data, student and faculty course evaluations, and pass rate of students in the core curriculum. Faculty will review the program's mission, goals, outcomes, measures, targets, and findings, and will develop action plans for improvement.

The proposed B.A. in Human and Organizational Development will be included in the Academic Program Review (APR) process. The academic program review process, administered by the Office of the Provost and Senior Vice President of Academic Affairs, includes 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.

Results of program assessment will guide ongoing program development, determine strengths and challenges of the program, and evaluate the contributions made to the School's and VCU's strategic plans. Plans for improvement will be based on an analysis of reported findings.

## **Benchmarks of Success**

The following initial benchmarks will be used to gauge the growth and success of the proposed program:

- Enrollment will reach at least 71 students by the target year.
- At least 80% of program graduates will find employment in fields of HRD and OD within one year of graduation.
- Within three years of formal admission to the proposed program, 80% of admitted students will graduate from the program and the university.
- At least 10% of students who graduate from the program will be accepted into graduate programs in Human and Organizational Development or other related programs.

## **Expansion of Existing Programs**

This program is not an expansion of an existing certificate, concentration, emphasis, focus, major, minor, or track in an undergraduate program at Virginia Commonwealth University. VCU's School of Education presently offers a M.Ed. in Adult Learning, with concentrations in Human Resource Development, Instructional Design and Technology, and Adult Literacy. The proposed undergraduate degree in Human and Organizational Development will not only prepare students to participate in the workforce as HRD and OD professionals, but also presents a pipeline for the M.Ed. in Adult Learning program, where potential students will enhance their credentials, as well as learn and practice additional organizational development skills.

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

The School of Business at Virginia Commonwealth University offers a B.S. in Business degree with a concentration in Human Resource Management (HRM); however, the focus of the program is on the functional areas of Human Resources, including compensation, benefits, employee relations, etc., and not on the learning and development of employees in the workplace. The School of Business also offers a Post-Baccalaureate Certificate in Human Resource Management, which has been moved to permanent suspension. The School of Business offers one course in Human Resource Development, which is an elective in the HRM program as well as the proposed B.A. in Human and Organizational Development program in the School of Education. Additionally, the School of Business offers minors in both General Business and Human Resource Management which may be declared by students enrolled in the proposed program. Students will work closely with their advisor to ensure they are taking the appropriate elective courses to complete either business minor. Courses from the School of Business are offered as elective options in the program. Appropriate faculty in the School of Business have been consulted and have provided their support for the proposed program. No other public institution in the Commonwealth of Virginia offers an undergraduate degree program in Human and Organizational Development.

## **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 standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

### Justification for the Proposed Program

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

Human Resource Development and Human and Organizational Development is a broad field of study and a profession, which at its core, promotes organizational learning and development in the workplace. Organizations not only seek employees who have the knowledge and skills to perform the requisite skills of the business, but who also have the skills and abilities to manage people to ensure they provide their best performance. Human and Organizational Development professionals provide the knowledge, skills, and abilities to work with employees to enhance organizational performance in multiple areas. Most graduates leave the university with an abundance of technical skills in their area of expertise. Most do not, however, have the opportunity to obtain management and leadership skills required to advance in organizations or take on leadership roles. Many lack the “soft skills” to be managers and leaders. Development in these areas has been relegated to organizations to provide either on the job, or through additional training within the organization.

The proposed B.A. in Human and Organizational Development degree program prepares students to provide entry level training and learning experiences to employees to prepare them for management and leadership roles within their organizations. No other programs to date prepare students to take on this role in organizations in the Commonwealth’s supported universities, except for a minor at James Madison University. Organizations are hiring entry level employees with degrees in psychology, sociology, business, and other fields to fill this need; however, the knowledge and skills to provide developmental learning experiences for adult employees must then be learned on the job. The proposed program would provide the essential skills, knowledge and abilities for graduates to take on these positions with a solid background in the theory of adult learning and practical experiences in the field.

Additionally, the proposed program responds to vital needs in the Commonwealth of Virginia and beyond. The Bureau of Labor Statistics report states there were 341,200 jobs in Learning and Development in 2018. The report also anticipates an additional 32,000 jobs in the field by 2028. This is an 8.5% increase, which is slightly higher than the 5% increase in occupations overall.<sup>6</sup> A survey of the local Richmond Association for Talent Development (N=28) conducted in January 2018 indicated that a bachelor’s degree was the organizations members’ preferred entry level degree with 0-1 years’ experience (38.5%), and 2-5 years’ experience (57.7%). 3.8% of the respondents report they require 6-10 years’ experience for entry level positions. The need for HRD and OD practitioners has grown in recent years as the need for instructional designers and

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<sup>6</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, on the Internet at <https://www.bls.gov> (Last Modified Date: September 4, 2019).

learning practitioners with multicultural understanding and experience working with diverse populations has increased.

### Employment Demand

Graduates of the proposed B.A. in Human and Organization Development program will be prepared and qualified to accept positions in multiple organizations. Sample reported job titles include Training and Development Specialist, Computer Training Specialist, Corporate Trainer, E-learning Developer, Job Training Specialist, Management Development Specialist, Senior Instructor, Supervisory Training Specialist, Technical Trainer, Trainer, and Training Specialist.

The Bureau of Labor Statistics report states there were 341,200 jobs in Learning and Development in 2018. The report also anticipates an additional 32,000 jobs by 2028. This is an average of an 8.5% increase, which is higher than the 5% increase in occupations overall.<sup>7</sup> Nationally, long-term growth is expected to be faster than average for Training and Development Specialists, one job title graduates would be eligible to apply for upon degree completion. This title is labeled as a Bright Outlook occupation, and expected to grow rapidly in the next several years. It was also labeled as a Green Occupation, and the green economy will cause a change in occupation employment demand or work and worker requirements such as tasks, skills, knowledge, and credentials. Additionally, within the Commonwealth of Virginia, the growth of employment in Learning and Development occupations is expected to grow approximately 16%, higher than the average growth of all jobs in the Commonwealth of Virginia which is 10%.<sup>8</sup>

Using *Labor Insight* real time data, a scan of the job market over the past 12 months produced 79,181 job postings for jobs across the US with a specified requirement for a Bachelor's Degree in Human Resource Development. It is important to note that this may not be representative of the full sample, as job postings do not always include preferred or minimum required education credentials. Virginia ranks 20<sup>th</sup> among the Top 15 Hiring Regions in the US, with Washington, D. C. and Northern Virginia ranking 5<sup>th</sup> nationally. 360 of the job postings in Virginia were in the Richmond metropolitan region.<sup>9</sup>

**Table 1. Long-Term Employment Projections for Training and Development Specialists and Managers, 2018-2028 (BLS)**

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28	
				Percent	Numeric
Training and Development Specialist	13-1151	306,400	335,300	9%	28,900
Training and Development Managers	11-3131	37,800	40,900	8%	3,100

<sup>7</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, on the Internet at <https://www.bls.gov> (Last Modified Date: September 4, 2019).

<sup>8</sup> "Virginia's Career and Workforce-Labor Market Information." Virginia Career Works, Virginia Employment Commission, 2018.

<sup>9</sup> Burning Glass Labor Insight/Jobs 2019.

Source: Bureau of Labor Statistics<sup>10</sup>

**Table 2. Long-Term Employment Projections for Training and Development Specialists and Managers, 2016-2026 (VEC)**

Occupational Title	SOC Code	2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	Annual Average Change	Total Percent change
Training and Development Specialist	13-1151	10,959	12,850	1,891	189	17.26%
Training and Development Managers	11-3131	964	1,098	134	13	13.90%

Source: Virginia Employment Commission<sup>11</sup>

See Appendix D for Employment Demand (job announcements).

See Appendix E for letters of support for the program from hiring managers.

### **Student Demand**

Virginia Commonwealth University evaluated student demand for the proposed B.A. in Human and Organizational Development from two sources of data: 1) a survey of students enrolled in a transfer program from Reynolds Community College and 2) a survey of graduates and current students of the M.Ed. in Adult Learning program to gauge if they would have completed a program in Human and Organizational Development as an undergraduate student.

#### Survey of undeclared majors and Reynolds Community College

In October 2019, the Reynolds Community College administered an online survey to 4,300 degree-seeking students at the college with undeclared majors. There were 67 responses from the student participants. The first question asked was the most relevant to the level of student interest in the proposed program. The question stated, *If VCU offered a B.A. in Human and Organizational Development program, how likely would you be to enroll?*

- 6 respondents indicated “Definitely” (9%)
- 12 respondents indicated “Very likely” (17.9%)
- 14 respondents indicated “Likely” (20.9%)
- 18 respondents indicated “Somewhat likely” (26.9%)
- 17 respondents indicated “Not at all likely” (25.4%)

#### Survey of graduates and current M.Ed. in Adult Learning students

<sup>10</sup> Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, on the Internet at <https://www.bls.gov> (Last Modified Date: September 4, 2019).

<sup>11</sup> “Virginia’s Career and Workforce-Labor Market Information.” Virginia Career Works, Virginia Employment Commission, 2018.

A brief survey was sent to the VCU *Adult Learning list-serve* which is made up of graduates, current students, and interested parties in Adult Learning in the fall of 2019. The online survey was open for 11 days from October 22, 2019 to November 1, 2019 and provided responses from 35 participants out of the 118 for a 30% response rate. The first question asked was the most relevant to the level of student interest in the proposed program. The question stated, *If VCU had offered a B.A. in Human and Organizational Development program when you were enrolled in your undergraduate studies, would you have been interested in enrolling?* Of the 35 respondents:

- 10 respondents indicated “Definitely” (28.6%)
- 11 respondents indicated “Very likely” (31.4%)
- 5 respondents indicated “Likely” (14.3%)
- 5 respondents indicated “Somewhat likely” (14.3%)
- 4 respondents indicated “Not at all likely” (11.4%)

See Appendix F for a copy of the student demand survey and a summary of the responses.

See Appendix G for a copy of the survey of graduates and current M.Ed. in Adult Learning students and a summary of results.

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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)		
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024			2024 - 2025		
HDCT 15	FTES 13	HDCT 32	FTES 27	HDCT 48	FTES 41	HDCT 64	FTES 54	GRAD —	HDCT 71	FTES 59	GRAD 12

**Assumptions:**

Retention percentage: 80%

Percentage of full-time students: 75%

Percentage of part-time students: 25%

Full-time students credit hours per semester: 15

Part-time students credit hours per semester: 6

Full-time students graduate in 4 years

Part-time students graduate in 6 years

**Duplication**

There are no undergraduate programs within public institutions in Virginia focusing on Human and Organizational Development. James Madison University offers a minor in Human Resource Development (HRD), but not a major. The School of Business at Virginia Commonwealth University offers a Bachelor of Science in Business with a concentration in Human Resource Management. The focus of the business program is around the functional skills required for a Human Resource Generalist. An elective in Human Resource Development is offered as part of the B.S. in Human Resource Management degree. The same course also will be offered as an elective in the proposed B.A. in Human and Organizational Development. Other courses in the B.S. in Human Resource Management program also are available as electives in the proposed program. The proposed B.A. degree program in Human and Organizational Development focuses on learning within organizations for both individuals and the organization. Through discussions with the VCU School of Business, students majoring in the proposed B.A. in Human and Organizational Development may also choose to minor in General Business or Human

Resource Management. If interested, students will be guided to the appropriate courses by their advisor.

### **Resource Needs**

Virginia Commonwealth University has all classified support, classroom space, equipment, library, and other resources necessary to launch this program. Additional faculty qualified to teach some of the courses will be needed in order to also maintain the current enrollment in graduate classes. The following subsections detail the resources required to operate the program from its initiation in the fall 2020 semester through the target year of 2024-2025. Assessments of need for full-time, part-time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 20 FTE students in lower division courses and 14 FTE students in upper division courses. This proposed program will require a total of .75 faculty FTE instructional effort in 2020-2021, rising to 4.38 faculty FTE instructional effort in the target enrollment year, 2024-2025.

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

The proposed program will require no full-time faculty in the 2020-2021 initiation year. By the target enrollment year, 2024-2025, a full-time faculty member will be hired to sustain the proposed program at 1.00 FTE instructional effort. The new faculty member will be hired at the rank of Term Assistant Professor with a salary of \$65,000 and benefits of \$26,065.

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

The proposed degree program will require .75 FTE part-time faculty effort to teach required courses during the initiation year. These faculty members are from the College of Humanities and Sciences and will teach the recommended general education courses required during the first two years of the proposed program. By the target enrollment year of 2024-2025, two (2) faculty members in the Department of Teaching and Learning will dedicate 33% (.33 FTE) and 25% (.25 FTE) of their time respectively to sustain the proposed degree. The total cost for part-time faculty by the target enrollment year is \$167,495 with benefits of \$67,165.50.

#### **Adjunct Faculty**

Adjunct faculty will assist in teaching the core curriculum by the target enrollment year. No adjunct faculty will be needed in the initiation year. The proposed degree program will require 1.00 FTE of instructional effort from adjunct faculty by the target enrollment year to teach four courses in the core curriculum. The adjunct salary is \$3,300 for a three-credit hour course. The total cost for adjunct faculty instructional effort by the target enrollment year is \$13,200.

#### **Graduate Assistants**

No Graduate Assistants are required to initiate or sustain the proposed degree program.

#### **Classified Positions**

The Department of Teaching and Learning currently has two administrative employees who will support the proposed B.A. in Human and Organizational Development. No additional positions are required. The Educational Specialist, one of the two employees, will be needed at approximately 3% (.03 FTE) of their time for scheduling courses and securing classroom space. The School of Education's Undergraduate Advisor will be needed at approximately 10% (.10



FTE) of their time to provide advising services to students. The total cost for classified positions is a salary of \$6,540 with benefits of \$2,622.54.

**Targeted Financial Aid**

No targeted financial aid is required to initiate and sustain the proposed degree program.

**Equipment (including computers)**

No new equipment, including computers, is required to initiate or sustain the proposed degree program.

**Library**

No additional library resources are required to initiate or sustain the proposed degree program. The James Branch Cabell Library has the resources to include journals, magazines, electronic materials, and other publications for Human and Organizational Development Studies. As a member of the Virtual Library of Virginia (VIVA), online access to journals is available. No additional resources are needed.

**Telecommunications**

No additional telecommunications costs are needed to initiate or sustain the proposed degree program.

**Space**

No additional space is required to initiate or sustain the proposed degree program. There is already adequate classroom and faculty office space. For the new hire, existing office space is available and will be utilized.

**Other Resources**

No other resources are needed to initiate and sustain the proposed degree program

## Resources Needs: Part A – D

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

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

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

	Program Initiation Year 2020 – 2021		Target Enrollment Year 2024 – 2025	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	1.00	1.00
Part-time FTE **	.75	0.00	1.63	2.38
Adjunct faculty	0.00	0.00	1.00	1.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	.13	0.00	0.00	.13
TOTAL	.88	0.00	0.00	4.51

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

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

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

	<b>Program Initiation Year 2020 – 2021</b>		<b>Expected by Target Enrollment 2024- 2025</b>	
Full-time faculty	0	0	1.00	1.00
salaries			\$65,000.00	\$65,000.00
fringe benefits			\$26,065.00	\$26,065.00
Part-time faculty (faculty FTE split with other units)	.75	0	1.63	2.38
salaries	\$52,500.00		\$114,995.00	\$167,495.00
fringe benefits	\$21,052.50		\$46,113.00	\$67,165.50
Adjunct faculty	0	0	1.00	1.00
salaries			\$13,200.00	\$13,200.00
fringe benefits				
Graduate assistants		0	0	0
salaries				
fringe benefits				
Classified Positions	.13	0	0	0.13
salaries	\$6,540.00			\$6,540.00
fringe benefits	\$2,622.54			\$2,622.54

<b>Total personnel cost</b>				
salaries	\$59,040.00	\$0	\$193,195.00	\$252,235.00
fringe benefits	\$23,675.04	\$0	\$72,178.00	\$95,853.04
Total personnel cost	\$82,715.04	\$0	\$265,373.00	\$348,088.04
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$82,715.04</b>	<b>\$0</b>	<b>\$265,373.00</b>	<b>\$348,088.04</b>

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

The institution will require additional state funding to initiate and sustain the proposed 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 2020-2021	Target enrollment year 2024-2025
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$82,715.04	\$348,088.04
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>		
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

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

The Department of Teaching and Learning within the School of Education will be the primary funding source to initiate and sustain the proposed degree program. Departmental funding includes reallocation of funds to hire adjunct faculty and new faculty to assist in sustaining the proposed program by the target enrollment year. The reallocation of these funds will not negatively impact any other academic program in the department or the School.

**3. Secondary Certification.**

If resources are reallocated from another unit to support this program, 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

### Full-Time Student

<b>Year</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>Freshman</b>	UNIV 111 Focused Inquiry I (3)	INFO 160 Digital Literacy (1)
	Foreign Language, 100 level (4)	Foreign Language, 100 level (4)
	SOCY 101 Introduction to Sociology (fulfills social/behavioral Science requirement) (3)	UNIV 112 Focused Inquiry II (3)
	MATH 131 or STAT 208 (fulfills quantitative literacy course) (3)	Natural/ Physical Science requirement (3)
	Open elective (3)	Open elective (3)
<b>Semester Credit Hours</b>	<b>16 credit hours</b>	<b>14 credit hours</b>
<b>Sophomore</b>	UNIV 200 Inquiry and the Craft of the Argument (3)	MASC/INTL 151 or WRLD 203 (fulfills humanities/fine arts requirement) (3)
	PSYC 101 Introduction to Psychology (4)	ECON 203 Introduction to Economics (3)
	Foreign Language, 200 level if not previously taken (3)	Open elective (3)
	Open elective (3)	Open elective (3)
	Open elective (3)	Open elective (3)
<b>Semester Credit Hours</b>	<b>16 credit hours</b>	<b>15 credit hours</b>
<b>Junior</b>	EDUS 300 School and Society (3)	ADLT 303 Facilitation Skills for Human and Organizational Development (2)
	ADLT 300 Introduction to Human and Organizational Development (3)	ADLT 304 Designing Online Learning for Adult Learners (3)
	ADLT 301 Adult Learning Theory and Practice (3)	ADLT 400 Developing Intercultural Competencies in the Workplace: Diversity, Inclusion, and Equity (3)
	ADLT 302 Basics of Instructional Design for Adult Learners (3)	Restrictive Elective (3)
	Restrictive Elective (3)	Open Elective (3)
<b>Semester Credit Hours</b>	<b>15 credit hours</b>	<b>14 credit hours</b>
<b>Senior</b>	ADLT 401 Organizational Development and Change (3)	ADLT 490 Internship in Human and Organizational Development (3)
	ADLT 405 Project Management in Learning and Development (3)	ADLT 404 Team Learning and Development (3)
	ADLT 406 – Consulting Skills in Adult Learning Environments (3)	Restrictive Elective (3)
	Restrictive Elective (3)	Open Elective (3)

	Open Elective (3)	Open Elective (3)
<b>Semester Credit Hours</b>	<b>15 credit hours</b>	<b>15 credit hours</b>

Credit Hours – Freshman – Fall Term – 16  
 Credit Hours – Freshman – Spring Term – 14  
 Credit Hours – Sophomore – Fall Term – 16  
 Credit Hours – Sophomore – Spring Term – 15  
 Credit Hours – Junior – Fall Term – 15  
 Credit Hours – Junior – Spring Term – 14  
 Credit Hours – Senior – Fall Term – 15  
 Credit Hours – Senior – Spring Term – 15

Total Credit Hours: 120



## **Appendix B – Course Descriptions**

New courses developed for this degree program are indicated with an asterisk (\*).

### **Foundation Courses (17 credits)**

**PSYC 101 Introduction to Psychology (4 credits)**

A survey of the basic principles, methods of investigation and fields of study and application. Includes individualized application of principles and methods in computerized learning activities. This course is a prerequisite for upper-level work in the field of psychology.

**SOCY 101 Introduction to Sociology (3 credits)**

An introduction to the study of human society. The basic concepts of society and culture and their relationships to each other are studied and then used to analyze the major social institutions.

**ECON 203 Introduction to Economics (3 credits)**

A survey of economic principles, institutions and problems. The course is designed to provide basic economic understanding for students who do not expect to major in economics or in the School of Business. Not applicable for credit toward economics and business majors.

**INFO 160 Digital Literacy (1 credit)**

Semester course; 1 credit. Overview of basic computer concepts, the Internet, new technologies and digital security. Topics include but are not limited to computing devices -- hardware and software -- skills for using and evaluating Internet content and security with digital devices. This course provides the foundation in digital technologies to prepare students for other business courses and application software courses in the INFO16X series. Administered as a self-paced course with all online content. Graded as pass/fail at 80 percent pass level with on-campus assessment. Purchase of online training/assessment package required.

**MASC/INTL 151 Global Communications (3 credits)**

Explores how communication media and globalization drive each other and how they both impact the nation-state as well as international institutions. Examines how technology, the global economy and international media corporations influence culture, politics, business, law and other institutions in countries around the world. Explores the relationship between media systems and governments and how both are affected by technology and globalization.

**WRLD 203 Cultural Texts and Contexts (3 credits)**

Through the analysis and interpretation of literary, cinematic and other cultural texts, this course explores the ways cultural and national identities have been shaped, imagined and contested in various regions of the world. While responding to the readings and films as artistic manifestations or social documents, students will also become familiar with the aesthetic, political and social contexts in which the works were and are produced. See the Schedule of Classes for specific topics to be offered each semester.

**Foreign Language at the intermediate (200) level (3)**

Any foreign language at the intermediate (200) level. The purpose is to prepare students to interact in the global and multicultural environment, as well as gain cultural understanding through foreign language study.

### **Core Courses (35 credits)**

#### **EDUS 300 School and Society (3 credits)**

The historical, sociological and philosophical backgrounds of educational theories and practices. The aim of the course is to help the student develop a basic understanding of education in the modern world.

#### **\*ADLT 300 Introduction to Human and Organizational Development (3 credits)**

This course is designed to provide students with an overview of the basic theories and concepts of organizational development and human resource development. Students will explore core aspects of the field of HRD including its foundations, basic theories, mission and goals, areas of emphasis, and issues and trends in the field. Students will also explore the definition and history of OD, fundamental theories, and the key steps of the OD process.

#### **\*ADLT 301 Adult Learning Theory and Practice (3 credits)**

This course provides an overview of learning and development in adulthood, beginning with the historical development of the field and its philosophical underpinnings. Concepts, models, theories, and research in the field of adult learning will be addressed, with an emphasis on practical application of adult learning principles. The psychological and social aspects of adult learning are also addressed, as well as the effects of age on learning and motivations for learning.

#### **\*ADLT 302 Basics of Instructional Design for Adult Learners (3 credits)**

Instructional design has been described as the process used to design, implement and evaluate learning solutions for adults. This course provides an overview of the instructional design process, including how to assess the needs of an organization, build a learning product that relates to the identified needs and how to evaluate how well the learning solution addresses those needs. Modern instructional design models and frameworks will be discussed, with an emphasis on practical application. This course will be especially helpful for those that work, or plan to work, to support and improve the learning in their organizations.

#### **\*ADLT 303 Facilitation Skills for Human and Organizational Development (2 credits)**

This course provides an overview of the knowledge and skills necessary to facilitate and deliver professional presentations and group meetings in various settings. Participants will learn the basics of workshop and group facilitation, including how to plan for the session and how to select appropriate support materials. Participants will also identify effective methods for the facilitation of workshops, in-person meetings and virtual meetings. Instruction will involve dynamic group exercises, experiential role-plays and mini lectures, with a key emphasis on practicing and experiencing facilitation in a variety of settings.

#### **\*ADLT 304 Designing Online Learning for Adult Learners (3 credits)**

Learning in an online environment is different when compared to learning in a face-to-face classroom environment. Online education can pose a variety of special challenges for both the students and the instructors, but it can also provide completely different opportunities to engage,

collaborate and learn. This course is designed to provide an overview of how to design instruction for the unique needs of adult online learners. Participants will examine online teaching strategies and instructional design practices, as well as discover methods that can lead to online learning success, while developing an appreciation for how adult learning theory can inform effective online instruction.

**\*ADLT 400 Developing Intercultural Competencies in the Workplace: Diversity, Inclusion, and Equity (3 credits)**

This course is designed to explore the intersection of personal and professional identity as it relates to workplace culture, climate and working relationships. Ultimately, it seeks to aid in the development and understanding of concepts and theories that underpin people relations in professional spaces. Throughout the course students are exposed to various theories and frameworks that situate social identity within larger social structures using the lens of sociological and psychological constructs. In an effort to enhance this understanding, students can expect to explore concepts and theories such as cultural competence, feedback, social cognitive career theory, organizational culture and social identity theory. Additionally, students will begin to contextualize prejudice and oppression and consider how they have operated historically in the workplace and continue to manifest within various social systems. The course intentionally focuses on issues of diversity, inclusion, cultural competence and equity. It is designed to prepare students to be knowledgeable of biases based on social identities (race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, ability status, etc.) and how each of these contributes to experiences in the workplace.

**\*ADLT 401 Organizational Development and Change (3 credits)**

This course offers a practical and realistic approach to the study of organizational development from the standpoint of its relationship to an overall program of change. While it introduces theoretical and historical foundations of the field, it uses a conceptual framework for understanding the relevant issues in OD coupled with an experiential learning approach which focuses on the development of interpersonal skills that can be applied to life and future job situations. Students will be able to readily experience OD through the use of concepts, theories, illustrations and company examples that show how OD is applied. By engaging in this deeper involvement in the learning process, a lasting impact and/or meaning should be produced, which will result in improved skill and performance.

**\*ADLT 404 Team Learning and Development (3 credits)**

This course will explore basic issues and dilemmas fundamental to all groups, such as leadership, mission, goals, group member roles, stages of group development and issues in team performance. The course provides opportunities for learners to examine personal roles and contributions to groups through team assignments. Through an examination of group theory, models and practices, students will explore the nature of intragroup and intergroup behavior, along with the often unconscious processes that occur in the group-as-a-whole.

**\*ADLT 405 Project Management in Learning and Development (3 credits)**

This course focuses on a holistic and realistic sociotechnical view of project management, meaning that it encompasses both the technical and sociocultural dimensions of project management and how they interact to determine the fate of projects. It is framed through the lens

of application for the learning and development field where emphasis is not only on how the management process works, but also on why it works. Throughout this course, students will learn practical techniques for rolling out performance improvement solutions through learning and development that solve a business problem. While this course follows topics and methodology found in the Project Management Institute's Project Management Body of Knowledge, it does not delve deeply into the mathematical formulas required to become a certified project management professional. This course will, however, give a comprehensive and integrative understanding of the project management process which will be useful for those at any level of an organization assigned to work on projects.

**\*ADLT 406 Consulting Skills in Adult Learning Environments (3 credits)**

This course is an introduction to the concepts, methods and skills required for effective process consultation, or helping, in a variety of adult learning environments including for-profit and nonprofit organizations, higher education, government and other community-based settings in which the adult educator is attempting to effect change. As such, this is a course in developing influencing skills. Implicit in the process consultation model is the assumption that all organizational problems are problems involving human interactions. No matter what technical, financial or structural problems are involved, humans are always involved in managing and implementing the solutions proposed for change strategies. Therefore, understanding human processes and the necessary requirements for change to occur are essential aspects of consulting.

**\*ADLT 490 Internship in Human and Organizational Development (3 credits)**

This program is designed to offer experiential learning activities in an off-campus environment. Ideal activities for an internship experience provide the student with an opportunity to explore human resource development career interests, while making lived connections between academic theory and practical application in a work environment. Proposed internship activities must first be discussed and approved by the academic adviser, and then completed under the guidance of an on-site supervisor and the faculty sponsor of this course. A minimum of 125 clock hours of learning activities are required.

**Restrictive Electives (12 credits chosen from list)**

**ACCT 202 Accounting for Non-Business Majors (3 credits)**

The course is open only to non-business students. A nontechnical introduction to the principles of financial and managerial accounting with emphasis on the use and interpretation of financial reports, managerial planning and control. The course is for the individual who seeks a basic knowledge of accounting and its uses. It is designed for the user of accounting information rather than the preparer.

**BUSN 323 Legal Environment of Business (3 credits)**

Enrollment restricted to students who have achieved sophomore standing. Basic legal concepts applicable to business, including the legal aspects of operating a business, contracts, employment relationships, sales, and bailments and commercial paper. Also includes ethical considerations and social and political influences.

**CLED 405 A Survey of Career Counseling (3 credits)**

This course provides a broad overview of career counseling. Focus will be on current issues and problems facing individuals as they choose and manage careers during the lifespan. Students will also be introduced to the major career theories including how values, diversity, skills and interests shape career choices and development.

**MGMT 310 Managing People and Organizations (3 credits)**

Introduces students to the management of people in organizations, focusing on the managerial skills, knowledge and activities needed for a successful business operation. Topics include planning, organizing, staffing and leading; effectively utilizing human capital to achieve an organization's objectives in today's competitive environment.

**MGMT 319 Leadership (3 credits)**

Coverage of the major approaches to leadership considering individual, team, organizational and cultural perspectives. Emphasis on self-assessment and on historical and contemporary leadership cases.

**MGMT 331 Human Resource Management (3 credits)**

Introduces students to the role of human resource management in attracting and retaining a productive workforce. Includes human resource planning, recruitment and selection; employee diversity and development; performance appraisal and reward systems; labor and employee relations; and public policy related to HRM practices.

**MGMT 403 Human Resource Development (3 credits)**

Designed to improve qualifications of those seeking employment in the human resources field. Focuses on human resource development and organization development and their relationship to human resource management.

**SEDP 495. Universal Design for Learning and Transition. (3 credits)**

The purpose of this course is to provide students with evidence of each of the components of universal design for learning within access to the general academic curriculum -- multiple means of representation, expression and engagement. Students will engage in an understanding of theories of learning and development, including cognitive and learning processes, social-emotional development, practices for culturally and linguistically diverse learnings, such as English learners, gifted and talented students and students with disabilities, in individual and universal contexts. Additional focus is placed on UDL components linked to effective transition planning embedded within academic instruction targeting successful transitions to postsecondary educational settings. Emphasis is placed on beginning research on the use of this approach and its promising practice for addressing academic and transition goals as well as increasing student motivation and self-determination.

**STUA XXX Study Abroad (3 credits)**

Taken in any semester of the program, including Summer. Students may choose a study abroad course that meets their interest. This elective is to provide students with the knowledge and skills to work with individuals from other cultures.

**TEDU 552. Teaching English as a Second Language. (3 credits)**

Provides students who plan to teach English to people whose native language is not English with a variety of instructional/learning strategies. Presents and explores current approaches and methodology, as these relate to linguistic features and pedagogy. Crosslisted as: ENGL 552/LING 552.

## **Appendix C – Faculty Curriculum Vitae (abbreviated)**

### Full-time Faculty:

Hurst, Robin R., Ed.D. in Human and Organizational Learning, 2012, The George Washington University, Associate Professor. Specialization: Human Resource Development; Organizational Culture and Learning; Action Learning

Gomez, Rachel F., Ph.D. in Mexican-American Studies, 2018, University of Arizona, Assistant Professor. Specialization: Race, ethnicity, and education

New Hire, Ph.D. or Ed.D. in Human Resource Development, Adult Learning, or Teaching and Learning in Technology, or related fields, Assistant Professor. Specialization: Human Resource Development, Adult Learning, or Instructional Design.

### Adjunct Faculty:

Cabler, Kendra, Ph.D. in Urban Services Leadership – Adult Learning, 2019, Virginia Commonwealth University. Specialization: Diversity, Equity and Inclusion.

Hanson, Katherine, C.P.M., M.Ed. in Adult Learning – Human Resource Development, 2017, Virginia Commonwealth University. Specialization: Project Management, Human Resource Development.

Jackson, Holly, M.Ed. and Ph.D. candidate in Adult Learning – Human Resource Development and Urban Services Leadership – Adult Learning, Virginia Commonwealth University. Specialization: Human Resource Development

## **Appendix D – Employment Demand (Job Announcements)**



[Skip to Main Content](#)

## Opportunities in State Government

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# Career Opportunities in Virginia Government

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## Instructional Designer

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**Please see Special Instructions for more details.**

VHDA is one of the nation's premier housing finance organizations. Our mission is to help Virginians attain quality, affordable housing, which we accomplish through our public-private partnerships. As a substantial player in the industry, we rely on the talents of our associates to keep us operating as a powerhouse of innovation. VHDA's attractive compensation and benefits packages, excellent retirement program and commitment to a healthy and diverse workforce enable us to attract the best and brightest talent. Our team is engaged, involved and encouraged to challenge the status quo. Interested persons must submit a resume and cover letter stating salary requirements online only at: <http://www.vhda.com/careers> An EOE This position will remain open until filled. Hiring range - \$ 55,366 - \$ 71,976 Background and credit checks will be performed as a condition of employment.

## Position Information

### Position Information

<b>Working Title</b>	Instructional Designer
<b>Role Title</b>	Non-Classified
<b>Job Open Date</b>	07/27/2017
<b>Job Close Date</b>	

<b>Open Until Filled</b>	Yes
<b>Is this position funded in whole or in part by the American Recovery &amp; Reinvestment Act (Stimulus Package)?</b>	No
<b>Hiring Range</b>	\$ 55,366 - \$ 71,976
<b>Agency</b>	VA Housing Development Authority (VHDA)
<b>Agency Website</b>	www.vhda.com
<b>Location</b>	Richmond (City) - 760
<b>Sublocation</b>	
<b>Position Number</b>	00706
<b>Job Posting Number</b>	1027403
<b>Type of Recruitment</b>	General Public - G
<b>Does this position have telework options?</b>	No
<b>Bilingual/Multilingual Skill</b>	No
<b>Requirement/Preference</b>	
<b>Job Type</b>	Full-Time (Salaried)
<b>Job Type Detail</b>	Full-Time Salaried - Non-Faculty- FTS-1
<b>Pay Band</b>	UG
<b>Job Description</b>	<p>Come join our team. We're looking for a creative individual with initiative! Virginia Housing Development Authority (VHDA) seeks an Instructional Designer to design, build, maintain and refresh synchronous and asynchronous learning content for VHDA.</p> <p>This individual will report directly to the Chief Learning Officer/Managing Director of Organizational Development &amp; Learning. Qualifications include:</p> <ul style="list-style-type: none"> <li>• Bachelor's degree in Instructional Design, Training and Development, Education, Graphic Design or equivalent industry experience or certification;</li> <li>• Considerable experience in instructional design;</li> <li>• Familiarity with eLearning, online collaboration, and web-based technologies, their capabilities and best instructional uses.</li> </ul>
<b>Minimum Qualifications</b>	<p>The incumbent must be a dynamic, creative and customer-focused individual with strong oral and written skills. Exceptional skills in consulting and facilitation are a must. Technical experience should include authoring advanced courses using Articulate 360, working with eLearning and blended learning programs, web-based training development and asynchronous learning content; understanding of learning methodologies such as SAM, ADDIE, Agile and their use in content development and the adult learner; and knowledge of project management for curriculum development and learning events.</p>
<b>Preferred Qualifications</b>	A related Master's Degree and/or CPLP Certification in Instructional Design is preferred.

### Special Requirements

**Special Instructions to Applicants**

VHDA is one of the nation's premier housing finance organizations. Our mission is to help Virginians attain quality, affordable housing, which we accomplish through our public-private partnerships.

As a substantial player in the industry, we rely on the talents of our associates to keep us operating as a powerhouse of innovation.

VHDA's attractive compensation and benefits packages, excellent retirement program and commitment to a healthy and diverse workforce enable us to attract the best and brightest talent. Our team is engaged, involved and encouraged to challenge the status quo.

Interested persons must submit a resume and cover letter stating salary requirements online only at:  
<http://www.vhda.com/careers>

An EOE

This position will remain open until filled.  
Hiring range – \$ 55,366 – \$ 71,976

Background and credit checks will be performed as a condition of employment.

**Contact Information**

**Name**  
**Phone**  
**Fax**  
**Email**  
**Address**

**Posting Specific Questions**

Required fields are indicated with an asterisk (\*).

1. \* Do you have an Interagency Placement Screening Form (Yellow Form) as issued under Policy 1.30 Layoff? (Commonwealth of Virginia Employees Only);
  - o Yes
  - o No
  - o Not Applicable
2. \* Do you have a Preferential Hiring Form (Blue Form) as issued under Policy 1.30 Layoff? (Commonwealth of Virginia Employees Only)
  - o Yes
  - o No
  - o Not Applicable
3. \* How did you find this employment opportunity?
  - o State Recruitment Management System (RMS)
  - o Agency Website or Bulletin Board
  - o Job Board (Indeed, Monster, Dice, etc.)
  - o Social Media (Twitter, Facebook, LinkedIn, etc.)
  - o Newspaper or Professional Journal (Please specify below)
  - o Career Fair or Job Event (Please specify below)

- VEC (Virginia Employment Commission)
  - Radio/TV (Please specify below)
  - Other (Please specify below)
4. \* Please specify the actual source from your response to question #3 above (Name of newspaper, Journal Title, Job Board, Career Fair, Agency Website, Social Media Type, etc.) If unknown or none, enter: N/A.

(Open Ended Question)

## Applicant Documents

### Required Documents

1. Resume
2. Cover Letter

### Optional Documents

- [Find an Agency](#)
- [Governor](#)
- [Contact](#)
- [Privacy Policy](#)



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A Commonwealth of Virginia Website

- [Virginia.gov](#)

## Job Description

# Corporate Trainer I - 19393

## Description

**A**re you passionate about training? If so, LoanCare, one of the top providers in the mortgage services industry, seeks an individual with a solid work history in the training and in the mortgage or real estate industry, to join our team as a Corporate Trainer I. In this critical role, you will be tasked with training new and existing employees in a classroom and/or virtual setting. We are looking for somebody that wants to develop both new and existing LoanCare employees to ensure not only success today, but a successful future for the entire organization.

## A DAY IN THE LIFE

### *In this role, you will...*

- Drive organizational success through classroom and virtual training to new and existing employees.
- Guide new hires in their onboarding process, helping them build confidence and preparing them for their transition to their roles.
- Interact with existing employees as an instructor or group facilitator, encouraging and promoting our core values and internal growth opportunities.
- Assist employees in developing essential business and technical skills.

## WHO YOU ARE

### *You possess ...*

- A passion for education, training, and developing others.
- Strong classroom management and instruction experience.
- Mortgage experience is a plus, especially in the servicing, call center, and default arena.
- A penchant for excellence. You will use your strong attention to detail to maintain our quality standards.
- Excellent verbal and written communication skills.

## WHO WE ARE

### *About us ...*

LoanCare, a ServiceLink company, is a leading national provider of full service subservicing and interim subservicing to the mortgage industry and has offered its expertise and best practices in providing servicing solutions for others since 1991. At the present time, LoanCare subservices over 1 million loans in 50 states. LoanCare has a seasoned loan servicing team with senior managers averaging nearly 30 years of experience in the mortgage and financial services industry.

LoanCare, its affiliates and subsidiaries, is an Equal Opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, age, disability, protected veteran status, national origin, sexual orientation, gender identity or expression (including transgender status), genetic information or any other characteristic protected by applicable law.

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation.

## DETAILED JOB DUTIES

- Facilitate New Hire Orientation to include department specific functions, MSP workstations, policies and procedures and position specific simulation activities.

- Utilize variety of instructional methods to ensure maximum delivery effectiveness. Evaluate course materials based on participant performance and consult with the instructional designer to complete necessary updates.
- Manage class participants, monitor classroom performance, and provide timely feedback to participants and direct managers when necessary.
- Evaluate participant performance through quizzes and tests. Provide recommendations based on evaluation of employee performance.
- Analyze departmental training needs to develop, modify, and improve existing training programs.
- Develop, design and deliver training for all employees, including department specific functions and the Mortgage Servicing Package (MSP) from Black Knight Financial Services (BKFS). This system was also known throughout the industry as LPS, Fidelity, Alltel, and CPI.
- Communicate with managers in the various departments to understand new processes, concerns, or issues related to staff knowledge of the position.
- Facilitate training programs via classroom and virtual settings (i.e., WebEx, Lync/Skype) when applicable.
- Coordinate the preparation of materials, logistics, and technology needs for classroom learning, including assembly of position manuals, making room reservations, securing IT equipment and system access, etc.
- Ensure that all employees complete training in compliance with government standards.
- All other duties as assigned.

## Qualifications

### MINIMUM QUALIFICATIONS

- High School Diploma or equivalent required.
- Bachelor's Degree in Adult Education, Instructional Design, Training and Development, or related field, or equivalent years of experience preferred.
- Knowledge of mortgage servicing systems, investor guidelines, and mortgage insurance guidelines preferred.
- Excellent communication, both written and oral, presentation skills, and interpersonal skills, including the ability to relate to employees at all levels of the organization.
- Advanced knowledge of Microsoft Office 2013 including, but not limited to, Word, Excel, Access, PowerPoint, Internet Explorer, and ability to learn new systems rapidly.
- Possess the ability to successfully prioritize multi-functions and meet deadlines.
- Inquisitive, problem-solver, analytical mind-set, organization skills, and excellent follow-up skills are preferred.
- Responsive and flexible, open to change in processes and ability to take and provide clear direction.
- Ability to travel to attend work related meeting and training sessions.

### WORK CONDITIONS

Working conditions are normal for an office environment. Ability to attend work and be productive during normal business hours and to work early, late or weekend hours as needed for successful job performance. Over time required as necessary.

Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation

## ESSENTIAL FUNCTIONS

**Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Reading Comprehension** — Understanding written sentences and paragraphs in work related documents

**English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**Speaking** — Talking to others to convey information effectively.

**Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.

**Active Listening** — Giving full attention to what other people is saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

**Instructing** — Teaching others how to do something.

**Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Time Management** — Managing one's own time and the time of others.

**Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

**Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

**Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

**Written Comprehension** — The ability to read and understand information and ideas presented in writing.

**Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

**Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

**Near Vision** — The ability to see details at close range (within a few feet of the observer).

**Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.

**Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.

**Speech Recognition** — The ability to identify and understand the speech of another person.

**Speech Clarity** — The ability to speak clearly so others can understand you.

## PHYSICAL DEMANDS

**Sitting up to 90% of time**

**Walking and standing up to 10% of time**

**Occasional lifting, stooping, kneeling, crouching and reaching.**

LoanCare, its affiliates and subsidiaries, is an Equal Opportunity employer. All qualified applicants will receive consideration for employment without regard to any characteristic protected by applicable law.

**Job** Operations All Other

**Primary Location** VA - Virginia Beach

**Organization** LoanCare

**Posting Date** Aug 27, 2019



# EXPLORE YOUR FUTURE

## Professional Development Specialist (Corporate Trainer)

📍 Norfolk, VA

Posted 2 Days Ago

Apply

Full time

18699

We invite you to explore a future with us at PRA Group, a diverse and growing company that has a tangible impact on the global economy.

### Position Summary:

This role will be responsible for analyzing training needs, developing curriculum and delivering courses both department-wide and position-specific. The trainer will be also be responsible for development of reporting for measurement of training needs and results.

- Design, develop, and deliver training programs to address business needs.
- Maintain the professional training calendar including: scheduling and coordinating facilitators and training locations; creating and disseminating course specific information such as pre-work, promotional materials, and registration information; and partnering with Talent Management and Development to forecast quarterly training needs across the business.
- Provide program management support for professional development series including pre/post-test analysis and course evaluation reporting.
- Update and maintain the Talent Management library of resources to reflect needed and/or required competencies of all positions in organization.
- Coordinate, schedule and manage professional development programs including preparing communication materials, ordering supplies, and partnering with the Learning Technology Analyst to ensure a seamless participant experience.
- Implement, maintain, and streamline Talent Management processes and procedures.
- Maintain advisory/consultative relationships with people in subject-matter expert areas that provide input to or deliver

### About Us



As a global leader in acquiring and collecting nonperforming loans, PRA Group returns capital to banks and other creditors to help expand financial services for consumers in the Americas and Europe. With more than 4,500 employees worldwide, PRA Group companies collaborate with customers to help them resolve their debt. For more information, please visit [www.pragroup.com](http://www.pragroup.com).

training and development interventions within the organization.

- Manage vendor relationships as applicable.

**Professional Experience/Qualifications:**

- Bachelor Degree or equivalent experience.
- 3-5 years of experience and/or training in Human Resources management.
- Instructional design, adult learning theory and facilitation experience required.
- Ability to communicate effectively before groups and in one on one situations.
- Must be proficient in Windows, Word, Excel and PowerPoint.

*All qualified applicants will receive consideration for employment regardless of age, race, color, sex, gender, religion, national origin, physical or mental disability, citizenship, or any other classes recognized by state or local law or any other characteristic protected under applicable federal, state or local law. We are a drug free workplace.*

Apply

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# Learning & Organizational Effectiveness Virtual Trainer

Sentara Healthcare - Norfolk, VA 23502

## Sentara Healthcare

705 reviews

Read what people are saying about working here.

Apply Now

♥ Save this job

***Sentara Healthcare is currently hiring a Learning and Organizational Effectiveness Trainer to work out of our Norfolk Corporate office!***

The Virtual Learning Facilitator position will have responsibility for creating, coordinating, delivering and facilitating learning for Leaders at Sentara Healthcare.

The position will collaborate with others to enhance current virtual curriculum, develop new virtual programs/offerings, and facilitate delivery of learning content.

### Essential Duties and Responsibilities:

- Utilizes leading edge technologies to design, deliver and facilitate virtual offerings (podcasts, self-assessments, micro-learning, learning simulations, and social media learning platforms).
- Collaborates with team members to convert current ILT curriculum to a virtual training platform.
- Serves as skilled user and resource for virtual learning platforms (video conferencing, virtual classroom, learning management system).
- Serves as key resource, advisor and driver for all learning solutions.
- Designs, develops, delivers and/or facilitates learning in traditional as well as non-traditional learning formats.
- Analyze training needs and methodologies to develop, modify, and improve existing programs.
- Coordinates the preparation of materials, logistics, and technology needs for learning.
- Evaluates training solutions to ensure effectiveness and alignment with desired outcomes.
- Ability to assimilate and translate learning to all audience with a focus on leaders.
- Remains current and cutting edge by seeking out and recommending emerging technological solutions.

### Education and Experience Required:

- Bachelor's degree required with 2 years of proven success in designing, developing and delivering of training using various learning platforms. (Face to Face, Virtual Classroom, Video Conferencing and non-traditional training methods)
- The Ability to manage multiple projects from conception to completion.

### Additional Qualifications:

- Experienced in Video Creation/Editing
- Knowledgeable with Gaming/Simulation in Learning
- Understands and able to apply Adult Learning Theory and Principles in all learning (Instructor Led and Virtual)

**Primary Office location:** Hampton Roads Corporate Office, Ability to travel 25% based on business need.

Designs and deploys a wide variety of methods to appropriately present training programs, to include Instructor-led training, self-based and Web based Training and blended learning solutions. Evaluates existing materials for effectiveness; update and re-develop as needed. Conducts training needs assessments and develops training solutions. Evaluates training solutions to ensure effectiveness and alignment with department and organizational goals. Coordinates the overall administrative process for training (schedules, classrooms, materials)

**Education Level**

Bachelor's Level Degree

**Experience**

Required: Training Development - 2 years

Preferred: None, unless noted in the "Other" section below

**License**

None, unless noted in the "Other" section below

**Skills**

Required: Active Listening, Communication, Complex Problem Solving, Coordination, Critical Thinking, Instructing, Learning Strategies, Microsoft Office, Negotiation, Project Management, Speaking, Time Management, Writing

Preferred: None, unless noted in the "Other" section below

**Other**

Excellent platform training skills, communication skills and classroom management. Experience with virtual instruction methodologies to include Video Teleconferencing, WebEx, and Computer based training. Ability to travel 40%

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## Learning and Development Consultant

 Charlottesville, VA

[Apply](#)

Posted 30+ Days Ago

Full time

R0008455

The University of Virginia is seeking a Learning and Development Consultant to join our Human Resources team. This position is responsible for delivering best-in-class Learning and Development services to support the University of Virginia's Academic/Administration Divisions and Health System.

This Consultant-level position is responsible for providing critical value in the area of training and instruction to a wide variety of the University of Virginia's schools, units or organizations, including Human Resources, and is accountable for the planning, execution, and evaluation of Learning and Development classes and programs. The incumbent will report to the HR Manager, Learning, and will not have direct reports.

Responsibilities include leading instructor-led classes and programs, and designing curriculum for the university community. In addition, the ideal candidate will be expected to provide training for the Humans Resources organization, assist the Technical Training team, partner with Organizational Development Consultants on cases as needed, provide direct customer support, and support addition training planning activities, as needed.

The successful candidate will possess exceptional facilitation skills, strong communication and interpersonal skills, a demonstrated professional demeanor, the ability to multi-task and coordinate a variety of activities simultaneously, and be flexible and adaptable in a team environment.

Tasks include:

- Training and facilitation
- Conduct train the trainer sessions
- Research new training methods
- Partnering with stakeholders and SMEs
- Plan, schedule, maintain, and evaluate existing programs and courses
- Develop and analyze surveys and evaluations,

## About Us



In 1819, Thomas Jefferson founded the University of Virginia and inaugurated a bold experiment. Two centuries later, Jefferson's vision thrives. Across Grounds - and throughout the world - UVA students, faculty, staff and alumni challenge convention, break barriers and pursue the greater good.

The University of Virginia is made up of eleven schools and affiliated foundations in Charlottesville plus the College at Wise in Southwest Virginia.

The University of Virginia Health System is a renowned academic medical center committed to providing outstanding patient care, educating tomorrow's health care leaders and discovering new and better ways to treat diseases. The University's Medical Center, School of Medicine and Physicians Group are recognized for their excellence in patient care, education and research.

At UVA, we offer a rich collection of benefits. which have long been

- Conducting focus groups
- Develop and modify training materials
- Create and maintain courses in the Learning Management System

#### Required Proficiency with:

- Needs Assessments and Analysis
- Learning Management Systems
- Developing training materials and aids
- Teamwork, communication, and facilitation
- MS Outlook, Excel, Word, PowerPoint

#### Experience with any of the following is a plus:

- WorkDay Learning (or other Learning Management Systems)
- Salesforce (or other Customer Relationship Management tools)
- Drupal (or other web content management tools)
- Qualtrics (or other survey software)

#### Additional Job Description

An advanced degree with at least one year of experience in an exempt-level (professional) HR position, Bachelor's degree with at least two years of exempt-level experience, or a high school diploma with at least four years of exempt-level experience is required. A Bachelor's degree with at least two years of learning and development experience is highly preferred.

Applications received by August 5, 2019 will be given preference. The anticipated salary range for this position is \$60,000-\$80,000, commensurate with qualifications and experience.

The successful candidate will pass a background check. PROCESS FOR INTERNAL UVA APPLICANTS: Please apply through your Workday Home page, search "Find Jobs," and search for 'Learning and Development Consultant.' Complete an application online and attach a cover letter, resume, and contact information for three references (name, email address, telephone number, address). PROCESS FOR EXTERNAL UVA APPLICANTS: Please visit UVA job board <https://uva.wd1.myworkdayjobs.com/UVAJobs>, search for Requisition R0008455, complete the application and attach a cover letter, resume, and contact information for three references (name, email address, telephone number, address). Please note that multiple documents can be uploaded in the box. Applications that do not contain all of the required documents will not receive full consideration. For information regarding the position or the application process, please contact Michele Jarman at [emj2us@virginia.edu](mailto:emj2us@virginia.edu).

#### PHYSICAL DEMANDS

This is primarily a sedentary job involving extensive use of desktop computers. The job does occasionally require walking some distance to attend meetings, and programs.

*The University of Virginia, including the UVA Health System and the University Physician's Group are fundamentally committed to the diversity of our faculty*

...systems, which have long been recognized and valued for their comprehensiveness and competitiveness in the market. In addition to a robust array of traditional benefits such as health care, time off, and retirement, UVA offers a comprehensive list of benefits and services to help staff and faculty meet their personal and family needs.

## Similar Jobs

[Research and Communications Associate | Charlottesville, VA](#)

[HR Specialist-Academic Support | Charlottesville, VA](#)

[Learning and Development Trainer | Charlottesville, VA](#)

*and staff. We believe diversity is excellence expressing itself through every person's perspectives and lived experiences. We are equal opportunity and affirmative action employers. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.*

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## Learning and Development Trainer

📍 Charlottesville, VA

[Apply](#)

Posted 30+ Days Ago

Full time

R0009217

The University of Virginia is seeking a Learning and Development Trainer to join our Human Resources team. This position is responsible for delivering best-in-class Learning and Development services to support the University of Virginia's Academic/Administration Divisions and Health System.

This position is responsible for providing critical value in the area of training and instruction to a wide variety of the University of Virginia's schools, units or organizations, including Human Resources, and is accountable for the design, development, planning, execution, and evaluation of classes and programs. The incumbent will report to the HR Manager, Learning, and will not have direct reports.

Responsibilities include developing content, instructional media, leading classes and programs both in-person and virtual, and designing curriculum for the university community. The ideal candidate is expected to provide both technical and leadership training for the Human Resources organization and the wider university. In addition, they will partner with Talent Management teams as needed, provide direct customer support, and support training planning activities.

The successful candidate will have a background in human resources, be process-oriented and have the ability to deliver system and process training as well as leadership training. They will possess exceptional facilitation skills, strong communication and interpersonal skills, a demonstrated professional demeanor, the ability to multi-task and coordinate a variety of activities simultaneously, develop and design various forms of instructional media, and possess the desire to learn new things while being flexible and adaptable in a team environment.

Tasks include:

- Training and facilitation
- Conducting 'train the trainer' sessions

## About Us



In 1819, Thomas Jefferson founded the University of Virginia and inaugurated a bold experiment. Two centuries later, Jefferson's vision thrives. Across Grounds - and throughout the world - UVA students, faculty, staff and alumni challenge convention, break barriers and pursue the greater good.

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At UVA, we offer a rich collection of benefits, which have long been



- Researching new training methods
- Partnering with stakeholders and SMEs
- Planning, scheduling, maintaining, and evaluating existing programs and courses
- Developing instructional and digital media
- Developing and analyzing surveys and evaluations,
- Working with the Learning Management System
- Conducting focus groups
- Developing and modifying training materials
- Creating and maintaining courses in the Learning Management System

Required Proficiency with:

- Needs Assessments and Analysis
- Learning Management Systems
- Developing training materials and aids
- Basic video and screen casting applications
- Teamwork, communication, and facilitation
- MS Outlook, Excel, Word, PowerPoint

Experience with any of the following is a plus:

- Delivering training for Workday HCM (or other HR systems)
- Delivering training for HR processes
- WorkDay Learning (or other Learning Management Systems)
- Salesforce (or other Customer Relationship Management tools)
- Drupal (or other web content management tools)
- Qualtrics (or other survey software)

An advanced degree with at least one year of experience in an exempt-level (professional) HR position, a Bachelor's degree with at least two years of exempt-level experience, or a high school diploma with at least four years of exempt-level experience is required. A Bachelor's degree with at least two years of learning and development experience is highly preferred.

The successful candidate will pass both a background check. **PROCESS FOR INTERNAL UVA APPLICANTS:** Please apply through your Workday Home page, search "Find Jobs," and search for 'Learning and Development Trainer.' Complete an application online and attach a cover letter, resume, and contact information for three references (name, email address, telephone number, address). **PROCESS FOR EXTERNAL UVA APPLICANTS:** Please visit UVA job board <https://uva.wd1.myworkdayjobs.com/UVAJobs>, search for Requisition R0009217, complete the application and attach a cover letter, resume, and contact information for three references (name, email address, telephone number, address). Please note that multiple documents can be uploaded in the box. Applications that do not contain all of the required documents will not receive full consideration. For information regarding the position or the application process, please contact Michele Jarman at [emj2us@virginia.edu](mailto:emj2us@virginia.edu).

#### PHYSICAL DEMANDS

This is primarily a sedentary job involving extensive use of desktop computers. The job does occasionally require walking some distance to

services, which have long been recognized and valued for their comprehensiveness and competitiveness in the market. In addition to a robust array of traditional benefits such as health care, time off, and retirement, UVA offers a comprehensive list of benefits and services to help staff and faculty meet their personal and family needs.

## Similar Jobs

[Research and Communications Associate | Charlottesville, VA](#)

[HR Specialist-Academic Support | Charlottesville, VA](#)

[Learning and Development Consultant | Charlottesville, VA](#)

attend meetings, and programs.

*The University of Virginia, including the UVA Health System and the University Physician's Group are fundamentally committed to the diversity of our faculty and staff. We believe diversity is excellence expressing itself through every person's perspectives and lived experiences. We are equal opportunity and affirmative action employers. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.*

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## Careers

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### Corporate Recruiter

2 days ago

**Job ID** 2019-1605    Reston    VA**Job Description**

The Corporate Recruiter will be a key member of the Human Resources team supporting the talent acquisition process and all aspects of corporate recruiting. The ideal candidate will support all talent acquisition activities within the company;

- Post open positions, review and forward candidates for interview by hiring team
- Coordination and facilitation of all aspects of candidate interviews including phone interviews, on-site interviews, presentations, travel coordination, and outlook invites
- Assist in maintaining an accurate Applicant Tracking System (ATS) record and perform data entry and data QA for ATS as needed, assist with ATS reporting
- Interact frequently with employees and candidates and when necessary coordinate with external recruiting resources to help ensure a smooth recruiting and onboarding process
- Work with Human Resources to help promote the company through various social media accounts and advertisement on various job boards and professional associations
- Assist with various campus recruiting activities throughout the academic calendar as well as professional career fairs including administrative support and when necessary on-site support at events
- Learn and collaborate with Sr. Corporate Recruiter and Human Resources professionals on all aspects of talent acquisition, employer branding and corporate recruiting strategy that meets the needs of Metron's future growth

**Desired Qualifications**

- BS/BA Degree in Human Resources, Communications, Business Administration, or related field
- At least two years of professional experience in Human Resources performing recruiting activities or a talent acquisition firm performing full-life cycle recruiting is preferred
- Experience with general Internet Applications and Microsoft Office, including Outlook and Excel, required
- Experience with prior Applicant Tracking System is preferred
- Ability to retain confidentiality of sensitive information and respect diverse backgrounds
- Ability to prioritize, multi-task, and problem-solve
- Excellent organizational skills, including consistent attention to detail
- Excellent customer service skills for candidate and client-facing interactions
- US Citizenship required

Position Location: Reston, VA

***All qualified applicants will receive consideration for employment and will not be discriminated against on the basis of race, color, religion, sex, sexual orientation, gender***

Metron | Careers | Corporate Recruiter in Reston, Virginia | Careers at Corp  
*identity, national origin, age, disability, or protected veteran status. Metron takes affirmative action in support of its policy to employ and advance in employment individuals who are minorities, women, protected veterans, and individuals with disabilities.*

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Innovation is Our Common Thread. We're Scientists. Project Managers. Engineers. Developers. Analysts. Creatives. Our people are our greatest asset, and represent some of the brightest minds in today's most critical fields. Ready to join us?

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## Training and Development Specialist

1 week ago

**Requisition #** 8003   **Security Clearance** None   **FT/PT/On-Call** Full Time   **Job Category** Human Resources**Location** US-VA-Reston

### Responsibilities

Noblis is seeking a Training and Development Specialist for their Reston, VA headquarters location. The Noblis Organization and Professional Development team continuously works to improve our culture, employee engagement, employee effectiveness, organization effectiveness and professional development.

## Position Summary

- Work independently and with the team and stakeholders to manage the complete training experience: advertising, scheduling, material preparation, communication, logistics, catering, support and training feedback.
- Manage our Learning Management System (LMS) including entering courses, maintaining registrations, developing and assigning courses and certifications, and reporting.
- Review and measure use of the learning management system to ensure it is being effectively utilized. Work with content vendors to identify and recommend courses to add to the LMS.
- Track and escalate training attendance/exception and certification exceptions.
- Researches and resolves a wide variety of issues and queries using independent judgement.
- Partner with team members to develop e-learning courses from Word documents, video, PowerPoint presentations and more.
- Co-facilitate onboarding and other established programs.
- Experience working independently; anticipating and adapting to changing priorities.
- Measure and analyze the results of your work and make improvement suggestions.

## Qualifications

### Minimum Requirements:

- Bachelors degree
- At least 1 year of experience in training coordination and 1 year of experience in learning management system administration.
- Strong teamwork skills
- Ability to work independently

### Desired:

- More than 1 year of experience in training coordination and more than 1 year of learning management system administration (preferably the INFOR LMS solution).
- At least 1 year of E-Learning development experience
- Strong communication skills.
- Capable of working with all levels of the organization.
- Strong Microsoft office suite and LMS software skills.

## Overview

Noblis and our wholly owned subsidiary, Noblis ESI, are solving difficult problems that help our government and our country. We bring the best of scientific thought, management, and engineering expertise with a reputation for independence and objectivity. We support a wide range of government and industry clients in the areas of national security, intelligence, transportation, healthcare, environmental sustainability, and enterprise engineering. Learn more at [Noblis -About Us](#)

### ***Why work at a Noblis company?***

Our employees find greater meaning in their work and balance the other things in life that matter to them. Our people are our greatest asset. They are exceptionally skilled, knowledgeable, team-oriented, and mission-driven individuals who want to do work that matters and benefits the public.

Noblis has won numerous workplace awards. Noblis maintains a drug-free workplace and is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race.

## Client Engagement

- Learn about and support Noblis' client engagement, corporate values, and corporate strategic priorities, including providing input to proposal writers.
- Build a productive relationship with your client and understand their structure and goals.
- Participate in the proposal process by providing input to proposal writers.

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## Connect With Us!

Not ready to apply? **JOIN THE NOBLIS  
TALENT CONNECTION**



Want to know about available job opportunities at Noblis? Want to receive personalized alerts with jobs that match your skills and interests? Join the Noblis Talent Connection.

Application FAQs

### NOBLIS HQ

2002 Edmund Halley Drive

Reston, VA 20191

703.610.2000

[Other Locations](#)

### CONTACT

## Noblis HR Team

[careers@noblis.org](mailto:careers@noblis.org)

## General Questions

[answers@noblis.org](mailto:answers@noblis.org)

703.610.2000

[Contact Us](#)

## EQUAL OPPORTUNITY EMPLOYER

Noblis is an Equal Opportunity Employer. Employment decisions are made without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, veteran status or other characteristics protected by law.

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[E-Verify](#)

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STATE GOVERNMENT JOBS

## Posting Details

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## Position Information

Working Title	Trainer (Entry Level)
Role Title	Trainer Instructor I - 29111
Job Open Date	10/22/2019
Job Close Date Jobs close at 11:59pm EST/EDT.	11/01/2019
Job Type Detail <a href="#">Definition</a>	Full-Time Salaried - Non-Faculty- FTS-1
Is this position funded in whole or in part by the American Recovery & Reinvestment Act (Stimulus Package)?	No
Hiring Range	\$46,959 - \$55,000
Agency	System Office
Agency Website	<a href="#">Click Here to Apply.</a>
Location	Richmond (City) - 760
Sublocation	
Position Number	00196
Job Posting Number	1059063
Does this position have telework options?	No
Bilingual/Multilingual Skill Requirement/Preference	No
Type of Recruitment <a href="#">Definition</a>	General Public - G
Job Type <a href="#">Definition</a>	Full-Time (Salaried)
Pay Band	UG

Job Description	<p>The Virginia Retirement System (VRS) is the 19th largest pension fund in the United States with over \$80 billion in invested assets. Our commitment is to serve those public servants who serve others by helping them prepare for tomorrow, today. We're leveraging new technology capabilities to revolutionize our approximately 722,000 customers' ability to use simple but robust tools to interact with us just like they would with their favorite financial institution. What we do matters, and our people and technology ensure we excel. Our shared values of integrity, teamwork, accountability and agility are on display every day in our new work environment designed especially for our agile development teams. Together with our business partners we are developing innovative tools that enable our staff to provide superior customer service to every member and enables our members to take an active role in planning for their retirement security. Most importantly, our new technology solutions will ensure that every one of our over 200,000 retirees and beneficiaries receives their monthly benefit on time, every time. This newly created entry level Trainer position will be under the supervision of the Training Manager with guidance from Senior Trainers. The position will be responsible for delivery of all aspects of the Virginia Retirement System (VRS) retirement benefits and systems training to internal and external customers through multiple mediums. Essential duties and responsibilities include but not limited to: ? Assists subject matter experts (SME), management and peers with the planning and implementation of robust and comprehensive training solutions. ? Learns agency products, processes and programs. ? Works closely with management, design team and subject matter experts on a regular basis to assist with the evaluation, monitoring and revision of training products as appropriate based on legislative and content changes. ? Assists senior trainers with the design, development and maintenance of associated training resources, to include facilitator guides, activity guides, handouts. ? Works with senior trainers to plan and schedule all aspects of instructor-led and distance training classes for onsite and remote locations. ? Delivers classroom and distance training to internal and external customers on VRS benefit plans, products, systems and services. ? Employs engaging platform delivery skills, learner-centered approach, variable mediums and effective classroom management techniques for training delivery. ? Assists senior trainers to develop and administer needs analyses, surveys and evaluations for classroom and distance training products to monitor and evaluate training products. ? Tracks and analyzes quantitative and qualitative data on training programs and makes data driven recommendations for improvements. ? Performs special projects and other related duties as assigned.</p>
Minimum Qualifications	<p>Bachelor's degree in education, adult learning, program planning, instructional design, communication, public administration or closely related field. One (1) year of experience developing and conducting training programs or a Master's degree. An equivalent combination of training and experience (as approved by the hiring manager) may be used to meet the minimum qualifications of the position.</p>
Preferred Qualifications	<p>Certification in adult education, instructional design methodology, human resources or organizational development, or performance improvement and/or CPLP, CPT, CEBS, PMP or other comparable certification preferred. Additional qualifications to be successful in this position include: PC proficiency; skilled with Microsoft Office suite. Experience with versioning software and applications for document storage and review such as SharePoint is preferable. Skilled with design and editing software, graphics and instructional design and/or e-learning development software is desirable.</p>
Special Requirements	
Special Instructions to Applicants	
Optional Applicant Documents	<p>Resume Cover Letter</p>
Required Applicant Documents	
Contact Information	
Name	
Phone	

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Fax

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Email:

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Dominion Energy Overview (Voiceover)



Training Specialist

At Dominion Energy we love our jobs. That's right. Love. Every day we go to work filled with passion to be excellent, to creatively problem solve and to innovate. These are exciting days for energy companies, and Dominion Energy aims to shape the future of energy in America. We are looking at all of our work with fresh eyes, retooling everything we do, in every part of the company, to operate more sustainably and to deliver energy more reliably than ever. We are looking for interesting, independent thinkers and doers who can help shape the culture of a forward-looking company that's proud of its rich legacy. Are you a change agent? Do you think differently? Do you want to fall in love with your job? If you answered "yes," then read on!

At this time, Dominion Energy cannot transfer nor sponsor a work visa for this position.

This position does not offer relocation assistance.

### **Job Summary**

This role is responsible for classroom and web-based training needs analysis, design, implementation and maintenance. Assists with development of training materials that meet identified training objectives and comply with established development standards. Maintain expertise as instructional technologist. Facilitate training sessions.

### **Required Knowledge, Skills, Abilities & Experience**

The company is actively seeking United States military veterans and service members who meet the qualifications outlined below.

Basic Qualifications:

- 3+ years of related experience.
- Note: A partial year of related work experience of 6 months or greater will be considered one year towards the qualifications.

#### **Knowledge, Skills & Abilities:**

- Performs assignments designed to develop work knowledge, skills and abilities requiring application of policies, procedures, techniques and other criteria in carrying out all aspects of the job
- Performs routine work assignments but over time will demonstrate the ability to perform more difficult work assignments
- Works under established policies and procedures to meet set schedules and system or program requirements
- Continues to develop the knowledge, skills and abilities to reach a higher level of proficiency and work complexity
- Previous directly related experience
- Full knowledge of adult learning theory and instructional design
- Excellent verbal and written communication skills
- Excellent personal computer skills and proficiency in Microsoft Word and PowerPoint
- Experience with InfoMapping principles/tools and CBT/WBT development platform preferred
- Good analysis and problem solving skills
- Good organizational skills
- Ability to train and lead others

- Ability to process information and questions quickly and develop answers

### **Education Requirements**

Education Level: Degree or an equivalent combination of education and demonstrated related experience may be accepted in lieu of preferred level of education: Bachelor , Other Education: Education, Adult Learning

### **Working Conditions**

Office Work Environment 76 -100%

### **Test Description**

No Testing Required

### **Export Control**

Certain positions at Dominion Energy may involve access to information and technology subject to export controls under U.S. law. Compliance with these export controls may result in Dominion Energy limiting its consideration of certain applicants.

### **Other Information**

We offer excellent plans and programs for employees. Employees are rewarded with a competitive salary and comprehensive benefits package which may include: health benefits with coverage for families and domestic partners, vacation, retirement plans, paid holidays, tuition reimbursement, and much more. To learn more about our benefits, click here [dombenefits.com](http://dombenefits.com).

Dominion Energy is an equal opportunity employer and is committed to a diverse workforce. Qualified applicants will receive consideration for employment without regard to their protected veteran or disabled status.

You can experience the excitement of our company – it's the difference between taking a job and starting a career.

## **Top 3 Reasons to Work at Dominion Energy**

1. Great Work Life Balance
2. Generous Pay and Benefits
3. Collaborative & Inclusive Culture

## **About Dominion Energy**

I am your warm cup of coffee in the morning and I light your home at night. I am the cool breeze from your A/C on the hottest day in summer, and the red coil that heats your soup pot on a frigid winter's day. I am sustainable, reliable and affordable.

I am not just any energy... I am Dominion Energy.

We're transforming the way we do business to build a more sustainable future for the planet, our customers, our team and our industry. We're shaping the future of energy in America.

Join us!

Facts:

- 21,000 employees
- Headquarters: Richmond, VA
- 18 states in the US
- 100 billion of assets
- Nearly \$35 million in charitable contributions
- 100,000+ volunteer hours recorded in the community

**Nearest Major Market:** Richmond

**Job Segment:** Training, Learning, Operations, Human Resources

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\$31K-\$60K (Glassdoor est.)

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Inspire and deliver exceptional value to travelers around the globe as part of the Apple Leisure Group (ALG) team! Our vision is to be the best-in-class and largest all-inclusive resort management and travel services provider, differentiated by the collaboration of our unique resort and distribution brands.

Grow your careers as a **Corporate Trainer** with Apple Leisure Group. In this role you will be responsible for providing consultation, developing, designing and delivering of high quality, cost effective and timely learning and development programs to team members in all Apple Leisure Group locations. You will also partner with the Human Resources team, business unit leaders and vendors to identify gaps and address training and development needs. Your goals as the corporate trainer are to create new habits or behaviors, get team members to think differently, improve skills and transfer learning through different modalities and methodologies.

- A successful Corporate Trainer will:
- Design, deliver and continuously improve all corporate training programs
  - Utilize a variety of the training methodologies, techniques, concepts, learning tools, and practices to ensure learner engagement and maximum effectiveness of training programs
  - Determine awareness, identify skills gaps and develop training recommendations
  - Research and develop training materials including instructor guides, participant guides, job aids, e-learning courses, etc.
  - Lead and facilitate learning sessions across the organization
  - Evaluate the effectiveness of all training conducted and incorporate feedback to enhance the participants experience
  - Manage milestones, deadlines and scheduling for multiple simultaneous projects, keeping the team up to date with progress and results
  - Collaborate with other HR and training peers to ensure consistency and alignment with programs
  - Create and maintain a positive and professional learning environment
  - Communicate effectively to a variety of audiences and skill sets
- Requirements:
- Bachelor’s 4-year degree in Education, Adult Learning, Human Resource Management, Business Administration, Organizational Development, Business Psychology, or related field; or equivalent work experience in a corporate training position

- 2+ years in Training or Human Resources role
- Excellent verbal and written communication skills
- Strong knowledge of adult learning principles and human performance improvement principles
- Proficiency in various instructional design methodologies
- High energy, enthusiastic, motivational training style
- Critical Thinking - develop or assess materials that will help team members understand the subjects being taught and judge what will work.
- Decision Making - decide the best approach and program to meet the needs of the organization.
- Communication Skills - present to groups of team members, communicate interpersonally with individuals, report to management and meet with vendors
- Strong listening skills- ask the right questions and hear what is important
- Bi-Lingual English/Spanish a plus
- Requires 30% travel

### About Apple Leisure Group

Apple Leisure Group® (ALG) is the leading North American travel, hospitality and leisure management group with the only vertically-integrated business model, serving travelers and destinations worldwide. ALG consistently delivers exceptional value to travelers and strong performance to resort owners and partners by strategically leveraging the power of its portfolio of brands across five segments, comprising: the largest seller of vacation packages and charter flights in the U.S. for travel to Mexico and the Caribbean, moving approximately 3.2 million passengers annually through well-established vacation brands, brand management of 5-star and 4-star luxury resorts through AMResorts® award-winning brand portfolio; best-in-class destination management services provided by Amstar DMC and Worldstar®, the exclusive loyalty program Unlimited Vacation Club®; and the innovative technology solutions provider Trisept Solutions®, connecting over 88,000 travel agents with leading travel suppliers. To learn more about the Apple Leisure Group advantage, visit [appleleisuregroup.com](http://appleleisuregroup.com).

### Benefits at a Glance

We offer competitive salaries and a comprehensive benefit package to our U.S. based employees:

- Medical, Dental and Vision Insurance
- Basic Life Insurance
- Short& Long Term Disability
- Corporate Wellness Program
- Travel Discounts& Deals
- Paid Time Off& Holidays
- 401(k) Plan with Company Match
- Tuition Reimbursement

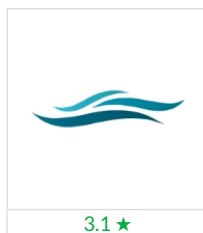
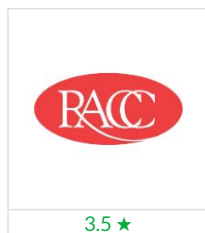
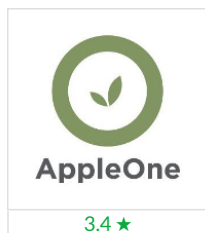
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<b>Technical Trainer, Securitas Vision Operations</b> Securitas \$51K-\$81K Parsippany, NJ	<b>Machine Tool Training Coordinator</b> AppleOne \$40K-\$64K Pine Brook, NJ	<b>Introduction to Insurance Career Training Instructor</b> Reading Area Community College Reading, PA	<b>Corporate Trainer</b> Apple Leisure Group \$36K-\$66K Newtown Square, PA	<b>Supervisory Training Specialist</b> US Department of Defense \$37K-\$59K Pottsville, PA	<b>TRAINING SPECIALIST (INSTRUCTOR)</b> US Department of Defense \$35K-\$57K Pottsville, PA
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## Learning and Development Coordinator

3.5★

City of Georgetown – Georgetown, TX

\$44K-\$60K (Glassdoor est.)

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development coordinator

JOB

Georgetown, TX

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Company Rating

3.5

Glassdoor Estimated Salary

\$51,276/ year

\$44K

\$60K

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Salary

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Benefits

It's fun to work in a company where people truly **BELIEVE** in what they're doing!

We're committed to bringing passion and customer focus to the business.

Are you fed by helping others learn and grow? Are you excited by a challenge? The City of Georgetown has a newly budgeted role in the Human Resources & Organizational Development that will create and lead our employee training and development program.

The Learning & Development Coordinator will work closely with departments and employees to develop the overall City employee learning and development strategy utilizing stakeholder input; identify training programs that align with the City employee learning and development strategy; plan and create/procure program training content and assure effective delivery; and leverage technology solutions including Litmos LMS and Workday ERP for the purpose of furthering the training program.


Additionally, this new position will coordinate efforts with various city programs and initiatives such as our performance management program and our business improvement program to give City employees all the tools and techniques to be successful.

**A little more about Georgetown:**

For the past 5 years, U.S. census data indicated Georgetown was one of the top 10 fastest-growing cities in the nation with a population above 50,000 residents. It is estimated Georgetown's population increased by 5.4 percent in the last year, and by more than 30 percent since 2010. This unprecedented growth in Georgetown means we are preparing our operations and infrastructure to meet the needs of a City of 100,000.

Under minimal supervision of the Human Resources Director or Assistant Director, strategically develops and delivers training programs at the level needed by the City organization. Facilitates creation and maintenance of a city learning and development strategy. Collaborates with City partners such as internal services departments and the performance office to align robust and effective training for all employees. Takes lead on utilizing Workday Talent functionality. Leads various department projects and staff assigned to those projects from conception to implementation of projects with minimal supervision. Provides assistance to the public and City employees with HR related matters with heavy emphasis on achieving solutions and exhibiting excellent customer service.

- Assess and analyze training and development needs for departmental and City-wide development
- Develop overall City employee learning and development strategy utilizing stakeholder input
- Identify training programs that align with the City employee learning and development strategy
- Plan and create/procure program training content and assure effective delivery
- Develop and deliver training programs to various work groups
- Leverage technology solutions including LMS and Workday for the purpose of furthering the training program
- Develop KPI's and determine best ways to measure them to show performance of training program



## Learning and Development Coordinator

3.5★

City of Georgetown – Georgetown, TX

\$44K-\$60K (Glassdoor est.)

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- Develop strategies for setting up talent management profiles, succession planning, and mentorship opportunities for employees utilizing Workday functionality. Develop plans and strategies for implementation.
- Achieve and leverage a robust understanding of the City’s culture, values, and goals related to employee learning and development.

Cover letter and resume required during application process.

Hiring Range - \$60,694.40 - \$71,323.20

MINIMUM QUALIFICATIONS:

Education, Training and Experience Guidelines

Bachelor’s Degree from an accredited college or university with major coursework in Human Resources, Psychology, Education, Business Administration or related field. Four years of full-time work experience in corporate training or closely related experience.

Experience in building an organizational training strategy will be given preference.

A related Master’s Degree, APTD, CPLP, CPTM, PHR/SPHR or SHRM-CP/SHRM-SCP may collectively be substituted for up to two years of experience.

Regular-Full time

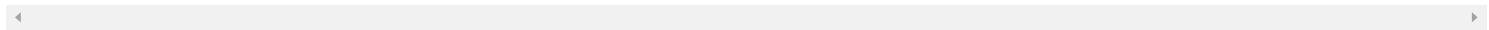
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# Employee and Organizational Development Analyst

  
([http://agency.governmentjobs.com/lasc/job\\_bulljobID=2563465&sharedWindow=0](http://agency.governmentjobs.com/lasc/job_bulljobID=2563465&sharedWindow=0))

[APPLY](#)

**Salary** ⓘ \$63,528.00 - \$85,599.24  
Annually

**Location** ⓘ Los Angeles County, CA

**Job Type** Full-Time

**Department** 07H\* - Training Academy

**Job Number** R9896E

**Closing** 11/7/2019 11:59 PM Pacific

## DESCRIPTION

## BENEFITS

## QUESTIONS

### Position Description



**POSITION TITLE:** Employee and Organizational Development Analyst  
(Official Classification: Staff Development Specialist)

**SALARY:** \$5,294.00 - \$7,133.27 Monthly  
\$63,528.00 - \$85,599.24 Annually

**WORK LOCATION:** Monrovia, CA

**OPENING DATE:** 9/30/2019

**CLOSING DATE:** 11/07/2019

**TYPE OF RECRUITMENT:** Open Competitive Opportunity

Los Angeles Superior Court is seeking an enthusiastic and ambitious individual to fill the position of Employee and Organizational Development Analyst and contribute new and creative ideas for developing and delivering innovative training tools to the Court's 4,500 full-time employees. The Court has 40 Court locations, serving 88 cities, and 118 law enforcement agencies countywide.

The Court's Employee and Organizational Development (EOD) Team provides professional development opportunities and tools to all levels of Court staff, in all areas of the organization. The EOD team is based out of the Court's Training Center in Monrovia, and on occasion will travel to other Court locations throughout LA County to offer customized training programs for staff, based on specific needs. The EOD staff works closely with Court Operations, Court-wide senior management, and subject-matter experts, to identify skills and training gaps throughout the organization and come up with creative solutions to address these gaps.

Specifically, the **Employee and Organizational Development Analyst** provides support in the designing, leading, coordinating, and or administering development initiatives, programs, talent and career development programs, programmatic tools, and project plans. Examples of these projects include managing the goal setting and performance management process, assisting with management and leadership development programs, and conducting research on workforce development and upskilling. The Employee and Organizational Development Analyst also directly serves the Court by providing work related learning opportunities in the form of classes, consultation, and other resources. S/he will be tasked with delivering training via live and virtual instructor-led courses, analyzing learning objectives and developing engaging video and training tutorials, creating e-learning and other instructional content for different delivery methods, for all levels of Court employees. S/he will also and play a role in administering the Court's Learning Management System.

For a detailed job description, please click [here](https://www.governmentjobs.com/careers/lasc/classspecs/50905?keywords=staff%20development&pagetype=classSpecifications) (<https://www.governmentjobs.com/careers/lasc/classspecs/50905?keywords=staff%20development&pagetype=classSpecifications>). Please note the requirements in the job description may vary from the requirements in this bulletin. Applicants must meet requirements stated in this bulletin.

## **MINIMUM REQUIREMENTS:**

**To qualify, you must meet the following requirements upon the final filing date of this bulletin:**

Graduation from an accredited four-year college or university,\* **AND** two (2) years of experience planning, developing, designing, and/or conducting in-service training programs\*\* and related activities.

*\*\*Experience conducting in-service training programs is defined as conducting professional instruction or training on behalf of an organization intended to increase the skills and competencies of employees.*



- PowerPoint Presentation of a course you have created (saved as a PDF)

**\*EDUCATION VERIFICATION:**

To receive credit, a legible copy of your diploma or transcript (unofficial are acceptable) detailing the degree conferred and the name of the educational institution must be submitted **within five business days from the date your online application was filed.**

Documentation may be submitted as follows:

- As an attachment to your online application. Attachment should be in Microsoft Word or PDF format and not exceed 10 MB;
- As an email attachment to Ashlii Patterson at APatterson@lacourt.org - Please use the following subject line: "Employee and Organizational Development Analyst - *Education Verification (Your Name)*"

For a list of acceptable accredited institutions or international universities, please visit <http://ope.ed.gov/accreditation> (<http://ope.ed.gov/accreditation>), [www.chea.org/search](http://www.chea.org/search) (<http://www.chea.org/search>), or <http://whed.net/home.php> (<http://whed.net/home.php>).

Foreign studies must be evaluated by an academic credential evaluation agency and deemed to be equivalent to degrees from the United States. For a list of acceptable evaluation agencies, please visit [www.naces.org](http://www.naces.org) (<http://www.naces.org/members.html>) or <http://aice-eval.org/members/> (<http://aice-eval.org/members/>). Foreign studies submitted without acceptable evaluation will be rejected.

**Licenses; Certificates; Special Requirements:**

A valid California Class C driver's license or the ability to utilize an alternative method of transportation when needed to carry out job-related essential functions.

**DESIRABLE QUALIFICATIONS:**

The ideal candidate will be independent, reliable, adaptable, and possess the following desirable qualifications:

- Experience working in public sector
- Skills in project management
- Strong business writing and oral communication skills
- Extensive experience designing, developing, and delivering training classes, either live or e-learning.
- Experience supporting the administration of development initiatives, programs, talent and career development programs, programmatic tools, and project plans.
- Extensive knowledge of different instructional design tools and adult learning theory.
- Proficiency in Microsoft Word, Excel and PowerPoint
- Proficiency in Captivate or Articulate Storyline

**EXAMINATION INFORMATION:**

**Part I:** Qualifying evaluation of education, training and experience based upon submitted application



**Part II:** Applicants who best meet job-related qualifications will be invited to participate in the examination process that may consist of any combination of written, performance, or oral appraisal to further evaluate job-related experience, knowledge, skills and abilities.

### APPLICATION and FILING INFORMATION:

Applications may only be filed online. To learn how to apply online, please access the [Online Employment Application Guide \(https://www.governmentjobs.com/home/applicationguide\)](https://www.governmentjobs.com/home/applicationguide). Los Angeles Superior Court reserves the right to verify all submitted documentation prior to appointment. The Court will only consider completed applications submitted, along with the required documents, and will reject incomplete applications. **A resume will not substitute for a fully completed employment application.** To facilitate the full and proper consideration of your work experience, clearly specify what professional experience meets the required job qualifications. When listing your work experience, please specify the beginning and end dates of each job you held and describe your experience for each position.

Please provide a current and accurate e-mail address for the Court to communicate with you about this job opportunity. Human Resources staff will notify all applicants of their application status via e-mail. We recommend that you add [info@governmentjobs.com](mailto:info@governmentjobs.com) to your safe senders list to avoid the notification being filtered as spam mail.

Los Angeles Superior Court is an equal opportunity employer. Applicants with disabilities who require reasonable accommodations to participate in the recruitment process can contact the email address provided below. For additional employment information, please click [here](http://www.lacourt.org/generalinfo/employment/pdf/lascemploymentinfo.pdf) (<http://www.lacourt.org/generalinfo/employment/pdf/lascemploymentinfo.pdf>) ([Download PDF reader](https://get.adobe.com/reader/)) (<https://get.adobe.com/reader/>).

### WHAT TO EXPECT NEXT:

We will notify you of the outcome after each step of the recruitment process has been completed. Applicants who successfully pass each (and all) examination part(s) will be placed on an eligible list which will remain valid for up to one year. Other vacancies may be filled using this list.

### Exam #R9896E

### Employee and Organizational Development Analyst

Applications may be filed online at: [www.lacourt.org](http://www.lacourt.org)  
([http://www.lacourt.org/generalinfo/employment/GI\\_EM001.aspx](http://www.lacourt.org/generalinfo/employment/GI_EM001.aspx))

OR via the HR computer kiosk at  
Los Angeles Superior Court  
Human Resources Administration  
111 N. Hill Street, Room 203  
Los Angeles, CA 90012

[in](https://www.linkedin.com/company/los-angeles-superior-court) (<https://www.linkedin.com/company/los-angeles-superior-court>) [twitter](https://twitter.com/SuperiorCourtHR) (<https://twitter.com/SuperiorCourtHR>)



**Agency**

Superior Court of California County of Los Angeles

**Address**

111 N. Hill Street, Rm. 203

Los Angeles, California, 90012

**Phone**

(213) 633-0377

**Website**

<http://www.lacourt.org> (<http://www.lacourt.org>)

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# Entry Level Training Specialist - Trainer and Coordinator

Brian's House Inc - Exton, PA

## Brian's House Inc

9 reviews

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### Entry Level Training Specialist - Trainer and Coordinator

Brian's House is a non- profit organization that serves individuals with developmental disabilities and we are looking for an Entry Level Training Specialist to assist in coordinating and conducting training courses and maintaining documentation for training audits.

Its a fun work environment and family like culture. It is also a good opportunity to grow your career in Training & Development and be involved with something meaningful.

Position reports to the Training Manager.

Hours are Monday to Friday 8:30am to 4:30pm at our Main Office in Exton, PA. and may also require some evenings or early mornings depending on training schedule and curriculum. (Hrs are flexible)

\*\*\*\*\*Some light travel required to Levittown/Philadelphia area

#### SUMMARY OF OCCUPATION:

Responsible for assisting with the development and implementation of training courses and materials that align with Brian's House mission, vision and goals. Conducts training courses relating to skill based training programs for all levels of the Brian's House Inc organization. Assists in the coordination and implementation of in-service training programs, specialized training programs such as SMART training, Autism training, Orientation programs, and any other specialized training and development activity.

#### DUTIES AND RESPONSIBILITIES:

- Conducts training courses for all levels of the organization as directed by the Training & Compliance Manager.
- Assist in the coordination and implementation of customized Orientation programs including actual training of courses, equipment and material setup, and monitors instructors throughout the Orientation program. Also responsible for room arrangements and setups and monitors participant learning and testing.
- Conducts training courses as required and ensures that all staff members of the agency have adequate and timely training to include state and agency mandated training hours and courses and in-service training. Ensures that all training documentation is included in files for agency licensing inspection.
- Designs, develops, and updates training materials including manuals, desktop procedures, bulletins, computer based training modules, and participant evaluation forms and testing.
- Recommends and assists in the selection of external resources as required.
- Develops criteria for evaluating effectiveness of training activities and regularly monitors and reports results to manager, along with recommendations for improvement as appropriate.
- Maintains records of employee training activities.

- Must stay abreast of training, development, learning materials, methods and techniques, learning technology such as PowerPoint, Computer Learning, Audio and video Productions, and their possible application to current and planned training programs.
- Must be familiar with all the competencies necessary for quality direct care service throughout all Brian's House Inc. programs.
- Responsible for conducting certifying courses in CPR, First Aid, and other applicable skilled areas. Maintains instructor certification in these areas.
- Responsible for maintaining a positive working relationship with all levels of the organization.
- Performs all other duties as assigned by the Training and Compliance Manager.
- Provides input in establishing training department objectives, strategies, policies, and processes for Woods training programs.

**QUALIFICATIONS AND EXPERIENCE:**

Bachelor's degree is preferred in Training and Development, Education, or related field.

Excellent oral and written communication skills and computer skills required.

Training experience preferred.

Experience working with children and adults with special needs is a real plus.

Must be able to bend, squat, stretch, reach, push up, and stand for several hours at a time.

Job Qualifications:

**QUALIFICATIONS AND EXPERIENCE:**

Bachelor's degree is required; a Master's degree is preferred in Training and Development, Education, or related field. Excellent oral and written communication skills and computer skills required. Training experience preferred. Experience working with children and adults with special needs is a real plus.

Benefits:

*Brian's House Inc. offers excellent benefits after 90 days of full time employment including medical and dental insurance, tuition reimbursement and student loan assistance, long and short term disability, generous vacation, sick and holiday pay and retirement plan.*

EOE M/F/D/V.

Brian's House Inc - 30+ days ago - [report job](#)

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Training Coordinator jobs in Exton, PA

Jobs at Brian's House in Exton, PA

Training Coordinator salaries in Exton, PA

# Regional E-Campus Instructional Designer

**Job no:** 496006  
**Department:** Regl Dean's Office - Middletown Campus  
**Location:** Middletown, OH  
**Work type:** Salary Staff  
**Categories:** Information Technology  
**Status:** Full Time  
**Temporary:** Yes

Apply now

Job Title:	Regional E-Campus Instructional Designer
Job Summary:	The Regional E-Campus Instructional Designer will collaborate with the E-Campus Leadership to advance online student learning experience and collaborative partnerships that result in the growth of high-quality online learning opportunities; using data-driven best practices that promote student engagement and retention.

<b>Duties/Physical Demands:</b>	<ul style="list-style-type: none"><li>• Develop collaborative partnerships with faculty and staff through the development of online course(s) and programs that demonstrate research-based perspectives to the art and science of instructional design</li><li>• Design and produce engaging and accessible course learning experiences using in accordance with design principles (e.g., color, typography, image selection, visual communication, etc.)</li><li>• Demonstrate efficiency in managing multiple project plans, maintain deadlines, track progress and performance to ensure successful outcomes</li><li>• Work collaboratively and advance partnerships with university and campus committees</li><li>• Perform online and institutional assessment and research to aggregate data into final reports to be used in the ongoing accreditation, compliance, and initiative expansion</li><li>• Research, troubleshoot, implement and support on instructional media and emerging technologies that benefit the university's online teaching and learning priorities and promote student success</li><li>• Coordinate training and ongoing communication and professional development to ensure pedagogical best practices and student success; continued professional growth and development of professional design skill set(s) for online learning</li><li>• Produce technical written projects that are clear, concise, appropriately detailed, and understandable by diverse audiences using proper grammar, punctuation, spelling, and language rules; ensure consistent application of styles and established layout processes</li><li>• Enhance department and organization reputation by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishments and department achievements</li><li>• Update job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations</li><li>• Perform other duties as required or assigned</li></ul>
---------------------------------	--

<b>Minimum Qualifications:</b>	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Two (2) or more years of experience in instructional design, graphic design, or curriculum development</li> <li>• One (1) or more years of successful teaching and/or professional training experience applying learning theory and pedagogy to develop instructional and assessment strategies</li> <li>• Proficiency in Course Authoring/Production Tools, Google Tools, Microsoft Suite, Web-Based Apps, Mobile Technologies</li> <li>• Highly motivated self-starter with a passion for the learner experience, and dedication to quality</li> <li>• Initiate and prioritize work with exceptional project management, organization, and productivity skills while advancing multiple projects simultaneously</li> <li>• Cultivate collaborative team culture with advanced written, oral communication and group facilitation skills</li> <li>• Ability and willingness to learn new skills; adapt to new technology and work independently with minimal supervision</li> <li>• Strive to be challenged, innate curiosity for learning, embrace change, adapt to new technology and work independently with minimal supervision</li> <li>• The position is not eligible for H-1B sponsorship.</li> </ul>
<b>Desired Qualifications:</b>	<ul style="list-style-type: none"> <li>• Master's degree in instructional design, instructional technology, or a related field of study</li> <li>• Two (2) or more years applying learning theory and pedagogy to develop instructional design strategies with advanced use of learning management system tools and production of online courses</li> <li>• Online teaching and/or training experience in K-12 or Higher Ed</li> <li>• Proficiency in Adobe, Articulate, Canvas, Camtasia software tools</li> <li>• Utilization of project management software to manage instructional design projects and meet deadlines</li> <li>• Quality Matters training and/or certification</li> <li>• Experience using and/or supporting accessible technologies; knowledge of online learning regulatory and compliance agency requirements including: UDL, ADA, Section 508 compliance, FERPA, and other applicable laws, rules, and regulations related to online learning.</li> </ul>
<b>Special Instructions to Applicants:</b>	<p>All applicants must apply online and submit a cover letter and resume. Direct inquiries to Julie Straub at <a href="mailto:straubjm@miamioh.edu">straubjm@miamioh.edu</a>.</p>

<b>EO/AA Statement/Clery Act:</b>	<p>Miami University, an Equal Opportunity/Affirmative Action employer, encourages applications from minorities, women, protected veterans and individuals with disabilities. Miami University prohibits harassment, discrimination and retaliation on the basis of age (40 years or older), color, disability, gender identity or expression, genetic information, military status, national origin (ancestry), pregnancy, race, religion, sex/gender, status as a parent or foster parent, sexual orientation, or protected veteran status in its application and admission processes, educational programs and activities, facilities, programs or employment practices. Requests for reasonable accommodations for disabilities related to employment should be directed to <a href="mailto:ADAFacultyStaff@miamioh.edu">ADAFacultyStaff@miamioh.edu</a> or 513-529-3560.</p> <p>As part of the University's commitment to maintaining a healthy and safe living, learning, and working environment, we encourage you to read Miami University's Annual Security &amp; Fire Safety Report at: <a href="http://www.MiamiOH.edu/campus-safety/annual-report/index.html">http://www.MiamiOH.edu/campus-safety/annual-report/index.html</a>, which contains information about campus safety, crime statistics, and our drug and alcohol abuse and prevention program designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on campus and at university events and activities. This report also contains information on programs and policies designed to prevent and address sexual violence, domestic violence, dating violence, and stalking. Each year, email notification of this website is made to all faculty, staff, and enrolled students. Written notification is also provided to prospective students and employees. Hard copies of the Annual Security &amp; Fire Safety Report may be obtained from the Miami University Police Department at (513) 529-2223.</p>
<b>Date to Begin Screening Applicants:</b>	<p>Review of applications begins October 11, 2019 and continues until position is filled.</p>
<b>Benefits Eligible:</b>	<p>Yes</p>

A criminal background check is required. All campuses are smoke- and tobacco-free campuses.

For questions regarding reasonable accommodations for disabilities, or to follow-up with a request, please contact [ADAFacultyStaff@miamioh.edu](mailto:ADAFacultyStaff@miamioh.edu) or (513) 529-3560.

**Advertised:** 27 Sep 2019 Eastern Daylight Time



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## Learning & Development Manager

📍 USA - Maryland - Rockville

Posted Yesterday

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Full time

229422

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### Overview and Scope

Work in partnership with the business to define capability priorities and lead the execution of agreed Learning & Development projects across the full end-to-end learning cycle with the ultimate aim of equipping employees with the specific capabilities that enable them to add value and drive competitive advantage for the organization.

The scope of the role is focused on delivering small to medium scale Learning & Development projects that support a specific functional area of site. This is most likely to have a single country impact but may be multiple.

The role covers the four key areas of capability development a GSK: technical, compliance, leadership and business skills.

### Key Responsibilities

- Develop in partnership with aligned Learning & Development business partners the required function or site L&D strategy that clearly defines capability priorities aligned to the business agenda.
- Conduct learning needs assessments in collaboration with the business to clearly understand and define the capability gaps utilizing diagnostic processes such as GEMBA, role analysis, focus groups, interviews, etc.
- Work with the Business Subject Matter Experts (SMEs) to agree on target populations, craft precise learning objectives and clearly define the evaluation mechanisms and measures of success.
- Define the most effective learning mix (i.e. instructor led, e-learning, blended learning, social learning) for the agreed

### About Us



We are a science-led global healthcare company with a special purpose: to help people do more, feel better, live longer. We have 3 global businesses that research, develop and manufacture innovative pharmaceutical medicines, vaccines and consumer healthcare products. We aim to bring differentiated, high-quality and needed healthcare products to as many people as possible, with our scientific and technical know-how and talented people. We strive to attract the best people and to create an environment that empowers and inspires. Explore more exciting opportunities by visiting our [career site](#).

target audience, applying the 70/20/10 principles and good instructional design with each learning project.

- Broker resources and/or capabilities across Learning & Development and the business to develop agreed solutions i.e. Center of Excellence support, partnering with business subject matter experts and technical workplace trainers. This includes interfacing with the external supply base where appropriate.
- Ensure learning and development solutions are developed and deployed using global frameworks, standards, systems and processes.
- Support the delivery/facilitation of learning and development interventions where appropriate.
- Ensure the effective delivery & deployment of enterprise/business unit-wide solutions and offerings i.e. leadership and business skills curricula within area of responsibility.
- Support the development, deployment and maintenance of required local capability curricula i.e. leadership, business skills curricula within area of responsibility.
- Support the effective development, deployment and embedding of required capability models and frameworks within area of responsibility and ensure these are ultimately aligned to the new GSK Capability Framework.
- Coach and advise line managers and employees on Learning & Development service offerings, capability standards and their effective application.

### Basic Qualifications

- Bachelors Degree or equivalent experience
- Strong knowledge and experience with the end-to-end learning process i.e. learning needs assessment, program design and delivery and learning evaluation and assessment.
- Proven ability to interpret customer needs and translate these into a coherent program of work.
- Track record demonstrating project management skills, expertise and accomplishments across small-to-medium scale projects.
- Experience leading "development" initiatives i.e. training, coaching and learning initiatives.
- Strong interpersonal, communication and presentation skills.
- Financial acumen.
- The ability to work successfully in a fast-paced environment with the need to manage constant change, the ability to deal with ambiguity with readiness to change gears and plans quickly.
- Ability to build relationships quickly and credibly.
- Experience working within a complex, matrixed environment.

### Preferred Qualifications

- Understanding of regulatory requirements including GMP and compliance training where required.

**Why GSK?**

***Our values and expectations*** are at the heart of everything we do and form an important part of our culture.

*These include Patient focus, Transparency, Respect, Integrity along with Courage, Accountability, Development, and Teamwork. As GSK focuses on our values and expectations and a culture of innovation, performance, and trust, the successful candidate will demonstrate the following capabilities:*

- Operating at pace and agile decision-making – using evidence and applying judgement to balance pace, rigour and risk.
- Committed to delivering high quality results, overcoming challenges, focusing on what matters, execution.
- Continuously looking for opportunities to learn, build skills and share learning.
- Sustaining energy and well-being
- Building strong relationships and collaboration, honest and open conversations.
- Budgeting and cost-consciousness

\*LI-GSK

GSKBiopharm\_manufacturing

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#### Important notice to Employment businesses/ Agencies

GSK does not accept referrals from employment businesses and/or employment agencies in respect of the vacancies posted on this site. All employment businesses/agencies are required to contact GSK's commercial and general procurement/human resources department to obtain prior written authorization before referring any candidates to GSK. The obtaining of prior written authorization is a condition precedent to any agreement (verbal or written) between the employment business/ agency and GSK. In the absence of such written authorization being obtained any actions undertaken by the employment business/agency shall be deemed to have been performed without the consent or contractual agreement of GSK. GSK shall therefore not be liable for any fees arising from such actions or any fees arising from any referrals by employment businesses/agencies in respect of the vacancies posted on this site.

Please note that if you are a US Licensed Healthcare Professional or Healthcare Professional as defined by the laws of the state issuing your

Healthcare Professional as defined by the laws of the state issuing your license, GSK may be required to capture and report expenses GSK incurs, on your behalf, in the event you are afforded an interview for employment. This capture of applicable transfers of value is necessary to ensure GSK's compliance to all federal and state US Transparency requirements. For more information, please visit GSK's Transparency Reporting [For the Record](#) site.

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# Learning & Development Specialist

Icon Credit Union - Boise, ID 83714

## Icon Credit Union



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### Description:

Are you looking for a fast-paced, rewarding training career? Icon Credit Union is looking for a professional and passionate Learning and Development Specialist who will be heavily involved in designing and delivering learning through a variety of methods, including classroom instruction, knowledge assessments, virtual training, online learning and on-the-job coaching. The successful candidate will have a primary responsibility for onboarding new team members. This role will collaborate with key stakeholders to analyze learning needs, formulate training outlines and develop supporting resources. The Learning and Development Specialist, along with other training team members, will ensure that ongoing employee training reflects organizational needs and initiatives. This role will utilize instructional design principals, adult learning theory and effective learning practices to lead training sessions in a professional, engaging and interactive manner that also supports the core values and culture of the Credit Union.

- Conducts onboarding training for all new team members which includes: preparing & assembling resources, facilitating classroom workshops, coordinating SMEs (Subject Matter Experts), administering assessments, follow up feedback and surveys.
- Facilitates additional training courses (technical, operational and soft skills) both in-class and remotely as needed.
- Evaluates participant performance and consults with participants' supervisors as appropriate.
- Analyzes, designs and develops innovative and impactful learning solutions using instructional design principles and adult learning theory.
- Develops learning aids such as manuals, multimedia job aids, tutorials, and other reference works.
- Provides support for and develops processes, procedures and learning aids to ensure organizational needs are met.
- Manages multiple priorities and meeting deadlines.
- Collaborates with key stakeholders and SME's to analyze learning needs, recommend and design learning solutions and support project and program implementation as needed.
- Partners with other training team members to manage Learning & Development communications and general training coordination and administration of organizational learning programs.
- Models Icon's Cultural Values and develops training standards that align with these cultural expectations. Coaches and mentors SME trainers to ensure standards are met.
- Maintains a basic understanding of all credit union products and services and resources available. .

### Requirements:

- Four year college degree or university program certificate, with a degree in Education, Adult Learning or similar area of study preferred.
- One-two years related experience and/or training or equivalent combination of education and experience.
- Excellent facilitation and classroom management skills
- Excellent communication skills – verbal and written

- Strong understanding of adult learning theory and instructional design principles
- Good technical skills with intermediate to strong skills with standard office software and systems
- Experience with Learning Management Systems and e-learning development tools
- Able to read and understand complex information and convert concepts to meaningful learning materials
- Self-directed, highly motivated and detail oriented
- Able to independently plan and work in an organized manner while coordinating multiple projects

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Learning Specialist jobs in Boise, ID

Jobs at Icon Credit Union in Boise, ID

Learning Specialist salaries in Boise, ID

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# Learning Coordinator

Amazon.com Services, Inc. - Salem, OR

## Amazon.com Services, Inc.



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- High School Diploma or equivalent
- 2+ year of experience in related field
- Proficiency in computer usage, email, MS Office Suite

The Learning Coordinator works with Operations Managers, Area Managers, Production Assistants, DSP Managers, Dispatchers, Drivers and Sort Associates to coordinate all training related activities for the site. The individual in this position will provide high-level program facilitation and administrative management.

The Learning Coordinator will work with a Regional Learning Area Manager focused on logistics and will hold responsibilities specific to the Learning area for all assigned sites. Overall responsibilities will include the following functions:

- Facilitates training related programs;
  - Coordinates training sessions based on site/regional needs;
  - Owns tracking and providing post training debriefs to the site operations teams and the AMZL Learning Team;
  - Drives the execution of all learning related audits and supports any operational audit initiatives;
  - Tracks performance and supports any identified retraining opportunities;
  - Audits Powered Industrial Equipment Training program and trainer standard work if applicable;
  - Supports Area Readiness/Standard work programs for the site;
  - Develops and tracks effectiveness of training programs. Monitor adherence to the established training programs to ensure standard work in the training programs;
  - Seeks ongoing skill development on an ongoing basis (i.e., participating and conducting skill classes, cross-training, etc.);
  - Documents feedback and audit results to help the learning department identify strengths as well as area of improvement;
  - Assesses development needs for individuals and groups;
  - Understands workflow and daily production goals;
  - Solve problems, reacting quickly and productively, serving as a resource for specific problems and undertaking the appropriate steps to resolve;
  - Prioritizes multiple tasks;
  - Maintains a positive attitude and presence on the floor; and
  - Facilitates and presents to groups of up to 50 people in a class, including participants at the managerial level.
- 
- A completed Bachelor's Degree from an accredited university
  - Experience delivering training/information to peers, hourly associates, and senior management, both individually and in groups
  - Experience delivering messages related to performance
  - Ability to give and receive feedback effectively

- Evidence of ability to prioritize, manage and complete projects with tight deadlines
- Ability to adapt well to fast-paced environments with changing circumstances, direction, and strategy
- Desire to thrive in a dynamic, growing environment
- Previous Kaizen/Continuous Improvement experience
- Willingness to work different shifts and travel within a localized region to support other sites
- Facilitation skills – teaching, presenting, training
- Understanding of Delivery Station processes and flow

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Learning and Development Coordinator jobs in Salem, OR

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Learning and Development Coordinator salaries in Salem, OR

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1 day old

# Learning and Development Specialist

Frederick National  
Laboratory for Cancer  
Research

 Frederick National Laboratory for Cancer Research

 *Frederick, Maryland 21701*



Job Type

**EMPLOYEE**



Job Status

**FULL TIME**



Shift

**1ST SHIFT**

## PROGRAM DESCRIPTION

Do you desire to support and help create a strong, innovative learning culture and develop others in order to improve human health through discovery and innovation in the biomedical sciences, focusing on cancer, AIDS, and emerging infectious diseases?

Do you value accountability, compassion, collaboration, dedication, integrity, and versatility as a guidepost for how you do your work every day in serving the public's interest?

The Frederick National Laboratory for Cancer Research is seeking a dynamic, self-motivated Learning & Development Specialist who is passionate about helping develop others and support our HR/L&D strategy and growing learning and development offer. The L&D Specialist will work across the entire organization and will be a key L&D leader who must foster trust and build relationships effectively to embody the

shared mission, vision and values of The Frederick National Laboratory for Cancer Research and Human Resources Directorate priorities.

The Human Resources Directorate, located in Frederick, MD, provides support to 2000+ employees in the areas of recruitment and staffing, employee relations and counseling, learning and development, wage and salary administration, Affirmative Action and employee benefits. The Talent Acquisition staff partners with managers and their teams to attract and hire a highly qualified and diverse workforce in a timely and cost-efficient manner. This includes policy guidance, sourcing strategy development and administration of all steps in the hiring process. Our core services and competencies include recruitment and staffing (including internal transfer and employee referral program), relocation assistance, immigration and visa administration, guest researchers, temporary agency staffing and vendor management.

## **KEY ROLES/RESPONSIBILITIES**

The Learning & Development Specialist is responsible for:

- Main point of contact for HR Learning & Development (L&D) for staff and stakeholders needing assistance, understanding and knowledge of L&D offer, tools, resources and class/event registration
- Organizing, facilitating and helping with design and evaluation of New Employee Orientation (NEO) program
- Assisting and helping with webinar session set-up and facilitation
- Communicating with participants, stakeholders and speakers/facilitators logistics prior to actual activities/events date and follow up

- Assisting and supporting department and trainers/facilitators/speakers and sessions with communications and logistics
- Coordinating and supporting L&D activities including: scheduling, room reservations and set-up, preparing and updating materials and facilitator notes, creating class rosters and evaluations and clean up
- Registering participants for L&D classes/events and tracking completions
- Configuring, entering, maintaining, organizing and updating L&D training records, classes/events, tools and resources on Learning Management System (LMS) and databases
- Keeping L&D webpages and outlets updated with innovative, creative and accurate L&D/HR news, information and resources
- Managing the use of L&D equipment and resources, monitoring and updating records of equipment, books and other resources and track their movement
- Assisting with preparation of reports, metrics, certifications, and other administrative functions and documentation
- Assisting with gathering of feedback/evaluation on sessions for potential improvements
- Building effective working relationships with relevant stakeholders to understand L&D needs and communicate L&D strategy, resources and events
- Collaborating and partnering with colleagues and stakeholders to deliver on projects to meet strategic and operational HR and L&D priorities
- Assisting with L&D budget
- Other related activities as assigned

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Minority/Female/Disabled/Veteran (M/F/D/V) | Drug Free  
Workplace (DFW)

## **Requirements**

### **BASIC QUALIFICATIONS**

- Bachelor's degree in Learning and Organizational Development or related area, and less than 2 years' experience. Additional qualifying experience or relevant certifications may be substituted for the required education.
- Administrative/coordinator experience within a high-volume environment.
- Experience facilitating face to face and/or teaching, instructing or presenting in front of groups.
- Advanced experience using Microsoft Office Suite; strong abilities with Excel including areas such as: advanced formulas, tables & formatting, conditional formatting, advanced charting, pivot tables & pivot reporting.
- Experience managing records and reports preferably working with learning management systems and or a high-volume environment.
- Exceptional organizational skills, attention to detail and ability to meet deadlines in a fast-paced environment.
- Strong interpersonal skills and ability to build relationships with staff and stakeholders.
- Highly resourceful team-player with the ability to operate independently.
- Must be able to obtain and maintain a security clearance.

### **PREFERRED QUALIFICATIONS**

- Desire to help and develop employees.
- Experience working in a HR and L&D environment or related setting.

- Experience with modern workplace learning methods including social learning, online training and webinars.
- Experience working in a scientific, pharmaceutical, clinical or biopharmaceutical industry.

Please note that relocation assistance will not be provided for this position.

## Industries

[Human Resources](#)   [Education](#)   [Biotechnology / Science](#)

[Healthcare](#)

Power 2015-01-07 10:00:00





## Training and Development Coordinator

Advertising Specialty Institute in Philadelphia, PA, USA

### Benefits Offered

**401K, Dental, Life, Medical, Vision**

### Employment Type

**Full-Time**

### Why Work Here?

*"ASI offers a comprehensive benefits package including: medical, dental, 401(k) with company match, seven paid holidays, paid time off (PTO)"*

**Advertising Specialty Institute (ASI)** is the largest technology focused organization for the promotional product and advertising industry, offering award winning ASI e-commerce services to over 24,000 members. We produce advanced interactive business tools, databases, and websites.

ASI is awarded one of the 'Best Places to Work' on the Calkins Media list of mid-size businesses for providing exceptional benefits and programs for our employees. We employ innovative technologies while maintaining a friendly and creative company culture for nearly 450 employees, headquartered in Trevoze, PA. We offer on-site gym, day care, and café. Visit us at **[www.asicentral.com](http://www.asicentral.com)**.

The Training and Development Coordinator, reporting to the Program Director, will assist with planning, facilitating and coordinating the internal and external training needs of ASI University, ASI's corporate training and development program.

### Essentials Duties and Responsibilities:

- Manage Learning Management System and other technology platforms used for talent management, remote education and feedback surveys
- Track and maintain training schedules, registration and participation records in Learning Management System
- Create promotional emails, posters and flyers for marketing purposes via training sessions, corporate events, and internal employee announcement/communication systems
- Collaborating with company managers to create training plans and onboarding schedules for new employees
- Schedule presenters, facilities and students through Outlook calendar invites



- Coordinate summer internship program activities, calendars, emails, and surveys
- Support training presenters during on-site and remote training sessions by organizing training materials, preparing handouts, set up of go-to-meeting, presentations, videos, e-learning programs/activities and classroom environments
- Ensure training room set-up and break-down for each training, including preparing audio/visuals for the presenter, setting up seating, and providing refreshments
- Manage training materials and supplies by maintaining inventory and placing restock
- Provide administrative support (i.e.: scanning, filing, printing, data entry, etc.)
- Other duties as assigned

### **Required Skills and Qualifications**

- Full-time work (M-F 8:30A-5:00P) at our Trevose/Feasterville location
- Bachelor's degree in Education, Human Resources or a related field
- 2 years of experience in corporate training environment preferred
- Candidate should be energetic, a self-started, proactive and resourceful
- Excellent interpersonal, verbal and written communication and public presentation skills
- Exceptional attention to detail
- Proven MS Excel (including experience with VLOOKUP and creating Pivot Tables) and PowerPoint skills
- Ability and willingness to learn all computer software that is required to create training
- LMS experience preferable but not required
- Training development and facilitation experience preferable but not required

ASI offers a comprehensive benefits package including: medical, dental, vision, 401(k) with company match, paid holidays, paid time off (PTO) and much more. Visit our company career web site at [www.asicareers.com](http://www.asicareers.com). Take this opportunity to join our successful team! Apply today! EOE m/f/d/v. ASI is an equal opportunity employer, regardless of race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, or Veteran status. Diversity makes us better.



### **About Advertising Specialty Institute:**



product and advertising industry, offering award winning ASI e-commerce services to over 24,000 members. We produce advanced interactive business tools, databases, and websites.

ASI is awarded one of the 'Best Places to Work' on the Calkins Media list of mid-size businesses for providing exceptional benefits and programs for our employees. We employ innovative technologies while maintaining a friendly and creative company culture for nearly 450 employees, headquartered in Trevoze, PA. We offer on-site gym, day care, and café. Visit us at [www.asicentral.com](http://www.asicentral.com).

Report Job

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Company website: <http://www.asicentral.com>

Company address: 4800 Street Road Trevoze PA 19053

Posted date: 24 days ago

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## Training and Development Manager

**Department:** Human Resources

**Location:** Atlanta, GA

[START YOUR APPLICATION](#)

**SUMMARY:** This position is responsible for the creation, development, and delivery of all training content for the organization. Requires depth knowledge and experience with instructional / content design and development. Various delivery methods must be utilized in order to deliver training in the most efficient and effective manner.

### ESSENTIAL FUNCTIONS

- Experience in utilizing the most comprehensive L & D/LMS tools and methods to develop instructor-led and eLearning content.
- Using organizational KPI's, design training that will enhance productivity and skills sets of the staff
- Work closely with operational staff to ensure that both hourly and salaried employees are trained and ready to serve Southeastrans Clients.
- Conduct needs assessments and analysis to identify operational areas needing improvement.
- Create new training materials by defining objectives, developing content, and utilizing various learning techniques for intended audience.
- Deliver training content to Training Managers, through both online and written classroom materials as needed.
- Work with various locations to standardize, modify, and/or further develop current call center training content and materials; standardize best practices into functional training modules.
- Assist training managers in delivering consistent, congruent training throughout all locations; modify training content as needed to meet new business requirements.
- Develop various types of assessments for measuring success of training, aptitude testing, career path development strategies,
- Develop, schedule, and deliver Annual Compliance Training course throughout organization (HIPPA, Ethics, Code of Conduct, etc.) giving advanced notice of due dates to all stakeholders.
- Create ad hoc reports for compliance, as needed.

### QUALIFICATIONS REQUIRED

- Bachelor's degree in related field and/or 2 years of instruction design experience, preferably including design and development of call center training.

- Experience creating end user material, tip sheets, and e-learning materials.
- Strong experience and knowledge of adult learning principles and methodologies.
- Excellent written and verbal communication skills
- Self-motivation and ability to work in fast-paced environment.

[START YOUR APPLICATION](#)

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## **Appendix E – Letters of Support from Hiring Managers**



## Chesterfield County, Virginia Learning & Performance Center

9901 Lori Road – Suite 405 - P.O. Box 40 – Chesterfield, VA 23832  
Phone: (804) 717-6258 – Fax: (804) 768-7410 – Internet: [chesterfield.gov](http://chesterfield.gov)

Kevin W. Bruny, SPHR, SHRM-CSP  
Director and Chief Learning Officer

October 23, 2019

State Council of Higher Education in Virginia  
101 N. 14th Street, 10th Floor  
James Monroe Building  
Richmond, VA 23219

Dear Review Committee,

I am pleased to learn that Virginia Commonwealth University's School of Education has proposed the creation of a bachelor's degree for graduates to work with adult learners as learning and development professionals in organizations. Such a degree will positively aid our field and profession immensely.

As the Chief Learning Officer for Chesterfield County government, the need for professionals who understand learning as well as the business of the organization they serve is critical in today's workplace. While our profession is often viewed as 'employee training', this proposed degree correctly goes beyond the act of teaching and is rightly focused on equipping leaders to create organizational cultures where employees learn and perform while contributing to organizational success. That is the value a human and organizational development professional can contribute when supported and embraced by organizational leadership.

This bachelor's degree will be unique in central Virginia by equipping entry level professionals with the knowledge, skills, and abilities to immediately contribute and begin a learning leader career. Currently, most professionals learn about or experience our profession and then return to obtain an advanced degree in Human Resource Development or Adult Learning for career progress. I see great value in adding this degree to the path and would highly value an applicant pool of professionals who seek to join our team, contribute, learn, and personally develop before seeking a master level degree. I believe the proposed course work is spot on with depth and breadth to address current day organizational issues of which our team is called upon for assistance and resolution.

As a masters educated professional from VCU's School of Education, I fully endorse and support this proposed degree and believe it will add considerable value in central Virginia and beyond.

Sincerely,

Kevin W. Bruny  
Director and Chief Learning Officer  
Chesterfield County, Virginia

CC: Dean Andrew P. Daire



Unwavering champions for children and families.

3900 West Broad Street  
Richmond, VA 23230

Tel 804.353.4461  
Fax 804.355.2334  
[www.umfs.org](http://www.umfs.org)

October 24, 2019

Dear Dr. Hurst:

As a former graduate of VCU's Adult Learning Master's Program, and after reviewing the proposed curriculum for the BA in Human and Organizational Development, I highly recommend this program to be developed for undergraduate students. As someone who leads workforce development programs, I understand how critical it is to prepare the 21<sup>st</sup> century workforce with diverse and adaptable mind and skill sets. The foundational courses in this curriculum lay the groundwork for understanding human behavior and provides the necessary primer for soft skill development. This prerequisite coursework is balanced with the technical components of writing, communication and economics.

The Human and Organizational Development courses are where the essential growth and development will happen. The content in this coursework is aligned with the knowledge and application needed for modern day work environments. The intentional design of this curriculum will allow for learning and application of team dynamics, collaboration, consulting and facilitation skills, all of which are critical to have in today's flexible, fast-paced workplace. Additionally, the internship and restrictive electives will provide invaluable exposure to management and leadership which is something often reserved for graduate studies and beyond.

Employers want to hire top talent. We look for well-rounded individuals that arrive with some understanding of how dynamic organizations, and the people within them, can be. We also look for candidates that have potential to grow with the organization. The Human and Organizational Development curriculum will deliver on just this by providing what undergraduates need to be set up for success.

Sincerely,

*Lindsey Layne*

Associate Vice President of Strategy + Innovation  
UMFS



October 23, 2019

State Council of Higher Education for Virginia  
101 N. 14<sup>th</sup> Street, 10<sup>th</sup> Floor  
James Monroe Building  
Richmond, VA 23219

Dear Council Members:

Please accept this letter of support for the undergraduate Human and Organizational Development (HRD) program proposed by the VCU School of Education. This program is poised to be a robust, comprehensive training program for students seeking positions in staff development for a variety of organizations.

Staff development programs impact organizations in important ways. They help promote a positive work culture, which helps with employee recruitment, retention, and overall job satisfaction. Job satisfaction can have a ripple effect on the surrounding community in positive ways. As more organizations focus on employee wellbeing, the HRD program will train people to fill valuable roles to support these efforts.

I encourage you to look closely at this program, its potential impact both within organizations and beyond, and consider its approval. Thank you!

Sincerely,

*Jean M. Bailey*

Jean M. Bailey, Ph.D.  
Assistant Professor/Associate Dean for Faculty Development  
Office of Faculty Affairs  
VCU School of Medicine

MCV Campus  
School of Medicine  
Office of the Dean

McGlothlin Medical Education Center  
1201 E Marshall St  
4<sup>th</sup> Floor, Suite 4-100  
P.O. Box 980565  
Richmond, Virginia 23298-0565

804-628-2353 • Fax: 804-628-9978  
TDD: 1-800-828-1120

## **Appendix F – Student Demand Survey**

## **Proposed B.A. in Human and Organizational Development Student Demand Survey**

Survey sent to current students at Reynolds Community College:

- 4,300 total invitations; 67 responses
- Survey population – students from Reynolds Community College enrolled in any transfer program as of Fall 2019

VCU's School of Education is developing a bachelor of arts degree in Human and Organizational Development for implementation in Fall of 2020. The purpose of this program is to provide comprehensive learning and development experiences for students to enter the field of Human and Organizational Development after graduation. Human and organizational development professionals are focused on developing individuals and teams in the workplace. The proposed program will focus on the learning and development of individuals within organizations, whether for profit or nonprofit organizations. Professionals in HOD provide training and employee development, instructional design, both for face-to-face environments, as well as on-line learning environments. The HOD professional assists organizations in Performance Management, as well as Organizational Development initiatives. This degree program will prepare students with the knowledge and skills to be successful HOD practitioners in a variety of formats.

The goals and objectives of this undergraduate program are to provide graduates with the ability to:

- Understand organizational issues and be able to aid organizations in learning interventions, as well as organizational development.
- Prepare students with the knowledge and skills to work with Adult Learners in multiple learning environments.
- Give students the skills and knowledge to provide learning interventions in a “face-to-face” or “on-line” learning environment.
- Understand change management and organizational learning and culture as it relates to learning and development in organizations, and be able to assist managers and others in the process.
- Have the ability and understanding to work in diverse environments to assist in the training and development initiatives of those organizations to ensure diversity, equity, and inclusion, as well as assist in Organizational Development and change initiatives.

We have prepared the survey below to gauge student interest in the program. Your answers to the following questions will be used in summary form only. No personally identifiable information will be released.

1. If VCU offered a B.A. in Human and Organizational Development program, would you be interested in enrolling?
  - a. Definitely – **9% (6 responses)**



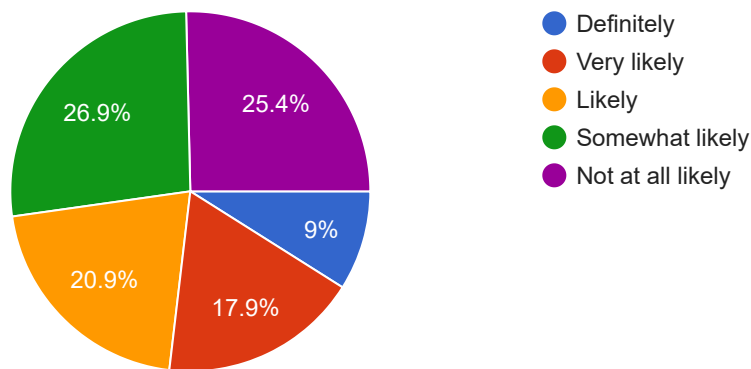
- b. Very likely – **17.9% (12 responses)**
  - c. Likely – **20.9% (14 responses)**
  - d. Somewhat likely – **26.9% (18 responses)**
  - e. Not at all likely – **25.4% (17 responses)**
- 2. If you answered “not at all likely” or “somewhat likely,” please let us know your concerns:
- 3. How many credit hours have you completed?  
Responses:
  - 30 or under: **46.3% (31 responses)**
  - 60 or under: **34.3% (23 responses)**
  - Over 60: **19.4% (13 responses)**
- 4. What are your plans after graduation?
- 5. What is your gender?
  - a. Female – **70.1% (47 responses)**
  - b. Male – **23.9% (16 responses)**
  - c. Non-binary – **1.5% (1 response)**
  - d. I prefer not to say – **4.5% (3 responses)**
- 6. What is your ethnicity? (Select all that apply.)
  - a. American Indian or Alaskan Native – **6% (4 responses)**
  - b. Asian – **7.5% (5 responses)**
  - c. Black or African American – **41.1% (28 responses)**
  - d. Hawaiian or Pacific Islander – **1.5% (1 response)**
  - e. Hispanic or Latinx – **11.9% (8 responses)**
  - f. White – **37.3% (25 responses)**
  - g. I prefer not to say – **7.5% (5 responses)**
  - h. Other – **7.5% (5 responses)**

# Proposed B.A. in Human and Organizational Development: Student Demand Survey

67 responses

1. If VCU offered a B.A. in Human and Organizational Development program, how likely would you be to enroll?

67 responses



2. If you answered "not at all likely" or "somewhat likely," please let us know your concerns:

67 responses

N/A

Na

Field availability, application, and fulfillment in my career.

I am currently in a different program.

Will need more detail on what the degree can do for future careers/job options and earning annual salaries.

Ok

I would very likely do the program

I don't really know what this entails

I'm interested in a different program

Im not interested in that field; I fell asleep reading the description. What job am I supposed to get with a degree like that? Is it akin to a counselor?

Recognition of this degree to jobs

Other than being organized, I'm not sure what other things I can benefit from pursuing this degree.

How applicable it would be to a career path

I didn't

.

not applicable

I don't think I know or interested in human and organizational development.

getting a job after I graduate seems improbable in the field

I don't know what HOD is.

I didn't choose somewhat likely, or not at all likely. I chose likely.

Not what I want to study.

Not my major

I'm not sure if it would be applicable to my career

Definitely

How is this integrally different from Human Resource centered degrees? Is this too specific for businesses to reasonably use?

What the demands for this type of work in civilian life are.

I feel that it will be challenging to get a job after graduating. Most employers want a degree in health care administration or Human Resources/Relations.

The Human and Organizational Development program doesn't directly lean towards my program of interest which is Exercise science

MOST LIKELY

I want to study strictly teaching

I think it would be a good program, it's just not something that interests me.

No concern.

na

I would be concerned about jobs opportunities for this major.

The degree sounds vague, very general, and kind of stupid if I'm being completely honest.

It is not an area of interest for me

I have no concerns

No concerns, I would likely enroll or at least find out more info about it.

N/a

Not interested

This is not something that I am interested in doing.

I am pursuing a nursing degree

im satisfied with my major

very likely

I answered likely

What would be the point of this degree?

Doesn't seem interesting or as if it has a great job outlook

I am likely to apply

Likely

I think it would be an interesting and important program to offer to students entering a new job market.

not clear on what type of careers are available with this degree

Great additional skill but not necessarily as a separate degree.

Have other focuses, nothing reflective of the program offered.

This is not my area of interest.

n/a

Rather have the major in accounting since it's non transferable

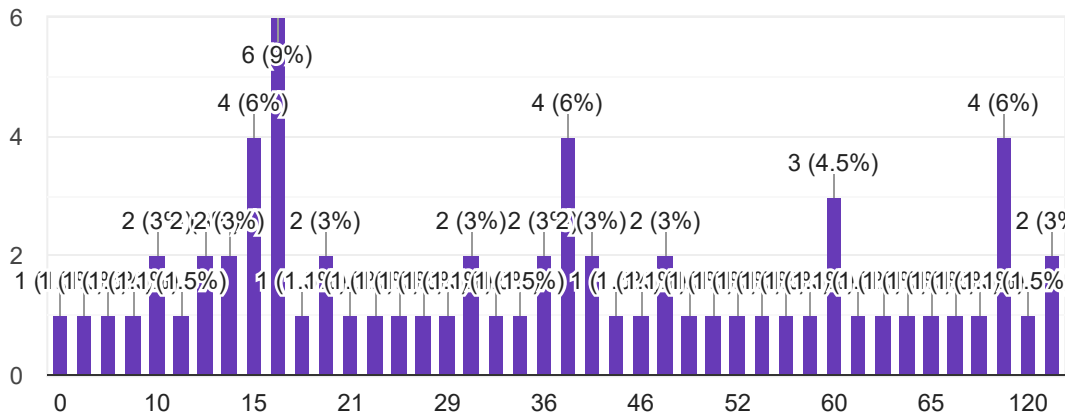
not concerned, just an engineering student

I'm transferring soon, likely into another recently established program. I wouldn't want to be the guinea pig for multiple programs. On the other hand the concept is intriguing and becoming more of a requirement for successful teams.

would help in my major

### 3. How many credit hours have you completed?

67 responses



### 4. What are your plans after graduation?

67 responses

- Transfer
- Medical school
- Transfer to VCU for engineer
- Transfer to another college for cultural anthropology.
- Possible transfer unsure
- Vcu
- I just want to enter a career that allows me to be creative and that's innovative. The idea of science and art combined is so cool to me and I really wanna get to a point where I can develop and invent things that'll provide society better quality of life
- Pursue a career in computer science
- To strike it rich and retire early
- Working
- Undecided

Transferring and pursuing a career

To find a steady job. Preferably in the office management field.

Apply as a freshman to a 4 year university

not sure

IDK, many that I am thinking, but don't know out loud.

grad school

I don't know.

Military, maybe.

Transfer to UVA astrophysics

Continue to a four year university

Human Resources

Transfer to receive my bachelor.

B.A. Healthcare Administration at George Mason University or James Madison University. Because those are the only schools that offer a dedicated healthcare administration program. VCU only offers a master's degree in healthcare administration, not an undergrad degree.

my plan of action is to attend a DPT program

Get started on a new career

To transfer to VCU to earn a degree in Arts with a minor in music.

Transfer to get my bachelor's

To enroll back into school while working

Go into a university

Further my education

Find a full time job in human resources.

Enroll in 4 year college

Work as a Nurse in a hospital while obtaining my Bachelors of Nursing.

B.A. in Foreign Affairs at U.VA

Pursue BS

BS

transfer to VCU

Graduate school

To seek employment in my education field.

go to VCU anyway but after get into law school

Bachelor degree

Continue with school to become a surgeon

Paralegal

transfer to VCU for the BSW program and continue on to earn my MSW

More school!

transfer and work

transfer vcu

work in a hospital/psychiatric setting

BS in Sociology

To have a nice career

Military

Going to a four year school

Transfer to pursue a 4 yr degree

work in publishing

transfer to 4 year university

Work as a nurse manager.

I don't make plans.

Transfer to a University to continue my education

possible starter business

Transfer to VCU

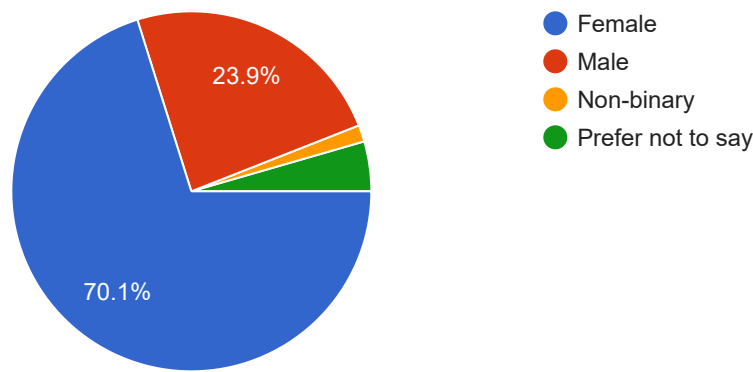
to finish my degree at VCU then get a job

work in a non-profit organization

transfer to VCU to get B.A

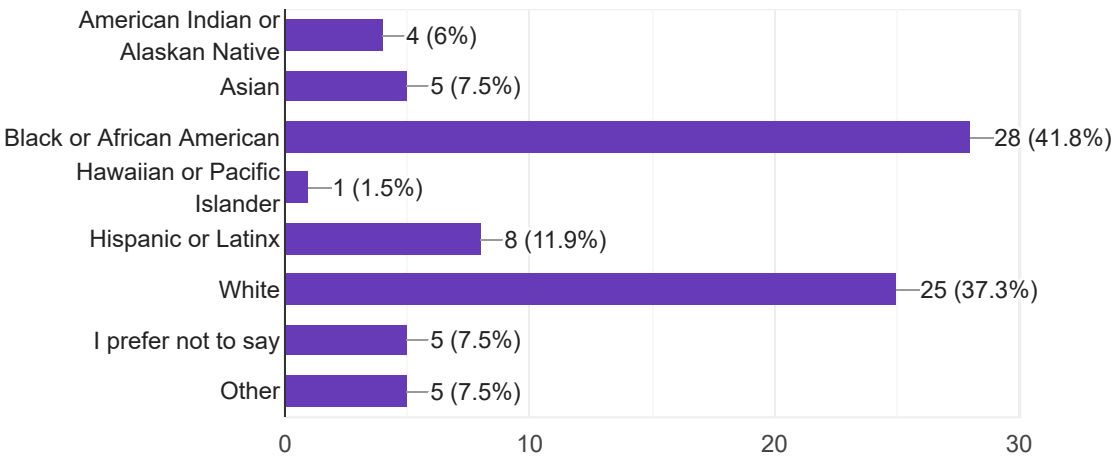
## 5. What is your gender?

67 responses



6. What is your ethnicity? (Select all that apply.)

67 responses



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## **Appendix G – M.Ed. Alumni Survey**

**Student demand survey questions for survey conducted of alumni and current students in the M.Ed. in Adult Learning program**

1. If VCU had offered a B.A. in Human and Organizational Development program when you were enrolled in your undergraduate studies, would you have been interested in enrolling?
  - a. Definitely
  - b. Very likely
  - c. Likely
  - d. Somewhat likely
  - e. Not at all likely
2. If you answered “not at all likely” or “somewhat likely,” please let us know your concerns:
3. What year did you complete your undergraduate degree?
4. What was your undergraduate major?
5. What year did you graduate from the M.Ed. in Adult Learning program? (If applicable.)
6. What is your gender?
  - a. Female
  - b. Male
  - c. Non-binary
  - d. I prefer not to say
7. What is your ethnicity? (Select all that apply.)
  - a. American Indian or Alaskan Native
  - b. Asian
  - c. Black or African American
  - d. Hawaiian or Pacific Islander
  - e. Hispanic or Latinx
  - f. White
  - g. I prefer not to say
  - h. Other

**Results**

Mailing: October 22, 2019

Report: November 1, 2019

Population: 118

Respondents: 35

1. If VCU had offered a B.A. in Human and Organizational Development program when you were enrolled in your undergraduate studies, would you have been interested in enrolling?

	<b>Frequency</b>	<b>Percentage</b>
Definitely	10	28.6
Very Likely	11	31.4
Likely	5	14.3
Somewhat likely	5	14.3
Not at all likely	4	11.4

2. If you answered “not at all likely” or “somewhat likely,” please let us know your concerns:
3. What year did you complete your undergraduate degree?
4. What was your undergraduate major?
5. What year did you graduate from the M.Ed. in Adult Learning program? (If applicable.)
6. What is your gender?
  - a. Female
  - b. Male
  - c. Non-binary
  - d. I prefer not to say

	<b>Frequency</b>	<b>Percentage</b>
Female	30	85.7
Male	4	11.4
I prefer not to say	1	2.9

7. What is your ethnicity? (Select all that apply.)
  - a. American Indian or Alaskan Native
  - b. Asian
  - c. Black or African American
  - d. Hawaiian or Pacific Islander
  - e. Hispanic or Latinx
  - f. White
  - g. I prefer not to say
  - h. Other

	<b>Frequency</b>	<b>Percentage</b>
Black or African American	8	22.9
Hispanic or Latinx	1	2.9

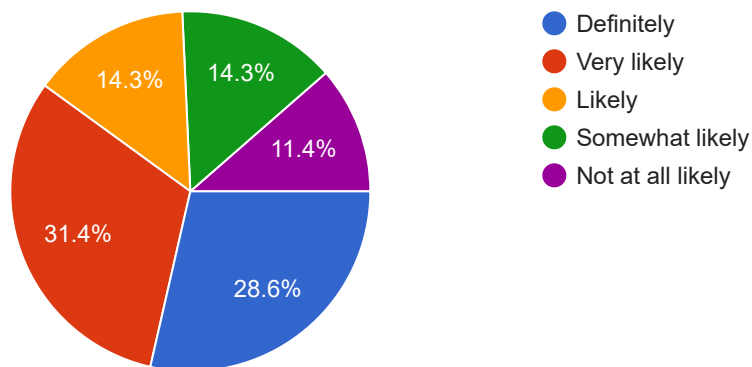
White	25	71.4
I prefer not to say	1	2.9

# Proposed B.A. in Human and Organizational Development: Student Demand Survey

35 responses

1. If VCU had offered a B.A. in Human and Organizational Development program when you were enrolled in your undergraduate studies, would you have been interested in enrolling?

35 responses



2. If you answered "not at all likely" or "somewhat likely," please let us know your concerns:

35 responses

n/a

N/A

N/a

None

What specific jobs would I be qualified to do

N/A -- I would have been very interested in these concepts as an undergraduate

I was interested in pre-health majors

I did not

It seems very close to Adult Education and Human Resource Development.

na

no concerns

I was on a different career path at that time.

No concern

NA

Did not attend VCU as an undergraduate

I may not have known what this field of study covered. I was not an education student in undergraduate years. So, you would need to show how this degree applied to my interests and future job prospects.

Not sure HRD was my field of interest

I wasn't remotely familiar with professions in Adult Learning/Org Learning when I was 18 and selecting my major. Details and/or specific careers associated with this major may need to be highlighted. However, I do think this will be a pipeline for the M.Ed. Adult Learning program at VCU.

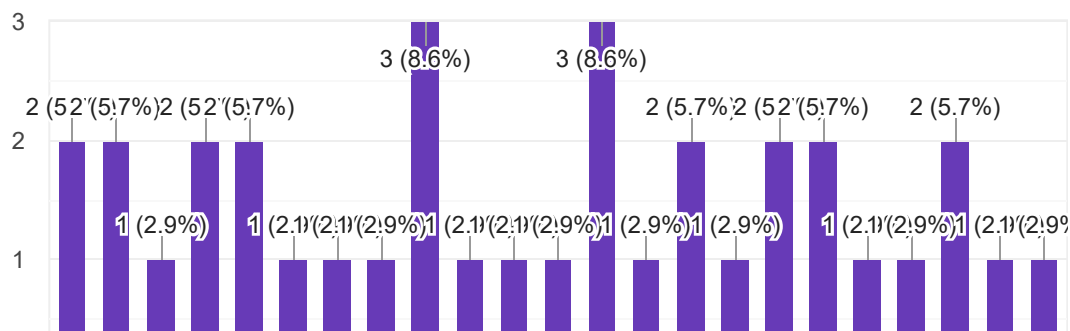
My undergraduate degree was not in education, rather in the humanities..and I loved my undergraduate studies!

I majored in history with a minor in theology so my undergraduate focus was in the liberal arts. That said, I think if I had known and understood that was a career option that might fit my interests and skills, might have persuaded me to explore it. My undergraduate experience was not particularly career-focused, more "what do I want to study" focused and my school was a liberal arts university first and foremost.

I was more interested in Higher Education Administration

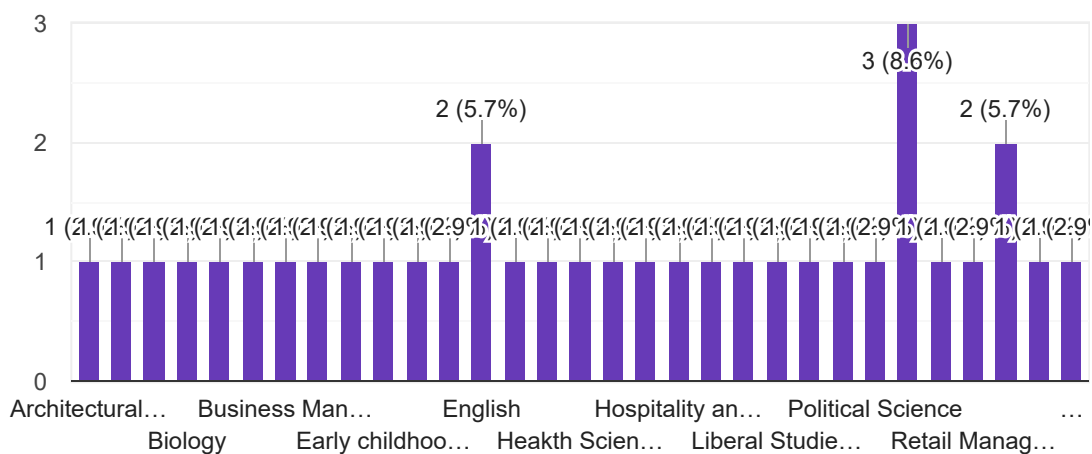
### 3. What year did you complete your undergraduate degree?

35 responses



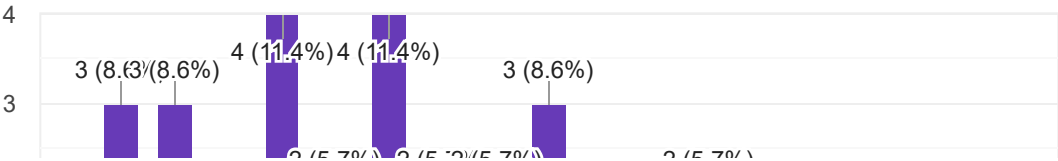
4. What was your undergraduate major?

35 responses



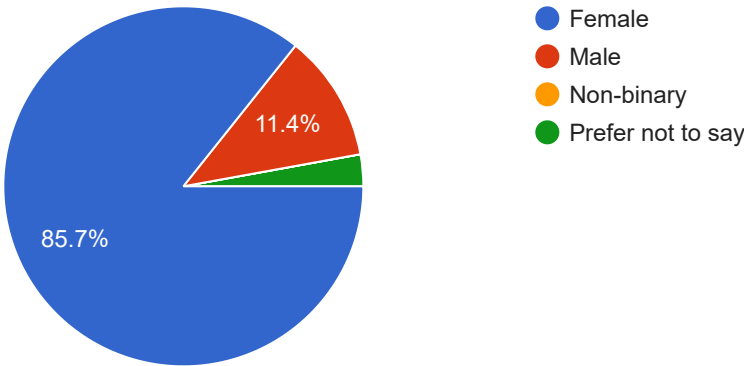
5. What year did you graduate from the MEd in Adult Learning program?

35 responses



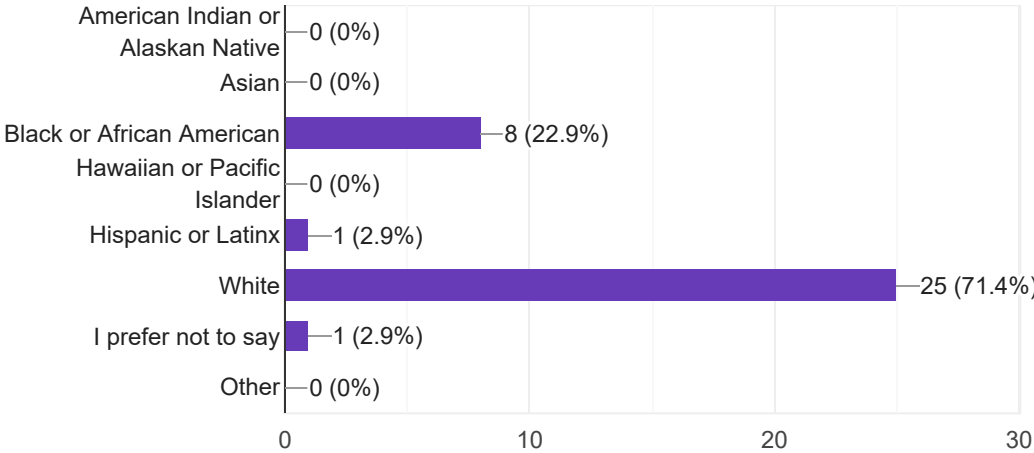
6. What is your gender?

35 responses



7. What is your ethnicity? (Select all that apply.)

35 responses





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## Description of the Proposed Program

### **Program Background**

Virginia Commonwealth University (VCU) seeks approval to create a Master of Education (M.Ed.) degree program in Higher Education at the Monroe Park campus in Richmond, VA. The proposed program will be administered by the Department of Educational Leadership within the School of Education. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed M.Ed. degree program in Higher Education is to prepare knowledgeable, competent professionals to make meaningful contributions in postsecondary settings, with a distinct emphasis on urban institutions.<sup>1</sup> Graduates of the program will receive master's-level preparation to succeed in academic- and student-centric roles, including but not limited to: central operations, academic affairs, admissions, athletics, and advising. By exposing students to the best available theory, research, and practice in urban higher education, the program will cultivate essential skills. These skills include the ability to describe a problem, evaluate and select a methodology for framing the problem, analyze data, assess outcomes, and arrive at solutions that build on historical and modern theory and practice<sup>2</sup> (i.e., what has or has not worked; what is or is not working elsewhere), sound ethical frameworks, team-based leadership, and core values (e.g., community, equity).

Having these skills will enable students to address a range of urgent problems affecting urban higher education. Some of the most urgent problems involve crises in leadership, challenges with unstable funding leading to financial strain,<sup>3</sup> frail infrastructure (physical plant and administrative policies and procedures), underprepared and/or underresourced students, and a growing awareness of the need for greater diversity, equity, and inclusion of all stakeholders,<sup>4</sup> without a clear roadmap for implementing needed change.

In sum, the proposed M.Ed. in Higher Education will enable practitioners to respond to trends in urban higher education. As well, graduates will be equipped to set new trends that promote the achievement of current and future student populations. Set within a premier urban institution known for community engagement, the M.Ed. will be poised to become a destination program for aspiring and current higher education professionals.

### **Mission**

As stated in the mission, Virginia Commonwealth University is the premier urban, public

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<sup>1</sup> Zerquera, D. (2016). Urban-Serving Research Universities: Institutions for the Public Good. Higher Learning Research Communications, 5(2), n2.

<sup>2</sup> McCormick, A. C., Kinzie, J., & Gonyea, R. M. (2013). Student engagement: Bridging research and practice to improve the quality of undergraduate education. In Paulsen, M. (Ed.), *Higher Education: Handbook of Theory and Research*, (47-92). New York: Springer.

<sup>3</sup> John, E. P. S., Daun-Barnett, N., & Moronski-Chapman, K. M. (2018). *Public policy and higher education: Reframing strategies for preparation, access, and college success*. Routledge.

<sup>4</sup> Strayhorn, T.L. (2018). *College students' sense of belonging: A key to educational success for all students*. New York: Routledge.

research university in Virginia. VCU's mission is to advance knowledge and student success through its commitments 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
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust
- Sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world

The proposed M.Ed. in Higher Education program aligns naturally with several components of the university's mission. This alignment is facilitated by VCU's status as an urban institution of higher education and the focus of the M.Ed. curriculum on topics required to operate such institutions and to work with the student populations and communities they serve. Specific mission-program alignments include a learner-centered environment, creativity and innovation to address complex problems, diversity, and university-community partnerships.

Moreover, the proposed program aligns with the mission of the VCU School of Education by providing opportunities for graduates to contribute to lifelong learning. Graduates of the program will be positioned to contribute to their respective organizations, as well as have an understanding of sound leadership and an awareness of multicultural/diverse environments. Like the university, the School of Education highlights the importance of an urban focus within curriculum, which is embedded within this program.

### **Accreditation**

The proposed M.Ed. in Higher Education degree program does not fall under a program accrediting agency. However, Virginia Commonwealth University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### **Admission Criteria**

All students will be required to complete the admission requirements of the Virginia Commonwealth University Graduate School and the VCU School of Education. Admission to the M.Ed. in Higher Education degree program will require the following:

- Complete the online application for VCU Graduate Admissions.
- Hold a baccalaureate degree from a regionally accredited institution.
- Have a minimum GPA of 3.0 in their most recent degree.
- Submit official transcripts from all previous undergraduate and graduate programs.

- Submit a statement of intent describing career goals.
- Submit a resume.
- Submit three letters of recommendation.

International applicants will have the following additional requirements:

English Proficiency: the minimum TOEFL score for VCU graduate admission is either 80 iBT, passing score PBT or IELTS scores of 6.5 (academic band score);

Translations of transcripts (as needed).

Transfer credits are evaluated on a case-by-case basis after being accepted into the proposed program, and with approval of the faculty coordinator for that program. The faculty coordinator can review up to six (6) credits total from an equivalent academic level program, which must have been completed within a certain period of time from starting the proposed program.

### **Target Population**

The target population for the proposed program is students who have completed an undergraduate degree and are seeking to attain a graduate degree in higher education. The program is also intended for individuals who currently work in higher education and are seeking to expand their knowledge of in this area.

### **Curriculum**

The proposed M.Ed. in Higher Education degree will require 36 credit hours. This is a non-thesis program.

The purpose of the higher education curriculum is to prepare practitioners for entry-level and leadership positions in higher education. The curriculum will provide students with opportunities to acquire and apply research skills and administrative knowledge through practical experience in assistantships/full-time employment, community-engaged projects, and other coursework. Coursework for the proposed M.Ed. in Higher Education program focuses on urban education, diversity and inclusion, higher education administration, research and assessment, and leadership and management skills. Embedded in the curriculum are experiential learning opportunities that allow students to collaborate with organizations in the Richmond area and surrounding communities.

New courses are denoted with an asterisk.

### **Program Requirements**

#### **Core Courses (33 credit hours)**

ADMS 619 Higher Education Administration (3)\*

ADMS 612 Diversity in Higher Education (3)\*

ADMS 615 Developmental Theories in Higher Education (3)\*

ADMS 616 Higher Education Policy, Law, and Finance (3)\*

ADMS 634 College Environments (3)\*

ADMS 635 Critical Issues in Urban Higher Education (3)\*  
ADMS 636 Crisis Leadership in Higher Education (3)\*  
ADMS 637 Special Mission Institutions (3)\*  
ADMS 660 Higher Education Internship (3)\*  
ADMS 661 Higher Education Portfolio (3)\*  
EDUS 660 Research Methods in Education (3)

**Electives (3 credit hours)**

ADMS 638 Community Colleges (3)\*  
ADMS 639 Enrollment Management in Higher Education (3)\*

**Total credit hours: 36 minimum**

See Appendix A for sample plan of study.  
See Appendix B for course descriptions.

**Student Retention and Continuation Plan**

All students will be assigned to and expected to meet with a faculty advisor at least once each semester to discuss academic progress and career goals. Faculty members in the program will assess the performance of each student in the program each semester, and identify any areas of concern regarding student progress that should be addressed. Criteria for faculty assessment will be professional disposition, grade point average, and continued academic progress. Faculty will discuss student coursework and progress, review their participation in group and community projects, consider their progress over time, and growth as a professional. Students who do not fare well in reviews will have individual meetings with their faculty advisor, and additional faculty if needed, to review their experience in the program and discuss possible strategies to improve their performance in the program.

Students will first meet with their faculty advisor during this process to gather any relevant information as needed to assess the degree of the concern. If a resolution is not resolved between the faculty advisor and the student in a suitable manner for all parties, then program faculty will meet with the student for further discussion. Plans to respond to the faculty member or student's concern will be documented in a manner that is consistent with the procedures of the Department of Educational Leadership.

**Faculty**

The Department of Educational Leadership has nine (9) full-time faculty members. Faculty appointments in the graduate degree program are established by the chair of the Department of Educational Leadership. Two full-time faculty in the Department will teach required courses in the proposed program. The faculty members have degrees in higher education or a related discipline and over twelve years of combined of teaching in the field. In addition, the faculty have published in peer-reviewed journals and books, contributed over 50 presentations at professional conferences, received grants and fellowships.

One new full-time faculty member will be hired for the proposed program in year three of implementation. The new hire will be hired at the rank of Assistant Professor and will be responsible for teaching required courses in the proposed degree program. The position will require a doctorate in Higher Education or a closely related field.

Two adjunct faculty members will be utilized to initiate and sustain the proposed degree program. All adjuncts will have a minimum of five (5) years of experience in higher education administration or related field. All adjunct faculty will have a Ph.D. or Ed.D. in higher education or a closely related field, with five (5) or more years of professional experience in higher education, and one year of graduate teaching experience. Adjunct faculty members will be senior college administrators with expertise in some of the following areas: academic affairs, student affairs, financial aid, advising, athletics, residential housing, admissions, and admissions and enrollment.

See Appendix C for a sample abbreviated faculty CVs.

### **Program Administration**

The proposed M.Ed. in Higher Education will be administered by a program coordinator who is a faculty member in the Department of Educational Leadership and will teach required courses in the program. The program coordinator will manage the recruitment of prospective students, represent the program and department as needed, oversee course schedules in conjunction with the department chair, and coordinate program assessment.

An education program specialist in the Department of Educational Leadership will provide support for the proposed program. Approximately 25% of the education program specialist effort will be utilized to support the program. The program education specialist will assist with class registration, classroom scheduling, equipment purchasing, and textbook orders.

### **Student Assessment**

Student learning will be assessed throughout the program using a variety of measures. Some of the measures include, but are not limited to, homework assignments, tests, projects, and assigned research papers.

#### Learning Outcomes

Students will be able to:

#### Core Outcome 1:

Describe and analyze research related to higher education organizations and institutions with an emphasis on issues pertaining to urban education and equity.

#### Core Outcome 2:

Apply qualitative and quantitative research methods to issues within higher education.

#### Core Outcome 3:

Explain the history and trends of higher education administration and leadership.

Core Outcome 4:

Demonstrate competencies and ethical behaviors to lead within complex higher education organizations.

Core Outcome 5:

Lead initiatives and teams with attention to equity and responsiveness to community needs in the context of higher education.

<b>Learning Outcomes</b>	<b>Courses</b>	<b>Assessment Methods</b>
<u>Core Outcome 1:</u> Describe and analyze research related to higher education organizations and institutions with an emphasis on issues pertaining to urban education and equity.	EDUS 660: Research Methods ADMS 612: Diversity in Higher Education ADMS 635: Critical Issues In Urban Education	<u>Formative:</u> home work assignments  <u>Summative:</u> tests, projects, presentations, research papers
<u>Core Outcome 2:</u> Apply qualitative and quantitative research methods to issues within higher education.	EDUS 660: Research Methods ADMS 616: Higher Education Policy, Law, and Finance	<u>Formative:</u> home work assignments  <u>Summative:</u> tests, projects, presentations, research papers
<u>Core Outcome 3:</u> Explain the history and trends of higher education administration and leadership.	ADMS 616: Higher Education Policy, Law, and Finance ADMS 619: Higher Education Administration ADMS 634: College Environments	<u>Formative:</u> home work assignments  <u>Summative:</u> tests, projects, presentations, research papers
<u>Core Outcome 4:</u> Demonstrate competencies and ethical behaviors to lead within complex higher education organizations.	ADMS 615: Developmental Theories in Higher Education ADMS 636: Crisis Leadership in Higher Education	<u>Formative:</u> home work assignments  <u>Summative:</u> tests, projects, presentations, research papers



Core Outcome 5: Lead initiatives and teams with attention to equity and responsiveness to community needs in the context of higher education.	ADMS 661: Higher Education Portfolio ADMS 637: Special Mission Institutions	<u>Formative</u> : home work assignments  <u>Summative</u> : tests, projects, presentations, research papers
--	--	--

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

Graduates of the proposed M.Ed. in Higher Education will be able to:

- Oversee a variety of academic and student operations at colleges and universities, especially in urban settings
- Develop and implement comprehensive academic and non-academic (co-curricular) assessment programs
- Create opportunities for increased diversity and inclusion through programming initiatives and professional development
- Advise students on topics such as housing, financial aid, or academics
- Establish the strategic direction of, conceptualize, and implement a student engagement framework that supports application and demonstration of student learning
- Oversee higher education budgets
- Design and implement sustainable policies and procedures
- Ensure compliance with applicable state and federal laws

### **Program Assessment**

The Department of Educational Leadership will assess and evaluate the proposed degree program after the initiation year. The department will conduct and report annual assessments of student learning outcomes in accordance with Virginia Commonwealth University's Assessment Policy. Reviews at the Department and University levels consist of:

- Annual analysis of results of the end-of-program evaluation data to determine students' satisfaction with the teaching/learning process.
- Analysis and reporting of annual retention and attrition rates to assure optimal success of enrollees.
- Job placement analysis to assure that the program remains current to the workforce needs.

The Academic Program Review (APR) involves an intensive review of degree programs in an academic unit. Data are entered into the university's assessment management system, Taskstream by Watermark™. The program review process, administered by the Office of Academic Affairs, includes 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.

Additionally, at the end of each semester, the Department of Educational Leadership will administer and review student evaluations of the course and instructor. At the end of the academic year, the curriculum committee will review these evaluations and assess student satisfaction with the program. Results of program assessment will guide ongoing program development, determine strengths and challenges of the program, and evaluate the contributions made to the department's and VCU's strategic plan.

### **Benchmarks of Success**

The benchmarks of success for the proposed M.Ed. in Higher Education degree program:

- Enrollment will reach 15 students per cohort.
- The retention rate of full-time students from first to second year will be 95%.
- The retention rate of part-time students will be 90% after completion of eighteen credit hours.
- The program will graduate 85% of its students within three years of formal admission to the program.
- Approximately 85% of graduates will find employment within the field.
- 15% of graduates of the program will be accepted into doctoral programs within two years of graduation.
- 80% of graduates will indicate satisfaction with the degree program.

The Department of Educational Leadership faculty will review the program annually. This review will consider student satisfaction, program benchmarks, and academic progress of students. Faculty will reevaluate and determine appropriate strategies to respond to any benchmarks not met.

### **Expansion of Existing Programs**

The proposed M.Ed. in Higher Education is not an expansion of an existing concentration, focus area, emphasis area, major, minor, or track.

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

The School of Education provides an M.Ed. in Counselor Education with a concentration in College Counseling and Student Affairs through the Department of Counseling and Special Education. This degree is attractive to students with an interest in a student personnel counseling. There is minimal duplication between the M.Ed. in Higher Education and the M.Ed. in Counselor Education outside of potential career placement within higher education upon graduation. The M.Ed. in Higher Education has a strong focus on leadership, organization and policy, administration, and urban education within college environments. A comparison of required courses demonstrates a departure within the mission of each graduate degree program and student learning experiences.

### **Compromising Existing Degree Programs**

The proposed M.Ed. in Higher Education can be initiated without compromising or negatively impacting any existing degree program in the School of Education or any existing degree programs at Virginia Commonwealth University. No degree programs will close as a result of the initiation and operation of the proposed degree program.

### **Collaboration or Standalone**

The proposed M.Ed. in Higher Education 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)**

Higher education is experiencing significant shifts due to management, student population, social, economic, and political challenges. As a result, the field of higher education administration is growing rapidly. As reported by the Bureau of Labor Statistics (BLS)<sup>5</sup>, the United States has over 7,000 postsecondary institutions and by the year 2028, there will be a projected need for more than 13,000 jobs to be filled in higher education alone (National Center for Education Statistics [NCES], 2019)<sup>6</sup>. As a result, institutions will need to fill advanced positions with qualified candidates who have a solid foundation in higher education structure, governance, and operation.

The proposed M.Ed. in Higher Education responds to the current needs in the Commonwealth of Virginia and the nation as a whole and prepares students to work within a higher education setting. The proposed M.Ed. in Higher Education will prepare graduates to address the increase in postsecondary enrollment and increased need for post-secondary education administrators and demographic factors related to the growth in diverse student populations nationally and state wide.

**Market demand.** According to the National Center for Education Statistics (NCES, 2019), there will be a three percent (3%) increase in undergraduate enrollment between 2017-2028.<sup>7</sup> Correspondingly, the U.S. Department of Labor Bureau of Labor Statistics (2019)<sup>8</sup> projects a

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<sup>5</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>

<sup>6</sup> U.S. Department of Education, National Center for Education Statistics. (2019). Digest of Education Statistics, 2017 (NCES 2018-070), Chapter 2.

<sup>7</sup> U.S. Department of Education, National Center for Education Statistics. (2019). Digest of Education Statistics, 2017 (NCES 2018-070), Chapter 2.

<sup>8</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>

seven percent (7%) growth rate for postsecondary education/higher education administrators between 2016-2026, which exceeds the six percent (6%) average for all occupations. Most students end up working at research universities, community colleges, state institutions, and liberal arts colleges. Graduates of this program will hold a wide range of positions in administration, enrollment, admissions, financial aid, consulting, information technology, alumni relations, and other areas within higher education.

Two unique features of this program, emphasis on leadership and urban education, align with VCU being located in the city of Richmond. The Richmond metropolitan area boasts two public four-year institutions (e.g., VCU and Virginia State University), three private four-year institutions (e.g., Randolph-Macon College, University of Richmond, Virginia Union University), several for profit higher education institutions, and three community colleges with multiple campuses (e.g., John Tyler Community College, Reynolds Community College, and Richard Bland College). This composition of postsecondary institutions fuels the need for current and aspiring professionals in higher education to have a formal master's level program in Higher Education within the Commonwealth of Virginia, and also nationally.

Currently, there are no master's level graduate degree programs in higher education offered within a 60-mile radius of the VCU Monroe Park Campus. VCU has the opportunity to offer a viable graduate degree offering employees who wish to maintain employment within a university setting. The proposed degree program will provide educational opportunities to those aspiring roles in higher education and other postsecondary education settings.

**Demographic factors.** The growth in postsecondary enrollment includes significant growth for students from diverse backgrounds. Between 2000-2017, undergraduate enrollment in the U.S. increased by 27% (NCES, 2019).<sup>9</sup> This percentage includes an increase in college enrollment for Black (36%) and Hispanic (36%) populations (U.S. Department of Commerce, 2018).<sup>10</sup>

Undergraduate enrollment in 2016 comprised the following race and ethnicity breakdown: White (56%), Black (14%), Hispanic (19%), and Asian (6%) (U.S. Department of Education, 2017).

National shifts in diverse student populations suggest the increase need for diverse professionals across different institution types. Inclusion and equity are embedded in the mission and community of Virginia Commonwealth University. This is reflected within the student body with more than 50% of non-White students (VCU, 2018).<sup>11</sup> Virginia Commonwealth University is an ideal campus to produce graduates who have exposure to and experience working with diverse student populations through the proposed Higher Education program.

## Employment Demand

Evidence of employment demand comes from analysis of federal and state of Virginia

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<sup>9</sup> U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2001, Spring 2011, and Spring 2017, Fall Enrollment component. See *Digest of Education Statistics 2017*, table 306.10.

<sup>10</sup> U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 2000 and 2017. See *Digest of Education Statistics 2018*, table 302.60.

<sup>11</sup> Virginia Commonwealth University, Institutional Research and Decision Support. (2018). Enrollment trends (fall). Retrieved from: <https://irds.vcu.edu/eaar/interactive-reports/>.

employment projections.

Employment projections in the Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook and the Virginia Employment Commission's (VEC) Workforce Connection databases show the viability of employment for graduates of the proposed M.Ed. in Higher Education. According to the BLS (see Table 1), employment for postsecondary administrators "is projected to grow 7 percent from 2018 – 2028, faster than the average for all occupations" (BLS, 2019).<sup>12</sup> BLS also suggests that more postsecondary education administrators will be needed to support individuals who seek "to accomplish their career goals" (BLS, 2019)<sup>13</sup>, particularly in the roles of admissions officers and registrars.

Data for Virginia show that demand for postsecondary education administrators will be robust. The VEC labor market information data for long-term employment projects a 14% change in employment needs between 2016-2026 (see Table 2). The BLS (2019)<sup>14</sup> states that "postsecondary education administrators typically need a master's degree" and that "education administrators with advanced degrees may be promoted to higher level positions within their department or the college."

**Table 1. Long-Term Employment Projections for Postsecondary Education Administrators, 2018-2028 (BLS)**

Occupational Title	SOC Code	Employment, 2018	Projected Employment, 2028	Change, 2018-28	
				Percent	Numeric
Education administrators, postsecondary	11-9033	192,600	206,100	7%	13,500

Source: Bureau of Labor Statistics

**Table 2. Long-Term Employment Projections for Postsecondary Education Administrators, 2016-2026 (VEC)**

Occupational Title	SOC Code	2016 Estimated Employment	2026 Projected Employment	Total 2016-2026 Employment Change	Annual Average Change	Total Percent change
Education administrators, postsecondary	11-9033	3,037	3,474	437	44	14.39%

<sup>12</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>.

<sup>13</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>.

<sup>14</sup> Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1>.

Source: Virginia Employment Commission

See employment demand (job announcements) in Appendix D.

### **Student Demand**

Evidence of student demand for the proposed M.Ed. in Higher Education degree program comes from two sources: 1) a survey of demand among potential students, and 2) email inquiries from prospective students.

#### **Student Survey**

A student survey was administered to undergraduate students from the College of Humanities and Sciences during the fall 2019 semester. The survey was distributed to 300 students, and 25 responded for an 8% 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 an M.Ed. in Higher Education, how likely would you be to apply?* Of the 300 respondents:

- 10 respondents indicated they would definitely apply (40%)
- 9 respondents indicated they would very likely apply (36%)
- 2 respondents indicated they would somewhat likely apply (8%)

See Appendix E for the original survey. Results are included as a separate document behind the survey.

See Appendix F for a prospective student emails.

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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)		
2020 - 2021		2021 – 2022		2022 - 2023		2023 – 2024			2024 - 2025		
HDCT 15	FTES 5	HDCT 27	FTES 9	HDCT 32	FTES 10	HDCT 32	FTES 10	GRAD 12	HDCT 32	FTES 10	GRAD 12

**Assumptions:**

Retention percentage: 80%

Percentage of full-time students: 60%

Percentage of part-time student: 40%

Full-time students credit hours per semester: 9

Part-time students credit hours per semester: 6

Full-time students graduate in 2 years

Part-time students graduate in 3 years

**Projected Resource Needs for the Proposed Program**

**Resource Needs**

Virginia Commonwealth University and the Department of Educational Leadership have all of the resources needed to initiate and sustain the proposed M.Ed. degree program in Higher Education. The department will have the faculty classified support, equipment, space, and library resources to launch and maintain the proposed degree program. The department will have two (2) full-time faculty members committed to the program. The program allocates 1.0 FTE instructional effort for every 10.0 FTE of enrollment. The proposed program will therefore require a total of 1.0 FTE instructional effort in 2020-2021 remaining constant through the target year, 2024-25.

**Full-time Faculty**

Two (2) faculty in the Department of Educational Leadership will teach in the proposed program. Two faculty members will dedicate 50% (.50 FTE) of their teaching load.

The Dean of the School of Education has committed resources for one additional faculty member who will teach in the proposed program beginning in fall of 2023. The faculty member will dedicate 100% of their teaching load (1.0 FTE) to the proposed degree program. The new faculty member will be hired at the rank of Assistant Professor with a salary of \$65,000 to \$75,000 and benefits of \$26,065 to \$35,075.

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

Faculty from the Department of Educational Leadership will teach required courses in the proposed program. It is anticipated that 2 faculty members will teach required courses. The program will require 0.20 FTE of part-time faculty to initiate.

#### **Adjunct Faculty**

No adjunct faculty will be needed in the initial year. The proposed degree program will require 0.50 FTE of adjunct effort by the target year 2021-2022. All adjunct faculty will be paid at the same rate of \$1,100 per credit hour or \$3,300 for a three-credit hour course. Adjunct faculty members are not paid benefits.

#### **Graduate Assistants**

The proposed program will not require graduate assistants.

#### **Classified Positions**

An education program specialist currently employed by the Department of Educational Leadership will support the proposed program. The proposed program will require 0.25 FTE of classified support to initiate and this level of effort will remain constant through the target year 2024-25. Salary for the education program specialist will be \$8,750 and benefits \$3,509.

**Targeted Financial Aid** – No targeted financial aid is required or designated to initiate and sustain the proposed program.

**Equipment (including computers)** – No new resources will be required to sustain the proposed program.

**Library** – No new resources will be required to initiate and sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications for higher education. As a member of the Virtual Library of Virginia (VIVA), on- line access to journals is also available.

**Telecommunications** – No new resources will be required to sustain the proposed program.

**Space** - No new space is needed to initiate and sustain the proposed program. Office space is available in the Department of Educational Leadership for the new hire.

**Other Resources (specify)** – No resources will be required to initiate or sustain the proposed program.



## RESOURCE NEEDS

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes ☐ No ☒
- 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 2020 - 2021		Expected by Target Enrollment Year 2024 - 2025	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	1.00	0.00	1.00	2.00
Part-time faculty FTE**	0.20	0.00	0.00	0.20
Adjunct faculty	0.00	0.00	0.50	0.50
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.25	0.00	0.00	0.25
<b>TOTAL</b>	<b>1.45</b>	<b>0.00</b>	<b>1.50</b>	<b>2.95</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				

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

	<b>Program Initiation Year 2020 – 2021</b>		<b>Expected by target enrollment 2021-2022</b>	
Full-time faculty	1	0.00	1	2
salaries	\$74,000		\$70,000	\$144,000
fringe benefits	\$29,674		\$28,070	\$87,418
Part-time faculty (faculty FTE split with other units)	0.20	0.00	0.00	0.20
salaries	\$14,000			\$14,000
fringe benefits	\$1,204			\$1,204
Adjunct faculty	0.00	0.00	0.5	0.5
salaries			\$6,600	\$6,600
fringe benefits				
Graduate assistants	0.00	0.00	0.00	0.00
salaries				
fringe benefits				
Classified Positions	0.25	0.00	0.00	0.25
salaries	\$8,750			\$8,750
fringe benefits	\$3,509			\$3,509

Total personnel cost				
salaries	\$96,750	\$0	\$76,600	\$173,350
fringe benefits	\$34,387	\$0	\$28,070	\$62,457
Total personnel cost	\$131,137	\$0	\$104,670	\$235,807
Equipment				\$0
Library				\$0
Telecommunication costs				\$0
Other costs				\$0
<b>TOTAL</b>	<b>\$131,137</b>	<b>\$0</b>	<b>\$104,670</b>	<b>\$235,807</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

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

Funding Source	Program initiation year 2020 - 2021	Target enrollment year 2024 - 2025
Reallocation within the department ( <i>Note below the impact this will have within the department.</i> )	\$131,137.00	\$235,807.00
Reallocation within the school or college ( <i>Note below the impact this will have within the school or college.</i> )		
Reallocation within the institution ( <i>Note below the impact this will have within the institution.</i> )		
Other funding sources ( <i>Specify and note if these are currently available or anticipated.</i> )		

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

#### Reallocation within the department

Currently, there are two full-time faculty teaching in the Doctorate of Education (Ed.D.) program. The two faculty will each teach required courses in the proposed M.Ed. in Higher Education degree program.

#### Reallocation within the school or college

There is no reallocation within the school or college for this proposed program.

**Reallocation within the institution**

There is no reallocation within the institution for this proposed program.

**Other funding sources**

There are no other funding sources associated with this proposed program.

**3. Secondary Certification.**

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

<u>  X  </u>	Agree	_____
		Signature of Chief Academic Officer
<u>      </u>	Disagree	_____
		Signature of Chief Academic Officer

## Appendices

## Appendix A – Sample Plan of Study

### Full-Time Students

Year	Fall Semester	Spring Semester
<b>One</b>	ADMS 619: Higher Education Administration (3)	ADMS 634: College Environments (3)
	ADMS 615: Developmental Theories in Higher Education (3)	ADMS 612: Diversity in Higher Education (3)
	ADMS 635: Critical Issues in Urban Education (3)	ADMS 616: Higher Education Policy, Law, and Finance (3)
<b>Two</b>	ADMS 637: Special Mission Institutions (3)	ADMS 661: Higher Education Portfolio (3)
	ADMS 660: Higher Education Internship (3)	ADMS 636: Crisis Leadership in Higher Education (3)
	EDUS 660: Educational Research Methods (3)	Elective (3): ADMS 638: Community Colleges (3) or ADMS 639: Enrollment Management in Higher Education

Credit Hours – Year One – Fall Term	9
Credit Hours – Year One – Spring Term	9
Credit Hours – Year Two – Fall Term	9
Credit Hours – Year Two – Spring Term	9
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

## Part-Time Students

<b>Year</b>	<b>Fall Semester</b>	<b>Spring Semester</b>
<b>One</b>	ADMS 619: Higher Education Administration (3)	ADMS 634: College Environments (3)
	ADMS 615: Developmental Theories in Higher Education (3)	ADMS 612: Diversity in Higher Education (3)
<b>Two</b>	ADMS 635: Critical Issues in Urban Education (3)	ADMS 616: Higher Education Policy, Law, and Finance (3)
	ADMS 637: Special Mission Institutions (3)	Elective (3): ADMS 638: Community Colleges (3) or ADMS 639: Enrollment Management in Higher Education
<b>Three</b>	ADMS 660: Higher Education Internship (3)	ADMS 661: Higher Education Portfolio (3)
	EDUS 660: Educational Research Methods (3)	ADMS 636: Crisis Leadership in Higher Education (3)

Credit Hours – Year One – Fall Term	6
Credit Hours – Year One – Spring Term	6
Credit Hours – Year Two – Fall Term	6
Credit Hours – Year Two – Spring Term	6
Credit Hours – Year Three – Fall Term	6
Credit Hours – Year Three – Spring Term	6
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

## Appendix B – Course Descriptions

New courses are denoted with an asterisk.

### Description of Required Core Courses

**\*ADMS 619 Higher Education Administration (3 credits).** Students will explore higher education in social and historical contexts; organization and administration of colleges and universities.

**\*ADMS 612 Diversity in Higher Education (3 credits).** This course enables students to understand diversity and multicultural issues on college campuses; development of multicultural competencies and interventions.

**\*ADMS 615 Developmental Theories in Higher Education (3 credits).** This course provides a comprehensive study of traditional and non-traditional college enrollment; emphasis on identification of development needs.

**\*ADMS 616 Higher Education Policy, Law, and Finance (3 credits).** The course seeks to develop an understanding of state and national policies affecting higher education in the United States. Students will examine past and current debates about common state and federal legislation, policy, legal ramifications, finance, and student rights.

**\*ADMS 634 College Environments (3 credits).** This course provides an overview of different environmental theories applicable to higher education settings. Students will consider the use of multiple perspectives regarding the influence of college and university environments on campus constituents.

**\*ADMS 635 Critical Issues in Urban Education (3 credits).** This course will review historical and current trends impacting urban education and urban environments. Students will assess the complexity of how broader social, political, and economic contexts impact communities and institutions of learning.

**\*ADMS 636 Crisis Leadership in Higher Education (3 credits).** Higher education leaders are expected to respond, provide direction, and make strategic decisions during times of crisis. Whether emergencies related to students and staff or weather-related disasters, various types of crises threaten the viability and function of higher education institutions. Colleges and universities face a growing number of challenges that require a leadership response, including: campus shootings, flooding, vandalism influenced by racism, student activism, and athletic scandals. Each of these challenges can impact single and multiple stakeholders, requiring clear communication, appropriate planning and training for entry-/mid-level administrators. This course investigates relevant research about crises, crisis management, and effective leadership within higher education and other postsecondary settings. Additionally, this course considers the importance of decision making for administrators and what influences their decisions in managing varying levels of crises in higher education.

**\*ADMS 637 Special Mission Institutions (3 credits).** This course is designed to introduce



individuals to different types of institutions - Historically Black Colleges & Universities (HBCUs), Tribal/Native American Colleges, Hispanic Serving Institutions, single sex colleges, military colleges, work colleges, and proprietary institutions. Students will explore institutional missions, the ways in which institutions provide services to students and issues pertinent to these campuses.

**EDUC 660 Educational Research Methods (3 credits).** Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and processes appropriate for use in basic, applied and developmental research.

**\*ADMS 660 Higher Education Internship (3 credits).** Students will have the opportunity to gain work experiences in a higher education institution under supervision of a practicing professional and institutional supervisor.

**\*ADMS 661 Higher Education Portfolio (3 credits).** This course is designed to prepare students for professional life after graduation from the VCU Master's degree program in higher education by providing opportunities to integrate theory into practice with emphasis on assisting students in developing analytical frameworks useful in responding to typical administrative situations and challenges. Analysis will be self-directed, with students responsible for finding the appropriate sources of information.

#### Description of Restricted Elective Courses

**\*ADMS 638 Community Colleges (3 credits).** The history, philosophy, and emerging missions of the community college will be studied in this course. The core content will focus on governance, administration, faculty and students; curriculum and services; funding, public affairs, and the presidency.

**\*ADMS 639 Enrollment Management in Higher Education (3 credits).** In this course, students will be introduced to the theory and practice of enrollment management by higher education institutions. Students will engage in critique of the effects of institutional enrollment practices on students, institutions, public policy, and the public interest.

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

Tomika Ferguson, PhD in Higher Education, 2016, Indiana University, Assistant Professor of Educational Leadership. Specialization: Gender and racial equity in higher education

Jeffrey Wilson, PhD in Higher Education, 2007, University of Nevada, Las Vegas, Associate Professor of Educational Leadership. Specialization: Diversity and higher education leadership

New Hire, Ph.D. or Ed.D. in Higher Education, Assistant Professor. Specialization: To be determined.

## **Appendix D –Employment Demand (Job Announcements)**



September 3, 2019

Andre Daire, PhD  
Dean  
School of Education  
Virginia Commonwealth University  
1015 W. Main Street, Oliver Hall  
Richmond, VA 23284

Dr. Daire.

I am glad to learn of your proposed Master's of Education in Higher Education from Dr. Jeffrey Wilson, and I fully support the delivery of this program to students who are interested in pursuing a variety of positions in higher education. As a recipient of multiple graduate degrees in higher education administration, I completely understand the value of my degrees and the positive impact I made on the institutions while studying and working in the field both as a graduate student and as a professional.

College and university staff who hold higher education master's degrees have a deeper understanding of the unique processes and practices that occur on campuses and are therefore more equipped to help institutions function more effectively. Reynolds just recently concluded a search for a Coordinator of Assessment to lead the measurement and improvement of student learning at the college. The applicants with M.Ed. in Higher Education degrees were among the most sought after and highly qualified candidates.

There is a definite need for this program as college and university administrators are retiring at increased rates as the professional field ages. I hope the program proposal is one that you consider seriously as a means to address the market to prepare qualified, in-demand higher education professionals. Please feel free to contact me if I can provide any additional information.

Collegially,

A handwritten signature in dark ink, appearing to read 'Tim W. Merrill', written over a light blue horizontal line.

Tim Merrill  
Associate Vice President  
Strategic Planning & Institutional Effectiveness  
Reynolds Community College  
1651 E Parham Rd.  
Richmond, VA 23285  
tmerrill@reynolds.edu  
(804) 523-5130 – office

cc: Jeffrey Wilson, Associate Professor, Higher Education, VCU School of Education



Edward McLaughlin  
Vice President & Director of Athletics  
Virginia Commonwealth University  
1200 West Broad Street  
Richmond, VA 23284

**Department of Athletics**

Siegel Center  
1200 West Broad Street  
P.O. Box 843013  
Richmond, Virginia 23284-3013

**804 828-4000 • Fax: 804 828-4000**  
TDD: 1-800-828-1120

July 15, 2019

Dean Andrew Daire  
VCU School of Education  
1015 West Main Street  
Richmond, VA 23284

**Re: Letter of Support for Higher Education Program**

Dear Dean Daire:

Please accept this letter as an expression of support for the creation of a Higher Education Master's program at Virginia Commonwealth University. The continual increase in popularity of the field of college athletics has resulted in an increased demand for personnel with enhanced skillsets. I believe that this program and its coursework will produce graduates with robust experience equipped to manage and lead these multifaceted organizations.

With the growth of the collegiate athletics industry over the last 25 years has come athletic departments that run multi-million-dollar operations, and therefore, require a track of professional administrators with an understanding of both higher education and athletics. Athletic departments across all divisions have staff members that manage all aspects of the department outside of coaching. These areas include policy, leadership, and student-athlete development.

The niche structure of an industry that both develops student-athletes for postgraduate careers while operating like a business corporation requires a set of coursework specifically designed for students who want to pursue a future in collegiate athletic administration. The special topics course, Intercollegiate Athletics Administration, proposed in the curriculum for this program will provide students the opportunity to learn about higher education leadership within collegiate athletics programs.

The coursework provided through this program would support the need for those who are experts in a diverse set of areas within collegiate athletic departments. Students will have experience in a variety of environments that would allow them to become athletic academic advisors, assistant athletic directors, and student-athlete development coordinators.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ed McLaughlin', is written over a horizontal line.

Edward McLaughlin



# VCU

## Student Affairs

**Division of Student Affairs  
Office of the Senior Vice Provost**

Sitterding House  
901 Floyd Avenue  
Box 843017  
Richmond, Virginia 23284-3017  
(804) 828-7525  
Fax: 804 828-2180

October 1, 2019

To Whom It May Concern:

It is a pleasure to write this letter of support for the proposed master's in higher education program at Virginia Commonwealth University. I have been an administrator and practitioner in the field of student affairs for the last 40 years and feel I am well qualified to speak to the need for this program and its utility for student affairs divisions in the Commonwealth and beyond.

The work of student affairs professionals has become increasingly complex in the face of rapidly changing student demographics, declining enrollments, the general public's perception of higher education, financial difficulties, affordability, compliance regulations, political polarization, crisis situations, career readiness, and numerous legal challenges and considerations. The role of urban universities has also gained prominence in providing access and opportunity to an ever-increasing diverse student body.

The curriculum proposed by this master's program would position graduates to successfully navigate the complexities and challenges facing higher education now and moving into the future. The focus on urban higher education fills a critical gap not addressed in most current master's preparation programs. In my conversations with chief student affairs officers across the country, there is an articulated need for well prepared student affairs staff conversant in the very issues reflected in this higher education master's curriculum.

Sincerely,

Charles Klink, Ph.D.  
Senior Vice Provost for Student Affairs

[Job Search Results](#)

# Vice President for Enrollment and Student Experience

[Western Kentucky University](#) in Kentucky

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

**Deadline** Open until filled

**Date Posted** October 7, 2019

**Type** Executive

**Salary** Not specified

**Employment Type** Full-time

## Western Kentucky University

### Vice President for Enrollment and Student Experience

Western Kentucky University ([ww.wku.edu](http://ww.wku.edu)) invites inquiries, nominations, and applications for a strategic and seasoned leader to serve as its Vice President for Enrollment and Student Experience.

#### THE UNIVERSITY

Western Kentucky University (WKU): Founded in 1906, WKU is located in Bowling Green, Kentucky, an ethnically and racially diverse

north of Nashville. More than 50 different languages are spoken in and around Bowling Green and people from 35 nationalities call the area home. We seek to attract research- and teaching-active faculty, as well as staff members, from academically and culturally diverse backgrounds. The university's population of approximately 20,000 students includes 35% first generation university/college, 15% underrepresented minority and 6% international students. A regional comprehensive university, WKU is student-centered and focuses on applied research that expands knowledge; improves learning; and serves the region, state and nation.

## THE POSITION

Reporting directly to the university President the Vice President for Enrollment and Student Experience (VPESE) will provide leadership for enrollment and student life across the university. The Vice President will work closely with the Provost/Vice President of Academic Affairs & the Executive Vice-President for Strategy, Operations and Finance and serve as a member of the University's cabinet. The VPESE is the chief enrollment and student affairs officer for WKU. They will build on the considerable institutional support to recruit, attract, select, enroll, retain, educate, develop, and graduate a highly qualified and increasingly diverse group of students.

The VPESE bears primary responsibility for developing, articulating, and implementing an ambitious and thoughtful strategic plan for the student experience, with particular attention to student enrollment and strategic enrollment positioning and planning. The successful





university's colleges and assume broad leadership within the university. The Vice President will achieve the university's goal of supporting a seamless and integrated student experience, providing the direction, leadership, and strategy to optimize WKU's current and future enrollment and student experience.

The VPESE will join WKU at an important time in the institution's history as it engages in a university-wide strategic planning initiative. The successful candidate will enhance the existing systems and structures to aid in enrollment and student affairs planning and decision making at all levels and will lead an ongoing institution-wide conversation about WKU's enrollment vision, goals, and strategy. They must possess great analytic and technological depth, the ability to improve upon all metrics in the enrollment spectrum, working knowledge of current national issues in student affairs, a commitment to keeping student welfare always at the forefront, and a proven capacity for embedding enrollment and student life priorities within institutional values and aspirations. The Vice President will also be an active collaborator with superior interpersonal communication skills and will possess the professional currency that will garner the trust and confidence of senior leaders, faculty, campus constituents, and division staff.

**Critical areas for success and expectations for leadership include but are not limited to the following:**

***Create a seamless student experience***

The VPESE is charged with the management and development for the



provide leadership for all of the student-facing offices within the Division of Enrollment and Student Experience while establishing partnerships with such offices in other divisions in support of enhancing the student experience. The Vice President must be data-driven and intuitive. They must be comfortable taking bold action and making difficult choices to serve as an advocate and ally for all students. They must champion the campus community and be responsive to the rapidly evolving needs of students and their support networks, removing barriers and processes that impede student success and diminish positive student momentum in persistence, retention, and completion. The Vice President is a partner with the students, willing to undertake the thorough work of understanding WKU students and their support structure and assessing and refining existing institutional practices in support of student success.

The Vice President will provide leadership for a team of approximately 300 full-time staff in the following areas:

## **Departments within Enrollment and Student Experience**

- Admissions
- Adult Learner Services
- Advising & Career Development Center
- Campus Recreation & Wellness
- Chief Diversity Officers
- College & School Relations
- Counseling Center
- Dean of Students



- Housing & Residence Life
- D. Center
- Intercultural Student Engagement Center
- Office of Sustainability
- Student Centers & Unions
- Student Conduct
- Student Athlete Success Center
- Student Accessibility Resource Center
- Student Activities, Organizations & Leadership Programs
- Student Financial Assistance
- Transfer Center
- TRIO Programs
- WKU Police
- WKU Restaurant Group

## ***Strategic Innovation & Assessment***

The VPESE is responsible for continuing the work of establishing a sustainable and innovative student success model that brings together enrollment and student life in a revolutionary way. They will assess current strategic alignment between enrollment and student affairs in support of a seamless, well-planned, and cohesive student experience. The Vice President will be a leader capable of enacting this transformation, bringing to bear the vision, strategic plan and priorities, resources, and institution-wide support necessary to make the institutional enrollment and student life goals. The Vice President must encourage strong linkages between enrollment, student life and partnerships with Academic Affairs, to enhance the areas where



collaboration. The Vice President will be required to review, digest and respond to reports and data on a regular basis to shape the direction for the division and the university's enrollment efforts. The Vice President must be able to excel in a nimble and flexible environment where course corrections and program design must occur quickly.

***Develop and implement a vision for enrollment and student experience that is aligned with the university's strategic direction.***

WKU recently began its first strategic enrollment planning process, which will examine the institutions current enrollment and retention practices and inform and set the direction of enrollment management activities for the university. This effort is led by the VPESE and requires the Vice President to be attune to the needs and expectations of our prospective students. The Vice President is expected to leverage existing resources to recruit, enroll and retain the right mix of students in respect to diversity and talent.. Key considerations for the Vice President will include the cost of attendance, amount of financial aid awarded, recruitment of non-traditional and transfer students, balance of need-based and merit aid, discount rate, and the existence of an inclusive, positive environment for student growth.

WKU's president supports leadership that is innovative, entrepreneurial, and nimble in every aspect of the enrollment process and student experience. The VPESE will be a thinker who embraces and extends the distinctive tradition of the university and will



ability to attract, select, enroll, retain, develop, and graduate a highly diverse, academically qualified, and gifted group of students in accordance with its strategic plan.

## KEY RESPONSIBILITIES

- Oversight for divisional budgets including Education and General (\$15 million dollars), Scholarship & Financial Aid (\$28.5 million dollars), and Auxiliary-Housing, Dining & Union (\$33.3 Million Dollars).
- Partner closely with schools and colleges and academic leadership
- Enhance retention and student success
- Continue to enhance the use of data analysis and technology
- Implement WKU's first Strategic Enrollment Plan
- Develop and grow divisional staff

## KEY CHARACTERISTICS

- Values vision, creativity, and leadership
- Leadership style comfortable and effective in a highly visible role
- Intellectually curious and up to date on current trends and best practices within enrollment and student affairs
- Proven track record in enrollment management, student success, and student affairs
- Exceptional analytical and technological skills
- Proven success building enrollment through data-informed strategic enrollment planning
- Commitment to retention and student success, and a holistic



- Dedication to diversity and inclusion
- Ability to market an institution to achieve superior levels of enrollment performance
- Enhanced communication skills to articulate a vision effectively to all constituencies

## **PREFERRED QUALIFICATIONS**

- Master's Degree in Higher Education, Leadership, Public Administration and Policy, College Student Personnel, or related field
- Strong knowledge of the student life cycle including recruitment, enrollment and retention
- 7+ years of senior management experience at the department head level or greater for a student support or enrollment department
- Experience in implementing a Strategic Enrollment Plan at the university-wide level
- Demonstrated experience in collaborating and communicating with faculty, student life, and student services staff, colleagues, and administrators

## **APPLICATION PROCEDURE**

The Search Committee invites nominations, applications (a letter of interest, resume/CV, and the names and contact information of five or more references) or expressions of interest to be submitted to the search firm assisting Western Kentucky University. Review of materials will begin immediately and continue until the position is



be submitted to the search firm by **January 9, 2020**. For additional information, please contact:

Porsha L. Williams, Vice President  
Rich McNeal, Associate  
Parker Executive Search  
Five Concourse Parkway, Suite 2900

Atlanta, GA 30328

Phone: 770-804-1996 x109 or x112

[pwilliams@parkersearch.com](mailto:pwilliams@parkersearch.com) | [rmcneal@parkersearch.com](mailto:rmcneal@parkersearch.com)

*Applications will be considered in confidence, but the name and curriculum vitae of finalists will be released prior to on-campus meetings with key constituency groups as part of the final interview process.*

*University policy and state law require a thorough background investigation of finalists.*

*Western Kentucky University (WKU) is committed to a policy of providing equal employment and educational opportunities to all candidates. Western Kentucky University will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity/expression, marital status, age, uniformed services, veteran status, genetic information, pregnancy, childbirth or related medical conditions, or physical or mental disability in admission to career and technical*



*accordance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Revised 1992, and the Americans with Disabilities Act of 1990.*

*Persons with disabilities, who need reasonable accommodations to participate in the application and/or selection process, should notify the office of Equal Employment Opportunity/Affirmative Action/University ADA Services (EEO) at (270) 745-5121.*





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## Jobs at Western Kentucky University

- ♦ **Assistant Professor of Sociology & Criminology (Statistics)**

[Western Kentucky University](#)

- ♦ **Assistant Professor - Sport Management/RSA**

[Western Kentucky University](#)

- ♦ **Assistant/Associate Professor of Finance (Personal Financial Planning)**

[Western Kentucky University](#)

- ♦ **Director, School of Media**

[Western Kentucky University](#)

- ♦ **Assistant Professor in Management**

[Western Kentucky University](#)

# Vice President for Enrollment and Student Experience

Western Kentucky University in Kentucky



# How To Apply

You can apply for this position online at <https://www.parkersearch.com>



[Job Search Results](#)

# Senior Director of Service-Learning and Volunteer Programs

[West Chester University](#) in Pennsylvania

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<b>Deadline</b>	Open until filled
<b>Date Posted</b>	October 9, 2019
<b>Type</b>	Administrative
<b>Salary</b>	Not specified
<b>Employment Type</b>	Full-time

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University of Pennsylvania’s Division of Student Affairs, recognized by *Diverse: Issues in Higher Education* as one of only 20 institutions nationwide as a “Most Promising Places to Work” for 2019, seeks applicants for the Senior Director for Service-Learning and Volunteer Programs. As the institution has experienced growth in its student population, the campus has responded by creating these exciting new leadership opportunities

Under the supervision of the Assistant Vice President for Student



Programs creates an environment that advances the University's strategic priorities. This is accomplished through student, faculty, and staff community-based learning opportunities, both in and outside of the classroom, as well as the creation and cultivation of community partners and other critical stakeholders (e.g., foundation leaders, alumni) to develop new opportunities for service locally, nationally, and internationally. For priority consideration, submit application by Friday, October 25. Applications will be accepted until position is filled.

***Primary responsibilities include:***

**Leadership, strategic planning and department supervision, including but not limited to:**

- Provide approval authority for the operations of the department and WCU Resource Pantry, including staff, programs, technology, and fiscal resources
- Implement departmental learning outcomes assessment, benchmarking, and evaluation reports related to the newly created Student Affairs Student Learning Domains
- Supervise, evaluate and promote the on-going development of professionals in the department (Associate Director, Assistant Director, Service-Learning Faculty Associate, Administrative Assistant), and supervise department professional staff in their roles overseeing graduate assistants and approximately 30 student employees
- Implement divisional strategies that account for ongoing changes

technology, and sustainability issues

- Link individual and departmental performance indicators with demonstrated commitment to social justice and inclusion

### **Policy development and compliance, including but not limited to:**

- Critically examine policy compliance and development efforts related to programs, practices and services to ensure they are socially just, equitable and inclusive
- Monitor and sustain policies and practices that uphold quality standards within community engagement according to CAS standards
- Ensure departmental programs, services and facilities are compliant with any applicable legal, compliance, environmental policies and/or mandates from governing bodies

### **Assessment and reporting, including but not limited to:**

- Collect and maintain data to track department programs and collaborate with stakeholders on other University civic engagement initiatives for the purposes of reporting, research and pursuing external awards
- Effectively manage, align and guide the utilization of assessment, evaluation and research reports and studies, and use culturally relevant and culturally appropriate terminology and methods to conduct and report AER findings
- Create and submit quarterly reports to the VPSA



- Maintain active membership in regional and professional associations
- Review and approve the creation of professional development plans that are appropriate for individual growth, while also serving the current and future needs of the unit

### **Emergency response, including but not limited to:**

- Maintain communication with Environmental Health and Safety, as well as Public Safety, to coordinate and update emergency management procedures
- Responsible for volunteer recruitment and donations, and support activation of Emergency Management Plan
- Serve as a Student Policy and Process Advisor for investigative and adjudicative processes including: hazing; sexual assault (complainant and/or respondent); student conduct matters

### **Minimum Qualifications:**

- Master's degree in higher education, student affairs, counseling education, or closely-related discipline
- At least six years of professional experience in appropriate levels and areas of specialization, specifically service-learning
- Ability to manage information of sensitive and confidential nature in the utmost professional manner
- Evidence of ability to interact effectively with others, including students, faculty, staff and service agencies, as well as the ability to cultivate and maintain relationships with key community

partners

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- Demonstrated ability to supervise and train multiple FT-employees
- Excellent communication (oral and written) and presentation skills
- Experience with administrative duties such as budgeting, strategic planning, and assessment of learning
- Experience using technology to further the mission of the department

### **Preferred Qualifications:**

- Doctorate in higher education, educational leadership, counseling education or closely related field
- Evidence of supervision of multiple full-time professionals, graduate assistants and student employees
- Evidence of experience with collaborating with academic affairs departments
- Evidence of experience writing grant proposals, and securing external funding sources

### **SPECIAL INSTRUCTIONS:**

Starting salary is commensurate with experience. Excellent benefits package including undergraduate tuition fee waiver for self and dependents. Applicants must successfully complete interview process to be considered as a finalist. Anticipated start date for this position is negotiable.

Apply by on-line application at



submission allows for cover letter and resume attachments (required). References with contact information will be required prior to interview.

For priority consideration, submit application by Friday, October 25. Applications will be accepted until position is filled.

Developing and sustaining a diverse faculty and staff advances WCU's educational mission. The University is an equal opportunity, affirmative action employer encouraging diversity. Women, persons of color, veterans, and persons with disabilities are encouraged to apply.

***All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background and consumer reporting checks.***





## People at West Chester University of Pennsylvania

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## Jobs at West Chester University of Pennsylvania

- **Tenure-Track Assistant Professor, Collection Strategist and User Experience Librarian**

[West Chester University](#)

- **Engineering (STEM-H) Librarian**

[West Chester University](#)

- **Tenure-Track Assistant Professor - Department of Library Services (Electronic Resources Librarian)**

[West Chester University](#)

# Senior Director of Service-Learning and Volunteer Programs

[West Chester University](#) in Pennsylvania

## How To Apply

You can apply for this position online at



[keywords=Senior%20Director%20of%20Service-Learning%20and%20Volunteer%20Programs&pagetype=jobOpportunitiesJobs](#)



Job Search Results

# Assistant Director for Campus Activities, Clubs and Organizations

Appalachian State University in North Carolina

- Save
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Date Posted      October 10, 2019

Employment Type Full-time

Position Title      Assistant Director for Campus Activities, Clubs and Organizations

Position Number      088041

Department      Campus Activities - 335200

Description of University

Appalachian State University, in North Carolina’s Blue Ridge Mountains, prepares students to lead purposeful lives as global citizens who understand and engage their responsibilities in creating a sustainable future for all. The transformational Appalachian experience promotes a spirit of inclusion that brings people together in inspiring ways to acquire and create knowledge, to grow holistically, to act with passion and determination, and embrace diversity and difference. As one of 17



students, has a low student-to-faculty ratio and offers more than 150 undergraduate and graduate majors.

## Minimum Qualifications

- Masters in Student Development, Student Affairs, Higher Education, or related field.
- Minimum of three years experience working with students in an advisory role. Two years of relevant Graduate Assistantship work may count as one required year.
- Demonstrated experience with engagement and advising of students in a co-curricular setting.

## License/Certification Required

N/A

## Essential Duties and Responsibilities

### Advising & Training

- Advise and support 400+ student organizations on organizational leadership and educational programs.
- Advise and train 30 Club Council student leaders – a student-led governing group that oversees student organizations – on



programming initiatives including Club Fest (Club Spirit Week) and the Student Organization Leadership Awards.

- Serve as primary contact for student organization advisors; develop trainings and workshops to enhance involvement of club advisors in student organization initiatives.

## **Program Development**

- Oversee and maintain Student Organization Resource Center (Club Hub) including supervision and training of undergraduate student assistants (Involvement Assistants) and budgetary management.
- Serve as community administrator for online student engagement system AppSync (via Campus Labs Engage platform); develop training curriculum and programs to support the growth and vision of AppSync as a campus-wide tool for student engagement.
- Create and coordinate on-going organizational development programs and workshops for student leaders to support their personal and organizational leadership skills.



## Event Planning

- Plan, advise, and implement campus-wide programs including Appalachian State Homecoming Parade and the Club Expo Involvement Fair for student groups.

## Administration

- Lead the process in creating, editing, and enforcing policies that affect student organizations; ensure adherence by student organizations to departmental, campus, and college regulations, policies, and procedures.
- Oversee new student organization recognition process and club allocation process.
- Directly supervise two full-time graduate assistants; indirectly supervise 5-7 undergraduate student assistants.
- Develop and implement a comprehensive assessment program to determine the advancement of leadership skills due to involvement in student clubs and organizations.



## Teaching

- Option to teach an undergraduate leadership course as part of the Leadership Studies Minor.

### Suggested Salary Range

\$45,000-\$50,000

### Physical Demands of Position

Please attach required documents:

### Special Instructions to Applicants

- Cover Letter
- Resume
- List of References with Contact Information

### AA/EEO Statement

Appalachian State University is an Affirmative Action/Equal Opportunity Employer. The University does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability,



orientation.

## **Diversity and Inclusion at Appalachian**

We at Appalachian State University are committed to diversity, equity, and inclusive excellence both locally and globally. Inclusive Excellence is the intrinsic value that a diverse population adds to the learning, teaching, and decision-making processes of an institution.

We understand that the successful implementation of diversity, equity, and inclusive excellence is the responsibility of the entire university community, including alumni and official university governing bodies. A diverse campus community supports an influx of broad and distinct ideas that increase learning opportunities and strengthen the impact of our community as we work collectively to achieve a just experience for all.

We actively encourage, support, and promote a global mindset and an equitable environment where all will know that they belong and are safe to express their culture, identity, values, ideas, opinions, and creativity. We are committed to creating a culture of equity opportunity for all, one that has an expectation of fairness, justice, and equity-minded practice at all levels of the university community.



**Quick Link**<http://appstate.peopleadmin.com/postings/23870>**People at Appalachian State University**

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**Jobs at Appalachian State University**

- ♦ **Assistant Professor - Microbiologist**

[Appalachian State University](#)

- ♦ **Assistant Professor - Marine and Freshwater Symbiosis Microbiologist**

[Appalachian State University](#)

- ♦ **Graduate Teaching Assistant Coordinator and Lecturer of Mathematics**

[Appalachian State University](#)

## **Associate/Full Professor and Department Chair**

Appalachian State University

- ♦ **Assistant Professor in Marketing and Supply Chain Management Department**

Appalachian State University

## **Assistant Director for Campus Activities, Clubs and Organizations**

Appalachian State University in North Carolina

### **How To Apply**

You can apply for this position online at

<https://appstate.peopleadmin.com/postings/23871>





## Assistant Director for Campus Activities, Clubs and Organizations

<b>Institution:</b>	<b>Appalachian State University</b>
<b>Location:</b>	Boone, NC
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/11/2019
<b>Type:</b>	Full-Time
<b>Notes:</b>	included in <b>Diversity and Inclusion Email</b>

### Location

Boone, NC

**Faculty Rank:** No

**Position Number:** 088041

**Department:** Campus Activities - 335200

### Description of University

Appalachian State University, in North Carolina's Blue Ridge Mountains, prepares students to lead purposeful lives as global citizens who understand and engage their responsibilities in creating a sustainable future for all. The transformational Appalachian experience promotes a spirit of inclusion that brings people together in inspiring ways to acquire and create knowledge, to grow holistically, to act with passion and determination, and embrace diversity and difference. As one of 17 campuses in the University of North Carolina system, Appalachian enrolls about 19,000 students, has a low student-to-faculty ratio and offers more than 150 undergraduate and graduate majors.

### Minimum Qualifications

- Masters in Student Development, Student Affairs, Higher Education, or related field.
- Minimum of three years experience working with students in an advisory role. Two years of relevant Graduate Assistantship work may count as one required year.
- Demonstrated experience with engagement and advising of students in a co-curricular setting.

### License/Certification Required

N/A

### Preferred Qualifications

- Demonstrated commitment to diversity and inclusion through programming initiatives and professional development.

- Demonstrated experience in the use of digital tools and social media in outreach to students, which may include; OrgSync, Facebook, Instagram, etc.

## **Essential Duties and Responsibilities**

### **Advising & Training**

- Advise and support 400+ student organizations on organizational leadership and educational programs.
- Advise and train 30 Club Council student leaders - a student-led governing group that oversees student organizations - on university policies and allocation of university funds; advise Club Council on campus programming initiatives including Club Fest (Club Spirit Week) and the Student Organization Leadership Awards.
- Serve as primary contact for student organization advisors; develop trainings and workshops to enhance involvement of club advisors in student organization initiatives.

### **Program Development**

- Oversee and maintain Student Organization Resource Center (Club Hub) including supervision and training of undergraduate student assistants (Involvement Assistants) and budgetary management.
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- Create and coordinate on-going organizational development programs and workshops for student leaders to support their personal and organizational leadership skills.

### **Event Planning**

- Plan, advise, and implement campus-wide programs including Appalachian State Homecoming Parade and the Club Expo Involvement Fair for student groups.

### **Administration**

- Lead the process in creating, editing, and enforcing policies that affect student organizations; ensure adherence by student organizations to departmental, campus, and college regulations, policies, and procedures.
- Oversee new student organization recognition process and club allocation process.
- Directly supervise two full-time graduate assistants; indirectly supervise 5-7 undergraduate student assistants.
- Develop and implement a comprehensive assessment program to determine the advancement of leadership skills due to involvement in student clubs and organizations.

### **Teaching**

- Option to teach an undergraduate leadership course as part of the Leadership Studies Minor.

**Type of Position:** Full Time Position

**Staff/Non-Faculty:** Staff/Non-Faculty

**Appointment Type:** 1.0

### **Work Schedule/Hours**

Mon.- Fri., 8:00 a.m. - 5:00 p.m. (evening and weekend work expected as part of a flexible work schedule.)

**Number of Hours Per Week:** 40

**Number of Months Per Year:** 12

**Mandatory Staff:** Yes

**Suggested Salary Range:** \$45,000-\$50,000

**Posting Date:** 10/10/2019

**Open Until Filled:** Yes

**Evaluation of Applications Begins**

10/28/2019

**Proposed Date of Hire:** 01/21/2020

**Special Instructions to Applicants**

Please attach required documents:

- Cover Letter
- Resume
- List of References with Contact Information

**Search Chair Name**

Macki Snyder

**Search Chair Email**

snydermc@appstate.edu

**Disability Accommodation Information**

Individuals with disabilities may request accommodations in the application process by contacting Maranda Maxey, Director & ADA/504 Coordinator, at 828-262-3056 or maxeymr@appstate.edu.

**AA/EEO Statement**

Appalachian State University is an Affirmative Action/Equal Opportunity Employer. The University does not discriminate in access to its educational programs and activities, or with respect to hiring or the terms and conditions of employment, on the basis of race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation.

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We understand that the successful implementation of diversity, equity, and inclusive excellence is the responsibility of the entire university community, including alumni and official university governing bodies. A diverse campus community supports an influx of broad and distinct ideas that increase learning opportunities and strengthen the impact of our community as we work collectively to achieve a just experience for all.

We actively encourage, support, and promote a global mindset and an equitable environment where all will know that they belong and are safe to express their culture, identity, values, ideas, opinions, and creativity. We are committed to creating a culture of equity opportunity for all, one that has an expectation of fairness, justice, and equity-minded practice at all levels of the university community.

**Background Check Statement**

Any offer of employment to a successful candidate will be conditioned upon the University's receipt of a satisfactory criminal background report.

**Eligibility for Employment**

Proper documentation of identity and eligibility for employment will be required before the hiring process can be completed.

**Quick Link**

<http://appstate.peopleadmin.com/postings/23870>

**APPLICATION INFORMATION**

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<b>Contact:</b>	Appalachian State University
<b>Online App. Form:</b>	<a href="https://appstate.peopleadmin.com/postings/23871">https://appstate.peopleadmin.com/postings/23871</a>

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Apply through Institution's Website

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## Assistant Director of Greek Life and Student Involvement

<b>Institution:</b>	<b>Nebraska Wesleyan University</b>
<b>Location:</b>	Lincoln, NE
<b>Category:</b>	<ul style="list-style-type: none"><li>■ Admin - Student Affairs and Services</li><li>■ Admin - Residence Life and Housing</li></ul>
<b>Posted:</b>	10/11/2019
<b>Application Due:</b>	Open Until Filled
<b>Type:</b>	Full-Time
<b>Notes:</b>	included in <b>Diversity and Inclusion Email</b>

Nebraska Wesleyan University seeks applications for an energetic professional to serve as Assistant Director of Greek Life and Student Involvement. Nebraska Wesleyan University's Center for Student Involvement coordinates student organizations, participates in direct student mentorship and outreach, and develops student programming for incoming new and transfer traditional undergraduate students. NWU's Greek community has been nationally recognized for excellence in academics, service, and campus leadership.

This is a full-time, exempt, year-long position which requires significant evening and weekend work to attend student events. The successful candidate will be an advocate for diversity, a proven mentor of students, highly organized, independent, and comfortable working with both on-campus and off-campus constituencies.

### Responsibilities:

As Greek Life Advisor, this staff member: coordinates the Greek system, and advises both student and community leadership of Nebraska Wesleyan University's three fraternities, three sororities and two councils (IFC and Panhellenic); mentors student Greek leaders on recruitment, programming, self-governance, and policy development and implementation; serves as a liaison between the University and the Greek organizations locally and nationally; supports students in the Greek system as a member of the Student Life outreach team. As Assistant Director of the Center for Student Involvement, this staff member supports new student programs for traditional undergraduate students; coordinates logistics for use of campus by external groups for camps and conferences; and serves as the advisor for Colleges Against Cancer, including the development and management of the annual Relay for Life event. The staff member in this position may additionally supervise credit bearing student leadership opportunities within Student Life as applicable, depending on experience and qualifications.

### Qualifications:

Candidates with a completed Master's degree in Higher Education or a related field will be given preference. Some post-baccalaureate professional or academic experience in higher education is required.

### Candidates must have:

- Experience with Greek Life, preferably in a smaller Greek community.

- Two to three years of higher education experience in a student affairs or student support role.
- Ability to communicate and collaborate effectively with college students, alumni, faculty, and administration.
- Knowledge of student development, assessment of student learning, and leadership theories.
- Experience with risk management, crisis management, and legal and policy compliance.
- Ability to work independently, set goals and timelines, manage and oversee both projects and events.
- Commitment to diversity, equity, and inclusive excellence.
- Strong interpersonal communication skills, oral and written communication skills.
- Logistical skills, attention to detail, and ability to assess effectiveness of ongoing activities.
- Professional integrity and responsibility related to confidential information.

#### How to Apply:

To apply, please upload a letter of application, resume, a diversity statement, and the names of three professional references at the following URL: <https://nebrwesleyan.applicantpro.com/jobs/>. Review of applications will begin immediately and continue until the position is filled.

### APPLICATION INFORMATION

<b>Postal Address:</b>	Maria Harder Human Resources Nebraska Wesleyan University 5000 Saint Paul Avenue Lincoln, NE 68504
<b>Phone:</b>	4024652117
<b>Fax:</b>	4024652565
<b>Online App. Form:</b>	<a href="https://nebrwesleyan.applicantpro.com/jobs/">https://nebrwesleyan.applicantpro.com/jobs/</a>
<b>Email Address:</b>	<a href="mailto:mharder@nebrwesleyan.edu">mharder@nebrwesleyan.edu</a>

#### Commitment to Diversity:

Diversity is a core value of Nebraska Wesleyan University's mission and we embrace it as a source of strength. Applicants are encouraged to demonstrate how they enhance and embrace this University core value in a diversity statement submitted as part of their application materials.

Nebraska Wesleyan University provides equal educational and employment opportunities to qualified persons in all areas of university operation without regard to religion or creed, age, genetic information, gender identity and expression, disability, marital status, race, or national or ethnic origin, in compliance with state and federal laws, including but not limited to Title XII, Title IX, and the ADA. E-Verify, EOE.

Apply through HigherEdJobs

Apply through Institution's Website

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## Director of Student Engagement and Fraternity and Sorority Life

<b>Institution:</b>	University of Denver
<b>Location:</b>	Denver, CO
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/11/2019
<b>Type:</b>	Full-Time

Campus Life and Inclusive Excellence (CLIE) is the student affairs division of the University of Denver. CLIE includes Housing and Residential Education, Academic Resources, Health and Counseling, the Office of Student Engagement & Fraternity and Sorority Life, Culture, Access and Transitions, Student Outreach and Support and Student Rights and Responsibilities.

We are committed to providing students with the support and skills needed to become empowered citizens that positively impact the communities they are a part of, now, and in the future. We do so by challenging student to:

- Reflect on their values and identities;
- Recognize their strengths and acknowledge areas for further growth;
- Understand the importance of needing support and seeking it;
- Cultivate their passions; and
- Foster the public good.

### Position Summary

The University of Denver (DU) seeks an exceptional and innovative professional to serve as Director of Student Engagement and Fraternity and Sorority Life. This position provides leadership, vision, and management for a comprehensive co-curricular student experience. The Director leads efforts to design, enhance, and promote a co-curricular learning environment that helps students identify and create engagement opportunities and immerse themselves in our campus community. The Director will be responsible for the overall design and effectiveness of the Office of Student Engagement. The Director will focus on the development of the holistic student with emphasis given to health and wellbeing, inclusive excellence, leadership growth and community engagement. This dynamic role includes programming, leadership development and community partnerships for both the graduate and undergraduate student populations. Additionally, the Director serves as an integral member of the Division of Campus Life and Inclusive Excellence (CLIE) team. The Director collaborates with key campus partners inside CLIE, as well as academic units and University departments, to identify and promote high impact student experiences. The Director will report to the Executive Director for Community and Residential Education.

### Areas of Oversight:

- Undergraduate Student Government

- Graduate Student Government
- Graduate and Undergraduate Programming and Marketing
- Leadership, Training and Development (Graduate and Undergraduate)
- Fraternity and Sorority Life (FSL)

### **Essential Functions**

- Establish the strategic direction, conceptualize and implement a student engagement framework that supports application and demonstration of student learning and personal impact through co-curricular experiences.
- Supervise the Student Engagement and Fraternity and Sorority Life teams which include Associate Directors, Assistant Directors, Graduate Students and Undergraduate Students.
- Lead and determine program needs, program development assessment and coordination of data related to the student experience and student learning.
- Designs and implements strategies to enhance the policies and practices of the Student Engagement and FSL teams.
- Oversight of the design, build and implementation of a robust curriculum for leadership, development and training for both student engagement and FSL communities.
- Oversight of the design, build and implementation of meaningful and inspiring student traditions and rituals which includes annual signature programs that anchor student engagement on campus. Such traditions must include undergraduate and graduate students and reflect the diverse identities of our entire community.
- Oversight of the design, build and implementation of a robust training and development system for FSL chapters and advisors.
- Oversight for the onboarding and development institutes of all team members during summer and winter breaks.
- Provide high impact professional development opportunities for the Student Engagement and FSL teams.
- Demonstrates a commitment to the principles of diversity, equity and inclusion through practical application within departmental practices and policies.
- Represents the department at divisional and University meetings with a commitment to maintaining the student voice and focus on student well-being in decisions impacting students.
- Serve as the appeals administrator for all FSL and student organization conduct processes.
- Oversight of area budgets, including tracking expenditures, monthly reconciliation and future fiscal planning.
- Respond to student emergencies at programs, events and FSL functions.
- Provide support and accountability to the FSL community and Chapter Advisors.
- Identify ways of engaging and communicating with students, faculty, and staff about the importance of becoming involved on campus and designing high impact experiences.
- Develop a portfolio of initiatives related to co-curricular programs and involvement opportunities for both graduate and undergraduate students.
- Collaborate with campus stakeholders to further identify and support student engagement opportunities, communicate and educate the campus about the framework and ways to help students create their engagement opportunities.
- Design and implement sustainable systems for yearly policy and procedure reviews for all areas of oversight.
- Perform other related duties and participate in special projects and campus committees as assigned.

### **Knowledge, Skills, and Abilities**

- Ability to design programming that will cultivate a strong sense of community for a diverse student body.
- Has a strong understanding of student development theories, specifically the relationship between students social identities as they relate to programming goals and learning outcomes.
- Has a strong understanding of the relationship between the built-environment and student experience.
- Familiar with utilizing emerging technologies, software, and applications to promote and enrich student activities, organizations and clubs, and student engagement overall.
- Has a strong understanding of crisis management
- Ability to create and assess policies, procedures and outcomes

**Required Qualifications**

- Masters Degree in Higher Education or related field
- 3+ years, post Masters degree, full-time professional experience within student affairs or related fields
- 3+ years of experience supervising full-time professional staff while in a full-time profession role
- Strong organizational skills and attention to detail
- Demonstrated experience developing a theoretical framework and implementing programs
- Demonstrated commitment to diversity, inclusion and equity efforts embedded into the foundation of all programming and initiatives
- Demonstrated budget management experience
- Experience with crisis management
- Experience with leadership development

**Preferred Qualifications**

- 5+ years of experience supervising full-time professional staff while in a full-time profession role
- 5+ years, post bachelors degree, full-time professional experience within student affairs or related fields
- Experience with Fraternity and Sorority life
- Experience designing innovative assessment tools to evaluate the impact of student engagement initiatives
- Experience with streamlining complex processes, collaborative approaches to creating buy-in, and lean organizational designs

**Work Schedule**

Monday - Friday, 8:00 a.m. - 4:30 p.m. Evenings and weekends as required.

**Application Deadline**

For best consideration, please submit your application materials by 4:00 p.m. (MST) on October 25, 2019.

**Special Instructions**

Candidates must apply online through jobs.du.edu to be considered. Only applications submitted online will be accepted.

**Salary Range:**

Salary will be determined by the qualifications of the selected candidate balanced with departmental budget availability, internal salary equity considerations, and available market information.

**Please include the following documents with your application:**

- Resume
- Cover Letter

The University of Denver is committed to enhancing the diversity of its faculty and staff. We are an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment regardless of age, race, color, national origin, religion, sex, sexual orientation, gender identity, disability, military/ veteran status or any other status protected by law.

All offers of employment are based upon satisfactory completion of a criminal history background check.

**APPLICATION INFORMATION**

<b>Contact:</b>	University of Denver
<b>Online App. Form:</b>	<a href="https://jobs.du.edu/cw/en-us/job/492742/director-of-student-engagement-and-fr...">https://jobs.du.edu/cw/en-us/job/492742/director-of-student-engagement-and-fr...</a>

Apply through Institution's Website

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## Assistant Director - Asian American Center

<b>Institution:</b>	<b>Northeastern University</b>
<b>Location:</b>	Boston, MA
<b>Category:</b>	<ul style="list-style-type: none"><li>■ Admin - Diversity and Multicultural Affairs</li><li>■ Admin - Student Affairs and Services</li></ul>
<b>Posted:</b>	09/04/2019
<b>Type:</b>	Full-Time

### Assistant Director - Asian American Center

#### About Northeastern:

Founded in 1898, Northeastern is a global research university and a world leader in experiential learning. The same commitment to connecting with the world drives our use-inspired research enterprise. The university offers a comprehensive range of undergraduate and graduate programs leading to degrees through the doctorate in nine colleges and schools. Our campuses in Charlotte, N.C., San Francisco, Seattle, and Toronto are regional platforms for undergraduate and graduate learning and collaborative research. Northeastern pursues advanced research in security and materials at the Innovation Campus in Burlington, Massachusetts, and in coastal sustainability at the Marine Science Center in Nahant, Massachusetts.

#### About the Opportunity:

The Assistant Director of the Asian American Center at Northeastern is one member of a dynamic team of professionals at Northeastern focused on developing an intentional and student-centered space for the exploration of identity on campus. The Assistant Director at the Asian American Center will play an integral role in programs at the Asian American Center focusing on the themes of community engagement within the context of Asian American student life on campus. This individual will work directly with Asian American Heritage Week, programs associated with student organizations on campus, and the Asian American Center's community engagement and service opportunities. The Assistant Director will oversee the Asian American Center's marketing and social media activities.

#### Responsibilities:

The Assistant Director will work very closely with the Director to develop a comprehensive infrastructure that effectively supports the growth and advancement of the Asian American Center. This individual will assist the Director in overseeing the successful implementation of departmental operations, aligning the mission of the Asian American Center with the strategic planning efforts of Student Affairs and the agenda and initiatives shared by areas within Cultural Life.

#### Qualifications:

Master's Degree is required in Higher Education, Psychology, Counseling, Ethnic Studies, or related field.

At least 2-4 years' experience with program design, working closely with undergraduate students; experience in higher education desirable but not required; prior teaching experience is beneficial.

Deep awareness of issues and concerns relevant to the Asian American community and Asian American youth in particular, meaningful experience working with Asian American students, and developing educational programs for heterogeneous populations about Asian American issues. Working knowledge of Asian American Studies highly desirable. Must be student-centered and articulate in an understanding of social identity as it pertains to populations of Asian American college students.

Relevant skills include experience in office management, excellent communication and interpersonal skills, and strong cross-cultural communication skills are required. Must be detail-oriented with excellent writing skills. Must be comfortable with making presentations and leading public forums. Relevant computer skills include a fluency with Microsoft Office and familiarity with Google Docs and Google Hangouts. Basic proficiency with Adobe Photoshop and InDesign is highly desirable. Experience with web design (specifically WordPress), electronic means of communication and social media platforms is highly desirable.

This individual must forward-thinking, creative and able to provide structure and strong leadership in the development of new programs.

**Preferred Qualifications:****Salary Grade:**

10

**Additional Information:**

Northeastern University is an equal opportunity employer, seeking to recruit and support a broadly diverse community of faculty and staff. Northeastern values and celebrates diversity in all its forms and strives to foster an inclusive culture built on respect that affirms inter-group relations and builds cohesion.

All qualified applicants are encouraged to apply and will receive consideration for employment without regard to race, religion, color, national origin, age, sex, sexual orientation, disability status, or any other characteristic protected by applicable law.

To learn more about Northeastern University's commitment and support of diversity and inclusion, please see [www.northeastern.edu/diversity](http://www.northeastern.edu/diversity).

To apply, visit <https://careers.pageuppeople.com/879/cw/en-us/job/501520>

jeid-a1cd5c8049d2a54fbdf49ca97c5bcabd

**APPLICATION INFORMATION**

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<b>Contact:</b>	Northeastern University
<b>Online App. Form:</b>	<a href="https://apptrkr.com/1601428">https://apptrkr.com/1601428</a>

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Northeastern is an Equal Opportunity/ Affirmative Action, Title IX educational institution and employer. Minorities, women, and persons with disabilities are strongly encouraged to apply.

Apply through Institution's Website





## Associate Dean of Students

<b>Institution:</b>	<b>UNC Greensboro</b>
<b>Location:</b>	Greensboro, NC
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	09/04/2019
<b>Application Due:</b>	Open Until Filled
<b>Type:</b>	Full-Time
<b>Salary:</b>	\$75,000 to \$82,000 USD Per Year

The University of North Carolina Greensboro (UNCG) and the Division of Student Affairs are strongly committed to the recruitment and retention of diverse students, staff and faculty. The university and the division invest in its staff and administrators by supporting their active engagement in professional associations, affinity groups, professional service and ongoing learning and development.

The Division of Student Affairs at UNCG is looking for an Associate Dean of Students in the Dean. The Associate Dean of Students is a director-level position within the Division of Student Affairs. Reporting directly to the Associate Vice Chancellor and Dean of Students, the Associate Dean manages the day to day operations of the Dean of Students Office, providing direction and supervision to all staff within the office as well as the Office of Student Rights and Responsibilities. This person also provides guidance and intervention for students in crisis and non-crisis situations including students faced with physical and mental health concerns, financial crisis, family and other personal emergencies, victims of violence, and other barriers to academic success.

Candidates should have experience leading programs that engage students in the life of the university; a working understanding of related legal and compliance issues; an ability to create and assess new initiatives, and knowledge of the theoretical foundations related to college student development and campus environments. Candidates should also possess strong leadership and interpersonal skills, with a proven record of achieving results in collaboration with others; mentor five professionals and student work-study and have experience working within diverse campus environments.

Minimum requirements are a master's degree in student affairs, higher education, counseling or another appropriate field of graduate study and a minimum of 5-7 years of applicable professional experience including direct experience with crisis situations, serving in an advocacy role with college students in an institution of higher education; a record of increasingly complex work responsibility; adjudicating complex conduct cases, a demonstrated understanding of student learning and development; ability to work effectively in an environment of diversity and multiculturalism; and excellent interpersonal, communication, crisis response, and conflict management skills. Preferred qualifications include a candidate that has successfully served in a crisis and advocacy role for the campus community with a documented record of initiating proactive strategies that enhance retention and contribute to a welcoming and inclusive environment.

### About UNCG

UNC Greensboro, located in the Piedmont Triad region of North Carolina, is 1 of only 57 doctoral institutions recognized by the Carnegie Foundation for both higher research activity and community engagement. Founded in 1891 and one of the



original three UNC system institutions, UNC Greensboro is one of the most diverse universities in the state with nearly 20,000 students and over 2,700 faculty and staff members representing more than 90 nationalities. With 17 Division I athletic teams, 85 undergraduate degrees in over 100 areas of study, as well as 74 master's and 32 doctoral programs, UNC Greensboro is consistently recognized nationally among the top universities for academic excellence and value, with noted strengths in health and wellness, visual and performing arts, nursing, education, and more.

To learn more or to apply for this position please visit SpartanTalent at <https://spartantalent.uncg.edu> and view the posting for position #014538

## APPLICATION INFORMATION

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<b>Contact:</b>	Dr. Brett Carter Dean of Students Office UNC Greensboro
<b>Online App. Form:</b>	<a href="https://spartantalent.uncg.edu">https://spartantalent.uncg.edu</a>

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AA/EOE: UNCG is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sex, gender identity, age, sexual orientation, genetic information, status as an individual with a disability, or status as a protected veteran.

Individuals with disabilities requiring disability-related accommodations in the application and interview process, please email us at [askeeo@uncg.edu](mailto:askeeo@uncg.edu). Final candidates are subject to criminal & sex offender background checks. Some vacancies also require credit or motor vehicle checks. If the highest degree is from an institution outside of the U.S., final candidates are required to have their degree verified before start date.

UNCG 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.

Apply through Institution's Website

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## Director - June Anderson Center for Women & Nontraditional Students

<b>Institution:</b>	<b>Middle Tennessee State University</b>
<b>Location:</b>	Murfreesboro, TN
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/04/2019
<b>Application Due:</b>	10/18/2019
<b>Type:</b>	Full-Time

**Requisition Number:** P703

**Department:** June Anderson Ctr Women and NonTrad

### Job Description

The Director develops programs and services to promote advocacy, student development, and delivery of educational support services for both female students and nontraditional students. The Director also serves as a leader in understanding issues of gender, gender expressions, sexuality, race, citizenship, identity more broadly, and/or social justice within and beyond the June Anderson Center for Women and Nontraditional Student community. Additionally, the Director provides assistance and programming to adult students related to admissions, financial aid, and other processes. Serves as point-of-contact for adult students and provides services related to transitioning, attrition reduction, and student success. Serves on campus committees to ensure the needs to adult learners and women students are addressed. They work closely with students and student organizations to build leadership skills, plan events, develop relevant programming and initiatives, and address and respond to student concerns and crises. As a member of the Division of Student Affairs Director staff, the Director collaborates with other University offices and departments both within and beyond the Division of Student Affairs to provide educational and identity-based resources, including partnering with the Intercultural and Diversity Affairs, Fraternity and Sorority Life, Student Organizations, Student Government, , Health Promotion and Prevention, Student Accessibility Services, VET Success Center, Student Success, and Institution of Equity and Compliance. They will inquire, seek, apply, and manage grants directly related to the Center's programming and initiatives. The Director will serve on a variety of school- and University-wide committees and working groups and will take on special projects and other duties as assigned by the Assistant VP of Student Affairs.

### Required Educational Qualifications and Field of Study

Master's degree in Higher Ed Administration, Women's Studies, Counseling or a related field.

### Required Year(s) and Type of Work Experience

Three years progressively responsible experience in a higher education environment or related social service profession required.

### Preferred Year(s) and Type of Work Experience

Ph.D. preferred. Five years of progressively responsible experience in the delivery of services and programs for women and nontraditional students preferred.

**Salary Range:** \$55,095 - \$69,328; commensurate with experience

**Job Open Date:** 10/04/2019

**Job Close Date:** 10/18/2019

**Additional Information**

This position requires a criminal background check. Therefore, you may be required to provide information about your criminal history in order to be considered for this position.

**Job Type:** Full Time

**APPLICATION INFORMATION**

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<b>Contact:</b>	Middle Tennessee State University
<b>Online App. Form:</b>	<a href="https://mtsujobs.mtsu.edu/postings/8820">https://mtsujobs.mtsu.edu/postings/8820</a>

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MTSU, is an equal opportunity, affirmative action employer that values diversity in all its forms. Women, minorities, individuals with disabilities and protected veterans are encouraged to apply. A Tennessee Board of Regents Institution.

Apply through Institution's Website

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## Senior Manager, Office of Diversity Initiatives

<b>Institution:</b>	<b>Purdue University</b>
<b>Location:</b>	West Lafayette, IN
<b>Category:</b>	<ul style="list-style-type: none"> <li>■ Admin - Student Affairs and Services</li> <li>■ Admin - Academic Advising</li> </ul>
<b>Posted:</b>	10/04/2019
<b>Type:</b>	Full-Time

The Senior Manager, Office of Diversity Initiatives will provide leadership in the administration and design of innovative and successful recruitment and retention programs for underrepresented graduate students, while managing and growing partnerships with colleges/schools and departments to recruit underrepresented minority (URM) students at Purdue University. Lead summer and academic year research/mentoring programs to support recruitment efforts across campus, including but limited to Alliance for Graduate Education and the Professoriate (AGEP), Summer Research Opportunities Program (SROP), a Multicultural Visitation Program and the Professorial Advancement Initiative (PAI). Sustain a working relationship with Purdue undergraduate programs that focus on increasing the number of STEM students graduating and entering graduate school. Provide assistance to undergraduate students as they transition into graduate school. Maintain regular communication with other diversity offices and programs throughout campus to foster strong connections. Provide advocacy and mentoring for members of URM populations by initiating, developing and administering programs that address the needs and concerns of all URM graduate students at Purdue University. Assist with seeking external funds for fellowships, trainee-ships, research and other graduate assistantships needed to increase the number of underrepresented students and participate in external proposal development. Administratively supervise the Office of Diversity Initiatives staff and coordinate with other related offices within the Graduate School.

For full consideration, please apply directly on our careers site ([careers.purdue.edu](https://careers.purdue.edu)). Direct link:  
<https://career8.successfactors.com/sfcareer/jobreqcareer?jobId=7728&company=purdueuniv&username=>

### Required:

- Master's degree in Educational Psychology, Educational, or Curriculum & Instruction, Diversity Programming, Higher Education Administration, STEM field, or related degree
- Two years of experience with administering programs, student advising/recruitment, or related experience
- Knowledge of educational trends and academic issues of underrepresented students
- Knowledge of tutoring and mentoring procedures
- Demonstrated leadership skills including good judgment, diplomacy, persuasiveness, public relations, and ability to inspire confidence and cooperation
- Ability to assess program effectiveness
- Ability to plan and organize work to meet deadlines

- Ability to work effectively with diverse groups of people

**Additional Information:**

- Purdue will not sponsor employment authorization for this position
- A background check will be required for employment in this position
- FLSA: Exempt (Not Eligible For Overtime)
- Retirement Eligibility: Defined Contribution Waiting Period

Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply

**APPLICATION INFORMATION**

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<b>Contact:</b>	Reference posting number above and source code: WLINHE Purdue University
<b>Online App. Form:</b>	<a href="http://www.purdue.edu/careers">http://www.purdue.edu/careers</a>

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Purdue University is an EOE/AA employer . All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.

Apply through Institution's Website

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## Assistant Director Social Justice Education

<b>Institution:</b>	<b>Northwestern University</b>
<b>Location:</b>	Evanston, IL
<b>Category:</b>	Admin - Diversity and Multicultural Affairs
<b>Posted:</b>	10/07/2019
<b>Application Due:</b>	Open Until Filled
<b>Type:</b>	Full-Time

**Job ID:** 37283

**Location:** Evanston, Illinois

**Department:** Campus Inclusion & Community

**Salary/Grade:** EXS/6

### Job Summary:

Northwestern University is looking for a talented, innovative, culturally competent, student-centered administrator to serve as the Assistant Director of Social Justice Education. As a part of Campus Inclusion and Community, the Assistant Director of Social Justice Education will join a team of professionals from Multicultural Student Affairs and Student Enrichment Services that is committed to creating a more inclusive learning environment for all our students through work focused on advocacy and education in the areas of equity and access, leadership development and intersectionality.

Under the supervision of the Director of Social Justice Education, the Assistant Director of Social Justice Education will be responsible for advising and managing the Sustained Dialogue program (SD). The Assistant Director of Social Justice Education will advise the SD student leadership team, create and facilitate all trainings for the SD Moderators, and integrate student learning and assessment into their work. The Assistant Director will supervise a graduate and have the opportunity to develop new inclusion and social justice related programming. The Assistant Director will lead various trainings for student leaders and organizations upon request. The Assistant Director will serve in a consulting role to 2-3 campus partners, such as Athletics, New Student and Family Programs, Fraternity and Sorority Life, and Residence Life. Specific liaisons will be determined once position is filled.

Strong candidates will be team-oriented student affairs professionals that are well versed in social justice and intergroup dialogue frameworks, student development and leadership theory and have demonstrated success in developing student leaders and establishing new programs. Candidate must be a skilled facilitator and presenter.

### Specific Responsibilities:

1. Advises Sustained Dialogue Leadership Team; facilitates moderator training; corresponds with Sustained Dialogue Campus Network staff; plans development and engagement programming for moderators; coordinates signature quarterly events, such as Dialogue at Deering; oversees the Sustained Dialogue group assignments; secures space for sessions; manages participant attendance logs; develops and coordinates assessment;

2. Organizes and facilitates cultural competency and social justice education and training sessions for students
3. Serve as a consultant to various divisional and university departments partner
4. Supervises a graduate student
5. Performs other duties as assigned

**Minimum Qualifications:**

1. Master's degree in Higher Education administration or related field required;
2. Two to three years relevant experience;
3. Experience advising student organizations and organizing and facilitating presentations and trainings for students facilitation;
4. Comprehensive knowledge of current theory and practice in student affairs as it pertains to inclusion, building community, and social justice;
5. Knowledge and skill to apply contemporary best practices in student affairs, student learning outside of the classroom, and inclusivity advocacy;
6. Knowledge and successful implementation of assessment;
7. Proven comprehensive skills to work collegially and collaboratively across campus with academic and administrative areas to achieve goals;
8. Comprehensive skills to advocate for inclusivity of diverse student populations;
9. Candidates with evident knowledge of current national trends in campus life, inclusion and social media will be strongly considered;
10. Familiarity with fund-raising a plus.

**Minimum Competencies:** (Skills, knowledge, and abilities.)

1. Customer and Personal Service - Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
2. Sociology and Anthropology - Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.
3. Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
4. Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.
5. Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
6. Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
7. Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas
8. Technology - Possess working knowledge of the use of technology to streamline processes and social media to enhance communication with students, undergraduate and graduate students.
9. Public Safety and Security - Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes, including veterans and individuals with disabilities. Women, racial and ethnic minorities, individuals with disabilities, and veterans are encouraged to apply. Hiring is contingent upon eligibility to work in the United States.

## APPLICATION INFORMATION

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<b>Contact:</b>	Human Resources Northwestern University
<b>Online App. Form:</b>	<a href="https://careers.northwestern.edu/psp/hr857prd_er/EMPLOYEE/HRMS/c/HRS_H...">https://careers.northwestern.edu/psp/hr857prd_er/EMPLOYEE/HRMS/c/HRS_H...</a>

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## Assistant Director of the ALANA Cultural Center

<b>Institution:</b>	Colgate University
<b>Location:</b>	Hamilton, NY
<b>Category:</b>	<ul style="list-style-type: none"><li>■ Admin - Diversity and Multicultural Affairs</li><li>■ Admin - Student Affairs and Services</li></ul>
<b>Posted:</b>	10/07/2019
<b>Application Due:</b>	Open Until Filled
<b>Type:</b>	Full-Time

**Division:** Dean of the College

**Department:** ALANA Cultural Center

### Department Statement

The ALANA Cultural Center, situated within the Dean of the College is a dynamic and engaging hub of multicultural exploration, social justice education, and campus community building. Here, students, staff, faculty, and alumni celebrate the commitment in advocating for inclusivity and equity - at Colgate and beyond. We do this by committing to five main areas - community building, social justice, celebration of culture and history, self-empowerment, and peer education and engagement.

### Accountabilities

The Assistant Director of the ALANA Cultural Center collaborates closely with other professionals across the Dean of the College division to create an inclusive environment for students, including wellness, student leadership and involvement, fraternity and sorority advising, religious and spiritual life, and LGBTQ+ Initiatives. The Assistant Director's primary responsibilities include contributing to the development of a vibrant and caring environment where student activity, education, and cultural exploration can occur, with particular focus on race, ethnicity, and intersectionality. This Assistant Director is also responsible for guiding student-developed programs where differences and commonalities are shared and welcomed across a broad range of identities.

Reporting to the Director of the ALANA Cultural Center, the Assistant Director is an equity- minded practitioner, educator, and advisor/mentor. The assistant director position requires experience in program development and implementation, building partnerships across a university/college campus, and educating students and the campus community about the significance of equity, inclusion, and diversity in a global society.

### Program Design, Implementation, and Execution

- Assist with and often take a lead role in the planning, implementation, and assessment of programming related to the strategic goals of the ALANA Cultural Center, the Dean of College Division, and the University's Third Century Plan. In

addition, the assistant director must be able to take direction and be self-directed in the development and modification of a co-curricular model of multicultural education.

- Utilize assessment to measure student learning across a comprehensive set of programs and services offered through the ALANA Cultural Center.
- In conjunction with the director, facilitate educational trainings that promote social justice, cultural awareness and humility, and celebrate Colgate's diverse student population.
- Assist in the development and implementation of a social justice certificate program.

### **Student Staff Supervision**

- Supervise undergraduate staff members who work within the ALANA Cultural Center. This oversight includes but is not limited to, hiring staff, developing schedules, coordinating and prioritizing workload, evaluating work performance, and providing professional development to students.
- Assist the director in the hiring and supervision of a masters-level graduate intern.

### **Student and Community Engagement**

- Advise multicultural student organizations and develop the leadership of these organizational leaders through trainings, mentorship, and the development of formal advising structures.

This may also include planning and executing formal leadership conferences, retreats, meetings, or other student development opportunities, with assistance and guidance from the director, intern, and other campus partners.

- Coach students in their social, leadership, academic, and identity development and encourage their holistic well-being, self-advocacy, and ability to utilize resources and support services.
- Identify opportunities for ally development, campus awareness and student advocacy, and commit to ongoing learning about issues related to multicultural issues and social justice development. In conjunction with the director, the assistant director will need to problem-solve and to harness and maximize these opportunities.
- Serve on cross-functional committees within the Dean of the College Division and broader Colgate campus, as needed.

### **Leadership**

- Assist the director in budget management, reporting, communications, assessment, and other administrative tasks as needed.
- Possess high levels of professional acumen, judgment, and leadership and serve in a variety of capacities in the absence of the director.
- Serve in other capacities as needed.

### **Professional Experience/ Qualifications**

Experience working with culturally and ethnically diverse populations required; relevant experience in higher education

- Demonstrated success in developing programs and services that promote student success and support for students of color and other underrepresented groups.
- An understanding of issues facing contemporary higher education, specifically around diversity, equity, and inclusion is required.
- Ability to apply student development, identity development, intersectionality, and/or social justice frameworks to all programs, trainings, interactions with the Colgate community and retreats.

- Demonstrated understanding and success in applying principles of fiscal responsibility and ethical behavior in the workplace, including a commitment to confidentiality.
- Demonstrated skills in project management, including data gathering and analysis, presentation skills, strategic project planning and project implementation.
- Team-oriented with excellent interpersonal and intercultural skills, and ability to effectively communicate.
- Demonstrated ability to work collaboratively with all levels of staff, campus faculty, community leaders, and community-based organizations in support of diversity programming across the university.
- Experience in supervising or advising students and/or other staff.

**Preferred Qualifications**

Experience with various dialogue formats, such as intergroup dialogue, is desired

**Education**

Master's degree preferred in higher education, student affairs, counseling, social work, ethnic studies, or related field; bachelor's degree required with equivalent combination and experience. 2-3 years of full-time experience required.

**Physical Requirements**

Ability to work evenings and weekends to support events and programming.

**Requisition Number:** 2019S099P

**Temporary:** No

**Work Schedule:** 8-5

Some evenings and weekends as needed

**APPLICATION INFORMATION**

<b>Contact:</b>	Colgate University
<b>Online App. Form:</b>	<a href="http://apptrkr.com/h_0qzfttv6dogcqfoc">http://apptrkr.com/h_0qzfttv6dogcqfoc</a>

It is the policy of Colgate University not to discriminate against any employee or applicant for employment on the basis of their race, color, creed, religion, age, sex, pregnancy, national origin, marital status, disability, protected Veterans status, sexual orientation, gender identity or expression, genetic information, being or having been victims of domestic violence or stalking, familial status, or any other categories covered by law. Colgate is an Equal Opportunity/Affirmative Action employer. Candidates from historically underrepresented groups, women, persons with disabilities, and protected veterans are encouraged to apply.

Apply through Institution's Website

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## Assistant Director of Student Involvement

<b>Institution:</b>	<b>Framingham State University</b>
<b>Location:</b>	Framingham, MA
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/07/2019
<b>Type:</b>	Full-Time
<b>Notes:</b>	included in <b>Diversity and Inclusion Email</b>

### Company Description:

Framingham State University is a vibrant comprehensive liberal arts institution located in the MetroWest suburbs of Boston, which integrates an academically challenging liberal arts education with workforce preparation programs. FSU takes pride in empowering student success by providing a superior education, leading research and innovation opportunities, and a strong first-year experience.

Founded in 1839, FSU enrolls about 4,000 undergraduates and 1,500 graduate and professional students. FSU offers 36 bachelor's degrees with 57 specialized concentrations, 63 minors, and 24 master's degree programs, in a highly personalized teaching environment. FSU employs more than 330 faculty members, 89% of whom have terminal degrees.

FSU is deeply committed to inclusive excellence, encourages a supportive, diverse and collaborative learning environment, and provides a culturally relevant education. FSU is honored to be a four-time recipient of the prestigious INSIGHT into Diversity Higher Education Excellence in Diversity (HEED) award and was recently designated as a Howard Hughes Medical Institute (HHMI) Inclusive Excellence campus. FSU encourages applications from persons who share our commitment to promoting a welcoming and inclusive community.

Our founding motto, "Live to the Truth", was said at the end of each class by beloved first principal, Cyrus Peirce, who sought to discover and teach "the truth" - "truth in theory and principle,...truth in spirit and motive,...truth in manner and form,...truth intellectual and truth moral." Principal Bagnall found this motto "speaks of sincerity of spirit,...of intensity of effort, of resolution to succeed, of joy in achievement." "Live to the Truth" continues to guide our institution in practice and endeavor. FSU seeks employees who share in this quest for truth and commit to living it fully.

Visit [www.framingham.edu/careers](http://www.framingham.edu/careers) to learn more about employment opportunities at Framingham State University.

### Job Description:

#### GENERAL STATEMENT OF DUTIES:

In conjunction with the Director of Student Involvement, the Assistant Director will advise designated student organizations and assist in the implementation of office-sponsored programs including clubs and organizations, leadership development, and other services. Coordinates, collaborates, and supports programs and services designed to enhance student life at

Framingham State University including student programming through the University programming board (Student Union Activities Board-SUAB), club training and development, and experiential leadership programs.

**SUPERVISION EXERCISED:**

Direct supervision of graduate interns (as necessary), Student Coordinators of Events (student staff), and assist Director with supervision of support staff in the office. Supervise student leadership of experiential leadership programs.

**SUPERVISION RECEIVED:**

Director of Student Involvement

**EXAMPLES OF SPECIFIC DUTIES AND RESPONSIBILITIES:****Club and Student Program Development**

- Serve as a resource person to all assigned student activities groups including multi-cultural based affinity groups, educational, and all other complementary/co-curricular programs
- Facilitate and manage the annual Involvement Fair
- Manage and implement semester officer training workshops
- Assist in the creation and annual revisions to the Club Officer Handbook for club processes and procedures
- Assist in the development and revision of club advisor training and resources
- Provide sound budgetary and financial advisement and supervision for all student groups
- Serve as coordinator and primary trip advisor to the experiential learning leadership programs
- Coordinate with and support student leadership in planning and implementation of annual community service events

**Advisor Roles**

- Act as primary advisor to the programming board, SUAB
- Act as primary advisor/supervisor to student leadership for experiential learning leadership programs

**General Responsibilities**

- Serve as department designee in office decisions and university committees in absence of Director
- Assist in the hiring of professional, classified and student employees within the Office of Student Involvement and Leadership Development
- Maintain records relating to the work of Student Involvement program in order to constantly evaluate activities and to provide resource documents and data for year-end reports
- Be familiar with the purchasing practices required by the Commonwealth of Massachusetts
- Use Banner, 25Live, and CollegiateLink for purchasing and event management
- Manage performance contracts, in conjunction with the area Vice President
- Serve on Student Development and University-wide standing committees, such as student core leadership steering committee and others as assigned
- Attend University functions of general importance to the student body (Orientation, Commencement, Black & Gold Beginnings, Homecoming & Family Weekend, etc.)
- Stay current on trends in higher education and student affairs through involvement in professional organizations, in-service training, and continued education

- Work evenings and weekend events regularly, providing general event management support to club and campus events
- Designation as a Clery Campus Security Authority (CSA) and Title IX Responsible Employee
- Accountable for ensuring that affirmative action, equal opportunity, and diversity are integrally tied to all actions and decisions in areas of responsibility

**WORKING CONDITIONS:**

- Majority of work hours take place in an office environment requiring use of computer and telephone
- Working both indoors and outdoors for certain events and activities, includes standing for periods of time, bending, crouching and any other body movements associated with event support
- Frequent evening and weekend hours as events require
- Some travel with student groups on buses, other provided transportation or own transportation needed
- Must be able to lift items up to 50 pounds

**GENERAL STATEMENT OF DUTIES:** In conjunction with the Director of Student Involvement, the Assistant Director will advise designated student organizations and assist in the implementation of office-sponsored programs including clubs and organizations, leadership development, and other services. Coordinates, collaborates, and supports programs and services designed to enhance student life at Framingham State University including student programming through the University programming board (Student Union Activities Board-SUAB), club training and development, and experiential leadership programs. For more information visit: [www.framingham.edu/careers](http://www.framingham.edu/careers), **MINIMUM QUALIFICATIONS:** Master's Degree in College Student Personnel, Higher Education Administration or closely related field **Additional Qualifications:** Two years of successful professional or graduate student level experience in a student activities setting preferred Preference of cultural competency student development theory and practice knowledge experience,

**Requirements:****MINIMUM QUALIFICATIONS:**

- Master's Degree in College Student Personnel, Higher Education Administration or closely related field

**Additional Qualifications:**

- Two years of successful professional or graduate student level experience in a student activities setting preferred
- Preference of cultural competency student development theory and practice knowledge experience

**Additional Information:**

This is a full-time, exempt, benefits-eligible position in the Association of Professional Administrators (APA) bargaining unit at the rank of Assistant Director. The annual salary range is \$50,000-\$54,000, commensurate with experience.

Framingham State University conducts criminal history and sexual offender record checks on recommended finalists prior to final employment for all positions.

Framingham State University is an equal opportunity/affirmative action employer.

Members of underrepresented groups, minorities, women, veterans, persons with disabilities, and all persons committed to diversity and inclusive excellence are strongly encouraged to apply.

**Application Instructions:**

Candidates must apply online using the "APPLY NOW" link (located at the bottom of this page) by submitting (1) a cover letter, (2) resume, and (3) the names and contact information for three professional references.

This search is reopened. For priority consideration, application materials must be received by October 25, 2019. Position will remain open until filled.

Framingham State University only accepts application materials through our online application system. We are unable to accept application materials through mail, email, fax, or hand delivery. If you experience technical issues with the online application process, please submit a helpdesk ticket.

Framingham State University understands that persons with specific disabilities may need assistance with the job application process and/or with the interview process. For confidential assistance, please contact the Human Resources Office at 508-626-4530 or [humanresources@framingham.edu](mailto:humanresources@framingham.edu).

PI114369418

## APPLICATION INFORMATION

<b>Contact:</b>	Office of Human Resources Framingham State University
<b>Phone:</b>	508-626-4530
<b>Online App. Form:</b>	<a href="http://www.Click2Apply.net/xgkm72pxn734xpb3">http://www.Click2Apply.net/xgkm72pxn734xpb3</a>

Apply through Institution's Website

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## Director of Student Conduct

<b>Institution:</b>	<b>Mount Saint Mary College</b>
<b>Location:</b>	Newburgh, NY
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/08/2019
<b>Type:</b>	Full-Time

**Job Title: Director of Student Conduct**

**Reports To: Vice President for Students**

**Status: Exempt, Full Time**

### **General Description**

The Director is responsible for the administration of the College's student conduct process under the supervision of the Vice President for Students (VPS), and provides innovative leadership for a student centered campus conduct system. Responsibilities include working collaboratively with Security and Safety on investigations of alleged incidents of sexual misconduct and other code violations; coordination of individual and organizational student conduct; developing creative responses to student conduct issues; and developing a comprehensive approach to issues of student conduct, centered on rights and responsibilities. The Director of Student Conduct provides training for the College hearing boards and Residence Life. The Director of Student assists in coordinating the College's response to emergencies involving students and assures compliance with the Family Education Rights and Privacy Act (FERPA). The Director of Student Conduct assumes responsibilities for the Vice President for Students in his or her absence.

### **Primary Duties and Responsibilities**

1. Assist in all aspects of the management, coordination and communication of *The Student Code of Conduct (Code)*. This includes the coordination and management of reported incidents of violation of the Code, ensuring and conducting investigations when warranted, and resolving violations as a student conduct officer and hearing officer with full authority to issues sanctions in accordance with the Code.
2. Work closely with the VPS in managing the *Code* and be responsible for reviewing, evaluating and updating the *Code* as needed.
3. Train students and professional staff on the *Code*.
4. Work closely with the Title IX Coordinator regarding students concerns, trainings and the Campus Climate Survey.
5. Coordinate and facilitate the Title IX student conduct process of all Sexual Misconduct Cases.
6. Coordinate and adjudicate student cases of alleged violations of the *Code*.



7. Ensure that student conduct hearings are effectively administered by supervising the preparation of all notifications and documentation, scheduling conduct meetings and hearings, notifying all participants, and reviewing all physical and/or documentary evidence submitted to hearing boards and exercising superior judgment in resolving these matters.
8. Meet with respondent and complainant for pre-hearing meetings. Collaborate with Title IX investigators in finalizing investigative reports.
9. Counsel individual students, both alleged offenders and complainants, regarding their rights and responsibilities.
10. Determine the level of alleged violations for formal and informal procedures; ensure due process for cases of alleged violations of the Student Code of Conduct in accordance with procedures.
11. Implement interim measures, in consultation with the VPS, including no-contact orders, temporary suspensions and relocations; write letters and coordinate notice to student(s) and staff.
12. Assist in the selection, recruitment, and training of faculty, staff and administration who serve as hearing board members.
13. Notify the VPS, Director of Security & Safety, Director of Counseling, Director of Residence Life and other appropriate staff when an emergency arises.
14. Responsible for the coordination of the Assessment and Care Team (ACT) that will meet bi-weekly to discuss issues of concerns and coordinate support to students.
15. Will be part of the College's administrator on call rotation and be available to address emergencies as they arise.
16. Enter data, maintain student conduct records, and create student conduct reports, surveys, and assessment.
17. Ensure compliance with FERPA for all student conduct records contained in the Office of Student Conduct by supervising the maintenance, security, and proper disclosure of such records.
18. Serve as a contact for faculty for upper class students with extended absences. Work collaboratively with faculty, Office of Student Success and Academic Affairs to develop individual action and support plans for students in need.
19. Formulate, implement, and monitor department budgets and annual reports.
20. Complete federal and state reports as needed.
21. Manage all tasks and responsibilities of the Student Exchange and Visitor Program (SEVP) for international students attending the College.
22. Other appropriate duties and responsibilities inherent in the position and/or assigned.

### **Requirements**

1. Master's degree in student personnel administration, higher education administration or a related field is required.
2. At least three years of directly related professional student affairs experience is required and must include knowledge of student development theory and student conduct processes, and applicable laws such as the Clery Act, Title IX, the Campus Sexual Violence Elimination (Campus SaVE) Act, and Family Educational Rights and Privacy Act (FERPA).
3. Strong communication, strong leadership, collaboration, organizational and program development skills are essential.
4. A strong candidate will have competent and comprehensive experience in administrative proceedings and investigations.
5. Excellent interpersonal skills and the ability to work collaboratively with others are required.

6. Evidence of an effective leadership style, experience in residence life and student conduct, and a background demonstrating success in dealing with students, parents, administrators, and faculty is required.

7. The ability to manage and complete tasks in a timely manner and the ability to maintain accurate records and files is required.

## APPLICATION INFORMATION

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<b>Contact:</b>	Mount Saint Mary College
<b>Online App. Form:</b>	<a href="https://workforcenow.adp.com/mdf/recruitment/recruitment.html?cid=9553338f...">https://workforcenow.adp.com/mdf/recruitment/recruitment.html?cid=9553338f...</a>

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AA/EOE

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## Student Affairs Specialist - Diverse Student Organization Liaison

<b>Institution:</b>	<b>Purdue University</b>
<b>Location:</b>	West Lafayette, IN
<b>Category:</b>	<ul style="list-style-type: none"><li>■ Admin - Student Affairs and Services</li><li>■ Admin - Diversity and Multicultural Affairs</li></ul>
<b>Posted:</b>	10/08/2019
<b>Type:</b>	Full-Time

As the Student Affairs Specialist, you will; be responsible for advising and coaching multiple student organization categories related to diversity. Working with over 1000 student organizations, on a campus with a thriving international population this position is critical to being a connector for campus wide resources for student organizations and helping them live their mission.

Some of the primary responsibilities will include advising student leaders in planning, organizing, implementing and evaluating programming developed by students and staff. Supervise major campus events, including safety and security, crowd control and compliance with contractual obligations and University policies. Assist and provide student leaders with training in leadership development, programming skills, policy development, budget development and marketing. Serve as on-site event management and provide supervision of student leaders, while representing the Purdue Memorial Union and the Student Activities and Organizations Office administratively. Cultivate and manage University-community partnerships, faculty partnerships and alumni networks that enrich co-curricular experiences. Serve as liaison with other campus leadership educators and provide assistance and collaboration.

### REQUIRED:

- Bachelor's Degree
- One year of professional experience in a college union or in the student activities field.
- Two years of graduate assistantship in a college union or a student's activities program will equal one professional year.
- Strong skills in decision making, communication, interpersonal and intercultural relations.
- Ability to coach and lead others, strategic thinking, and drive for results.
- Supervision of volunteers and work with diverse student populations.
- Clear understanding of student development theories, co-curricular development, learning outcomes and ability to collaborate.
- Ability to relate well to students, develop rapport, trust and work within a shared decision-making model with the students.
- Ability to work effectively with individuals from different viewpoints and backgrounds and teamwork in daily work activity.

**PREFERRED:**

- Master's Degree in higher education, student affairs, college student personnel, or related field.
- Supervisor experience.
- Knowledge of University policies and procedures.

**ADDITIONAL INFORMATION:**

- Purdue will not sponsor an employment-related authorization for this position
- A background check is required for employment in this position
- FLSA: Exempt (Not Eligible for Overtime)
- Retirement: Defined Contribution Waiting Plan
- Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities and veterans are encouraged to apply.

For full consideration, please apply online directly at: <https://career8.successfactors.com/sfcareer/jobreqcareer?jobId=7572&company=purdueuniv&username=>

**APPLICATION INFORMATION**

*Reference posting number above and source code: WLINHE*

<b>Contact:</b>	Purdue University
<b>Online App. Form:</b>	<a href="https://career8.successfactors.com/sfcareer/jobreqcareer?jobId=7572&amp;compa...">https://career8.successfactors.com/sfcareer/jobreqcareer?jobId=7572&amp;compa...</a>

Purdue University is an EOE/AA employer . All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.

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## Director, Admissions and Enrollment Management

<b>Institution:</b>	<b>The University of Iowa</b>
<b>Location:</b>	Iowa City, IA
<b>Category:</b>	Admin - Admissions and Enrollment
<b>Posted:</b>	10/10/2019
<b>Type:</b>	Full-Time

The Undergraduate Program Office (UPO) at the Tippie College of Business is seeking a Director of Admissions and Enrollment Management. This position will provide leadership, direction, and coordination to support student success in all undergraduate areas for the Tippie College of Business. Create and foster an inclusive and collaborative culture that facilitates the achievement of the Tippie College and Undergraduate Program vision, mission, and goals. Build relationships with internal and external constituents in higher education and in the community. Represent the Tippie College and Undergraduate Program on University committees. Engage in strategic enrollment management planning and coordinate curriculum innovation and outcomes assessment in all undergraduate areas of study. Some travel and evening and weekend hours are required for this position.

For a complete job description, please send an email to the contact listed below.

### About Tippie College of Business

Tippie is a Top-25 public business school. We're known for our academic rigor, our work ethic, and our Iowa-nice culture. We are over 3,000 students in programs spanning BBA to PhD. We are six academic departments-accounting, economics, finance, marketing, management and entrepreneurship, and business analytics. We are eight centers and institutes, and three student-managed endowment funds. We are 50,000 alumni and growing. We hold the gold standard of accreditations, the Association to Advance Collegiate Schools of Business (AACSB), and have maintained the accreditation since 1923. Our leadership is forward-thinking and pioneering, and our advisory boards serve as eyes and ears to industry.

There is an expectation that the person in this position will maintain effective, civil, and respectful working relationships with the University of Iowa campus community and uphold a high standard of cultural competency and respect for difference that represents the Tippie College of Business' commitment to diversity, equity, and inclusion.

### Required Qualifications:

- Master's degree in business, higher education, or related field.
- Minimum of 3 years of demonstrated expert leadership experience required in higher education/student affairs and academic program management.
- Demonstrated constructive and collaborative relationship building skills with a variety of individuals and groups, including peers, leadership, and external constituents
- Extensive experience managing curriculum and program change

- Extensive experience in enrollment management with demonstrated results.
- Demonstrated experience leading and managing in a creative and fast-paced environment
- Demonstrated commitment to working with diverse populations.
- Advanced demonstrated skills in data collection, analysis, management, assessment and reporting
- Proficiency in Microsoft Office products
- Excellent verbal and written communication skills.
- Experience in human resources role including selection, hiring, training, and evaluation.
- Valid driver's license and ability to meet and maintain UI Fleet Safety Standards

**Desired Qualifications:**

- Extensive experience managing diverse teams and effectively developing/utilizing staff talent.
- Knowledge of University procedures, policies, and systems (MAUI, ICON, etc.)

**Application Details:**

In order to be considered for an interview, applicants must upload a resume and cover letter that indicates how you meet the qualifications listed and mark the files as a "Relevant File" to the submission.

Job openings are posted for a minimum of 14 calendar days and may be removed from posting and filled any time after the minimum posting period has ended. Successful candidates will be subject to credential and criminal background checks. Five professional references will be requested and required at a later step in the recruitment process.

The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran.

**APPLICATION INFORMATION**

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<b>Contact:</b>	The University of Iowa
<b>Online App. Form:</b>	<a href="http://www.aplitrak.com/?adid=bmFuY3lrcm9lemUuNzg0NjAuNDkxMEB1aW93...">http://www.aplitrak.com/?adid=bmFuY3lrcm9lemUuNzg0NjAuNDkxMEB1aW93...</a>

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The University of Iowa is an equal opportunity/affirmative action employer. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact the Office of Equal Opportunity and Diversity, (319) 335-0705.

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## Director of Student Svcs - Dean Special Student Services

<b>Institution:</b>	Howard University
<b>Location:</b>	Washington, DC
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/10/2019
<b>Type:</b>	Full-Time

**Job ID:** 32908

### Howard University Mission

Howard University is a comprehensive, research-oriented, historically Black private university providing an educational experience of exceptional quality to students of high academic potential with particular emphasis upon the provision of educational opportunities to promising Black students. Further, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching and research, committed to the development of distinguished and compassionate graduates and to the quest for solutions to human and social problems in the United States and throughout the world.

### Position Compensation

Salary commensurate with qualifications, education & University guidelines.

### Position Information

#### BASIC FUNCTION

The purpose of this position is to provide leadership in developing, implementing, and managing programs and services delegated to the jurisdiction of the Office of Student Services (OSS).

#### SUPERVISORY ACCOUNTABILITY

Responsible for supervising multiple functions, with full responsibility for effective operation and results.

#### NATURE AND SCOPE

External contacts include, but are not limited to, federal agencies--Department of Justice, the Veterans Administration, Department of Education, Health and Human Services; District of Columbia Government-Department of Vocational Rehabilitation Services and Metropolitan Police Department. Related associations for consultation include the Association for Higher Education and Disability.

Internal contacts include, but are not limited to, related campus, academic and administrative staff and other unit members as required.

#### PRINCIPAL ACCOUNTABILITIES

- Manager of the unit with responsibility for selection, supervision, and evaluation of all professional, clerical, administrative, and student staff members; budget preparation and oversight.
- Sets vision and strategic plans to ensure continuous growth and improvement of processes to enhance the student experience.
- Administer the university's compliance with the Americans with Disabilities Act, as it relates to students by developing and implementing all programs and services for this population who are enrolled in the different schools and colleges of the university. This also includes training faculty and staff appropriately, and coordinating with Physical Facilities Management, housing, student health, university counseling service, academic advisors, deans, chairs faculty and other units as required.
- Provides strategic leadership for student success in establishing collaborative partnerships between student affairs and academic affairs.
- Serve as mediator, advocate, and arbitrator with internal and external individuals and organizations regarding disabled student services.
- Monitor compliance with all federal, District of Columbia, and university laws, policies, and procedures.
- Serve as the advisor to students processing a total withdrawal; responsible for maintaining resulting records for the division.
- Oversee services to veterans, active duty military, and dependents eligible for benefits.
- Develop, write and publish appropriate materials to properly inform the university community about all matters related to those areas under OSS jurisdiction; responsible for same electronically (web-site, broadcast e-mails, etc.).
- Participate, provide advice, and counsel as requested to university-wide committees.
- Prepare reports and memoranda as required and requested.
- Seek, evaluate, and coordinate grants for university efforts in securing resources to administer success of the unit.
- Performs other related duties as assigned.

## **CORE COMPETENCIES**

- Ability to create, develop and implement programs, services and interventions appropriate to the mission of OSS mandates.
- Creativity and ability to think through the creation and launch of a new program
- Effective written and oral communication skills, including public speaking.
- Knowledge of compliance measures, legislation, and policies and procedures
- Ability to interact appropriately with, and maintain effective relationships with university officers, deans, directors, department heads, students, alumni, parents/guardians, and persons in related external organizations.
- Knowledge of higher education administration and structure.
- Ability to recruit and effectively manage, supervise and evaluate staff.
- Knowledge of budget development and oversight.
- Ability to conduct short and long-range planning.
- Knowledge of active duty and Veterans' benefits programs.

## **MINIMUM REQUIREMENTS**



- Master's degree in an appropriate specialization (Psychology, Counseling, Social Work, Student Affairs, Higher Education, or other related field) and 5-7 years of professional experience in higher education.
- Earned doctorate preferred/

**Equal Employment Opportunity**

The University does not discriminate on the basis of race, color, national and ethnic origin, sex, marital status, religion, or disability. Veteran status and people with disabilities are encouraged to apply.

Inquiries regarding provisions for persons with disabilities, equal employment opportunity and Title IX should be directed to the Office of Employee Relations and Equal Employment Opportunity at (202) 202-806-1280.

**APPLICATION INFORMATION**

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<b>Contact:</b>	Howard University
<b>Online App. Form:</b>	<a href="https://careers.howard.edu/psp/careers/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_...">https://careers.howard.edu/psp/careers/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_...</a>

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## Student Development Specialist II

<b>Institution:</b>	<b>Texas State University</b>
<b>Location:</b>	San Marcos, TX
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/10/2019
<b>Application Due:</b>	10/22/2019
<b>Type:</b>	Full-Time

**Posting Number:** 2020056

**Location:** San Marcos

**Department:** Dean of Students

**Recruitment Type:** Open to All

**Job Type:** Full-Time

**Monthly Salary:** \$3,500.00 - \$3666.66

**Job Category:** Exempt

**Required Qualifications Applicants must specifically address how they meet these required qualifications to meet the requirements of the position.**

Bachelor's degree in Counseling, Social Work, Education, Higher Education, Criminal Justice, Psychology, Sociology, Health Education, Public Health, Health and Wellness Promotion, Nursing or related field from an accredited college/university. Degrees in other fields will be considered if applicant has relevant work experience or proven knowledge, skills and abilities to perform the job duties.

TDLR Certified Instructor for Alcohol Education Program for Minors (AEPM), or willing and able to attain certification within six months of hire date. Requirements for this certification, and hence for this position, include:

- Must be a licensed chemical dependency counselor, registered counselor intern, licensed social worker, licensed professional counselor, licensed professional counselor intern, certified teacher, licensed psychologist, licensed physician or psychiatrist, probation or parole officer, adult or child protective services worker, licensed vocational nurse, or registered nurse;

Or

- Have at least one year of documented experience in case management or education relating to substance abuse and/or mental health.

Willing to pursue instructor certification in other TDLR Offender Education courses (ex., Drug Offender Education Program).

- Experience with substance abuse screening and related tools (ex., SASSI, SBIRT, ASSIST, AUDIT, etc.) or willing to attend training within first 6 months of employment.
- Experienced with Motivational Interviewing and brief intervention techniques applicable to substance abuse.
- Excellent customer service, interpersonal skills and the ability to build rapport with students, colleagues, and other stakeholders.
- Strong writing and researching skills in order to prepare clear and concise correspondence, reports and program literature such as flyers, handouts, or brochures.
- Excellent speaking and presentation/teaching skills in order to facilitate alcohol education courses and other programs to college-aged participants.
- Must be highly organized, attentive to detail, flexible, self-motivated, able to multi-task and able to prioritize workload.
- Ability to deal with difficult students and customers.
- Be proficient in standard office technologies such as Microsoft Office programs (Word, Excel, PowerPoint, and Outlook).
- Ability to work both independently and collaboratively on multiple projects and tasks.
- Ability to read and understand policies and procedures, state laws, and federal regulations.
- Experience in developing and executing program assessment.
- Experience advising/supervising student organizations and/or student programming.

### **Preferred Qualifications**

- Master's degree in Student Affairs, Higher Education, Criminal Justice, Psychology, Sociology, Counseling, Social Work, Education, Health Education, Public Health, Health and Wellness Promotion, Nursing or related field from an accredited college/university. Degrees in other fields may also receive consideration if candidate can articulate how the knowledge and skills related to the degree can transfer to the position.
- Licensed Chemical Dependency Counselor (LCDC), Licensed Social Worker, Licensed Professional Counselor or LPC intern (LPC), Registered Counselor Intern, Certified Health Education Specialist (MCHES) or Public Health Educator.
- Supervisory experience.
- Experience with student conduct case management software programs (ex., Maxient).

### **Job Description**

The Coordinator position reports to the Assistant Director of Alcohol Drug and Compliance Services and supervises a cohort of up to five (5) student workers. The Coordinator is integral in the provision of services to students found responsible for violating the Code of Student Conduct, particularly the university's policies on alcohol or other substances. Programs include substance abuse education, community service, and skills/personal development. While some programs may be open to community members referred by a court, ADCS primarily serves students and tailors programs to be most relevant to university students' experiences and goals.

### **Job Duties**

In support of ADCS and DOS strategic initiatives, the Coordinator will be responsible for: Assisting with the various aspects of all services provided by ADCS including:

- Alcohol Education Program for Minors
- Community service;
- Skills/personal development;
- Marijuana 101 (facilitated through 3rd Millennium Classrooms)

Timely adherence with all reporting and assessment requirements.

- Skills/personal development programs to assist in the developmental and success of students (individually or in a group). Topics could include understanding temperament, understanding consent/respect, values-based decision-making, conflict resolution, risk-mitigation, etc.
- If assigned as program administrator, ensure compliance with the university's and the program's record-retention requirements (both hard and electronic copies) and any other applicable policies and statutes. This includes collection, retention, and management of participant/course records; maintaining certification requirements; and, data collection, analysis & reporting.
- Compile data for annual reports regarding services provided and other information as necessary for division, university, state, and federal reporting requirements.
- Assess customers' needs and provide referrals as appropriate, to on and off-campus resources relevant to addressing alcohol, drug or any other concerns that would pose obstacles to student success (retention & graduation).
- Support current collaborations and develop new partnerships to ensure that participation in current and future ADCS programs contributes to the personal development of students and their career readiness competencies (identified by the National Association of Colleges and Employers, NACE).
- Serve as instructor for ADCS's Alcohol Education Program for Minors (AEPM) and assist with duties required for the program.
- Assist students with registration for services, including scheduling and receipt of payments, and help ensure the department's adherence with policies related to these transactions.

Assist direct and indirect supervisor(s) and work collaboratively with other members of the Dean of Students Office as assigned.

- Serve on university teams/committees in support of ADCS, department division or university strategies relevant to office operations and as assigned.
- Track and convey students' completion of sanctions and concerns to department staff or others involved in referring or providing services to students in accordance to Family Educational Rights and Privacy Act (FERPA).
- Explore, recommend and assist in the implementation of new technology that will improve effectiveness and efficiency of services and operations, including in areas of communication, scheduling, record retention and data retrieval. These will focus on remote and multi-user accessibility.
- Advise Dean of Students-affiliated chartered student organizations as assigned. This may include assisting with student development (weekly meetings and annual retreats), planning /execution of the organizations' events (ex., Veterans Day and Bobcat Pause), and oversight of the organizations' budget.
- Other duties and support of other areas as assigned.
- Occasional Saturday and some evening hours required.

#### **Additional Information to Applicants**

Occasional Saturday and evening hours are required.

If you are selected for an interview you will be required to bring a transcript.

**Job Open Date:** 10/08/2019

**Job Close Date (posting closes at midnight)**

10/22/2019

**Open Until Filled:** No

**Normal Work Days:** Monday, Tuesday, Wednesday, Thursday, Friday

**Normal Work Hours Start:** 8:00AM

**Normal Work Hours End:** 5:00PM

### Posting Notices

Applicant must have a valid Texas Driver's License and be a driver in good standing with less than ten (10) points deducted for driving infractions as determined by the employer driving standards system., YOU WILL BE REQUIRED TO ELECTRONICALLY ATTACH A RESUME AND COVER LETTER TO YOUR APPLICATION.

### Legal and Required Notices

Texas State University, to the extent not in conflict with federal or state law, prohibits discrimination or harassment on the basis of race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity or expression.

Employment with Texas State University is contingent upon the outcome of record checks and verifications including criminal history, driving records, education records, employment verifications, reference checks, and employment eligibility verifications.

Texas State University is a tobacco-free campus. Smoking and the use of any tobacco product will not be allowed anywhere on Texas State property or in university owned or leased vehicles.

Texas State University is a member of the Texas State University System. Texas State University is an EOE.

Texas State is committed to increasing the number of women and minorities in administrative and professional positions.

### Why work @ Texas State?

- Amazing health insurance: various coverage options starting your first day of employment for full-time employees with Texas State paying 100% of the employee premium and 50% for your dependents!
- Generous paid time off: vacation, holidays, sick days and many more!
- Excellent work life balance resources: mother and family-friendly resources in addition to a comprehensive FREE wellness program
- Great professional development opportunities: choose from a variety of workshops, training, online learning and even access educational leave opportunities and reimbursement for academic courses
- An inclusive Bobcat community: join our many social networks offered on and off-campus
- Retirement peace of mind: TRS pension, retirement plans and voluntary saving options with generous employer contributions

By joining the Texas State Bobcat team, you'll be a part of one of the most beautiful, diverse, and growing universities in the nation. **Quick Link**

<http://jobs.hr.txstate.edu/postings/26346>

**APPLICATION INFORMATION**

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<b>Contact:</b>	Texas State University
<b>Online App. Form:</b>	<a href="https://jobs.hr.txstate.edu/postings/26463">https://jobs.hr.txstate.edu/postings/26463</a>

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Apply through Institution's Website

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## Director for the Center for Student Diversity and Inclusion (10016)

<b>Institution:</b>	<b>Southern Illinois University Edwardsville</b>
<b>Location:</b>	Edwardsville, IL
<b>Category:</b>	<ul style="list-style-type: none"><li>■ Admin - Diversity and Multicultural Affairs</li><li>■ Admin - Student Affairs and Services</li></ul>
<b>Posted:</b>	10/10/2019
<b>Application Due:</b>	11/04/2019
<b>Type:</b>	Full-Time

**Department:** 840477 - Vice Chancellor for Student Affairs

### Job Posting Description:

Southern Illinois University Edwardsville (SIUE) is seeking a Director to lead the recently formed Center for Student Diversity and Inclusion under the Office of Student Affairs. Established in July 2018, the Center for Student Diversity and Inclusion provides resources and support through programming, mentorship and advocacy. It is a space for students to engage socially, culturally and intellectually. Staff members work directly with students to help them develop a sense of belonging and achieve success in the SIUE campus community.

Reporting to the Vice Chancellor for Student Affairs, the Director of the Center for Student Diversity and Inclusion will work with the SIUE community to enhance the student campus climate regarding issues of diversity and inclusion and foster a campus culture that is welcoming and accepting for all. The Director will develop innovative and creative intercultural and inclusive programs, services, trainings, communications and events to promote diversity, cultural awareness and inclusion on the SIUE campuses.

The selected candidate will provide leadership, strategic vision, organization and administrative oversight for the Center, including supervising of an assistant director, (2) graduate assistants and (1) office support specialist. Responsibilities for the Director will include chair/organization of the annual Martin Luther King, Jr. Celebration, coordination and development of identity-based welcome and graduation celebrations, management of the university-wide Inclusive Conversation series, and development of nationally recognized history and heritage month programs. The Director will also support and collaborate with students and student organizations to organize and sponsor diversity and inclusion activities and promote student welfare through advocacy, academic support, and mentoring.

Additionally, the Center Director will collaborate with the Assistant Provost to develop new and support existing co-curricular programs (Sustained Dialogue) that promote learning related to diversity, inclusion and social justice and support leadership development as well as serve as a member of the Diversity and Inclusion Institutional Leadership and Bias Incident Response Teams.

Further duties and responsibilities may be assigned based on the needs and goals of the University.

SIUE is a nationally recognized university that provides students with a high-quality, affordable education that prepares them for successful careers and lives of purpose. Situated on 2,660 acres of beautiful woodland atop the bluffs overlooking the natural beauty of the Mississippi River's rich bottomland and only a short drive from downtown St. Louis, the SIUE campus is home to a diverse student body of more than 13,000 individuals from 45 different states and over 58 nations.

This is a current Administrative / Professional vacancy at Southern Illinois University Edwardsville. The position posting will close to applicants at end of business day, 4:30 pm CST, on the posting end date. SIUE offers an exceptional array of benefits to all full-time employees including medical, dental and life insurance; tuition waivers; financial savings plans; vacation and sick leave; and pension plan as part of a total compensation package to eligible employees.

Candidates must upload and attach the following documentation to their application package in SIUE's HireTouch system: letter of application; resume; unofficial academic transcripts, including those for SIUE (MUST have for educational qualification verification); and list of at least three professional references with current contact information. Applicants will also need to complete the full Administrative / Professional application forms package located under the Applicant Profile box in HireTouch. Incomplete application packages will result in a delay of review and/or non-review.

To start the application process, click the "Apply for Position" button at the top of the job description page. This will prompt you to access your HireTouch account or create a new account. Only create a new account if you have NEVER done so previously. After logging in or completing your new profile, you can then complete the application process for individual positions. When uploading your required documents, please ensure you attach them to the correct position using the drop down box.

Applicants will be subject to a background check and/or drug screening prior to an offer of employment.

**Minimum Acceptable Qualifications:**

- Master's degree in multicultural education, student affairs, higher education, or a related field.
- Minimum of 5 years of relevant full-time employment in a higher education setting.
- Must demonstrate a record of success in leading programming and other initiatives focused on inclusive excellence that have contributed to the engagement and success of students from traditionally underrepresented groups.
- A reputation as a positive team player and a personal commitment to collaboration and integrity is essential.
- Experience managing a unit's budget and supporting grant development and fundraising efforts.
- A proven record of direct engagement with students, faculty, staff and the local and regional community.

**Preferred Qualifications:**

- Experience as a Director or as an Associate/Assistant Director of a multi-cultural center.

**FLSA Exemption Status:** Exempt

**Posting Salary:** \$6,250.00 Monthly, excellent benefits package.

**Location:** SIU Edwardsville Main Campus

**Posting End Date:** 11/04/2019

**APPLICATION INFORMATION**

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**Contact:** Southern Illinois University Edwardsville

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**Online App. Form:**

**<https://siue.hiretouch.com/job-details?jobID=10016&job=director-for-the-cente...>**

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## Associate Vice President for Student Affairs and Dean of Students

<b>Institution:</b>	University of St. Thomas - Houston
<b>Location:</b>	Houston, TX
<b>Category:</b>	Admin - Student Affairs and Services
<b>Posted:</b>	10/10/2019
<b>Application Due:</b>	12/31/2019
<b>Type:</b>	Full-Time

University of St. Thomas

Associate Vice President for Student Affairs and Dean of Students

Title IX Coordinator for Students

The University of St. Thomas ([www.stthom.edu](http://www.stthom.edu)), a private Catholic university located in Houston, Texas is committed to the liberal arts and to the religious and Intellectual traditions of the Catholic higher education, is seeking an Associate Vice President for Student Affairs and Dean of Students. Located in the fourth largest city in America, UST spans almost 20 city blocks in the heart of Houston's highly desirable Museum District adjacent to the world renowned Texas Medical Center.

### Job Summary

The Associate Vice President for Student Affairs and Dean of Students position provides leadership and advocacy for Counseling and Disability Services, Campus Ministry, Residence Life, Health Promotion and Wellness, Student Activities, and to the Assistant Dean of Students and Director of the Mendenhall Summer Institute. The AVPSA serves as the chief student conduct officer and oversees the ongoing implementation and administration of student related policies and programs. In addition, the AVPSA is responsible for various Student Affairs initiatives and programs that foster student retention, growth and development, including those of the Mendenhall Achievement Center. The AVPSA advises and supports Student Government and the Student Body President, and other campus leadership programs. The AVPSA serves as the Title IX Coordinator for Students. The AVPSA works in accordance with the Catholic, Basilian, and University values of Goodness, Discipline, Knowledge, and Community. The Associate Vice President for Student Affairs (AVPSA) reports directly to the Vice President for Enrollment and Student Engagement (VPESE)

### Essential Responsibilities

Serve as a thought leader who devises new and creative ways of integrating new students, retaining existing students, and helping students achieve success both academically and professionally

Oversee the development and implementation of the University's Code of Student Conduct and related policies and procedures

Serve as chief Student Conduct officer

Directly supervise various Student Affairs departments that include Counseling and Disability Services, Campus Ministry, Residence Life, Health Promotion and Wellness, Student Activities, and the Assistant Dean of Students and Director of the Mendenhall Summer Institute

Oversee Student Success projects and programs and assist with programming for the Mendenhall Achievement Center

Working closely with Human Resources, Office of the General Counsel, UST Police Department, serve as the Title IX Coordinator for Students

Coordinate and facilitate compliance to Title IX regarding discrimination and sexual harassment prevention. Serve as the primary point of contact for all student investigations, responses and resolutions to complaints, and the selection and training of other investigators

Provide leadership and direction for various University-wide retention initiatives; work with faculty, advisors, and other University personnel on implementing best practices regarding student retention, developing retention strategies and evaluating outcomes

Oversee and maintain various data and reporting on student retention and related issues

Prepare and manage the AVPSA budgets and provide support for the preparation and management of the operational budgets of the Student Affairs departments

Review budgets for student clubs and organizations, and oversee annual club allocations

Serve as Student Affairs liaison to the First Year Experience Program

Chair the University Care Team, the University Retention Committee, and the Campus Programming Committee

Serve as Advisor to the Student Government and assist with student leadership programs

Assist with staff development for the Student Affairs staff, including support for division assessment

Serve on various university committees/councils including those concerning shared governance

Direct and oversee special projects as assigned by the Vice President for Enrollment and Student Engagement

## Qualifications

Minimum of Master's degree from an accredited university in a relevant discipline such as counseling, social work, sociology, student affairs or higher education administration

Minimum of seven years of administrative experience in a college or university environment with direct experience in Student Affairs

Minimum of 3 years of direct responsibility for Title IX compliance with experience in investigating allegations of sexual misconduct and/or domestic violence required

Comprehensive knowledge, understanding and implementation of various regulations and laws pertaining to higher education such as, but not limited to Campus SaVE, FERPA, the Clery Act, Title IX, and other related federal and state laws is required

Ability to work a flexible schedule that may include evening and weekend assignments

Strong communication and presentation skills

Proficient with Microsoft Office programs including Excel, Word, and PowerPoint

Working knowledge of Maxient preferred

Excellent interpersonal skills with strong interest in working with Student Affairs staff, students, and the University community at large

Knowledge of crisis intervention techniques and ability to act calmly and effectively in emergency situations  
Ability to plan, assess, and evaluate programs  
Skill in budget preparation and fiscal management  
Demonstrated analytical abilities with a high degree of attention to details  
Demonstrated ability to handle multiple tasks simultaneously  
Interest in learning and maintaining a thorough knowledge of University structures, policies, and procedures

#### Other Requirements

This position will require evening and weekend work, as needed, when there are special student-related programs, activities, and events or those involving parents.

The nature and scope of these responsibilities at the University of St. Thomas, a private Catholic university, require that the incumbent be aligned with the values of the Roman Catholic Church and be familiar with the Church's teachings on social justice, dignity of the human person, education, and sanctity of life. Being a member in good standing with the Roman Catholic Church is preferred.

The above statements are intended to describe the general nature of work performed by individuals in this position. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and qualifications required of individuals in this position. All positions may have miscellaneous job duties assigned on an as needed basis. Management, at the appropriate level, retains the right to assign and change the duties of this and any position at any time.

Applicants will be reviewed immediately and will be accepted until the position is filled. You must submit an up to date resume and cover letter describing your interest in the position and in joining a growth-oriented Catholic institution to be considered.

The University of St. Thomas is an equal opportunity employer.

For more information, or to apply now, you must go to the website below. Please DO NOT email your resume to us as we only accept applications through our website.

<https://www.applicantpro.com/j/1219985-332676>

#### APPLICATION INFORMATION

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<b>Contact:</b>	Human Resources University of St. Thomas - Houston
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<b>Online App. Form:</b>	<a href="https://www.applicantpro.com/j/1219985-332676">https://www.applicantpro.com/j/1219985-332676</a>
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Apply through Institution's Website

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**Appendix E – Student Demand  
M.Ed. in Higher Education Interest Survey**



# M.Ed. in Higher Education interest form

VCU's School of Education is considering the creation of a Master of Education (M.Ed.) in Higher Education degree program. Please read the information below and complete the following questions to help us gauge interest in this program.

Graduates of the program will receive master's-level preparation to succeed in academic- and student-centric roles, including but not limited to: central operations, academic affairs, admissions, athletics, and advising. By exposing students to the best available theory, research, and practice in urban higher education, the program will cultivate essential skills.

\* Required



## About the proposed program



The proposed M.Ed. in Higher Education degree would be a 36 credit hour program, with the following student learning outcomes:

- 1) Describe and analyze research related to higher education organizations and institutions with an emphasis on issues pertaining to urban education and equity.
- 2) Apply qualitative and quantitative research methods to issues within higher education.
- 3) Explain the history and trends of higher education administration and leadership.
- 4) Demonstrate competencies and ethical behaviors to lead within complex higher education organizations.
- 5) Lead initiatives and teams with attention to equity and responsiveness to community needs in the context of higher education.

## Survey questions



1) If VCU offered a M.Ed. in Higher Education, how likely would you be to apply? \*

1 2 3 4 5

Definitely would  
apply

☐ ☐ ☐ ☐ ☐

Not at all likely to  
apply





2) During which academic year do you think you would enter the M.Ed. in Higher program at VCU?

\*

☐ 2020-2021

☐ 2021-2022

☐ 2022-2023

☐ 2023-2024

3) What year do you expect to graduate? \*

Your answer

4) What are your plans after graduation?

Your answer





# M.Ed. in Higher Education interest form

QUESTIONS

RESPONSES 25

25 responses



- SUMMARY
- INDIVIDUAL

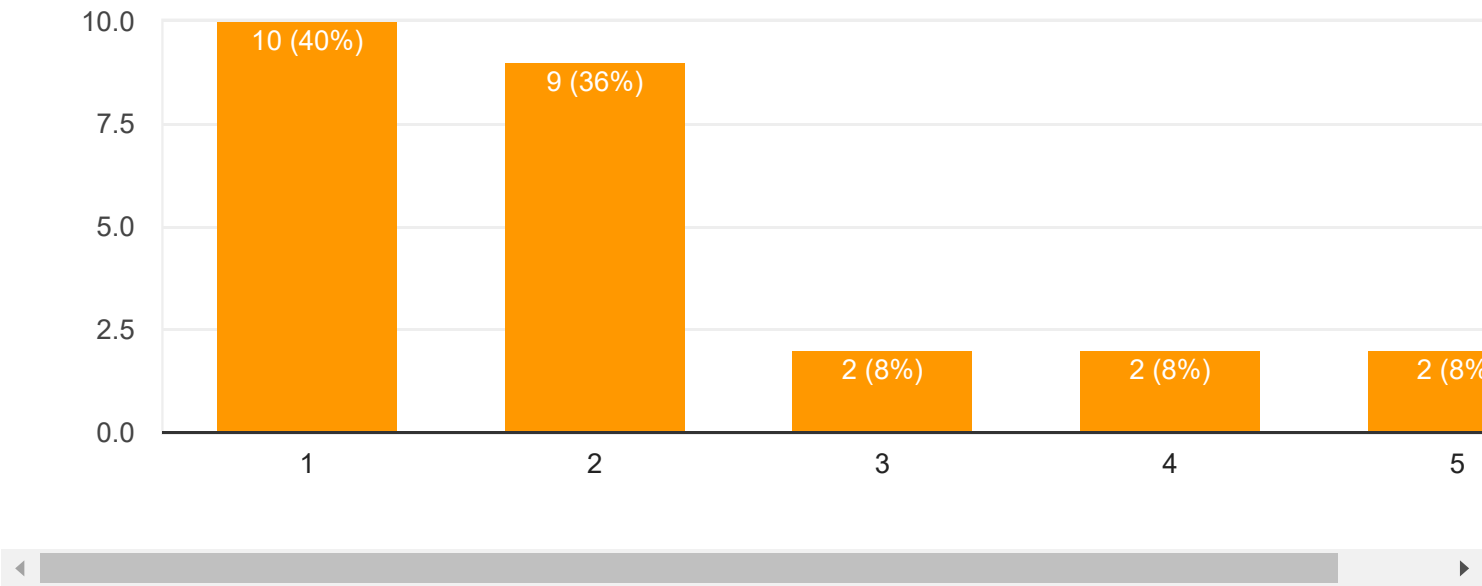
Accepting responses ☒

About the proposed program

Survey questions

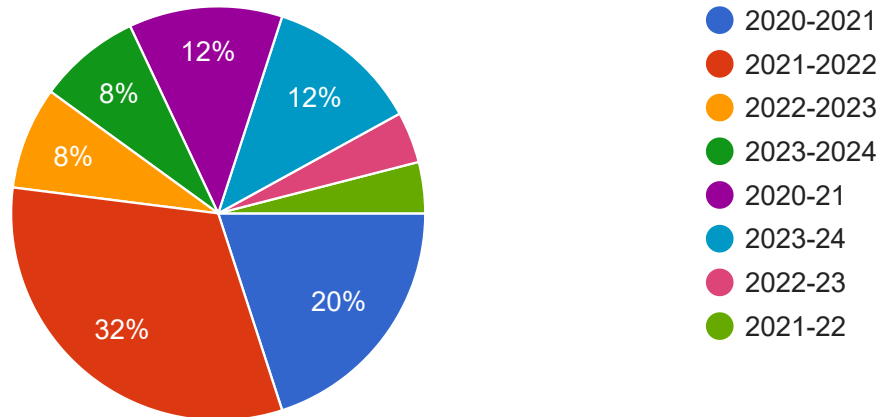
1) If VCU offered a M.Ed. in Higher Education, how likely would you be to apply?

25 responses



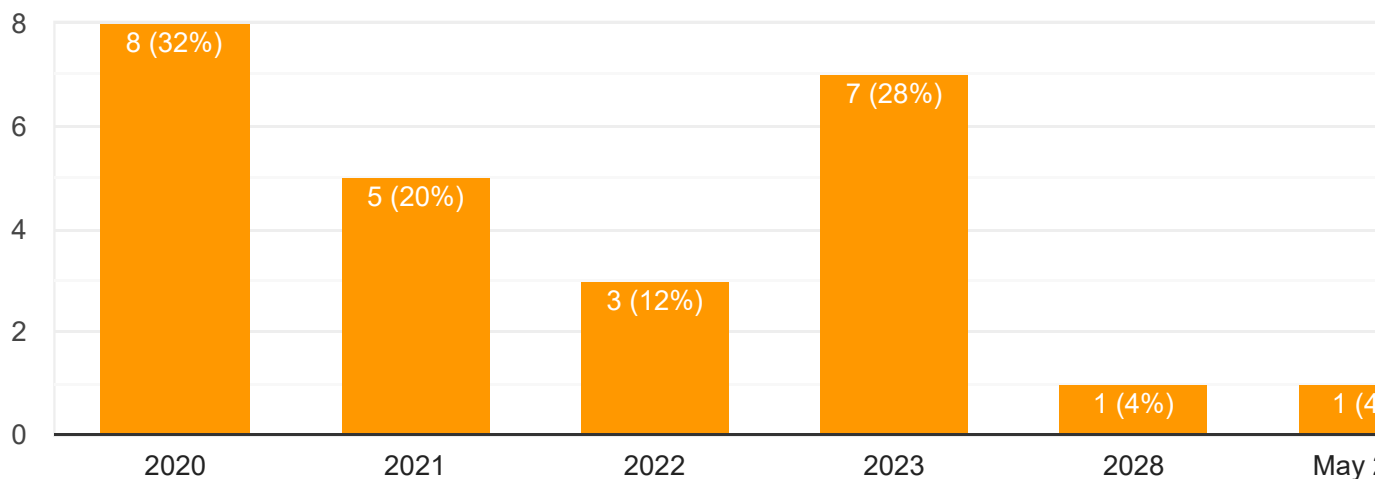
## 2) During which academic year do you think you would enter the M.Ed. in Higher program at VCU?

25 responses



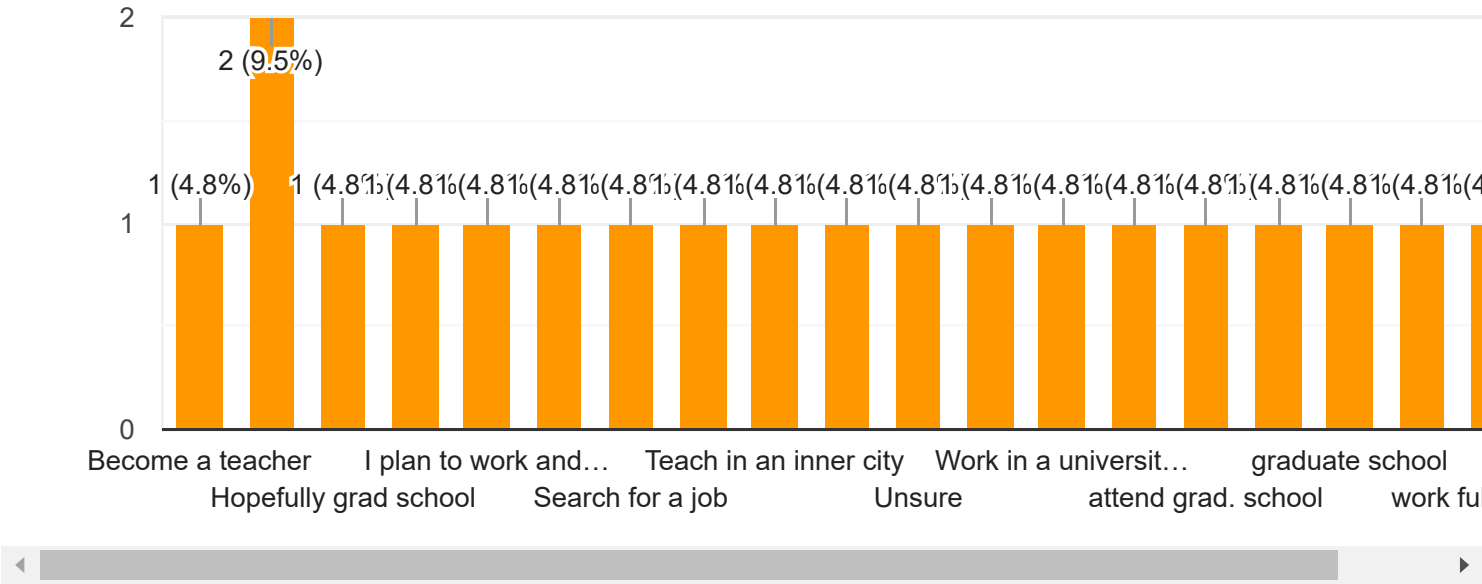
## 3) What year do you expect to graduate?

25 responses



4) What are your plans after graduation?

21 responses



## **Appendix F – Student Demand Prospective Student Emails**



Veronica Shuford <vpshufor@vcu.edu>

## Higher Education Interest Fwd: Master's of Education in Student Affairs Fall 2019 Program

1 message

**Tomika Ferguson** <tlferguson2@vcu.edu>  
To: Veronica Shuford <vpshufor@vcu.edu>

Sat, Oct 12, 2019 at 2:44 AM

Interested Student

**Tomika L. Ferguson, Ph.D.**

Assistant Professor and Co-Coordinator Ed.D. Program, Higher Education Leadership  
Department of Educational Leadership

Virginia Commonwealth University School of Education

tlferguson2@vcu.edu

804.828.1125

*Follow us on Facebook, Twitter, Instagram, LinkedIn and YouTube.*



----- Forwarded message -----

.edu>

Date: Tue, Feb 19, 2019 at 10:51 AM

Subject: Master's of Education in Student Affairs Fall 2019 Program

To: <tlferguson2@vcu.edu>

Good Morning Dr. Ferguson,

My name is ..., I am currently a full-time student in the Robertson School of Media and Culture. I will be graduating this May 2019. I am also a full-time employee at VCU Residential Life & Housing. Post graduation, I was planning to obtain my MBA from VCU's School of Business and use this degree to move into Higher Education. However, I was wondering is there a Master's of Education in Student Affairs program available for the Fall of 2019? If so is there a posted bulletin as well posted requirements? I look forward to hearing about this opportunity. Thank you so much for your time!

Thank you,

She | Her | Hers

Residential Life & Housing  
Virginia Commonwealth University  
711 West Main Street

int

[housing.vcu.edu](http://housing.vcu.edu)

*This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.*

*"My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style." -Maya Angelou*



Veronica Shuford <vpshufor@vcu.edu>

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## Fwd: Masters Program Higher Education

1 message

---

VCU SOEINFO <soeinfo@vcu.edu>

To: schevliasons@vcu.edu

Cc: Veronica Shuford <vpshufor@vcu.edu>

Fri, Sep 13, 2019 at 11:26 AM

With care,

Jenna Lenhardt, Ph.D.

Addie Snyder, M.T. 2020

School of Education

Virginia Commonwealth University

soeinfo@vcu.edu

Phone: 804-827-2479

Pronouns: She/her

**Schedule a meeting with Dr. Jenna Lenhardt, Recruitment Specialist.** Please note if you would like to attend in-person, online, or via phone in the "Event Location" part of your request, and add phone number if you choose a phone conference.

Follow us on [Facebook](#), [Twitter](#), [Instagram](#), [LinkedIn](#) and [YouTube](#).  
Find out more about our [Graduate Programs](#) and [Apply today!](#)



----- Forwarded message -----

Date: Thu, Jun 13, 2019 at 4:15 PM

Subject: Masters Program Higher Education

To: <soeinfo@vcu.edu>

To Whom it May Concern,



Good afternoon. My name is [redacted] for University Student Commons and Activities (USC&A) here at VCU. I have been in the higher education field for over three years and have completed my first year here at VCU.

I have been talking to my supervisor [redacted] about continuing my education by obtaining a Masters Degree in Higher Education Administration while working full time. I was told by [redacted] after discussing with them both about the new Higher Education Administration program starting in Fall of 2021 that I should reach out to you all in regards to the current MEd in Educational Leadership studies concentration program. More specifically about the courses that are offered that will transfer into this new program.

I am hoping you could give me more information regarding enrollment into these courses or the program to transfer into the new program once it begins. What are the requirements for enrollment into the program? Would you suggest enrolling in the courses or the program, and if just the courses what would be the steps or requirements for taking that route?

Best Regards,

Pronouns: He, Him, His

Division of Student Affairs



907 Floyd Avenue  
P.O. Box 842032  
Richmond, VA 23284-2032  
usca.vcu.edu | VCU  
804.827.2357

VCU Faculty/Staff/Students - Request a room  
External Clients - Submit a request



VCU

Veronica Shuford &lt;vpshufor@vcu.edu&gt;

**Fwd:  
Follow-Up**

1 message

**... in Educational Leadership Inquiry****VCU SOEINFO** <soeinfo@vcu.edu>

To: schevliaisons@vcu.edu

Fri, Sep 13, 2019 at 11:26 AM

Veronica Shuford &lt;vpshufor@vcu.edu&gt;

With care,

Addie Snyder, M.T. 2020  
School of Education  
Virginia Commonwealth University  
soeinfo@vcu.edu  
Phone: 804-827-2479  
Pronouns: She/her

**Schedule a meeting with Dr. Jenna Lenhardt, Recruitment Specialist.** Please note if you would like to attend in-person, online, or via phone in the "Event Location" part of your request, and add phone number if you choose a phone conference.

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Find out more about our Graduate Programs and Apply today!*



----- Forwarded message -----

il.vcu.edu&gt;

Date: Mon, May 20, 2019 at 11:01 AM

Subject: Re: Casey Gagliardi-M.Ed. in Educational Leadership Inquiry Follow-Up

To: VCU SOEINFO &lt;soeinfo@vcu.edu&gt;

Hi there!

I am so sorry for the extremely delayed response! Transitioning from the end of the school year into a summer internship routine took me a bit longer than I anticipated.

I am interested in Higher Education, so I believe that would be more Leadership Studies! I am open to other programs though if you feel that there would be a better fit. I'm currently pursuing a Bachelor of Interdisciplinary Studies with a focus area in Advocacy Studies, and a minor in Criminal Justice.

I am passionate about disability advocacy here at VCU. I was the Advocacy Chair for the Association of Students with Disabilities and Chronic Conditions last year, along with serving on the Vice President's Student Advisory Council for Budget and Finance! I also have experience speaking on panels hosted by VCU's Transforming Accessibility Initiative. This summer, I am interning with Dr. Klink in Student Affairs.

While a lot of my experience has been tailored toward disabilities, I want to focus on other areas as well to help ensure that I am well rounded. I suspect that working in Student Affairs or in Advising (most likely undeclared advising) will be the areas that I am most interested in.

If you could send any resources you have my way, I would greatly appreciate it!

Thank you for your time,

On Fri, May 3, 2019 at 1:09 PM VCU SOEINFO <soeinfo@vcu.edu> wrote:  
Hi Casey,

Thank you for your interest in the VCU School of Education, MEd in educational leadership program. Thank you for attending our spring Graduate School Fair!

Were there specific things about the program that you were drawn to most? Were you interested in the administration and supervision or leadership studies concentration? If you could share a little more about your past experience, academic programs and your future career interests, I can send you specific resources that are helpful as you continue your program search process. If you would rather set up a time to talk, please feel free to use the link in my signature below and we can connect.

If you have any questions about the application process or requirements per program, please feel free to let me know. I look forward to working with you soon.

With care,

Jenna Lenhardt, Ph.D.  
Addie Snyder, M.T. 2020  
School of Education  
Virginia Commonwealth University



Veronica Shuford <vpshufor@vcu.edu>

---

## Fwd: Info kindly requested

1 message

---

**VCU SOEINFO** <soeinfo@vcu.edu>

To: schevliaisons@vcu.edu

Fri, Sep 13, 2019 at 11:25 AM

Cc: Veronica Shuford <vpshufor@vcu.edu>

With care,

Addie Snyder, M.T. 2020  
School of Education  
Virginia Commonwealth University  
soeinfo@vcu.edu  
Phone: 804-827-2479  
Pronouns: She/her

**Schedule a meeting with Dr. Jenna Lenhardt, Recruitment Specialist.** Please note if you would like to attend in-person, online, or via phone in the "Event Location" part of your request, and add phone number if you choose a phone conference.

*Follow us on Facebook, Twitter, Instagram, LinkedIn and YouTube.  
Find out more about our Graduate Programs and Apply today!*



----- Forwarded message -----

From:

Date: Wed, Apr 24, 2019 at 3:31 PM

Subject: Fwd: Info kindly requested

To: VCU SOEINFO <soeinfo@vcu.edu>

This is ..... e. We had exchanged a few e-mails back in March. I have been trying to gather information on the right program I need to apply for at VCU. I had spoken with Dr. Barbara Driver who suggested I speak with one of the Higher Ed Program professors. Dr. Wilson Kindly responded to my e-mail (please see above) and suggested I seek further details on the program requirements and how/ where to start my application process. I believe that the deadline is May 1, 2019 and I was wondering if I may still be able to register even though my it might take me a bit longer to gather my documents.

Best regards,

Salima

----- Forwarded message -----

From: <.....>

Date: Wed, Apr 24, 2019 at 12:05 PM

Subject: Re: Info kindly requested

To: ..... u>

Cc: ..... edu>

Hi Salima,

Glad to hear of your interest in Higher Education. This coming fall we will be offering new higher education elective courses through our current MEd in Educational Leadership, leadership studies concentration. This program allows students to complete 50% of their coursework through electives determined in conjunction with their advisor. Given the increase in interest educational leadership courses that focus on strategic leadership in higher education, these courses were developed to support the needs of our VCU student affairs professionals like yourself. We envision in the very near future starting a M.Ed in Higher Education.

If you are interested in applying to this program, please feel free to contact [soeinfo@vcu.edu](mailto:soeinfo@vcu.edu) to talk through the program requirements. We are happy to work with you on any specific questions you have about the application process.

On Wed, Apr 24, 2019 at 12:02 PM Salima Intidame <[salima1@gwmail.gwu.edu](mailto:salima1@gwmail.gwu.edu)> wrote:  
Greetings!

My name is ..... Dr. Barbara Driver shared your e-mail addresses in hope of receiving details on the Higher Education Leadership program.

I have BA in Linguistics and MA in Finance and I would like to apply for Educational Leadership program at VCU this upcoming Fall ( I am really hoping it's not late to apply).

Kindly help me understand what the program offers.

Best,

Virginia Commonwealth University  
Graduate Certificate

Name of Certificate  
Clinical Genetics

CIP Code: 26.0806

Initiation Date: Fall 2020

Description of Certificate

The purpose of the Graduate Certificate in Clinical Genetics is to train students on the principles of inheritance, the basis of inheritance, how inheritance influences risk in human disease, and the technology and methods involved in testing for genetic disorders. Graduates will be able to apply this knowledge to understand genetic conditions, calculate risk for genetic disorders and understand the role of genetic professionals in the clinical setting. Graduates will be competitive for jobs such as genetic counseling assistants or promotions within their field such as nursing or technicians working in genetic diagnostic laboratories. Graduates will also be more competitive to apply for professional training such as genetic counseling MS programs or clinical diagnostic fellowship programs.

Target Audience

The certificate will target individuals who are interested in the genetic counseling profession and those with Ph.D. degrees who have had training in other scientific disciplines but are now interested in clinical diagnostic fellowships. The certificate will also target nurse practitioners who are interested in clinical genetics.

Time to Complete

Degree-seeking students can take courses anytime during the program. It is anticipated that students who enroll full-time can complete the program in one year (2 semesters). Students attending part-time, maintaining a course load of three to four credit hours per semester will complete the program in 3 years (5 semesters).

For non-degree seeking student who are enrolled full-time, it is anticipated that students can complete the program in one year (2 semesters). Students attending part-time, maintaining a course load of three to four credit hours per semester will complete the program in 3 years (5 semesters).

Admission

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

- Application form and application fee
- Three letters of recommendation, professional and/or academic

- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals and previous experience
- Have earned an undergraduate degree in an area related to genetics, biology, or psychology

A maximum of 3 equivalent, graduate-level transfer credit hours at the 500-level or higher may count toward the certificate. The transfer credits are evaluated on a case-by-case basis to determine course equivalency. Credits from a degree already awarded cannot be applied toward the certificate.

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

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

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

### Curriculum Requirements

The curriculum will prepare students to have a solid understanding of inheritance and the basis of inheritance as it applies to human and clinical genetics. The curriculum will also supply the students with an understanding of modern diagnostic methodologies as well as an understanding of the roles of genetic professionals in the clinic. Graduates will be prepared to work in clinical settings and genetics testing laboratories, including academic institutions, research institutions, hospitals, and private diagnostic companies.

### Program Requirements

Number of Credit Hours: 16 credit hours.

### Courses

BIOS 543 Graduate Research Methods I (3)

HGEN 501 Introduction to Human Genetics (3)

HGEN 502 Advanced Human Genetics (3)

HGEN 606 Introduction to Clinical Genetics (1)

HGEN 609 Clinical Genomics (new course to be created) (2)

Elective 1 (2-3)

Elective 2 (2-3)

### Recommended Electives\*

ALHP 708 Ethics and Health Care (3)

ANAT 612 Human Embryology (2)  
 BIOC 503 Biochemistry (5)  
 BIOS 544 Graduate Research Methods II (3)  
 CCTR 640 Team Science: Theories and Practice (2)  
 EPID 645 Public Health Genomics (3)  
 GRAD 615 Careers in Biomedical Sciences (1)  
 HADM 611 Health Care Law and Bioethics (3)  
 HADM 615 Health Care Politics and Policy (3)  
 HADM 646 Health Care Organizational and Leadership (3)  
 HADM 681 Clinical Concepts & Relationships (2)  
 HCPR 601 Introduction to Health Care Policy (3)  
 HGEN 527 Medical Genetics I (3) (Permission of Program Director)  
 HGEN 528 Medical Genetics II (3) (Permission of Program Director)  
 HGEN 603 Mathematical and Statistical Gen (3)  
 HGEN 605 Experimental Methods in Hum Gen (1-3)  
 HGEN 610 Current Literature in HMG (1)  
 HGEN 611 Data Science I (3)  
 HGEN 612 Data Science II (3)  
 HGEN 614 Pathogenesis in Human Gen Disease (3)  
 HGEN 620 Principles of Human Behavioral Gen (3)  
 HGEN 631 Advanced Dental Genetics (1)  
 IDDS 600 Interdisciplinary Studies in Dev Disabilities (3)  
 NURS 772 Qualitative Research (3)  
 PATC 635 Clinical Ethics (2-3)  
 PHIL 602 Biomedical Ethics (3)  
 PSYC 603 Developmental Processes (3)  
 PSYC 619 Learning and Cognition (3)  
 PSYC 620 Design and Analysis of Psych Res (3)  
 PSYC 629 Biological Basis of Behavior (3)  
 PSYC 630 Social Psychology (3)  
 PSYC 660 Health Psychology (3)  
 SBHD 611 Health Literacy (3)

\*Other electives can be substituted but must be approved by the Program Director

#### Faculty:

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Human and Molecular Genetics in consultation with the Graduate Program Director for the certificate. The Program Director is a full-time faculty member in the Department. All courses will be taught by faculty in the department as well as faculty from the Departments of Pathology and Psychiatry. Teaching faculty hold a Ph.D. in genetics or related field, or hold a M.S. in Genetic Counseling which is the terminal degree for the profession.

No adjunct faculty will be used to teach in the certificate program.

#### Course Delivery Format



This program is conducted in a traditional, face-to-face classroom setting. Physical space to facilitate class sessions is available and will be used. Clinical observations will also be held at the VCU Health System which also has space for this program. The University has adequate resources to deliver this certificate program.

### Resources

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Faculty in the Department of Human and Molecular Genetics, Psychiatry and Pathology will be the primary instructors in the proposed program and one of the faculty in the Department of Human and Molecular Genetics will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

### Gainful Employment

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

### Course Descriptions

#### **BIOS543. Graduate Research Methods I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students with graduate standing, or one course in statistics and permission of instructor. This course is intended for graduate students and researchers without formal training in the statistical and biostatistical sciences. Students enrolled in this course will study various aspects of the research process, from creating the research question to publication. Particularly, students will learn sampling theory, the roles of probability, chance and variability in measurement and decision-making, study design characteristics and validity, basic data management, visualization and summarization, simple techniques for analyzing categorical data (e.g., chi-square test, exact tests), common techniques for analyzing continuous data (t-tests, analysis of variance, correlation and simple linear regression), and statistical decision-making. These topics will be covered through a variety of approaches, including traditional lecture, group discussion and in-class activities, and students will be assessed on their ability to understand statistical considerations in the study design process, appropriately perform simple statistical procedures and report statistical findings using the IMRaD format. The appropriate use of data management and statistical procedures will be modeled using several commonly used software packages. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641. BIOS 543 is not applicable toward the M.S. degree in mathematical sciences or the M.S. degree in computer science.

#### **HGEN 501. Introduction to Human Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment by undergraduate students requires permission of instructor. Basic knowledge of genetics is recommended. Provides a

comprehensive examination of the fundamentals of human genetics. Explores topics including Mendelian and non-Mendelian inheritance, pedigree analysis, cytogenetics, aneuploid syndromes, cancer, gene structure and function, epigenetics, gene expression, biochemical genetics, and inborn errors of metabolism.

**HGEN 502. Advanced Human Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: HGEN 501 or equivalent. Enrollment restricted to graduate students. A comprehensive study of the principles of specific areas in human genetics. Explores topics including quantitative genetics, genetic epidemiology, gene mapping, animal models, the characterization of complex disease, diagnostic testing and genetic counseling.

**HGEN 606. Introduction to Clinical Genetics. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisite: open only to graduate students in human genetics programs or by permission of instructor. Provides an overview of medical genetics and counseling practice for non-genetic counseling students, including orientation to the translational side of research genetics and contemporary practice of clinical genetics. Graded S/U/F.

**HGEN 609/PATH 609 Clinical Genomics. 2 Hours**

Semester course; 2 lecture hours. 2 credits. Enrollment restricted to graduate students and residents. Provides an overview of modern genetic and genomic diagnostic testing. Explores topics including genomic variation, epigenetics, modern methodologies, applications of testing, data interpretation including variant classification, and the benefits and limitations of testing.

Virginia Commonwealth University  
Graduate Certificate

Name of Certificate

Genomics Data Science

CIP Code

26.0807

Initiation Date

Fall 2020

Description of Certificate

The purpose of the Graduate Certificate in Genomics Data Science is to train students on the biological, DNA sequencing, bioinformatics and data analysis principles and procedures associated with applied genomics research and prepare them to apply those procedures to real data. Graduates will utilize the basic principles and methodologies of molecular biology and genetics, focusing on gene structure and function, epigenetics, gene expression, biochemical genetics, and inborn errors of metabolism for therapeutic diagnostic decision-making. Graduates will receive training in the use of genomic technologies and software tools for data processing widely used in bioinformatics, and using the R programming language will learn computational methods and data manipulation principles, clustering, data visualization and machine learning algorithms. Graduates will also be able to use software packages to perform data analysis procedures and interpret the results, including descriptive statistics, tests of hypotheses and confidence intervals, ANOVA, correlation and linear regression analysis, and quality control. Graduates will be able to apply the knowledge and skills acquired in many high demand areas, including genomic medicine, health care, pharmaceutical and medical manufacturing, colleges and universities, and government.

Target Audience:

The certificate is intended for recent undergraduates and working professionals who are seeking to advance their careers by acquiring knowledge and skills in statistics and data science related to the genome.

Time to Complete:

Degree-seeking students can take courses anytime during the program. It is anticipated that students who are enrolled full-time can complete the program in one year (2 semesters). Students attending part-time, maintaining a course load of six credit hours per semester will complete the program in 2 years (3 semesters).

For non-degree seeking student who are enrolled full-time, it is anticipated that students can complete the program in one year (2 semesters). Students attending part-time, maintaining a course load of six credit hours per semester will complete the program in 2 years (3 semesters).

### Admission:

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

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

The Department of Biostatistics requires that students demonstrate the following:

- Have earned an undergraduate degree in an area related to biology, bioinformatics, computer sciences, computational biology, applied mathematics, statistics or in another relevant discipline.
- Have computing/technology skills that would allow the student to learn and use several statistical software packages.

A maximum of 6 equivalent, graduate-level transfer credit hours at the 500-level or higher may count toward the certificate. The transfer credits are evaluated on a case-by-case basis to determine course equivalency. Credits from a degree already awarded cannot be applied toward the certificate.

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

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

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

### Curriculum Requirements:

Students must take at least one three-credit course in each of the following four domains listed below (Biological Principles, Computational Principles and Software Tools, and Data Analysis/Statistical Training), at least two three-credit courses in the domain of Principles of Sequencing and Bioinformatics Analysis, and at least one three-credit elective course from any domain.

Program Requirements

Number of Credit Hours: 18 credit hours

Required courses:

Biological principles of genomic science (3 credits) select one of:

BIOL 540 Fundamentals of Molecular Genetics (3)  
HGEN 501 Introduction to Human Genetics (3)  
BIOL 516 Population Genetics (3)

Data analysis/statistical training (3 credits) select one of:

BIOS 543 Graduate Research Methods I (3)  
BIOS 572 Analysis of Biomedical Data I (3)  
STAT 641 Applied Data Analysis (3)  
HGEN 651 Statistics for Genetic Studies I (3)

Principles of sequencing and bioinformatics analysis (3 credits) select one of:

BIOS 567 Statistical Methods for High-throughput Genomics Data I (3)  
BNFO 601 Integrated Bioinformatics (3)

Computational principles and software tools (5-6 credits) select two of:

HGEN 611 Data Science I (3)  
HGEN 612 Data Science II (3)  
BNFO 600 Basic Scripting Languages (2)

Suggested electives (3 credits) select one of:

Professional training:

BIOS 516 Biostatistical Consulting (1)

Biological principles:

HGEN 502 Advanced Human Genetics (3)

Principles of sequencing and bioinformatics analysis

BNFO 653 Advanced Molecular Biology-Bioinformatics (3)  
CMSC 610 Algorithmic Foundations of Bioinformatics (3)  
HGEN 603 Introduction to Mathematical and Statistical Genetics (3)  
BIOS 668 Statistical Methods for High-throughput Genomics Data II (3)

Data analysis/Statistical training

BIOS 544 Graduate Research Methods II (3)  
BIOS 573 Analysis of Biomedical Data II (3)  
HGEN 652 Statistics for Genetic Studies II (3)

Statistical methodology training

STAT 543 Statistical Methods I (3)  
STAT 544 Statistical Methods II (3)  
BIOS 513/STAT 513 Mathematical Statistics I (3)  
BIOS 514/STAT 514 Mathematical Statistics II (3)

Faculty:

Faculty appointments in the graduate certificate program are established by recommendation of the chair of the Department of Biostatistics in consultation with the certificate's Program Director. The Program Director is a full-time faculty member in the department. All courses will be taught by full-time, tenure eligible faculty in the department, all of which have a Ph.D. in the related field.

No adjuncts will be used to teach in the graduate certificate program.

Course Delivery Format:

This program is conducted in a traditional, face-to-face classroom setting. Physical space to facilitate class sessions is available and will be used. The University and the School of Medicine has adequate resources to deliver this certificate program.

Resources:

Resources required to initiate and sustain the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the Department of Biostatistics will teach courses in the proposed program. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

Gainful Employment:

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

Course Descriptions:

**BIOL 540. Fundamentals of Molecular Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: BIOL 310 or consent of instructor. The basic principles and methodologies of molecular biology and genetics are applied to genome organization, replication, expression, regulation, mutation and reorganization. Emphasis will be placed on a broad introduction to and integration of important topics in prokaryotic and eukaryotic systems. Crosslisted as: BNFO 540.

**HGEN 501. Introduction to Human Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment by undergraduates students requires permission of instructor. Basic knowledge of genetics is recommended. Provides a

comprehensive examination of the fundamentals of human genetics. Explores topics including Mendelian and non-Mendelian inheritance, pedigree analysis, cytogenetics, aneuploid syndromes, cancer, gene structure and function, epigenetics, gene expression, biochemical genetics, and inborn errors of metabolism.

**BIOL 516. Population Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: STAT/BIOS 543. Theoretical and empirical analyses of how demographic and evolutionary processes influence neutral and adaptive genetic variation within populations.

**BIOS 543. Graduate Research Methods I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment is restricted to students with graduate standing, or one course in statistics and permission of instructor. This course is intended for graduate students and researchers without formal training in the statistical and biostatistical sciences. Students enrolled in this course will study various aspects of the research process, from creating the research question to publication. Particularly, students will learn sampling theory, the roles of probability, chance and variability in measurement and decision-making, study design characteristics and validity, basic data management, visualization and summarization, simple techniques for analyzing categorical data (e.g., chi-square test, exact tests), common techniques for analyzing continuous data (t-tests, analysis of variance, correlation and simple linear regression), and statistical decision-making. These topics will be covered through a variety of approaches, including traditional lecture, group discussion and in-class activities, and students will be assessed on their ability to understand statistical considerations in the study design process, appropriately perform simple statistical procedures and report statistical findings using the IMRaD format. The appropriate use of data management and statistical procedures will be modeled using several commonly used software packages. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641. BIOS 543 is not applicable toward the M.S. degree in mathematical sciences or the M.S. degree in computer science.

**BIOS 572. Analysis of Biomedical Data I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: one course in statistics and permission of instructor. This course provides an overview of the analysis of continuous response data. The material begins with a brief review of theoretical tools used in inference and segues into common univariate and bivariate statistical methodologies for the analysis of continuous response data. Model-based statistical methodologies including linear regression, ANOVA, ANCOVA and mixed-effect models will also be covered. Practical consideration and usage of statistical methods, utilizing commonly used statistical software packages, will be emphasized over theoretical underpinnings of the methods.

**STAT 641. Applied Data Analysis. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students who have completed a multivariate calculus course. Experience with mathematics or statistics software is strongly recommended. Introduction to applied data analysis intended primarily for graduate students in mathematical sciences and engineering. Topics include the fundamental ideas of descriptive statistics, elementary probability theory, statistical inference including tests of hypotheses and

confidence intervals, ANOVA, principles of experimental design, correlation and linear regression analysis, categorical data analysis, and quality control. Focus is on the practical side of implementing these techniques using statistical software packages. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641.

**HGEN 651. Statistics for Genetic Studies I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Teaches students statistical methods for multidisciplinary research, specifically presenting the mathematical components that underlie statistical analysis and including probability theory, statistical distributions, inference and linear models.

**BIOS 567. Statistical Methods for High-throughput Genomics Data I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: BIOS 524 and 546; and BIOS 544 or 554; or permission of instructor. Provides a detailed overview of all aspects pertaining to the preprocessing and analysis of data from high-throughput genomic experiments, such as normalization techniques, expression summaries, quality control assessments and data reduction methods. Presents strategies for class and identification of important molecular features. Includes hands-on experience using statistical software for processing and analyzing genomic data.

**BNFO 601. Integrated Bioinformatics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment requires permission of instructor. Presents major concepts in bioinformatics through a series of real-life problems to be solved by students. Problems addressed will include but not be limited to issues in genomic analysis, statistical analysis and modeling of complex biological phenomena. Emphasis will be placed on attaining a deep understanding of a few widely used tools of bioinformatics. Crosslisted as: BIOL 601.

**HGEN 611. Data Science I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course will introduce students to tools and techniques from the discipline of data science that support efficient and reproducible scientific computing. Students will gain hands-on experience developing complete data analysis projects based on real-world datasets. Lessons will cover the primary tasks that comprise most analyses: data management/acquisition, cleaning, reshaping, manipulation, analysis and visualization, as well as strategies for arranging these constituent parts into cohesive workflows that are verifiable, easily repeatable and consistent with best practices for reproducible computational research. This course will focus on the statistical programming language R but no programming background is necessary.

**HGEN 612. Data Science II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: HGEN 611. This course builds upon the material introduced in the prerequisite and introduces advanced techniques for working with data and producing highly reproducible research. Students will expand their data science toolbox to include the Unix-based command-line environment and associated applications for manipulating data, automating workflows and recording incremental changes to research materials. Students will also dive deeper into R, learning more sophisticated programming methods for solving a



wide variety of research-related challenges and placing more emphasis on programming technique -- writing code that is robust, expressive and modular --culminating in the development of their own R packages, which allows other scientists to benefit from this work.

**BNFO 600. Basic Scripting Languages. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Prerequisite: permission of instructor. Basics of programming in PERL or other appropriate scripting language.

Professional training:

**BIOS 516. Biostatistical Consulting. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. The principles dealing with the basic art and concepts of consulting in biostatistics. The nonstatistical course discusses role, responsibilities of biostatisticians, relationship between clients and consultants, method of writing reports, etc.

Biological principles

**HGEN 502. Advanced Human Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: HGEN 501 or equivalent. Enrollment restricted to graduate students. A comprehensive study of the principles of specific areas in human genetics. Explores topics including quantitative genetics, genetic epidemiology, gene mapping, animal models, the characterization of complex disease, diagnostic testing and genetic counseling.

Principles of sequencing and bioinformatics analysis

**BNFO 653. Advanced Molecular Genetics: Bioinformatics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: Cell/molecular biology or permission of instructor. An advanced course on contemporary bioinformatics. Topics covered include the principles and practice of DNA, RNA and protein sequence analysis, computational chemistry and molecular modeling, expression array analysis and pharmacogenomics. The course includes lectures, reading, computer lab, homework problem sets and projects. Crosslisted as: MICR 653.

**CMSC 610. Algorithmic Foundations of Bioinformatics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: Graduate student standing or acceptance into five-year accelerated program in computer science or related discipline such as bioinformatics. The purpose of the course is to teach algorithms for analyzing biological and medical data. The focus will be on understanding the inner workings of algorithms used in bioinformatics tools. Topic covered will include algorithms for assembling and searching biological sequences, finding patterns associated with disease, and exploring biological networks.

**HGEN 603. Mathematical and Statistical Genetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits.

Prerequisites: BIOS 543 and BIOS 544; CCTR 702 and 703; or equivalents or permission from the course director. Provides an introduction to the rudiments of theoretical and applied

mathematical population genetics including the segregation of genes in families, genetic linkage and quantitative inheritance. Emphasizes the methods used in the analysis of genetic data.

**BIOS 668. Statistical Methods for High-throughput Genomic Data II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: BIOS 567. A continuation of BIOS 567 that will introduce methods of additional high-throughput genomic assays, including comparative genomic hybridization for copy number change analysis and next generation sequencing methods. Methods that will be addressed include issues in mapping reads, variability in representation of sequences, normalization of raw count data, ChIP-Seq analysis, and RNA-Seq analysis.

Data analysis/Statistical training

**BIOS 544. Graduate Research Methods II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: BIOS 543 or STAT 543 or permission of instructor. This course is intended for graduate students and researchers without formal training in the statistical and biostatistical sciences. Students enrolled in this course will study various aspects of statistical model-building, including adjusting estimates for other measurements, creating multivariate models, analyzing noncontinuous outcomes and summarizing results. Particularly, students will learn multiple linear regression, multifactor analysis of variance, analysis of covariance, random and mixed effects models, repeated measure and longitudinal data analysis, logistic and Poisson regressions, and time-to-event analysis. These topics will be covered through a variety of approaches, including traditional lecture, group discussion and in-class activities, and students will be assessed on their ability to understand statistical considerations in the model-building process, appropriately perform intermediate statistical procedures and report statistical findings using the IMRaD format. The appropriate use of data management and statistical procedures will be modeled using several commonly used software packages. Students may receive degree credit for only one of BIOS 544 or STAT 544.

**BIOS 573. Analysis of Biomedical Data II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: BIOS 572. This course provides an overview of the analysis of categorical data. The course begins with a brief review of commonly used probability distributions for binary, ordinal, count and time-to-event measurements, then segues into chi-square and tabular testing. Model-based statistical methods including logistic regression, Poisson regression, log-linear modeling and survival analysis will be covered. Practical consideration and usage of statistical methods, utilizing commonly used software packages, will be emphasized over the theoretical underpinnings of the methods.

**HGEN 652. Statistics for Genetic Studies II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: HGEN 651. Builds upon the quantitative statistical methods from prerequisite course. Students will learn the mathematical components that underlie statistical analysis with a focus on maximum-likelihood methods and structural equation modeling. These components provide the necessary foundation for the advanced statistical genetic methods for understanding how genetic and environmental factors impact the development of psychiatric and substance abuse disorders.

Statistical methodology training

**STAT 543. Statistical Methods I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students with graduate standing, or those with one course in statistics and permission of instructor. Basic concepts and techniques of statistical methods, including 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; correlation and simple linear regression analysis; contingency tables and tests for goodness of fit. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641. Neither STAT 543 nor BIOS 543 is applicable toward the M.S. degree in mathematical sciences or the M.S. degree in computer science.

**STAT 544. Statistical Methods II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: STAT 305, STAT 314, STAT 441, STAT 541 or STAT 543, or an equivalent. Advanced treatment of the design of experiments and the statistical analysis of experimental data using analysis of variance and multiple-regression. Includes the use of a statistical software package for data analysis. Students may receive degree credit for only one of BIOS 544 or STAT 544.

**BIOS 513/STAT 513. Mathematical Statistics I. 3 Hours.**

Continuous course; 3 lecture hours. 3 credits. Prerequisite: MATH 307. Probability, random variables and their properties, distributions, moment generating functions, limit theorems, estimators and their properties; Neyman-Pearson and likelihood ratio criteria for testing hypotheses. Crosslisted as: STAT 513.

**BIOS 514/STAT 514. Mathematical Statistics II. 3 Hours.**

Continuous course; 3 lecture hours. 3 credits. Prerequisite: STAT 513/BIOS 513. Probability, random variables and their properties, distributions, moment generating functions, limit theorems, estimators and their properties; Neyman-Pearson and likelihood ratio criteria for testing hypotheses. Crosslisted as: STAT 514.

Virginia Commonwealth University  
Baccalaureate Certificate

Name of Certificate

Fundamentals of Computing

CIP Code: 11.0101

Initiation Date: Fall 2020

Description of Certificate

The purpose of the Baccalaureate Certificate in Fundamentals of Computing is to prepare non-computer science students for employment that requires a solid understanding of computing, including data analysis, data visualization as well as data security. The proposed certificate program requires 12 credit hours. The proposed certificate program will consist of four courses that include a prerequisite course titled “Computers and Programming” and three additional courses titled “Web development and software engineering”, “Data science skills”, and “Cybersecurity skills”. Graduates will be able to demonstrate logical problem-solving skills to create software solutions; discuss current networks and cybersecurity issues and identify appropriate solutions; apply knowledge of database systems to create and use data; perform data analysis and visualization; and apply knowledge of the software engineering process to build and test web applications.

Virginia Commonwealth University (VCU) worked closely with the Capital CoLab to identify the knowledge, skills, and abilities that are included in the courses for the proposed certificate to meet the current and future needs of a digitally fluent workforce. The Capital CoLab of the Greater Washington Partnership is an action-oriented, nonprofit alliance comprised of academic institutions, employers, and entrepreneurs spanning from Baltimore to Richmond. Working in collaboration with leaders from businesses and academic institutions in the Capital Region, the Capital CoLab connects and leverages the assets in Capital Region communities to advance inclusive, actionable solutions that strengthen the area as a leading global center for commerce and innovation. One of Capital CoLab’s three broad areas of focus is “Developing the talent and workforce the region needs now and in the future.”

Target Audience

The target audience is full-time undergraduate students from a broad range of disciplines across Virginia Commonwealth University who do not intend to major in computer science, but would like to learn the essential computing topics of programming, cybersecurity, data science, and software engineering needed to work in industry, government, and non-profit settings.

Time to Complete

Full-time, degree seeking students can complete the certificate in one year (two semesters) with a course load of six credits each in a fall and spring semester. Part-time, degree seeking students can complete the certificate in two years (four semesters) with a three-credit load each semester.

### Admission

The admission requirements outlined below will apply to all students. All applicants Baccalaureate Certificate in the Fundamentals of Computing are required to meet the admission requirements of Virginia Commonwealth University.

- Successful completion of 30 credit hours
- Have a GPA of 2.5 or better
- Have a declared major
- Submit a completed application and the application fee

### Curriculum Requirements

The curriculum will prepare students to integrate digital technology knowledge with other disciplines. Students will have cross-disciplinary skills and experience across two dimensions, the deep knowledge in their primary field of study with strong ability in digital technology areas such as data analysis, visualization, and cybersecurity. The curriculum focuses on computational problem-solving with an emphasis on interpreting and communicating the increasingly important information collected in our digital world along with the essential cybersecurity knowledge to appropriately secure data.

### **Program Requirements**

Number of Credit Hours: 12 credit hours

### **Required Courses**

CMSC 210 Computers and Programming (3)

CMSC 320 Software Engineering and Web Development (3)

CMSC 330 Data Science Skills (3)

CMSC 340 Cybersecurity Skills (3)

### Faculty

Faculty appointments in the proposed certificate program are established by recommendation of the chair of the Department of Computer Science in consultation with the certificate's Program Director. The Program Director is a full-time faculty member in the department. All courses will be taught by existing full-time, faculty in the department.

### Course Delivery Format

This program will be offered fully online. For online classes, the university currently utilizes eLearning Blackboard Learning Management System to deliver content and videoconferencing technology (e.g., Skype and Zoom) for face-to-face discussions and presentations. Faculty assigned to teach on-line classes have been trained in best practices for offering on-line classes through the Center for Teaching and Learning Excellence.

The University and the Department of Computer Science have adequate resources to deliver the proposed certificate program.

### Resources

Resources required to support the proposed certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the Department of Computer Science will teach requires courses in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university and the Department of Computer Science has adequate resources to offer and sustain this certificate program.

### Gainful Employment

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

### Course Descriptions

#### **CMSC 210 Computers and Programming. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Introduction to object-oriented programming using Python. The course introduces students to structured programming logic and design techniques. The course content also includes instruction in critical thinking and problem-solving skills using contemporary tools. Specific topics include flowcharting, pseudocode and program control structures, including sequence, selection and repetition. This course is not applicable for credit toward the B.S. in Computer Science.

#### **CMSC 320. Software Engineering and Web Development. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Prerequisite: CMSC 210. Introduction to software engineering and web development. The course introduces students to the software development process, including design, development and testing principles. Students will apply these principles in the development of a web application. This course is not applicable for credit toward any College of Engineering degrees.

#### **CMSC 330. Data Science Skills. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Prerequisite: CMSC 210. Introduction to data science skills. The course introduces students to the foundations of data science and the tools used to collect, analyze and represent data. Students will apply these principles in both analysis and visualization projects. This course is not applicable for credit toward any College of Engineering degrees.

#### **CMSC 340. Cybersecurity Skills. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Prerequisite: CMSC 210. Introduction to cybersecurity skills. The course introduces students to cybersecurity terminology, standards and best practices. Students will apply these practices as part of a cybersecurity-focused project. This course is not applicable for credit toward any College of Engineering degrees.

Virginia Commonwealth University  
Graduate Certificate Program

Name of Certificate

Graduate Certificate in Teaching: Elementary Education RTR

CIP Code

13.1202

Initiation Date

Fall 2020

Description of Certificate

The purpose of the proposed Graduate Certificate in Teaching: Elementary Education RTR is to prepare graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. The program provides professional coursework and field experiences during a one-year residency for teacher candidates seeking licensure through their local school divisions. Students will be prepared to teach in diverse classroom settings and develop skills to advocate for equitable learning opportunities for all children.

This proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The proposed certificate is aligned to the VCU and School of Education mission as an urban serving, community-engaged institution committed to tackling our community's most vexing problems, specifically the long-standing teacher shortages in high-needs schools. This certificate helps mitigate a critical shortage in Virginia's teacher workforce.

Target Audience

The Graduate Certificate in Teaching: Elementary Education RTR is specifically designed for students with bachelor's degrees in fields other than education that wish to become teachers in high-needs/hard-to-staff elementary schools. We anticipate recruiting students who have majored in the arts, business, humanities and sciences, and social work. These students do not qualify to enter the VCU Master of Teaching program at the time of application because their undergraduate degree did not include the content coursework required for a master's degree, which is significantly higher than the content coursework state certification requirements.

Time to Complete

Full-time students will complete this certificate in one academic year including summer (3 semesters). Part-time and non-degree seeking students will not be enrolled in this program. See Appendix A for the plan of study.

### Admission

The admission requirements outlined below will apply to all applicants. All applicants must:

- Submit an online application and application fee to VCU Graduate Admissions.
- Be accepted into the Richmond Teacher Residency (RTR) Program through a rigorous on-site assessment process that includes:
  - Completion of a written application (including written statement concerning commitment to teaching in hard-to-staff schools, three letters of recommendation addressing the student's potential for graduate study in education, and transcripts of all previous college work)
  - Teaching a mini-lesson in front of elementary students
  - Personal interview
  - On-demand writing sample
- Hold a bachelor's degree from an accredited university with no more than nine credits of content courses needed to meet state licensure requirements.
- Have a minimum GPA of 3.0 in their most recent degree.
- Submit official GRE scores with a minimum total score of 300 from verbal and quantitative test scores. Scores must not be more than five years old.
- Have earned a minimum score of 470 on the VCLA and Praxis Subject Tests for Elementary Education Licensure (Elementary Math: 157, Elementary Reading & Language: 157, Elementary Education Science: 159, Elementary Social Studies: 155)

In addition to the above requirements, applicants whose native language is not English must:

- Submit TOEFL, IELTS or PTE scores. All applicants whose native language is not English must submit evidence of English language proficiency based on satisfactory scores for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or the Pearson Test of English (PTE). Minimum TOEFL scores are 550 (paper) or 80 (Internet) while the minimum IELTS score is 6.0 and PTE score is 53.

Applications will be reviewed using a holistic approach. While GPA and national assessment scores will be elements in the admission criteria, the national assessment will not eliminate any candidate from program admission. Applicants with an overall strong application package will not be denied acceptance based on performance on national assessments only.

### Curriculum Requirements

The curriculum for the Graduate Certificate in Teaching: Elementary Education RTR is designed to help hard-to-staff schools meet their critical teaching shortages in elementary education (the second highest shortage area in Virginia) through a year-long residency experience designed to address the unique challenges of urban and high-needs schools. The focus of the required coursework will be content, pedagogy, and assessment. The courses will prepare students to understand how to meet the needs of all students with a focus on urban and high-needs schools. The program requirements were developed to align with the Interstate New Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation



(CAEP), and the Virginia Department of Education (VDOE) licensure requirements. See Appendix B for a listing of the InTASC and CAEP standards.

### **Program Requirements**

#### **Number of Credit Hours**

27 credit hours of graduate level courses

New courses are denoted with an asterisk.

TEDU 511 Curriculum and Instruction for Residency Programs\* (3)

TEDU 516 Elementary Social Studies Methods\* (2)

TEDU 517 Science Education in Elementary School (3)

TEDU 522 Teaching Mathematics for Elementary Education (3)

TEDU 561 Reading Foundations: Sociological/Psychological Perspectives (3)

TEDU 566 Diagnosis and Remediation in Reading (4)

TEDU 588 Classroom Management (3)

EDUS 673 Democracy, Equity and Ethics in Education (3)

Graduate Level Assessment Elective (3) - selected with permission from the student's advisor

#### **Licensure and Accreditation**

Although the proposed certificate does not result in licensure, it's anticipated that students will secure employment with local school systems as part of the RTR residency. Therefore, the table below is included to show the alignment of Virginia Commonwealth University's graduate certificate courses with the Virginia Department of Education's (VDOE) licensure requirements for elementary education teachers:

VDOE Licensure Requirements	Graduate Courses*
Human development and learning: 3 semester hours	EDUS 301: Human Growth and Development (3 credits)  Co-requisite with the program, <u>but not a part of the certificate courses</u>
Curriculum and instruction: 3 semester hours	TEDU 511: Curriculum and Instruction for Residency Programs (3 credits)*
Classroom and behavior management: 3 semester hours	TEDU 588: Classroom Management (3 credits)
Assessment of and for learning: 3 semester hours	Assessment Elective: graduate level courses chosen with permission of the advisor (3 credits)
Foundations of education and the teaching profession: 3 semester hours	EDUS 673: Democracy, Equity, and Ethics in Education (3 credits)

Language and literacy: 6 semester hours	TEDU 561: Reading Foundations: Sociological/Psychological Perspectives (3 credits) TEDU 566: Diagnosis and Remediation in Reading (4 credits)
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While math, science, and social studies methods courses are not required for licensure, the Graduate Certificate in Teaching: Elementary Education RTR will require these courses to ensure that graduates are well-prepared to teach all of the core subjects that elementary teachers are required to teach. In addition, the methods classes in each of these content areas provide additional content preparation (i.e., TEDU 516, TEDU 527, TEDU 522). To obtain a teaching license through the public school system, some candidates may be required to complete additional coursework.

As part of the Graduate Certificate in Teaching: Elementary Education RTR program requirements, students will engage in several experiential learning requirements. Students will participate in a supervised tutoring experience as part of TEDU 566, Diagnosis and Remediation in Reading. Course assignments will incorporate field work in Mathematics, Science, Social Studies, and Curriculum. In addition to coursework, students will participate in a full-year residency in a public school serving students from historically marginalized communities.

### Faculty

The Graduate Certificate in Teaching: Elementary Education RTR will be housed in the Department of Teaching and Learning which consists of 15 full-time faculty members. Five full-time faculty from the School of Education will be dedicated to the proposed certificate. The five (5) current faculty include four (4) tenured faculty who hold doctoral degrees and one (1) full-time term faculty member who holds a master's degree. Two of the tenured faculty members hold positions in the Department of Teaching and Learning and two are in the Foundations of Education Department. Additionally, the Department of Teaching and Learning will search for one faculty member by the target year of 2021-2022 to teach additional courses as enrollment increases with subsequent admission cohorts. Three adjunct faculty with Master's degrees in education will teach in the program in the initial two years. Adjunct faculty will teach methods courses that are specific to their classroom teaching experience, licensure and degrees.

The faculty members dedicated to the proposed degree have a combined 24 years of teaching experience in public schools. Collectively, the current faculty have over 73 publications including published textbooks, peer-refereed articles in professional journals, and papers. The faculty have served as textbook reviewers as well as manuscript reviewers for professional journals and have made over 205 presentations at professional conferences. In addition to being generalists in elementary education, two faculty members have expertise in literacy education and one has expertise in science education.

### Course Delivery Format

The courses in this program will be taught either face-to-face or using a hybrid format. No new or additional space is required to initiate or sustain the proposed new degree program. There is adequate space on VCU's campus for classrooms, meetings, and current and future offices. Online instruction will be offered using the university's Blackboard Learning Management

System. Additional training for online instruction is not required as the faculty involved in this program have expertise in this area.

### Resources

Virginia Commonwealth University, Department of Teaching and Learning, and the Center for Teacher Leadership have faculty, classified support staff, equipment, telecommunications, library and other resources necessary to launch and sustain the proposed program. Current resources from the RTR and M.T. in Early/Elementary Education program are available to initiate the proposed program, but a full-time term elementary generalist (4/4/2 load) would be needed in the second year. During the initial year of the program, .5 FTE full-time faculty effort from a current search will be utilized to support the program along with .3 FTE adjunct effort. In year 2, another .5 FTE full-time faculty member will be hired to support the program. The cost of hiring the .5 FTE faculty member in year 2 is estimated at \$5,000 with a salary of \$36,176. The first year .5 FTE will be covered through a current faculty search. Total cost of 1 FTE faculty member will be \$72,352. Funding for the position will come from the department budget and available grant funding in years 1 and 2. In following years, the position will be funded through the department budget. The certificate program will require .35 FTE in administrative support which will be staffed by current employees. Assessments of need for full-time, part-time, adjunct faculty, and graduate teaching assistants are based on the ratio of 1.0 FTE instruction for every 10.0 FTE of enrollment. This will need to be reevaluated as enrollment increases for the Graduate Certificate. New courses created for this program will be developed and taught by current faculty.

### Gainful Employment

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

### Course Descriptions

New courses are denoted with an asterisk.

\*TEDU 511. Curriculum and Instruction for Residency Programs. 3 Credits.

Semester course; 3 lecture hours. 3 credits. This graduate level curriculum and methods course is designed to support students in the RTR Residency program to understand and use developmentally appropriate instructional methods to teach today's diverse students. The course will explore multiple curriculum models as well as the Virginia's Standards of Learning and Virginia's Foundation Blocks for Early Learning as the foundation for making strong and informed instructional decisions.

\*TEDU 516. Elementary Social Studies Methods. 2 Credits.

Semester course; 2 lecture hours. 2 credits. This course's design is centered on helping RTR residents to examine the purpose of social studies education, the connections between the social studies discipline and other curricular areas, and the persisting issues in social studies education, including local government and civics instruction. It will introduce students to an integrative reflective planning process and a variety of instructional strategies and materials.

TEDU 517. Science Education in the Elementary School. 3 Credits.

Semester course; 3 lecture hours. 3 credits. A course designed to renew and/or expand teachers' knowledge and skills in the teaching of science in the classroom and the community. New materials and methodologies will be examined in the light of current trends, research findings and professional recommendations.

TEDU 522. Teaching Mathematics for Elementary Education. 3 Credits.

Semester course; 3 lecture hours. 3 credits. Emphasis on current instructional strategies, learning theories and manipulative materials appropriate for teaching mathematics to children. The content focus is on the primary and elementary grades.

TEDU 561. Reading Foundations: Sociological/Psychological Perspectives. 3 Credits.

Semester course; 3 lecture hours. 3 credits. 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.

TEDU 566. Diagnosis and Remediation in Reading. 4 Credits.

Semester course; 3 lecture hours and 1 practicum hour. 4 credits. Studies reading problems by focusing on reading diagnosis and correction related to classroom and clinic. Involves evaluating and tutoring individuals with reading difficulties. A supervised practicum is a course component.

TEDU 588. Classroom Management. 3 Credits.

Semester course; 3 lecture hours. 3 credits. Designed to assist teachers in becoming effective classroom managers. Emphasis on application of classroom management, motivational and instructional theories. Models of classroom management explored; personal management plans developed.

EDUS 673. Democracy, Equity and Ethics in Education. 3 Credits.

Semester course; 3 lecture hours. 3 credits. An analysis of the ethical dimensions of educational policies and practices. Examines aspects of selected educational policies and practices, drawn in part from practical issues encountered in urban schools. Investigates how educational policies and practices reflect ethical values and how those values are grounded.

Graduate level assessment elective. 3 credits. To be selected by the student with the permission of their advisor.

See Appendix A for the sample plan of study.

See Appendix B for InTASC and CAEP Standards.

## Appendices

### Appendix A – Sample Plan of Study

Summer	Fall	Spring
TEDU 561 Reading Foundations: Sociological/Psychological Perspectives (3)	TEDU 522 Teaching Mathematics for Elementary Education (3)	Assessment Elective: a graduate level course to be chosen with permission from the advisor (3)
TEDU 588- Classroom Management (3)	TEDU 516 Elementary Social Studies Methods (2)	TEDU 517 Science Education in the Elementary School (3)
TEDU 511 Curriculum and Instruction for Residency Programs (3)	TEDU 566 Diagnosis and Remediation in Reading (4)	
EDUS 673 Democracy, Equity, and Ethics in Education (3)		

## **Appendix B - InTASC and CAEP Standards**

### Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council for Accreditation and Educator Preparation (CAEP) Standards:

All proposed degree programs were developed to meet CAEP standards. Content and Pedagogical Knowledge is reflected in the program of study which ensures that candidates have knowledge of research and evidence-based practices to promote understanding of the teaching profession and to measure progress of students. This standard also ensure that candidates can demonstrate commitment to college and career readiness standards and meet standards of professional associations and accrediting bodies. Retrieved on January 31, 2019, at this link: <http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?la=en>

Standard 1. Content and Pedagogical Knowledge - The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice - The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity - The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Standard 4. Program Impact - The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement - The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.



Virginia Commonwealth University  
Modification of a Post-Master's Certificate

Name of Certificate

Post-Master's Certificate in Nursing with concentrations in 1) Adult-Gerontology Acute Care Nurse Practitioner, 2) Family Nurse Practitioner, and 3) Psychiatric Mental Health Nurse Practitioner

CIP Code

51.3818

Initiation Date

Fall 2020

Nature of Modification

Virginia Commonwealth University (VCU) requests approval of the following modifications to the existing Post-Master's Certificate in Nursing Program:

- Change the type of certificate from a Post-Master's Certificate in Nursing to a Post-Professional Certificate in Nursing and
- Reduce the required total credit hours from 27 to 21.

Background

The purpose of the modified Post-Master's Certificate in Nursing program is to align the certificate program with SCHEV's definitions for certificate programs, which will be a Post-Professional Certificate in Nursing program. In addition, the purpose of the proposed modification is to align the curriculum of the certificate with the proposed revised master's degree program and to reduce the required credit hours for the certificate program to 21. Due to regulations by the accrediting agency, the Commission on Collegiate Nursing Education (CCNE)<sup>1</sup> and the Board of Nursing licensure requirements, the post-professional certificate in nursing curriculum must align with the curriculum for the associated concentration.

The Adult Gerontology Acute Care Nurse Practitioner (AGACNP), Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP) certificates are designed to provide masters prepared nurses with the knowledge and skills to provide care to the patient population in their chosen area adult-gerontology acute care, care of families or psychiatric mental health. Students will learn concepts of health promotion and illness prevention, and diagnosis and management of illness for the respective population of focus. Graduates will be prepared to obtain a health history, physical examination, order and interpret diagnostic studies, make differential diagnoses, prepare and evaluate care management plans, prescribe medications and treatments, collaborate with other health care professionals to improve health outcomes.

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<sup>1</sup> Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Commission on Collegiate Nursing Education, <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>, accessed November 12, 2019.

Upon completion of the certificate program, graduates will be able to sit for the certification exam that corresponds to their chosen area of study. The American Nurses Credentialing Center (ANCC) is the primary certification agency for FNP, AGACNP and PMHNP. In addition, FNP students can choose to take the American Academy of Nurse Practitioners (AANP) examination, and the AGACNP students can choose to take the American Association of Critical Care Nurses Certification exam (AACN). Graduates must take the exam before they can apply for state licensure as a nurse practitioner.

In the spring 2018 semester, faculty in the School of Nursing discussed opportunities to improve the certificate program by reducing the credit hours, changing the name of the certificate program, make the program more attractive to prospective students, and to help increase student enrollment. In the fall 2018 semester, the faculty officially approved the proposed changes.

#### Target Audience

The target audience consists of master's or Doctor of Nursing Practice (D.N.P.) prepared licensed registered nurses who wish to gain new skills and knowledge for board certification to provide advanced practice care in their chosen certificate area.

#### Time to Complete

The certificate programs are available to both degree seeking and non-degree seeking students. The curriculum is sequential and includes courses taken during the summer. Upon application to the program a gap analysis (as required by our accreditation body) will be completed to determine if the applicant has met certain foundational requirements in their previous graduate program. Specifically, the gap analysis will identify if the student has completed the three mandated core nurse practitioner courses: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology. Students who need to take any of the three mandatory courses will complete the program in five semesters. Students who have completed the mandatory Nurse Practitioner (NP) courses prior to enrollment will complete the program in four semesters. All certificate course requirements must be completed within five years of matriculation to the certificate program.

#### Admission

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

- VCU Supplemental Information application and fee (\$70 fee)
- Three letters of recommendation, professional and/or academic
- Official Transcripts (must include all colleges or universities previously attended). Must include a master's or doctoral degree in nursing from a nationally accredited program.
- Personal Statement Essay
- Resume or Curriculum Vitae

The School of Nursing requires that applicants provide the following:

- The Centralized Application Service for Nursing Programs (NursingCAS) application and fee (\$70)
- Completion of three separate comprehensive graduate -level courses in: advanced pharmacology, advanced health assessment, and advanced pathophysiology. If these are not completed prior to matriculation, students must complete these courses as a component of their plan of study.
- Registered Nurse License
- TOEFL/IELTS Test Score (if applicable)

### Curriculum Requirements

The proposed modified curriculum will provide a foundation in advanced practice care for the population appropriate to the certification. The didactic courses will emphasize the development of knowledge and skills in the identification of acute and chronic illnesses, and health promotion and disease prevention in the chosen certificate of study. The three practicum courses will focus on the synthesis and application of didactic content in the clinical setting and in developing and refining skills in health assessment, diagnosis, and management of certification specific populations and diseases.

### Program Requirements

Total Number of credit hours: 21 credit hours minimum

<b>Post-Professional Certificate in Nursing with a concentration in Adult-Gerontology Acute Care Nurse Practitioner</b>			
<b>Current Curriculum</b>		<b>Proposed Curriculum</b>	
Course	Credits	Course	Credits
NURS 611: Primary Care Advanced Practice Clinical Procedures	1	NURS 580: Primary Care of the Adult-Gerontology Population	4
NURS 612: Acute Care Advanced Practice Clinical Procedures	1	NURS 619: Acute and Complex Health Conditions of the Adult-Gerontology Population	3
NURSE 618: Diagnosis and Management in Adult Gerontology Acute Care 1	3	NURS 662: Care of the Adult-Gerontology Population in the Critical Care Setting	4
NURS 619: Acute and Complex Health Conditions of the Adult-Gerontology Population	3	NURS 581: Adult-Gerontology Acute Care Practicum I	2
NURS 620: Gero-pharmacology	1	NURS 669: Adult-Gerontology Acute Care Practicum II	4
NURS 662: Care of the Adult-Gerontology Population in the Critical Care Setting	4	NURS 689: Adult-Gerontology Acute Care Practicum III	4
NURS 678: Adult Gerontology Acute Care Practicum I	3		
NURS 669: Adult Gerontology Acute Care Practicum II	4		

NURS 679: Adult Gerontology Acute Care Practicum II	5		
Total Adult-Gerontology Acute Care Nurse Practitioner credits	25	Total Adult Gerontology Acute Care credits	21

<b>Post-Professional Certificate in Nursing with a concentration in Family Nurse Practitioner</b>			
<b>Current Curriculum</b>		<b>Proposed Curriculum</b>	
Course	Credits	Course	Credits
NURS 611: Primary Care Advanced Practice Clinical Procedures	1	NURS 580: Primary Care of the Adult-Gerontology Population	4
NURS 627: Foundational Perspectives of Family-Centered Care	2	NURS 589: Maternal and Child Health in Primary Care	3
NURS 629: Diagnosis and Management of Family Primary Care I	4	NURS 590: Complex Problems in Family Primary Care	4
NURS 630: Diagnosis and Management of Family Primary Care II	4	NURS 595: Family Primary Care Practicum I	2
NURS 631: Primary Care Select Populations	2	NURS 642: Family Primary Care Practicum II	4
NURS 643: Family Primary Care Practicum I	6	NURS 658: Family Primary Care Practicum III	4
NURS 644: Family Primary Care Seminar	1		
NURS 645: Family Primary Care Practicum II	6		
NURS 646: Family Primary Care Final Synthesis Seminar	1		
Total Family Nurse Practitioner credits	27		21

<b>Post-Professional Certificate in Nursing with a concentration in Psychiatric Mental Health Nurse Practitioner</b>			
<b>Current Curriculum</b>		<b>Proposed Curriculum</b>	
Course	Credits	Course	Credits
NURS 635: Advanced Practice Psychiatric Mental Health Nursing Practicum I	6	NURS 521: Psychiatric Disorders Across the Lifespan	4

NURS 636: Advanced Practice Psychiatric Mental Health Nursing Seminar	3	NURS 522: Psychopharmacology for Advanced Practice	3
NURS 637: Advanced Practice Psychiatric Mental Health Nursing Practicum II	6	NURS 598: Managing Psychiatric Disorders in Special and Vulnerable Populations	2
NURSE 656: Diagnosis and Management of Psychiatric Disorders Across the Lifespan	4	NURS 602: Psychotherapy: Theory and Practice	2
NURS 657: Advanced Practice Psychiatric Mental Health Nursing – Theory and Practice Across the Lifespan	4	NURS 597: Psychiatric Mental Health Practicum I	2
		NURS 641: Psychiatric Mental Health Practicum II	4
		NURS 659: Psychiatric Mental Health Practicum III	4
Total Psychiatric Mental Health Practitioner credits	23		21

### Rationale for Modification

The School of Nursing is requesting a credit hour reduction to the proposed Post-Professional Certificate in Nursing. The existing post-master's certificate requires a minimum of 23 credits hours to a maximum of 27 credit hours, the proposed modification requires a total of 21 credit hours for each concentration. A reduction in credit hours for the certificate was needed to improve program and to increase the marketability and competitiveness of the program for prospective students. The requested modification does not impact the program's purpose, focus or intent. The decision to reduce the total credit hours for the post-baccalaureate certificate program was made as part of the School of Nursing's program assessment process. Furthermore, the current certificate program does not comply with the State Council of Higher Education for Virginia (SCHEV) definition of a post-professional certificate or graduate certificate program, which requires a minimum of nine credit hours and a maximum of 24 credit hours. The credit hour reduction will bring the program into compliance with SCHEV standards.

### Faculty

There are no new or additional faculty required by the proposed certificate program. Certificate students will be incorporated into existing master's level classes. Minimum requirements for faculty teaching in the certificate programs are:

- A masters or doctoral degree in nursing.
- Content expertise and clinical skills with the patient population and focus of the certificate program.
- Current licensure and national certification as a nurse practitioner in the specific area of the certificate program.

### Course Delivery Format

The certificate program will be conducted in traditional face-to-face classroom format. Physical space to facilitate class sessions is available and will be used. The School of Nursing and the University have adequate space and supporting technology to deliver the certificate programs.

#### Resources

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the School of Nursing will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

#### Gainful Employment

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

#### Course Descriptions

##### **Adult-Gerontology Acute Care Nurse Practitioner Concentration**

##### **NURS 580 Primary Care of the Adult-Gerontology Population (4)**

This course provides content on the primary care management of adolescents through geriatrics. This course focuses on building a foundation of knowledge and clinical decision-making skills related to normal development, health promotion and disease prevention, and the diagnosis and management of common health conditions across the adult-life span. This course includes laboratory experiences.

##### **NURS 619 Acute and Complex Health Conditions of the Adult-Gerontology Population (3)**

This course builds upon knowledge and skills from prior courses and provides content on the management of acute and complex health issues in the adolescent, adult and geriatric population. Students will increase knowledge and decision-making skills in the management of physiologically unstable patients, multiple comorbidities, and appropriate prescribing practices. This course includes laboratory experiences.

##### **NURS 662 Care of the Adult-Gerontology Population in the Critical Care Setting (4)**

This course addresses the diagnosis and management of selected common health and illness changes encountered in adolescent through geriatric in critical care settings. Students will increase their knowledge about the management of common critical illnesses encountered in the adult critical care environment. This course includes laboratory experiences.

##### **NURS 581 Adult-Gerontology Acute Care Practicum I (2)**

This course focuses on the management of adolescent through geriatric with complex health care conditions through precepted experiences. Students have opportunities to focus on the provision of a spectrum of care ranging from disease prevention to acute care management.

#### **NURS 669 Adult-Gerontology Acute Care Practicum II (4)**

This course focuses on acute care management of adolescents through geriatric population with complex acute, critical and chronic health conditions with emphasis on integrating health promotion, disease prevention, and risk reduction strategies through precepted clinical experiences.

#### **NURS 689 Adult-Gerontology Acute Care Practicum III (4)**

This course focuses on advanced management of the adolescent through geriatric population with acute, critical, or chronic conditions. Students work with clinical preceptors to assimilate advanced clinical decision making and knowledge of the health system. Acute care skills including prioritization, treatment and coordination of both acute, complex episodic and chronic illnesses. Interdisciplinary collaborative practice skills are emphasized. Technology utilization is refined.

### **Family Nurse Practitioner Concentration**

#### **NURS 580 Primary Care of the Adult-Gerontology Population (4)**

This course provides content on the primary care management of adolescents through geriatrics. This course focuses on building a foundation of knowledge and clinical decision-making skills related to normal development, health promotion and disease prevention, and the diagnosis and management of common health conditions across the adult-life span. This course includes laboratory experiences.

#### **NURS 589 Maternal and Child Health in Primary Care (3)**

The course provides content on the management of the primary care health needs of pregnant women, and children from birth to adolescence. This course explores how family theory and health promotion of families provides the basis for both patient and family-centered approaches to providing evidence-based quality healthcare. This course includes laboratory experiences.

#### **NURS 590 Complex Problems in Family Primary Care (4)**

This course builds upon knowledge and skills from prior courses and clinical practicum experiences. The course provides content on the management of complex health issues across the lifespan. Students will increase knowledge and decision-making skills in the primary care treatment of vulnerable populations, patients with multiple comorbidities, and selecting appropriate pharmacotherapeutics. This course includes laboratory experiences.

#### **NURS 595 Family Primary Care Practicum I (2)**

This course provides opportunities for students to develop beginning competencies as a family nurse practitioner through precepted practicum experiences. Advanced health assessment skills and knowledge of management of common health problems are applied in the clinical setting to improve critical thinking and diagnostic reasoning.

#### NURS 642 Family Primary Care Practicum II (4)

The course provides opportunities for students to expand on their competencies as a family nurse practitioner through precepted practicum experiences. Critical thinking and diagnostic reasoning are applied in the management of common and complex health conditions across the lifespan. Students will develop, implement, and evaluate treatment plans. Students will provide high quality, safe, collaborative, and ethical care. Performance of clinical skills at an intermediate level is expected.

#### NURS 658 Family Primary Care Practicum III (4)

This practicum course is the culminating experience for the family nurse practitioner student and focuses on skill refinement with increasing responsibility in the delivery of primary care to families. Students work with clinical preceptors to assimilate advanced clinical decision making and knowledge of the health system. Primary care skills including prioritization, treatment and coordination of both routine and complex episodic and chronic illnesses. Interdisciplinary collaborative practice skills are emphasized. Technology utilization is refined.

### **Psychiatric Mental Health Nurse Practitioner Concentration**

#### NURS 521 Psychiatric Disorders Across the Lifespan (4)

This course explores the role and scope of the advanced practice psychiatric mental health nurse, the psychiatric diagnostic reasoning process, psychiatric case formulation, and treatment planning. This course includes laboratory experiences.

#### NURS 522 Psychopharmacology for Advanced Practice (3)

This course examines the psychopharmacological treatment of psychiatric disorders. The course will cover pharmacodynamics and pharmacokinetics of psychotropic medications in detail and will explore major psychopharmacological drug classes and specific medications, indications, dosing, and side effects. Students will be exposed to content related to the interaction between prescription medications and nonprescription substances. This course includes laboratory experiences.

#### NURS 598 Managing Psychiatric Disorders in Special and Vulnerable Populations (2)

This course deepens students' knowledge of the diagnosis and treatment of psychiatric disorders in special and vulnerable patient populations, such as children and adolescents, older adults, individuals with chronic illness, substance use disorders, personality disorders, individuals within the criminal justice system, refugees, LGBT+ populations, and military populations. Students will be challenged to confront their own biases and values as related to psychiatric practice.

#### NURS 602 Psychotherapy: Theory and Practice (2)

This course addresses the theoretical foundations and application of psychotherapy in advanced practice psychiatric mental health nursing. The course will explore major psychotherapy approaches. Students will apply principles of reflective practice relevant to their future practice as psychiatric mental health nurse practitioners. This course includes laboratory experiences.

#### NURS 597 Psychiatric Mental Health Practicum I (2)



This course focuses on the diagnosis and management of individuals with psychiatric disorders across the lifespan through faculty-supervised clinical experiences with a preceptor. The course provides opportunities to perform comprehensive psychiatric evaluations and ongoing psychiatric care.

#### NURS 641 Psychiatric Mental Health Practicum II (4)

This course provides opportunities for students to expand on their competencies as a psychiatric mental health nurse practitioner student through faculty supervised practicum experiences with a preceptor. Students will provide high quality, safe, collaborative, and ethical care.

#### NURS 659 Psychiatric Mental Health Practicum III (4)

This practicum course is the culminating experience for the psychiatric mental health nurse practitioner student and focuses on skill refinement with increasing responsibility in the delivery of psychiatric care across the lifespan through precepted practicum experiences.

**Appendix A – Standards for Accreditation of Baccalaureate  
and Graduate Nursing Program**

# STANDARDS FOR ACCREDITATION

OF BACCALAUREATE AND  
GRADUATE NURSING PROGRAMS

AMENDED 2018





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# INTRODUCTION

## ACCREDITATION OVERVIEW

Accreditation is a nongovernmental process conducted by members of postsecondary institutions and professional groups. As conducted in the United States, accreditation focuses on the quality of institutions of higher and professional education and on the quality of educational programs within those institutions. Two forms of accreditation are recognized: one is institutional accreditation, and the other is professional or specialized accreditation. Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement of the institution in meeting its own stated mission, goals, and expected outcomes. Professional or specialized accreditation is concerned with programs of study in professional or occupational fields. Professional accrediting agencies assess the extent to which programs achieve their stated mission, goals, and expected outcomes. In addition, consideration of the program's mission, goals, and expected outcomes is of importance to the accrediting agency in determining the quality of the program and the educational preparation of members of the profession or occupation.

## COMMISSION ON COLLEGIATE NURSING EDUCATION

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Specifically, CCNE accredits baccalaureate degree nursing programs, master's degree nursing programs, nursing doctorates that are practice-focused and have the title Doctor of Nursing Practice (DNP), and post-graduate certificate programs that prepare Advanced Practice Registered Nurses (APRNs) (see glossary). CCNE also accredits nurse residency programs and uses a separate set of accreditation standards for these programs.

CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuous quality improvement in nursing education and nurse residency programs. As accreditation is a voluntary process, CCNE strives to provide a process that is collegial and fosters continuous quality improvement.

CCNE is recognized by the U.S. Department of Education for the accreditation of baccalaureate, master's, doctoral, and certificate programs in the United States and its territories. Accreditation by CCNE serves as a statement of good educational practice in the field of nursing. Accreditation evaluations are useful to the program in that they serve as a basis for continuing or formative self-assessment as well as for periodic or summative self-assessment through which the program, personnel, procedures, and services are improved. The results of such assessments form the basis for planning and the setting of priorities at the institution in relation to nursing education.

The CCNE comprehensive accreditation process consists of a review and assessment of the program's mission and governance, institutional commitment and resources, curriculum and teaching-learning practices, and assessment and achievement of program outcomes.

In evaluating a baccalaureate, master's, DNP, and/or post-graduate APRN certificate program for accreditation, the CCNE Board of Commissioners assesses whether the program meets the standards and complies with the key elements presented in this publication. A self-study conducted by the sponsoring institution prior to the on-

site evaluation provides data indicating the extent to which the program has complied with the key elements and, ultimately, whether the program has met the overall standards for accreditation.

The Commission formulates and adopts its own accreditation standards and procedures for baccalaureate and graduate nursing programs and for nurse residency programs, all of which are publicly available on the CCNE website.

## ACCREDITATION PURPOSES

Accreditation by CCNE is intended to accomplish at least five general purposes:

1. To hold nursing programs accountable to the community of interest – the nursing profession, consumers, employers, institutions of higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.
2. To evaluate the success of a nursing program in achieving its mission, goals, and outcomes.
3. To assess the extent to which a nursing program meets accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.
5. To foster continuing improvement in nursing programs and, thereby, in professional practice.

## CCNE ACCREDITATION: A VALUE-BASED INITIATIVE

CCNE accreditation activities are premised on a statement of values. These values are that the Commission will:

1. Foster *trust* in the process, in CCNE, and in the professional community.
2. Focus on stimulating and supporting *continuous quality improvement* in nursing programs and their outcomes.
3. Be *inclusive* in the implementation of its activities and maintain openness to the *diverse institutional and individual issues and opinions* of the community of interest.
4. Rely on *review and oversight* by peers from the community of interest.
5. Maintain *integrity* through a consistent, fair, and honest accreditation process.
6. Value and foster *innovation* in both the accreditation process and the programs to be accredited.
7. Facilitate and engage in *self-assessment*.
8. Foster an educational climate that supports program students, graduates, and faculty in their pursuit of *life-long learning*.
9. Maintain a high level of *accountability* to the publics served by the process, including consumers, students, employers, programs, and institutions of higher education.
10. Maintain a process that is both *cost-effective and cost-accountable*.
11. Encourage programs to develop graduates who are *effective professionals and socially responsible citizens*.
12. Provide *autonomy and procedural fairness* in its deliberations and decision-making processes.

## GOALS FOR ACCREDITING NURSING EDUCATION PROGRAMS

In developing the educational standards for determining accreditation of baccalaureate, master's, DNP, and post-graduate APRN certificate programs, CCNE has formulated specific premises or goals on which the standards are based. These goals include the following:

1. Developing and implementing accreditation standards that foster continuous improvement within nursing education programs.
2. Enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the accreditation process.
3. Establishing and implementing an evaluation and recognition process that is efficient, cost-effective, and cost-accountable.
4. Assessing whether nursing education programs consistently fulfill their stated missions, goals, and expected outcomes.
5. Ensuring that nursing education program outcomes are in accordance with the expectations of the nursing profession to adequately prepare individuals for professional practice, life-long learning, and graduate education.
6. Encouraging nursing education programs to pursue academic excellence through improved teaching/learning and assessment practices and in scholarship and public service in accordance with the unique mission of the institution.
7. Ensuring that nursing education programs engage in self-evaluation of personnel, procedures, and services; and that they facilitate continuous improvement through planning and resource development.
8. Acknowledging and respecting the autonomy of institutions and the diversity of programs involved in nursing education.
9. Ensuring consistency, peer review, agency self-assessment, procedural fairness, confidentiality, and identification and avoidance of conflict of interest, as appropriate, in accreditation practices.
10. Enhancing public understanding of the functions and values inherent in nursing education accreditation.
11. Providing to the public an accounting of nursing education programs that are accredited and merit public approbation and support.
12. Working cooperatively with other agencies to minimize duplication of review processes.

## CURRICULAR INNOVATION

CCNE standards and key elements are designed to encourage innovation and experimentation in teaching and instruction. CCNE recognizes that advancements in technology have enabled programs to facilitate the educational process in ways that may complement or supplant traditional pedagogical methods.



# ABOUT THIS DOCUMENT

**T**his publication describes the standards and key elements used by CCNE in the accreditation of baccalaureate, master's, DNP, and post-graduate APRN certificate programs. The standards and key elements, along with the accreditation procedures, serve as the basis for evaluating the quality of the educational program offered and to hold the nursing program(s) accountable to the educational community, the nursing profession, and the public. All nursing programs seeking CCNE accreditation, including those with distance education offerings, are expected to meet the accreditation standards presented in this document. The standards are written as broad statements that embrace several areas of expected institutional performance. Related to each standard is a series of key elements. Viewed together, the key elements provide an indication of whether the broader standard has been met. The key elements are considered by the evaluation team, the Accreditation Review Committee, and the Board of Commissioners in determining whether the program meets each standard. The key elements are designed to enable a broad interpretation of each standard in order to support institutional autonomy and encourage innovation while maintaining the quality of nursing programs and the integrity of the accreditation process.

Accompanying each key element is an elaboration, which is provided to assist program representatives in addressing the key element and to enhance understanding of CCNE's expectations. Following each standard is a list of supporting documentation that assists program representatives in developing self-study materials and in preparing for the on-site evaluation. Supporting documentation is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements. Supporting documentation may be provided in paper or electronic form.

At the end of this document is a glossary that defines terms and concepts used in this document.

The standards are subject to periodic review and revision. The next scheduled review of this document will include both broad and specific participation by the CCNE community of interest in the analysis and discussion of additions and deletions. Under no circumstances may the standards and key elements defined in this document supersede federal or state law.

**AT THE END OF THIS DOCUMENT IS A GLOSSARY THAT DEFINES  
TERMS AND CONCEPTS USED IN THIS DOCUMENT.**

## STANDARD I

# PROGRAM QUALITY: MISSION AND GOVERNANCE

**T**he mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

### KEY ELEMENTS

**I-A. The mission, goals, and expected program outcomes are:**

- congruent with those of the parent institution; and
- reviewed periodically and revised as appropriate.

*Elaboration: The program's mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.*

*There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.*

**I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

*Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:*

- The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];
- The Essentials of Master's Education in Nursing (AACN, 2011);
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and
- Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].

*A program may select additional standards and guidelines that are current and relevant to program offerings.*

*A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.*

*An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).*

- I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.**

*Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.*

- I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.**

*Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit's expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).*

- I-E. Faculty and students participate in program governance.**

*Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.*

- I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:**

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

*Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.*

- I-G. The program defines and reviews formal complaints according to established policies.**

*Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.*

**I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.**

*Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.<sup>1,2</sup>*

*If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:*

*"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>)."*

*"The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791."*

## **SUPPORTING DOCUMENTATION FOR STANDARD I**

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Mission, goals, and expected program outcomes.
2. Copies of all professional nursing standards and guidelines used by the program. CCNE requires the following professional nursing standards and guidelines:
  - **Baccalaureate degree programs:** *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
  - **Master's degree programs:** *The Essentials of Master's Education in Nursing* (AACN, 2011).
  - **Doctor of Nursing Practice programs:** *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).
  - **Graduate degree (master's or DNP) or certificate programs preparing nurse practitioners:** *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
  - **Graduate-entry programs:** *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and other relevant standards based on the degree outcome (e.g., *The Essentials of Master's Education in Nursing* for master's degree programs, *The Essentials of Doctoral Education for Advanced Nursing Practice* for DNP programs, and *Criteria for Evaluation of Nurse Practitioner Programs* for nurse practitioner programs).
  - **All programs:** Any additional relevant professional nursing standards and guidelines used by the program.

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<sup>1</sup> *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008).

<sup>2</sup> *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2016).

3. For APRN education programs (degrees/certificates), evidence that transcripts or other official documentation specify the APRN role and population focus of the graduate.
4. Identification of the program's community of interest.
5. Appointment, promotion, and, when applicable, tenure policies or other documents defining faculty expectations related to teaching, scholarship, service, practice, or other areas.
6. Major institutional and nursing unit reports and records for the past three years, such as strategic planning documents and annual reports.
7. Reports submitted to and official correspondence received from applicable accrediting and regulatory agencies since the last accreditation review of the nursing program.
8. Catalogs, student handbooks, faculty handbooks, personnel manuals, or equivalent information, including (among other things) academic calendar, recruitment and admission policies, grading policies, and degree/post-graduate APRN certificate program completion requirements.
9. Program advertising and promotional materials directed at prospective students.
10. Documents that reflect decision-making (e.g., minutes, memoranda, reports) related to program mission and governance.
11. Organizational charts for the parent institution and the nursing unit.
12. Program policies related to formal complaints.

## STANDARD II

# PROGRAM QUALITY: INSTITUTIONAL COMMITMENT AND RESOURCES

**T**he parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

### KEY ELEMENTS

- II-A.** Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.

*Elaboration: The budget enables achievement of the program's mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.*

*A defined process is used for regular review of the adequacy of the program's fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.*

- II-B.** Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

*Elaboration: Physical space and facilities (e.g., faculty and staff work space, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.*

*A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.*

- II-C.** Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.

*Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program*

outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

**II-D. The chief nurse administrator of the nursing unit:**

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

*Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.*

**II-E. Faculty are:**

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

*Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.*

*Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.*

*Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.*

**II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.**

*This key element is not applicable to a degree or certificate program that does not use preceptors.*

*Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:*

- clearly defined and communicated to preceptors;
- congruent with the mission, goals, and expected student outcomes;



- congruent with relevant professional nursing standards and guidelines; and
- reviewed periodically and revised as appropriate.

*Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.*

**II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.**

*Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.*

- Faculty have opportunities for ongoing development in teaching.
- If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.
- If service is an expected faculty outcome, expected service is clearly defined and supported.
- If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.
- Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.

## SUPPORTING DOCUMENTATION FOR STANDARD II

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Nursing unit budget for the current and previous two fiscal years.
2. Current curricula vitae of the chief nurse administrator and faculty.
3. Summary (e.g., list, narrative, table) of name, title, educational degrees with area of specialization, certification, relevant work experience, and teaching responsibilities of each faculty member and administrative officer associated with the nursing unit.
4. Schedule of courses for the current academic year and faculty assigned to those courses.
5. Policies regarding faculty workload.
6. Current collective bargaining agreement, if applicable.
7. Policies and/or procedures regarding preceptor qualifications and evaluation. Documentation of preceptor qualifications and evaluation.
8. Policies and/or procedures that support professional development (e.g., release time, workload reduction, funding).
9. Documents that reflect decision-making (e.g., minutes, memoranda, reports) related to institutional commitment and resources.



## STANDARD III

# PROGRAM QUALITY: CURRICULUM AND TEACHING- LEARNING PRACTICES

**T**he curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

### KEY ELEMENTS

**III-A.** The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:

- are congruent with the program's mission and goals;
- are congruent with the roles for which the program is preparing its graduates; and
- consider the needs of the program-identified community of interest.

*Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.*

**III-B.** Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

*This key element is not applicable if the baccalaureate degree program is not under review for accreditation.*

*Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.*

**III-C.** Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- Master's program curricula incorporate professional standards and guidelines as appropriate.

- a. All master's degree programs incorporate *The Essentials of Master's Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
- b. All master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry master's program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

*This key element is not applicable if the master's degree program is not under review for accreditation.*

*Elaboration: The master's degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

*Master's degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:*

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

*Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.*

*Master's degree programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.*

- III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).**
- DNP program curricula incorporate professional standards and guidelines as appropriate.
    - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
    - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
  - Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

*This key element is not applicable if the DNP program is not under review for accreditation.*

*Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.

- III-E.** Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

*This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.*

*Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.*

APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- Advanced physiology/pathophysiology, including general principles that apply across the lifespan;
- Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and
- Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

Additional APRN core content specific to the role and population is integrated throughout the other role- and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

- III-F.** The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
- Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.

- DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.

*Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.*

*Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.*

*DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master's degree as part of the DNP program, the program demonstrates how students acquire the master's-level knowledge and competencies delineated in The Essentials of Master's Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).*

*The program provides a rationale for the sequence of the curriculum for each program.*

### **III-G. Teaching-learning practices:**

- support the achievement of expected student outcomes;
- consider the needs and expectations of the identified community of interest; and
- expose students to individuals with diverse life experiences, perspectives, and backgrounds.

*Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.*

*Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.*

### **III-H. The curriculum includes planned clinical practice experiences that:**

- enable students to integrate new knowledge and demonstrate attainment of program outcomes;
- foster interprofessional collaborative practice; and
- are evaluated by faculty.

*Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop*

*professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.*

*Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.*

- III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

*Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.*

- III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.**

*Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.*

## **SUPPORTING DOCUMENTATION FOR STANDARD III**

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Evidence that faculty participate in the development, implementation, and revision of curricula.
2. Course syllabi for all courses included in the curricula.
3. Examples of course content and/or assignments reflecting incorporation of professional nursing standards and guidelines in the curriculum.
4. Evidence that APRN education programs incorporate separate comprehensive graduate-level courses to address the APRN core.

5. Evidence that graduate-level content related to the APRN core is taught in master's degree programs that have a direct care focus (e.g., nurse educator and clinical nurse leader).
6. The program of study/curricular plan for each track/program under review.
7. Examples of student work reflecting student learning outcomes (both didactic and clinical).
8. Examples of clinical practice experiences that prepare students for interprofessional collaborative practice.
9. Evidence of direct care clinical experiences for all programs/tracks preparing students for a direct care role (including, but not limited to, post-licensure baccalaureate and nurse educator tracks).
10. Current affiliation agreements with institutions at which student instruction occurs.
11. Examples of student performance evaluations (didactic and clinical), including evaluation tools (e.g., exams, quizzes, projects, presentations).
12. Documentation that faculty are responsible for grading all courses and clinical experiences.
13. Examples of tools for curriculum assessment (e.g., end-of-course and faculty evaluations, student and faculty evaluations of clinical experiences).
14. Documents (e.g., minutes, memoranda, reports) that demonstrate data analysis of student and/or faculty evaluations to support ongoing improvement of curriculum and teaching-learning practices.

## STANDARD IV

# PROGRAM EFFECTIVENESS: ASSESSMENT AND ACHIEVEMENT OF PROGRAM OUTCOMES

**T**he program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

## KEY ELEMENTS

### IV-A. A systematic process is used to determine program effectiveness.

*Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:*

- *is written, is ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

### IV-B. Program completion rates demonstrate program effectiveness.

*This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.*

*Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:*

- *the completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *the completion rate is 70% or higher over the three most recent calendar years;*
- *the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- *the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*



*The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.*

#### **IV-C. Licensure pass rates demonstrate program effectiveness.**

*This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.*

*Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:*

- the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*
- the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

*For each campus/site and track, identify which of the above options was used to calculate the pass rate.*

#### **IV-D. Certification pass rates demonstrate program effectiveness.**

*This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.*

*Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state.*

*For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.*

*A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:*

- the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*



- the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.

#### **IV-E. Employment rates demonstrate program effectiveness.**

*This key element is not applicable to a degree or certificate program that does not yet have individuals who have completed the program.*

*Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.*

- The employment rate is provided separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.
- Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.
- The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed.

#### **IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.**

*This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).*

*Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.*

- Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.
- Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.
- Faculty are engaged in the program improvement process.

#### **IV-G. Aggregate faculty outcomes demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations. Expected faculty outcomes:*

- are identified for the faculty as a group;
- specify expected levels of achievement for the faculty as a group; and
- reflect expectations of faculty in their roles.

*Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-*

*time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.*

**IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.**

*Elaboration: The program uses faculty outcome data for improvement.*

- *Faculty outcome data are used to promote ongoing program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

**IV-I. Program outcomes demonstrate program effectiveness.**

*Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).*

*Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes. Program outcomes are appropriate and relevant to the degree and certificate programs offered.*

**IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.**

*Elaboration: For program outcomes defined by the program:*

- *Actual program outcomes are used to promote program improvement*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

## **SUPPORTING DOCUMENTATION FOR STANDARD IV**

The supporting documentation listed below is included in the self-study document or provided for review on site. CCNE recognizes that reasonable alternatives exist when providing documentation to address the key elements.

1. Evidence of a systematic, written, comprehensive process to determine program effectiveness (e.g., evaluation or assessment plan).
2. Examples of periodic review of the systematic process (e.g., meeting minutes, supplemental documents).
3. Summary of aggregate student outcomes with comparison of actual levels of aggregate student achievement to expected levels of aggregate student achievement. Aggregate student outcome data (applicable only to programs with completers), including:
  - Completion rates for each degree and post-graduate APRN certificate program;
  - NCLEX-RN® pass rates for each campus/site and track;

- Certification pass rates for each degree/certificate program for each APRN role, population focus, and/or specialty for which the program prepares graduates;
  - Certification pass rates for each degree program by roles/areas other than APRN roles for which the program prepares graduates; and
  - Employment rates for each degree/certificate program.
4. Summary of aggregate faculty outcomes for the past three years with comparison of actual levels of aggregate faculty achievement to expected aggregate faculty achievement.
  5. Summary of aggregate program-identified outcomes for the past three years with comparison of actual levels of aggregate achievement in relation to expected levels of achievement.
  6. Documents (e.g., minutes, memoranda, reports) that demonstrate data analysis, explanations of variances between actual and expected outcomes, and use of the analysis for ongoing program improvement.

# GLOSSARY

**Academic Policies:** Published rules that govern the implementation of the academic program, including, but not limited to, policies related to admission, retention, progression, graduation/completion, grievance, and grading.

**Academic Support Services:** Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program (e.g., library, computer and technology resources, advising, counseling, placement services).

**Advanced Nursing:** Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's, doctoral, or post-graduate APRN certificate level.

**Advanced Practice Registered Nurse (APRN):** The title given to a nurse who has obtained a license to practice as an APRN in one of the four APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP).

**Advanced Practice Registered Nurse (APRN) Education Program:** A master's degree program in nursing, a Doctor of Nursing Practice (DNP) program, or a post-graduate certificate program that prepares an individual for one of the four recognized APRN roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). The education program must also prepare the individual in one of six population foci:

- family/individual across the lifespan
- adult-gerontology
- pediatrics
- neonatal
- women's health/gender-related
- psychiatric/mental health

**Chief Nurse Administrator:** A registered nurse with a graduate degree in nursing, and a doctoral degree if a graduate nursing program is offered, who serves as the administrative head of the nursing unit.

**Clinical Practice Experiences:** Planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice.

**Community of Interest:** Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

**Curriculum:** All planned educational experiences that facilitate achievement of expected student outcomes. Nursing curricula include clinical practice experiences.

**Distance Education:** As defined by the Higher Education Opportunity Act of 2008:

*(A) Education that uses one or more of the technologies described in subparagraph (B)-*

*(i) to deliver instruction to students who are separated from the instructor; and*

*(ii) to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously.*

*(B) INCLUSIONS.—For the purposes of subparagraph (A), the technologies used may include—*

*(i) the Internet;*

*(ii) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*

*(iii) audio conferencing; or*

*(iv) video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in clauses (i) through (iii). [The Higher Education Opportunity Act of 2008, Pub. L. No. 110-315, § 103(a)(19)]*

**Formal Complaint:** A statement of dissatisfaction that is presented according to a nursing unit's established procedure.

**Goals:** General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

**Mission:** A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

**Nursing Program:** A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate) or certificate level (for post-graduate APRN certificate programs).

**Nursing Unit:** The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

**Parent Institution:** The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program.

**Post-Graduate APRN Certificate Program:** A post-master's or post-doctoral certificate program that prepares APRNs in one or more of the following roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), and certified nurse practitioner (CNP). CCNE only reviews certificate programs that prepare APRNs in at least one role and population focus, in accordance with the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education* (July 2008). Although other types of nursing certificates may be offered by an institution, they are outside CCNE's scope of review.

**Preceptor:** An experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.

**Professional Nursing Standards and Guidelines:** Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master's, professional doctoral, and post-graduate APRN certificate programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

CCNE requires that pre- and post-licensure baccalaureate and graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master's degree programs use *The Essentials of Master's Education in Nursing* (AACN, 2011); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program.

**Program Improvement:** The process of using results of assessments and analyses of actual outcomes in relation to expected outcomes to validate or revise policies, practices, and curricula as appropriate.

**Program Outcomes:** Results that participants (individually or in the aggregate) derive from their association with the nursing program. The results are measurable and observable and may be quantitative or qualitative, broad or detailed.

**Student Outcomes:** Results reflecting competencies, knowledge, values, or skills attained by students through participation in program activities.

**Faculty Outcomes:** Results demonstrating achievements in teaching, scholarship, service, practice, or other areas appropriate to the mission and goals of the nursing program attained by faculty as part of their participation in the program.

**Expected Outcomes:** Anticipated results expressed as predetermined, measurable levels of student, faculty, and program achievement.

**Actual Outcomes:** Results describing real student, faculty, and program achievement.

**Teaching-Learning Practices:** Strategies that guide the instructional process toward achieving expected student outcomes.

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**VIRGINIA COMMONWEALTH UNIVERSITY**  
Certificate Modification

Program Name

Post-Baccalaureate Certificate in Real Estate and Urban Land Development

CIP Code

52.1501

Initiation Date

Fall 2020

Nature of Modification

Virginia Commonwealth University requests approval of the following modifications to the existing Post-Baccalaureate Certificate in Real Estate and Urban Land Development:

1. change the type of certificate to align with the State Council of Higher Education for Virginia (SCHEV) definitions for certificate programs,
2. change program name to Graduate Certificate in Real Estate,
3. decrease the required number of credit hours from 18 to 12, and
4. add an online modality.

Background

The Post-Baccalaureate Certificate in Real Estate and Urban Land Development was initiated in 2000. The purpose of the program was to prepare students, especially those with undergraduate degrees in areas other than business, for a career in real estate. The certificate provides students the ability to receive academic recognition more quickly as they move into a new career or move up within their current real estate career path.

The curriculum was designed to provide students with the knowledge needed to select, conceptualize and apply the appropriate quantitative measurement and analysis to correctly value real estate, including economic and financial analysis, financing structures, and current trends in the securitization of commercial real estate debt and equity markets. Graduates would be able to communicate dimensions of real estate valuation in a clear and well-organized manner and analyze the ethical dimensions of a real estate situation using the Uniform Standards of Professional Appraisal Practice.

In the spring 2019 semester, faculty in the Department of Finance, Insurance, and Real Estate discussed opportunities to improve the certificate program by reducing the credit hours, changing the name of the certificate program, and making courses available in online and traditional classroom formats to make the program more attractive to prospective students and to help increase student enrollment. In the fall 2019 semester, the faculty officially approved the proposed changes.

## Curriculum Requirements

<b>Current Program</b>	<b>Modified Program</b>
<b>Required Courses – 12 credits</b>	<b>Required Courses – 12 Credits</b>
FIRE 627 Real Estate Development	FIRE 615 Foundations in Real Estate
FIRE 629 Real Estate Investment Analysis	FIRE 627 Real Estate Development
FIRE 638 Real Property Investment Law	FIRE 630 Real Estate Valuation
FIRE 658 Real Estate Finance and Investments	FIRE 658 Real Estate Finance and Investments
<b>Select two of the following – 6 Credits</b>	
ECON 617 Financial Markets	
FIRE 621 Cases in Financial Management	
FIRE 623 Financial Management	
FIRE 650 Derivatives	
MGMT 654 Negotiations	
MGMT 655 Entrepreneurship	
MKTG 674 Service Quality Management	
MKTG 678 Marketing Analysis	
SCMA 632 Statistical Analyses and Modeling	
SCMA 643 Applied Multivariate Methods	
SCMA 669 Developing and Implement Forecasting Methods for Business	
URSP 621 Introduction to Geographic Information Systems	
<b>Total Credits: 18 credits</b>	<b>Total Credits: 12 Credits</b>

See Appendix A for course descriptions.

### Time to Complete

Degree-seeking students can take courses anytime during the program. It is anticipated that students who are enrolled full-time can complete the program in one year (2 semesters). Students attending part-time, maintaining a course load of six credit hours per semester will complete the program in 2 years (3 semesters).

For non-degree seeking student who are enrolled full-time, it is anticipated that students can complete the program in one year (2 semesters). Students attending part-time, maintaining a course load of three credit hours per semester will complete the program in 2 years (4 semesters).

### Admission

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

- Application form and application fee
- Three letters of recommendation, professional and/or academic

- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals and previous experience
- Have earned an undergraduate degree

### Rationale for Modification

#### **Name Change**

The existing certificate program was created prior to the creation of the State Council of Higher Education for Virginia (SCHEV) certificate program definitions created in June 2014.<sup>1</sup> The proposed name change aligns with the SCHEV definitions for a graduate certificate program. The proposed name of Graduate Certificate in Real Estate, removing the words “and Urban Land Development” more accurately describes the certificate curriculum. The learning outcomes of the certificate focus on the use of qualitative and quantitative data in the dimensions of real estate valuation. Although the course, Real Estate Development, will remain in the curriculum, the focus of this course is market analysis and strategic planning for real estate project management. There is no longer an emphasis specifically in urban land development.

#### **Reduction in Credit Hours**

The reduction in required credit hours will allow students to complete the program in one year. The six credit hours being removed from the program are elective offerings and not needed for students looking move into a new career or move up within their current real estate career path. In addition, the reduction in credit hours will make the program more attractive to students seeking to gain skills in real estate valuation.

#### **Adding Online Delivery Option**

By adding the online delivery option to the proposed Graduate Certificate in Real Estate, VCU can respond to the need of its target student population – full-time and part-time working professionals for increased flexibility in course delivery and consumption. Full-time and part-time working professionals are more likely to have life styles and schedules that are compatible with online courses and programs. The program’s problem-oriented pedagogy and curriculum can be implemented in an online environment using a blend of asynchronous and synchronous tools that enable discussion, collaboration, and reflective activities comparable to face-to-face classroom environment.

### Faculty

Faculty appointments in the graduate certificate program are established by the program director in collaboration with the chair of the Department of Finance, Insurance and Real Estate. One full-time faculty member of the Department of Finance, Insurance and Real Estate teaches courses in the certificate program. All full-time faculty teaching in the proposed certificate program have at least a Master’s degree in real estate, business, finance, urban studies and/or professional designations in related areas. Prior teaching experience is preferred.

The program also utilizes two to three adjunct faculty to teach courses in the certificate program. Adjunct faculty must possess the minimum credentials for teaching in the certificate program.

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<sup>1</sup> Adapted from SCHEV Policy dated June 6, 2014 (<https://www.schev.edu/docs/default-source/institution-section/GuidancePolicy/academic-program-forms/certificateprogramdefinitions-1.pdf>)

Often adjunct faculty have additional certifications or experiences relevant to the subjects that they are assigned to teach.

#### Delivery Format

VCU possesses the resources, support, and technology necessary for quality online programs. Online programs are supported by VCU Technology Services, the Academic Learning Transformation Laboratory (ALT-Lab), and the Center for Teaching and Learning Excellence. The university's primary learning management system is Blackboard. Blackboard is centrally supported by Technology Services which provides technical assistance, training, and system administration. Technology Services also supports a portfolio of academic technology for use online courses. Some examples include collaborative tool, VoiceThread, plagiarism and academic dishonesty prevention tools, Respondus and SafeAssign; and video capture solutions Kaltura and Echo360. Videoconferencing tools used in synchronous courses (Zoom and Blackboard Collaborate) are also supported by Technology Services. ALT-Lab supports WordPress installation (RamPages) along with additional plug-ins it has designed for technology-enhanced learning. The University has adequate resources to deliver this certificate program.

#### Gainful Employment

In response to the United States Department of Education's final rule rescinding the Department's gainful employment (GE) regulations (2014 Rule) on July 1, 2019, Virginia Commonwealth University has chosen to implement early rescission from the Gainful Employment program regulations.

#### Resources

Resources required to support the program include existing resources to support current programs such as student support services (e.g., advising, enrollment, help desk, library, Blackboard Learning Management System, Zoom videoconferencing); faculty support services (e.g., copying, contracts), and general administration (e.g., budgeting and forecasting, enrollment management). Program administration is provided by the Director of the Kornblau Real Estate Program and the Graduate Studies in Business Office. No additional faculty positions are needed to support the modified program. Virginia Commonwealth University has sufficient resources to initiate and sustain the modified certificate program.

## **Appendix A - Course Descriptions**

**FIRE 615 Foundations in Real Estate.** 3 hours. Semester Course; 3 lecture hours. 3 Credits.

Course Description: Provides a basic overview of the participants, processes, workings of different components of the real estate industry (including a variety of uses spanning from residential, office, retail and industrial to specialized) as well as the quantitative components of the real estate decision-making. Additionally, students are introduced to an overview of the linkage between real estate markets and public policy.

**FIRE 627. Real Estate Development.** 3 Hours. Semester course; 3 lecture hours. 3 credits. A study of the development process; including market analysis, site selection, pre-acquisition strategic planning, and project management.

**FIRE 630 Real Estate Valuation.** 3 Hours. Semester course; 3 lecture hours. 3 credits.

Description: Theory and practice of real property valuation from fundamental concepts to complex income-producing properties and partial-interest valuations. Technology-related tools are employed in the course, including financial modeling with various software programs.

**FIRE 658 Real Estate Finance and Investments.** 3 Hours. Semester course; 3 lecture hours. 3 credits. Emphasizes economic and financial analysis of commercial real estate investments, alternative financing structures and surveys recent trends in the securitization of commercial real estate debt and equity markets.

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**Institution**

Virginia Commonwealth University

**Nature of Proposed Change**

Virginia Commonwealth University is requesting approval for the following technical change: to rename the Doctor of Philosophy (Ph.D.) in Systems Modeling and Analysis (CIP code: 27.9999) to the Doctor of Philosophy (Ph.D.) in Mathematical and Data Sciences (CIP code: 27.9999). The program is administered by the Department of Statistical Sciences and Operations Research and the Department of Mathematics and Applied Mathematics.

**Background**

The Ph.D. in Systems Modeling and Analysis was established in 2009. The name was chosen to reflect the spectrum of research areas and to make it clear that the degree program was not a traditional mathematical sciences degree program. However, since the initiation of the program, the program faculty have encountered difficulty in marketing the program to potential students, registering the program with relevant professional societies, and explaining the nature of the program to prospective VCU faculty. Prospective students and employers of VCU students often confuse the degree name with an engineering discipline based on the design and implementation of systems processes, whereas the degree program is actually a program within the mathematical sciences. Students in this program select from electives offered by the Department of Mathematics and Applied Mathematics and Department of Statistical Sciences and Operations research.

In fall 2017, the faculty in the Department of Statistical Sciences and Operations Research and the Department of Mathematics and Applied Mathematics reviewed the name of the doctoral program to ensure appropriateness within the field. After preliminary discussions, faculty reviewed similar doctoral degree programs in statistical sciences and mathematics. Faculty examined names and curriculum requirements for Ph.D. degree programs similar to VCU's degree program in Systems Analysis and Modeling.

In spring 2018, the Ph.D. Steering Committee consulted with the program's faculty and students and began an internal approval process for a name change. The faculty from both departments were surveyed and all but one of the faculty members were in favor of a name change. In spring 2019, the departments' representatives on the Ph.D. Steering Committee voted unanimously to pursue a name change for the degree program to the Ph.D. in Mathematical and Data Sciences. The program faculty were informed of the proposed change and given one week to bring forth any objections. None were received. Faculty discussed their findings with the College of Humanities and Sciences administration and there was a consensus that a change in the degree program name would be beneficial.

**Rationale for Proposed Change**

The proposed name change is needed for three reasons: 1) to eliminate confusion during recruitment of Ph.D. students and prospective faculty, and for alumni seeking employment, 2) to align with degree program names at other institutions, and 3) to increase the visibility of the degree program in typical platforms used by prospective students to find graduate programs.

### Eliminate Confusion

Since its inception, the current name has caused considerable confusion for external audiences who see the phrase "system analysis" and confuse it with systems engineering. The proposed name is a clearer description of the nature of the program and will enhance recruiting efforts for talented students. Current students will be more marketable for academic, corporate, and government positions. The proposed name will help alumni position themselves for careers that align with the true nature of the degree program and areas of expertise. The proposed name change will help with attracting and recruiting talented faculty who can advise and mentor students in the program. Overall, the program will benefit from this proposed name change because the proposed name is a clearer representation of the curriculum covered in the doctoral degree program.

### Align with Peer Institutions

A number of VCU State Council of Higher Education for Virginia (SCHEV) peer institutions have traditional mathematical or statistical degrees and, therefore, just use Mathematics, Applied Mathematics or Statistics as their PhD program names. The traditional programs at the VCU's peer institutions have core courses in theoretical mathematics and/or statistics, such as abstract algebra and/or analysis (mathematics), and probability and inference (statistics) and have degree programs in mathematics or statistics. However, the proposed program is innovative and builds a foundation in multiple areas of the mathematical sciences in order to prepare graduates for current career opportunities. The core courses in VCU's Ph.D. in Systems Analysis and Modeling program are graph theory, mathematical statistics, and introduction to dynamical systems, as well as three courses focused on building research products. The name change to Mathematical Data Sciences was chosen to provide greater clarity around the focus of the degree program name and to distinguish the degree program from systems engineering.

Almost all of VCU SCHEV peer institutions' graduate program that include the word "systems" as part of the degree title are administered by a college, school, or department of engineering. The peer institutions with "data science" as part of the degree title vary significantly between institutions, but many are interdisciplinary programs that are in, affiliated with and/or require courses from their statistics departments. Therefore, we have chosen a name that does not include "systems," but does include "data science."

See Appendix A for a list of peer institutions.

### Increase the Visibility of the Degree Program

The Ph.D. in Systems Analysis and Modeling degree program has not been sufficiently visible to prospective students. The change in the name will make it more likely that students can locate the degree program through traditional search engines such as Google. The proposed new name will improve the department's ability to recruit talented students seeking doctoral level education in the field which in turn, can help elevate the program's prestige.

### **Curriculum**

There have been no changes to the curriculum as a result of the proposed name change. No substantial changes have been made or will be made to curriculum as a result of the proposed

name change. The focus of the program remains the same and the curriculum requirements and the number of credit hours for the degree program will remain the same.

The program requires a minimum of 57 credits hours.

### **Program Requirements**

#### **Core Courses (15)**

MATH 535 Introduction to Dynamical Systems (3)

MATH 556 Graph Theory (3)

STAT 513 Mathematical Statistics I, (3)

SYSM 681 Systems Seminar I (1)

SYSM 682 Systems Seminar II (1)

SYSM 683 Systems Seminar III (1)

SYSM 697 Systems Research (3)

#### **Dissertation Research (18)**

SYSM 798 Dissertation Research, 18 credits

#### **Electives (24)**

24 credits in 500-700 level courses in MATH, OPER or STAT listed below, 9 credits of which are at the 700-level. The 700 level courses must be from at least two of the following research areas - Discrete Mathematics, Mathematical Biology, Operations Research and Statistics

Select 500-, 600- or 700-level MATH, OPER, STAT or SYSM courses except the following:

MATH 505 Modern Geometry (3)

MATH 593 Internship in Mathematical Sciences (3)

MATH 661 Number and Operations (3)

MATH 662 Geometry and Measurement (3) 3

MATH 663 Functions and Algebra (3)

MATH 664 Statistics and Probability (3)

MATH 665 Rational Numbers and Proportional Reasoning (3)

MATH 667 Functions and Algebra II (3)

MATH 690 Research Seminar (2)

MATH 697 Directed Research (1-3)

MATH 698 Thesis (1-3)

OPER 696 Applied Project (1-3)

OPER 697 Directed Research (1-3)

OPER 698 Thesis (1-3)

STAT 508 Introduction to Social Statistics (3)

STAT 543 Statistical Methods I (3)

STAT 608 Statistics for Social Research (3)

STAT 696 Applied Project (1-3)

STAT 697 Directed Research (1-3)

STAT 698 Thesis (1-3)

**Total credit hours (minimum): 57**

See Appendix B for course descriptions.

**Resources**

The resources to change the name of this degree program are minimal. No business cards or other stationary are associated with this degree program. Other resources associated with the renaming are limited to revision of the departmental web page. There are no additional costs to revise the webpage and the change can be completed with general webpage updates which are within the current assigned work load of existing staff at VCU. No new resources will be requested from the state in order to rename the degree program.

## Appendices

## Appendix A – VCU SCHEV Peer Institutions

This table includes all Ph.D. programs in the mathematics and/or statistics departments and their core or exam requirements. It also includes graduate programs that include the words “Data Science” at VCU’s peer institutions and what type of courses are required and/or which department offers the program. Most of VCU’s peer institutions had programs in Management or Health Systems, these were not listed on the table, but all other graduate programs with “systems” in their name are on the table.

Peer Institution	Department	Degree Programs	Core Requirements and other comments
Boston University	Mathematics and Statistics	Pure & Applied Mathematics	Preliminary exams on elementary differential equations, analysis on the real line, linear algebra, and elementary abstract algebra
		Statistics	Choose 2 of the following 1) Probability Theory I and II, 2) Estimation Theory, Hypothesis Testing, or 3) Applied Regression and Analysis I and II
	Various	Data Science Initiative	Jointly promote many programs, including Statistics and Computer Science
	College of Engineering	PhD in Systems Engineering	
Drexel University	Mathematics	PhD in Mathematics	Linear Algebra & Matrix Analysis, Principles of Analysis I-II, Abstract Algebra I, Complex Variables I, and Real Variables I
	Systems Engineering	M.S. Systems Engineering	
	Information Science and Computer Science departments	M.S. Data Science	Focuses on: Analytics, Mining and Algorithms; Visualization and Communication; and Management and Accountability
		Post-Baccalaureate Certificates in Applied Data Science and Computational Data Science	
Florida State University	Mathematics	Pure Mathematics	Groups, Rings, and Vector Spaces I & II, Abstract Algebra I, Topology I & II, Theory of functions of a complex variable I, Measure and Integration I & II

Peer Institution	Department	Degree Programs	Core Requirements and other comments
		Applied & Computational Mathematics	Foundations of Computational Mathematics I and II, Elementary Partial Differential Equations I and II, Methods of Applied Mathematics I and Complex Variables, Asymptotic Expansions and Integral Transforms
		Financial Mathematics	Introduction to Financial Mathematics, Financial Engineering I, Monte Carlo Methods in Financial Mathematics, Financial Mathematics Proseminar
		Biomathematics	Biomathematics I, Computational Methods in Biology, Spatial and Temporal Models in Biology, Biomathematics Projects and Biomathematics seminar
	Statistics	Biostatistics	Epidemiology for Statisticians, Statistics in Applications I-II, Distribution Theory, Statistical Inference, Advanced Probability and Inference I
		Statistics	Computational Methods in Statistics I, Statistics in Applications I-II, Distribution Theory, Statistical Inference, Advanced Probability and Inference I
		MS in Statistical Data Science	
	College of Engineering	IME MS Systems Engineering Program	
	FSU Panama City	MS in Systems Engineering	
New York University	Courant Institute for Mathematics	Mathematics	No specific courses required but typically: Complex Analysis, Real Variables I & II; Linear Algebra, Ordinary and Partial Differential Equations.
		Statistics	No specific courses required
	Stern School of Business	Information Systems and	

Peer Institution	Department	Degree Programs	Core Requirements and other comments
		Operations Management	
Ohio State University - Main Campus	Mathematics	Mathematics-Theoretical Mathematics	Abstract Algebra and Real Analysis
		Mathematics-Applied Mathematics	Scientific Computing, one of the algebra and analysis courses and three more from algebra and analysis courses, Numerical and Scientific computing II, Ordinary Differential Equations I or Partial Differential Equations I
	Statistics	Statistics	Mathematical statistics, Applied statistics, and Computational methods
	Industrial and Systems Engineering	Industrial and Systems Engineering	
SUNY at Buffalo	Mathematics	Mathematics-Pure Track	Analysis, Algebra, and Geometry/Topology
		Mathematics-Applied Track	Analysis, Methods in Applied Mathematics and Numerical Analysis
	Interdisciplinary	Computational and Data-Enabled Science and Engineering	Core courses in Data Science, Applied Mathematics and Numerical Methods High Performance, and Data Intensive Computing, which includes statistics courses
	Institute for Computational and Data Sciences	M.P.S Data sciences and Applications	Includes mathematical sciences courses in the core
Temple University	Mathematics	Mathematics	No specific courses required but must pass Preliminary exams in three of the following Algebra, Differential Geometry/Topology, Complex Analysis, Numerical Analysis, Real Analysis, and Applied Mathematics
	Business School	Statistics	Statistical Inference I and II; Probability Theory I and II, and Statistical Methods I and II
	College of Engineering	Computer and Systems	



Peer Institution	Department	Degree Programs	Core Requirements and other comments
		Security Professional Science Masters and certificate	
	College of the Liberal Arts	Neuroscience: Systems, Behavior and Plasticity Masters	
University of Alabama at Birmingham	Mathematics	Applied Mathematics	Real Analysis and Applied Linear Algebra
	Computer Science in the College of Arts and Sciences	Data Science Masters	Computer science courses
University of Arizona	Program in Applied Mathematics	Applied Mathematics	Algebra, Real Analysis, and Geometry–Topology
	Program in Applied Mathematics	Graduate Certificate in Applied Mathematics	Analysis, Numerical Analysis and Principles and Methods of Applied Mathematics
	Graduate Interdisciplinary Program- Statistics and Data Science	Statistics and Data Science	Students have or be in the process of completing an M.S. in Statistics, Biostatistics, Mathematics, or Applied Mathematics, or an advanced degree in a field that makes significant use of quantitative methods,
	College of Engineering	Aerospace Systems	
	Systems and Industrial Engineering	Systems Engineering, PhD, MS and Graduate Certificate	
University of Cincinnati - Main Campus	Mathematical Sciences	Mathematics	Advanced Calculus and Abstract Linear Algebra
		Statistics	Mathematical Statistics and Applied Statistics
	College of Engineering and Applied Science	Post-Baccalaureate Certificates in Data Science	Computer Science and Business Courses

Peer Institution	Department	Degree Programs	Core Requirements and other comments
	Medical School	Systems Biology & Physiology	
University of Colorado at Denver and Anschutz Medical Campus	Mathematical Sciences	Applied Mathematics	Core courses: Applied Analysis and Linear Algebra, student can then focus on computational mathematics, discrete mathematics, operations research (including probability), statistics or general
	Computer Science and Engineering	MS in computer Science with a track in Data Science in Biomedicine	Computer Science and bio-informatics courses
	College of Engineering and Business School	Computer Science and Information Systems	
University of Illinois at Chicago	Mathematics, Statistics, and Computer Science	Mathematics	4 tracks- 1) Pure Mathematics-fulfill MS requirements in Applied: Complex Analysis, Applied Differential Equations, Applied Partial Differential Equations, 2) Statistics- fulfill MS statistics requirements in Probability, Statistics Theory, Applied Statistical Methods. 3) Mathematical Computer Science 4) Math Education
University of Iowa	Mathematics	Mathematics	Choose 4 sequences out of the following 5: Abstract Algebra, Analysis, Topology, Differential Equations with Numerical Methods, Numerical Analysis.
		Applied & Computational Mathematics	Choose 4 sequences out of the following 5: Abstract Algebra, Analysis, Topology, Differential Equations with Numerical Methods, Numerical Analysis.
	Statistics & Acturial Science	Statistics	Statistical Inference I & II; Applied Statistics, Computing in Statistics, Statistical Consulting, Probability and Stochastic Processes, Readings in Statistics.

Peer Institution	Department	Degree Programs	Core Requirements and other comments
	College of Engineering	Industrial and Systems Engineering	
University of Kansas	Mathematics	Mathematics	Pure mathematics course requirements-Complex Analysis, Real Analysis, Topology, Abstract Algebra (another course in one of these sequences). Applied mathematics course requirements-Complex Analysis, Real Analysis, and choose sequence: Ordinary Differential Equations/ Dynamical Systems, Stochastic Processes I & II, Numerical Linear Algebra and Differential Equations.
	College of Engineering	Graduate Certificate in Data Science	
University of Kentucky	Mathematics	Mathematics	No course requirements but must pass 3 of 6 qualifying exams in algebra, analysis, topology, differential equations, numerical analysis, discrete mathematics.
	Statistics	Statistics	Statistical Inference I and II, Probability, Computational Inference, and Data Analysis
	Joint between Engineering, Medicine, Public Health	MS in Data Science	Webpage states, "the curriculum aims to prepare the future data science professional with a critical skillset in data science, including database management, statistical and machine learning techniques and big data analytics."
	College of Engineering	Manufacturing Systems Engineering	
University of Louisville	Mathematics	Applied & Industrial Mathematics	Core is choose 2 semester sequences from Abstract Algebra, Combinatorics/Graph Theory, Real Analysis; and choose 2 semester sequences from: Mathematical Modeling, Statistical Inference/Linear Statistical modeling, Theory of Probability.

Peer Institution	Department	Degree Programs	Core Requirements and other comments
	College of Engineering	Online Graduate Certificate in Data Science	Includes courses from the mathematics department
University of Miami	Mathematics	Mathematics	Real Variables I & II, Complex Variables I & II, Algebraic Topology I & II, Abstract Algebra I & II
University of Minnesota - Twin Cities	Mathematics in the College of Science and Engineering	Mathematics	Algebra, Manifolds/Topology, Real Analysis, Complex Analysis,.
		Mathematics with Emphasis in Applied and Industrial Mathematics	Math modeling, Numerical analysis and 4 other courses
	Statistics in the College of the Liberal Arts	Statistics	Advanced Regression, Applied Statistical Methods I and II; Statistical method (advanced computing), Mathematical Statistics I & II, Statistical Consulting, Literature seminar.
	College of Science and Engineering	Industrial and Systems Engineering	
	Joint with Statistics Department, Public Health, Engineering	Graduate Certificate in Data Science	Includes mathematical and statistical analytics course
University of Missouri - Columbia	Mathematics	Mathematics	Advanced Calculus, Real Variables and Multiple Variate, Topology, Complex Analysis, Abstract Linear Algebra, Abstract Algebra
	Statistics	Statistics, offer a Statistic Minor in PhD.	Mathematical Statistics I & II, Data Analysis I & II, Linear Models, Advanced mathematical Statistics I & II
	Graduate School	Online Graduate Certificate in Data Science and Analytics	
	College of Engineering	Industrial and Manufacturing	

Peer Institution	Department	Degree Programs	Core Requirements and other comments
		Systems Engineering	
University of Nevada, Reno	Mathematics and Statistics	PhD in Mathematics	Pure Mathematic s: topology, real analysis I & II, complex analysis, and abstract algebra. Applied Mathematics: numerical analysis, advanced linear algebra, operations research, and probability theory.
		PhD in Statistics & Data Science	Abstract and real analysis, Probability Theory, Probability Measure, Mathematical Statistics I& II, Linear Models I & II, Stochastic Models and Simulations, Multivariate Data Analysis, Survival Analysis, Time Series, Statistical Computing, and Statistical learning.
University of New Mexico	Mathematics and Statistics	Mathematics	Introduction to Analysis I, Abstract Algebra I, Foundations of Topology, Functions of a Complex Variable I and Credit must also be earned in at least two of the following courses: Introduction to Analysis II, Abstract Algebra II, Introduction to Differentiable Manifolds • Math 562, Functions of a Complex Variable II
		Statistics	Applied Regression Analysis, Probability, Statistical Inference, Analysis of Variance and Experimental Design, Theory of Linear Models, Statistical Computing, Multivariate Analysis and Advanced Linear Models, and Advanced Statistical Inference I & II
University of Southern California	Mathematics	Mathematics	Analysis, Algebra and either Numerical Analysis or Differential Geometry
		Applied Mathematics	Four examinations covering the subject content of Numerical Analysis or Partial Differential Equations, Applied Probability (or, at the student's discretion, Theory of Probability), Real Analysis, and

Peer Institution	Department	Degree Programs	Core Requirements and other comments
			Introduction to Mathematical Statistics.
	Computer Science	MS in Data Science	Some electives in the mathematical Sciences
	Division of Informatics	MS in Communication Data Science	Computer Science and Informatics courses
		MS in Applied Data Science	Computer Science and Informatics courses
		MS in Health Care Data Science	Computer Science, Health Sciences and Informatics courses
		MS in Spatial Data Science	"cross-disciplinary joint degree program offered by the Viterbi School of Engineering and the Dornsife College of Letters, Arts and Sciences"
	Engineering	Systems Architecting and Engineering-Masters and Graduate Certificate	
		Transportation Systems	
		Industrial and Systems Engineering-PhD, Masters and Certificate	
University of Utah	Mathematics	Mathematics	Three exams in choice of: Algebra, Applied mathematics, Differential equations Numerical analysis, Probability, Real and Complex analysis, Statistics and Topology and Geometry
Wayne State University	Mathematics	Mathematics	Exams in two of the following Algebra, Analysis, Applied Mathematics and Probability and Statistics

Peer Institution	Department	Degree Programs	Core Requirements and other comments
	College of Engineering	Industrial and Systems Engineering	
		Data Science and Business Analytics	Data Science and computer science courses
West Virginia University		No PhD in mathematics or statistics	
	Business School	Business Data Science	Business Courses

## Appendix B - Course Descriptions

**MATH 535. Introduction to Dynamical Systems. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students with graduate standing. Theoretical and computational introduction to continuous and discrete dynamical systems with applications. Topics include existence and uniqueness of solutions, stability and bifurcations.

**MATH 556. Graph Theory. 3 Hours.** Semester course; 3 lecture hours. 3 credits. Prerequisites: MATH 211 or MATH 300; MATH 310; and MATH 356, each with a minimum grade of C; or permission of instructor. Introduction to graph classes, graph invariants, graph algorithms, graph theoretic proof techniques and applications.

**STAT 513. Mathematical Statistics I. 3 Hours.** Continuous course; 3 lecture hours. 3 credits. Prerequisite: MATH 307. Probability, random variables and their properties, distributions, moment generating functions, limit theorems, estimators and their properties; Neyman-Pearson and likelihood ratio criteria for testing hypotheses. Crosslisted as: BIOS 513.

**SYSM 681 Systems Seminar I. 1 Hour.** Semester course; 1 lecture hour. 1 credit. Prerequisite: graduate standing in mathematical sciences or systems modeling and analysis. Designed to help students attain proficiency in academic communication and research in the context of mathematics, operations research and statistics. Focuses on the discipline-specific communication and research skills necessary to excel in graduate studies in these disciplines.

**SYSM 682. Systems Seminar II. 1 Hour.** Semester course; 1 lecture hour. 1 credit. Prerequisite: graduate standing in mathematical sciences or systems modeling and analysis. Designed to help students attain proficiency in professional communication and research in the context of mathematics, operations research and statistics. Focuses on the discipline-specific communication and research skills necessary to excel in professional careers in these disciplines.

**SYSM 683. Systems Seminar III. 1 Hour.** Semester course; 1 lecture hour. 1 credit. Prerequisite: graduate standing in mathematical sciences or systems modeling and analysis. Designed to help students attain proficiency in professional communication and research in the context of mathematics, operations research and statistics. Focuses on the discipline-specific communication and research skills necessary to excel in professional careers in these disciplines.

**SYSM 697. Systems Research. 3 Hours.** Semester course; 3 credits. May be repeated for credit. Prerequisite: graduate standing in systems modeling and analysis. Supervised individual research and study. Research culminates with an oral presentation and submission of a written report to the supervising faculty member.

**SYSM 798. Dissertation Research. 1-12 Hours.** Semester course; variable hours. 1-12 credits. May be repeated for credit. Research and work leading to the completion of the Ph.D. dissertation in systems modeling and analysis. Graded S/U/F