VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
1:00 P.M.
March 22, 2018
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA

DRAFT

AGENDA

1. **CALL TO ORDER & OPENING COMMENTS**   Ms. Phoebe Hall, *Rector*

2. **APPROVAL OF AGENDA**   Ms. Phoebe Hall, *Rector*

3. **APPROVAL OF MINUTES**   Ms. Phoebe Hall, *Rector*
   December 8, 2017

4. **PRESIDENT'S REPORT**   President Michael Rao

5. **MASTER SITE PLAN UPDATE**   Dr. Meredith Weiss, *Vice President Administration*

6. **ACADEMIC AND HEALTH AFFAIRS COMMITTEE REPORT**   Dr. Carol S. Shapiro, *Chair*

   Report to the Board of Visitors

   Action Items:
   (a) Recommendation to approve proposal to modify the
        Criminal Justice, M.S.
   (b) Recommendation to Offer a Graduate Certificate in
        Sustainabilty
   (c) Recommendation to modify the M.Ed. in Counselor Education
   (d) Recommendation to change the degree designation of the
        Master of Education (M.Ed.) in Sport Leadership to the
        Master of Sport Leadership (M.S.L.) in Sport Leadership
   (e) Recommendation to create a new Post-Baccalaureate
        Certificate in Cybersecurity
   (f) Recommendation to create a new Post-Baccalaureate
        Certificate in Data Science

7. **AUDIT, INTEGRITY AND COMPLIANCE**   Mr. Keith Parker, *Chair*
    COMMITTEE REPORT

   Report to the Board of Visitors

8. **FINANCE, BUDGET AND INVESTMENT**   Mr. William Ginther, Chair

COMMITTEE REPORT

Report to the Board of Visitors

Action Items:
(a) Recommendation to approve Resolution to Authorize
    Line of Credit for Engineering Research Building
(b) Recommendation to approve selection of architect/engineer
    and/or project plans for
    i. A/E Selection D Deck Renovations
    ii. A/E Selection Trani Life Sciences Building Roof
        Repair & HVAC Replacement
    iii. A/E Selection West Hospital Department of
        Transplant Surgery Renovation
    iv. Projection Plans West Main Street Deck Renovation

9. **GOVERNANCE AND COMPENSATION**   Mr. John A. Luke, Jr., *Chair*
    COMMITTEE REPORT

    Report to the Board of Visitors

    Action Items:
    (a) Recommendation to approve Revised Policy on
        Alcohol and Other Drugs
    (b) Recommendation to approve Intellectual Property Policy

10. **UNIVERSITY RESOURCES COMMITTEE**   Mr. G. Richard Wagoner, *Chair*
    REPORT

    Report to the Board of Visitors

11. **CLOSED SESSION**   Ms. Phoebe Hall, *Rector*
    Freedom of Information Act Sections 2.2-3711 (A) (1),
    (2), (3), (7), (8), (9), (11), and (29) specifically:

    a. President's Report
       i. Faculty Appointments and Changes in   Dr. Michael Rao, *President*
          Status and Other Personnel Actions

    b. Closed session report from the Academic and Health   Dr. Carol Shapiro, Chair
       Affairs Committee
               Board of Visitors Scholarship

    c. Closed session report from the Audit, Integrity   Mr. Keith Parker, *Chair*
       and Compliance Committee

    d. Closed session report from University Resources   Mr. G. Richard Wagoner, *Chair*
       Committee
       i. Funds Eligible for Naming
       ii. Funds Eligible for Naming under $50,000

e. Closed session report from the Finance, Budget and   Mr. William M. Ginther, *Chair*
    Investment Committee

Executive Session:
f. Athletic Facilities Update   Mr. Edward McLaughlin

g. Personnel Action   Dr. Gail Hackett, *Provost*
                                                                Mr. Jake Belue, *Interim University
                                                                Counsel*

h. Closed session report from Governance and   Mr. John A. Luke, Jr., *Chair*
    Compensation Committee
        i. Compensation and Contract Review

13. RETURN TO OPEN SESSION AND   Ms. Phoebe Hall, *Rector*
    CERTIFICATION

    Action Item:
    Approval of items discussed in closed session, if any

14. OTHER BUSINESS   Ms. Phoebe Hall, *Rector*

15. ADJOURNMENT   Ms. Phoebe Hall, *Rector*

BOARD OF VISITORS
1:00 P.M.
DECEMBER 8, 2017
JAMES CABELL LIBRARY
901 PARK AVENUE, ROOM 311
RICHMOND, VIRGINIA

DRAFT

MINUTES

BOARD MEMBERS PRESENT

Ms. Phoebe Hall, Rector
Mr. John A. Luke Jr., Vice Rector
Dr. Carol Shapiro, Secretary
Mr. H. Benson Dendy III
Mr. William M. Ginther
Dr. Robert Holsworth
Ms. Colette W. McEachin
Mr. Ron McFarlane
Mr. Alexander B. McMurtrie, Jr.
Mr. Keith Parker
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.
Mr. Steve L. Worley

BOARD MEMBERS ABSENT

Mr. Edward McCoy
Reverend Tyrone E. Nelson
Ms. Jacquelyn Stone

OTHERS PRESENT

President Michael Rao, Ph.D.
Michele N. Schumacher, J.D., Assistant to the President and Board Liaison
Ms. Stephanie Hamlett, University Counsel
Faculty and Staff from VCU
Members of the Media

CALL TO ORDER

Ms. Phoebe Hall, Rector, called the meeting of the Board of Visitors of Virginia Commonwealth
University to order at 1:00 p.m. in the James Cabell Library, 901 Park Avenue, Room 311,

Virginia Commonwealth University
Board of Visitors
Draft Minutes December 8, 2017 meeting

Richmond, Virginia.

APPROVAL OF AGENDA

Ms. Hall asked for a motion to approve the Agenda as published. After motion duly made and seconded the Agenda as published was unanimously adopted.

APPROVAL OF MINUTES

Ms. Hall asked for a motion to approve the minutes of the September 14, 2017 and the October 31, 2017 meetings of the Virginia Commonwealth University Board of Visitors, as published. After motion duly made and seconded the Minutes of the September 14, 2017 and the October 31, 2017 meetings of the Board of Visitors were unanimously approved. A copy of the minutes can be found on the VCU website at the following webpage http://www.president.vcu.edu/board/minutes.html.

PRESIDENT'S REPORT

President Michael Rao, provided an oral report on activities and accomplishments at the University since the September 2017 Board of Visitors meeting, which included progress on the President's vision and priorities of the University, namely (i) We are transformative; (ii) We are one VCU; (iii) We are aligned; and (iv) We are bold. The President also noted the challenges and opportunities to reaching the vision, and provided updates on infrastructure changes/improvements, the Make-It-Real-Campaign, Greater Washington Partnership. The President concluded his report by thanking Mr. Stephen Worley for his service as a member of the Board of Visitors and the VCU Health System Board of Directors, noting Mr. Worley's unwavering commitment and dedication to the University and its academic health center.

REPORT FROM THE ACADEMIC AND HEALTH AFFAIRS COMMITTEE

The Committee Chair, Dr. Carol S. Shapiro, gave the Academic and Health Affairs Committee report, and noted that the Committee heard the following reports and updates:

- o An update from Dr. Gail Hackett, Provost and Vice President for Academic Affairs, on the Committee's dashboard;
- o A strategic planning update from Dr. Hackett and Dr. Marsha D. Rappley, Vice President for Health Sciences and CEO of the VCU Health System, noting that the new strategic plan will be called Quest 2025-Together we Transform;
- o An report from Dr. Monica Orozco, executive director of Online@VCU the provided a preliminary strategy for online academic programming at VCU;
- o An athletics update from Mr. Ed McLaughlin, Associate Vice President and Director of Athletics.
- o A report from the faculty representative, Ms. Holly Alford;
- o A report from the staff representative, Ms. Lauren Katchuck.
- o A report from the student representative to the Board, Ms. Katie Pumphrey.

Ms. Shapiro also noted that there were three action items for Board approval. Ms. Shapiro moved on behalf of the Committee that the Board approve changing the name of the School of Allied Health Professions to the College of Health Professions, (2) changing the name of the School of Engineering to the College of Engineering; and (3) creating a new graduate certificate in public history; and (4) authorizing the President and/or his designee to file any and all necessary paperwork with the State Council of Higher Education for Virginia and/or the accrediting agency for the University, SACS, as deemed appropriate. After a second duly made, the motion approving (1) the name change of the School of Allied Health Professions to the College of Health Professions; (2) the name change of the School of Engineering to the College of Engineering; and (3) creating a new graduate certificate in public history; and (4) authorizing the President and/or his designee, in connection with said name changes and creation of the new certificate program to file any and all necessary paperwork with the State Council of Higher Education for Virginia and/or the accrediting agency for the University, SACS, as may be required.

REPORT FROM THE AUDIT, INTEGRITY AND COMPLIANCE COMMITTEE

The Committee Chair, Mr. Keith Parker, presented the Audit, Integrity and Compliance Committee report and noted that the Committee heard the following reports and updates:

- o An oral report from Ms. Karen Helderman and Mr. David Rasnic from the Auditor of Public Accounts, who discussed the results from the audit reports for the fiscal year ended June 30, 2017;
- o Mr. William Cole, Executive Director of Audit and Compliance Services, reviewed the internal quality assurance assessment completed within Audit and Compliance Services;
- o An update on the ERM Steering Committee Progress from Mr. Thomas Briggs, Assistant Vice President for Safety and Risk Management.
- o A Data Governance Update Ms. Kathleen Shaw, Vice Provost for Planning and Decision Support.
- o An update on the Committee dashboard from Mr. Alex Henson, the Chief Information Officer.

REPORT FROM THE FINANCE, BUDGET AND INVESTMENT COMMITTEE

The Committee Chair, Mr. William Ginther, presented the Finance, Budget and Investment Committee Report and noted that the Committee heard the following reports and updates:

- o A report from Dr. Meredith Weiss, Vice President for Administration, that included an update on the University Master Site Plan;
- o A report from Ms. Karol Kain Gray, Vice President for Finance and Budget, that reviewed the University's cash position, an update on what may be expected from the Commonwealth of Virginia in connection with the University's budget, and discussed the University's budget development process for fiscal year 2019.

Mr. Ginther also stated that the Committee had several action items requiring Board approval. He then moved on behalf of the Committee approval of the following: (1) Resolution for Modification to 2012A and 2012B Bonds that were issued to construct the Engineering and Business Schools; (2) a request for proposals for external security services; (3) selection of the architect and/or project plans as presented for the Siegel Center Chiller Replacement, the West Hospital Eighth Floor Renovations, and the MCV Campus Steam Line Installation; (4) demolition of the Strauss Research Laboratory and the Virginia Treatment Center for Children; (5) an amendment to the Six-Year Capital Outlay Plan to include the Trani Life Sciences Roof and HVAC replacement; and (6) resolution and amendment to the Optional Retirement Plan. After second duly made the motion was unanimously approved. Copies of the Resolution for the Modification to 2012A and 2012B Bonds and the Resolution and Amendment to the Optional Retirement Plan are attached hereto as *Attachments A and B respectively* and are made a part hereof. Also attached are copies of the supporting documentation for all other matters set forth in said motion as *Attachment C* and are made a part hereof.

REPORT FROM THE GOVERNANCE AND COMPENSATION COMMITTEE

The Governance and Compensation Committee Report was provided by the Committee Chair, Mr. John Luke, who reported that Ms. Michele N. Schumacher, the Board Liaison and Assistant to the President, presented the revised Presidential Evaluation Policy to the Committee for approval. Mr. Luke moved on behalf of the Committee that the Board approve the Presidential Evaluation Policy. A copy of the policy is attached hereto as *Attachment D* and is made a part hereof.

REPORT FROM UNIVERSITY RESOURCES COMMITTEE

The Committee Chair, Mr. G. Richard Wagoner, Jr., presented the University Resources Committee report and stated that the Committee heard the following reports and updates:

- o Mr. Matthew Conrad, Executive Director of Government Relations, and Ms. Karah Gunther, Executive Director Government Relations and Health Policy, provided the government relations.
- o Ms. Pamela D. Lepley, Vice President for University Relations provided a summary of communication highlights since the September 2017 meeting.
- o Mr. Jay Davenport, Vice President for Development and Alumni Relations, and Mr. Christopher Ritrievi, Senior Associate Vice President for Campaign Leadership and Constituency Relations, provided a summary of fundraising activities and highlights since September 2017.

CLOSED SESSION

Ms. Hall , moved that the Board of Visitors go into Closed Session pursuant to Sections 2.2-3711(A)(1), (3), (7), (8), (9), (11), (23) and (29) of the Freedom of Information Act, that the Virginia Commonwealth University Board of Visitors go into "Closed Session" for the

discussion of personnel matters, more specifically matters relating to the performance evaluation or compensation of certain Virginia Commonwealth University employees and the evaluation of performance of certain departments or schools of the University which will require performance evaluations of specific individuals in those departments, and relating to a review of faculty appointments and changes in status including tenure, and the President's compensation; discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body specifically related to the acquisition of real property; legal advice pertaining to potential litigation and legal advice concerning contractual issues; discussion and consideration of honorary degrees and special awards specifically special awards for Spring Commencement 2018 and Convocation 2018; for the discussion of gifts and fundraising including named funds and spaces report; and for the discussion of the award of a public contract involving the expenditure of public funds, including discussion of terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body, specifically associated with OnLine Education at VCU and a consulting agreement in connection with executive compensation.

RECONVENED SESSION

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

Resolution of Certification

BE IT RESOLVED, that the Board of Visitors of Virginia Commonwealth University certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board.

Vote	Ayes	Nays
Ms. Phoebe B. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice Rector	X	
Dr. Carol S. Shapiro, Secretary	X	
Mr. H. Benson Dendy III	X	
Mr. William M. Ginther	X	
Dr. Robert D. Holsworth	X	
Ms. Colette W. McEachin	X	
Mr. Ron McFarlane	X	
Mr. Keith Parker	X	

Dr. Shantaram Talegaonkar   X
Mr. G. Richard Wagoner, Jr.   X
Mr. Steve L. Worley   X

Mr. Alexander B. McMurtrie, Sr., left the meeting during the closed session.

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

On motion made and seconded the Board of Visitors unanimously approved the following: (1) ratified the 3% merit increase to the base pay for President Michael Rao; (2) approved the faculty appointments and changes in status including tenure and other personnel actions as discussed in closed session; (3) approved the Named Funds and Spaces Report as discussed in closed session; (4) in connection with OnLine Education@VCU authorized the University to enter into negotiations and a contract with the proposed vendor as was discussed in closed session; (5) approved the Special Awards specifically the recipient of the Honorary Doctorate Degree in Humane Letters to awarded at Commencement 2018, and a recipient of the Edward A. Wayne Medal to be awarded at convocation 2018; (6) approved the Occupational Therapy Doctoral Degree and authorized the University to obtain any and all necessary approvals from SCHEV and/or SACS as may be required; and (7) approved the Sullivan Cotter Scope of Work and Contract Extension as discussed in closed session.

On motion made and seconded the Board approved an incentive payment of $66,979.84 for President Michael Rao by a vote of 11 for and 1 (Mr. Robert Holsworth) against.

ADJOURNMENT

With no further business to come before the Board, Ms. Phoebe Hall, Rector adjourned the meeting at 4:00 p.m.

**RESOLUTION
BOARD OF VISITORS
VIRGINIA COMMONWEALTH UNIVERSITY**

MODIFICATIONS TO SERIES 2012A AND 2012B BONDS

Recitals

A.   In 2012, Virginia Commonwealth University (the "University") issued its General Revenue Pledge Refunding Bonds, Series 2012A (the "2012A Bonds") and its General Revenue Pledge Refunding Bonds, Series 2012B (the "2012B Bonds" and, collectively with the 2012A Bonds, the "2012 Bonds") to refund prior bonds that were issued by the University to pay costs of the construction of facilities for the University's School of Engineering and School of Business.

B.   The Bonds contain a "put" date of May 20, 2019 (the "Put Date") at which time US Bank N.A., the current holder of the 2012 Bonds (the "Bank"), has the right to either reset the interest rate on the 2012 Bonds or to put the 2012 Bonds back to the Borrower for purchase.

C.   On November 2, 2017, the United States House of Representatives adopted a tax reform bill (the "House Bill") that prohibits the issuance or reissuance of private activity bonds on or after January 1, 2018.

D.   If the House Bill is enacted into law, any modifications to the 2012 Bonds that occur on the Put Date may cause interest on the Bonds to become taxable, thereby significantly increasing the interest rate on the 2012 Bonds.

E.   In light of the foregoing, it is prudent for the University to take action to extend the Put Date before January 1, 2018.

F.   The University and the Bank have negotiated an extension to the Put Date as set forth in the term sheet attached hereto (the "Term Sheet"), and the Board of Visitors desires to authorize the modifications (the "Modifications") to the 2012 Bonds described in the Term Sheet.

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF VISITORS OF VIRGINIA COMMONWEALTH UNIVERSITY:

1.   The Board of Visitors approves and authorizes the Modifications as described in the Term Sheet. To accomplish such Modifications, the Board hereby authorizes the execution and delivery of an amendment (the "Amendment") to the resolution pursuant to which the 2012 Bonds were issued, adopted by the Board on May 11, 2012 and approved on November 20, 2012 (the "2012 Resolution"), with such terms, provisions and other changes as may be approved by any Designated Officer, consistent with prior practice of the University, so that the 2012 Resolution as modified may reflect the final terms and conditions of the Term Sheet. Each Designated Officer is authorized to approve on behalf of the Board the final form of the Amendment and to evidence such approval on behalf of the University in writing.

2. The Designated Officers shall be the University's (a) President, (b) Vice President for Finance and Budget and (c) Treasurer.

3. In connection with the Modifications, the officers of the University are authorized to execute and deliver any and all documents necessary to reflect the Modifications described in the Term Sheet, including without limitation (a) amendments to the existing Project Development and Financing Agreements with, respectively, the Virginia Commonwealth University School of Engineering Foundation and the Virginia Commonwealth University School of Business Foundation (the "Foundations"), which provide that each Foundation will be obligated to pay debt service on all or an appropriate portion of the 2012 Bonds (as modified by the Modifications) issued for the benefit of such Foundation and (b) amendments to the Continuing Covenants Agreement between the University and the Bank, dated as of November 1, 2012.

4. The Designated Officers and all other officers of the University are authorized to take all steps necessary or desirable in connection with the Modifications, including without limitation the execution of certificates and agreements with respect to preserving the tax exempt status of such bonds.

5. The implementation of the Modifications is conditioned on the approval of the Modifications by the Foundations.

VIRGINIA COMMONWEALTH UNIVERSITY

CONTACT INFORMATION:

U.S. BANK NATIONAL ASSOCIATION	
KATHRYN D'ANGIO, *SENIOR VICE PRESIDENT*	**YA-ROO YANG,** *VICE PRESIDENT, PORTFOLIO MANAGER*
Ph: 917.256.2840	Ph: 646.935.4567
Fax: 917.256.2830	Fax : 917.256.2830
E-mail: kathryn.dangio@usbank.com	E-mail : yaroo.yang@usbank.com
Address:	
461 Fifth Avenue, 15th Floor	
New York, NY 10017	*For Annual Reports :* www.usbank.com

U.S. BANK LONG-TERM DEPOSIT RATINGS:

U.S. BANK, N.A.						
Year	**Moody's (long/short) ***	**Outlooks**	**S&P (long/short)**	**Outlooks**	**Fitch (long/short)**	**Outlooks**
2017	Aa1/P-1	Stable	AA-/A-1+	Stable	AA/F1+	Stable
2016	Aa1/P-1	Stable	AA-/A-1+	Stable	AA/F1+	Stable
2015	Aa3/P-1	Stable	AA-/A-1+	Stable	AA-/F1+	Stable

BORROWER: **Virginia Commonwealth University** *(the "University").*

EXISTING FACILITY: Purchase of Virginia Commonwealth University General Revenue Pledge Refunding Bonds, Series 2012A and 2012B (the "*Bonds*") issued under a Resolution approved on November 20, 2012 (the "*Resolution*") pursuant to the terms of a Continuing Covenant Agreement between the University and the Bank (the "*Facility*").

PROPOSED EXTENSIONS: The Bank is considering an extension for 9.5 years calculated from the date of this most recent renewal:

- 71.5% of LIBOR plus 75 bps 9.5 years (114 months)

PROPOSED CHANGES TO DOCUMENTATION: The Bank's willingness to extend the Facility is subject to certain changes being made to the Resolution and Continuing Covenants Agreement. The following will be incorporated into the amendments:

- Margin Rate Factor Language that would come taken effect in the event of a change in the corporate tax rate and change the interest rate payable on the Bonds.

- The Bank's standard language relating to the Office of Foreign Assets Control, Anti-Corruption Laws and the Patriot Act.

- An updated definition of LIBOR to provide a 0% floor and to provide that if

For Discussion Purposes

LIBOR is unavailable in the market, a successor index successor generally accepted in the market will be used.

CONDITIONS TO CLOSING: The Bank's willingness to extend the Facility will be subject to the receipt of certain items, including evidence the University has duly approved the extension, receipt of an opinion of Bond Counsel that the amendment will not affect the tax-exempt status of the Bonds and payment of the fees of the Bank's counsel.

CONFIDENTIALITY: This summary of preliminary terms and conditions contains confidential and proprietary structuring and pricing information. Except for disclosure on a confidential basis to accountants, attorneys and other professional advisors retained by the University in connection with the proposed extension of the Facility or as may be required by law, the contents of this summary of preliminary terms and conditions may not be disclosed in whole or in part to any other person or entity without prior written consent, provided that nothing herein shall restrict disclosure of information relating to the tax structure or tax treatment of the proposed extension of the Facility.

NOTE: *This Term Sheet is not a commitment and is offered as indicative terms on which the Bank is willing to seek credit approval to extend the Facility. The Bank's participation in this transaction is subject to the foregoing terms, completion of appropriate diligence, satisfactory documentation and formal credit approval from Bank.*

As more information is obtained, additional substantive conditions may be required and terms may be changed or be supplemented. In addition, upon completion of the Bank's analysis and due diligence and if Bank obtains formal credit approval, loan documentation must be created which will include terms and conditions customary to Bank, as well as warranties and covenants specific to this transaction.

To that end, this Term Sheet is an expression of interest only, and it is not a contract, commitment nor intent to be bound. The Bank does not intend that this Term Sheet or discussions relative to the terms of this Term Sheet create any legal rights or obligations, implicit or explicit, in favor of or against the other party. Also, no oral discussions and/or written agreements shall be in place of or supersede written loan agreements executed by the University and accepted by Bank.

Upon the University's acceptance of the terms and conditions contained within this Term Sheet, the Bank will seek formal credit approval to extend the Facility.

NO ADVISORY / FIDUCIARY ROLE: *The University acknowledges and agrees that: (i) the Bank has not assumed any advisory or fiduciary responsibility to the University with respect to the transaction contemplated hereby and the discussions, undertakings and procedures leading thereto (irrespective of whether the Bank or any of its affiliates has provided other services or is currently providing other services to the University on other matters); (ii) the only obligations the Bank has to the University with respect to the transaction contemplated hereby are expressly set forth in this Term Sheet; and (iii) the University has consulted its own legal, accounting, tax, financial and other advisors, as applicable, to the extent it has deemed appropriate.*

RESOLUTIONS OF THE
VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS
RELATED TO THE
OPTIONAL RETIREMENT PLAN FOR EMPLOYEES OF VCU
and the
SELECT DEFINED CONTRIBUTION BENEFIT PLAN FOR EMPLOYEES OF VCU

WHEREAS, Virginia Commonwealth University (the "University") maintains the Optional Retirement Plan for Employees of Virginia Commonwealth University (the "ORP"), as amended and restated January 1, 2014, and the Select Defined Contribution Benefit Plan for Employees of Virginia Commonwealth University (the "Select Plan"), as amended and restated January 1, 2014 (together the "Plans");

WHEREAS, the University wishes to amend the ORP to align the eligibility provisions with the University's employment classification system and to extend eligibility for benefits under the ORP to faculty and administrative professionals;

WHEREAS, Section 7.1 of the ORP permits the University to amend the ORP through affirmative action of the Board of Visitors (the "Board");

WHEREAS, Section 7.1 of the ORP and Section 7.1 of the Select Plan permit the Board to delegate its authority to amend the Plans to one or more officers of the University;

WHEREAS, the Board desires to authorize the University's Vice President for Administration, in consultation with the Vice President for Finance, to amend the Plans on behalf of the University to comply with changes in applicable state and federal laws and to make non-substantive amendments;

WHEREAS, the Second Amendment to the ORP attached hereto incorporates these changes;

THEREFORE, BE IT RESOLVED that the Board hereby adopts the Second Amendment to the ORP; and be it

RESOLVED FURTHER, that the Vice President for Administration, in consultation with the Vice President for Finance, is hereby authorized to amend the Plans as necessary to comply with changes in applicable state and federal laws and to make non-substantive amendments.

IN WITNESS WHEREOF, the undersigned duly authorized official of the University has executed these resolutions on December _____, 2017.

By:_____

Name:_____

Title:_____

SECOND AMENDMENT TO THE
OPTIONAL RETIREMENT PLAN FOR EMPLOYEES OF
VIRGINIA COMMONWEALTH UNIVERSITY
AS RESTATED JANUARY 1, 2014

The Optional Retirement Plan for Employees of Virginia Commonwealth University

("Plan"), as restated effective January 1, 2014, is amended as follows, pursuant to Section 7.1 of

the Plan, effective as of the dates indicated below.

1.   Effective January 1, 2018, Section 1.8 of the Plan shall be and read as follows:

1.8   Eligible Employee

A salaried Employee who is engaged in the performance of teaching, administrative, or research duties, and who is designated by the Employer as a:

a.   Teaching and Research Faculty as defined in the University's Faculty Salary Administration Guidelines;

b.   Administrative and Professional Faculty as defined in the University's Faculty Salary Administration Guidelines; or

c.   Non-Faculty Professional or Administrator.

An Eligible Employee who is designated by the Employer as a Teaching and Research Faculty, Administrative and Professional Faculty, or Non-Faculty Professional or Administrator, and who subsequently changes position with the Employer such that he or she is no longer designated by the Employer as a Teaching and Research Faculty, Administrative and Professional Faculty, or Non-Faculty Professional or Administrator, shall continue to be an Eligible Employee, but only to the extent that he or she remains a salaried Employee who is engaged in the performance of teaching, administrative, or research duties.

An Eligible Employee shall not include: (i) an Employee who is regularly scheduled to work less than 20 hours per week; (ii) an Employee who either (a) is classified as a temporary or provisional appointment or (b) has an appointment of less than six months; (iii) an individual who is classified as an adjunct faculty by the University; (iv) an individual who is not a state employee as defined in section 51.1-124.3 of the Code of Virginia, as amended from time to time; (v) a Leased Employee; or (vi) an individual who is otherwise not eligible to participate in the VRS or the Commonwealth Hybrid Program. Subject to applicable state and federal law, the Administrator has the sole and absolute authority to determine whether an Employee is an Eligible Employee under the Plan.

2.   Effective January 1, 2018, a new Section 1.33 of the Plan shall be added to be and read as follows:

1.33   Non-Faculty Professional or Administrator

An Employee whose position requires the exercise of discretionary and independent judgment and (i) the performance of work directly related to the management of the educational and general activities of the University or a department or division thereof and/or (ii) advanced learning and experience acquired by prolonged formal instruction and/or specialized work experience. Non-Faculty Professionals and Administrators are a subset of University and Academic Professionals as defined in the University's Working @ VCU: "Great Place" HR Policies. Non-Faculty Professionals and Administrators are typically exempt employees under the provisions of the Fair Labor Standards Act.

3.   In all other respects, the Plan shall be and remain unchanged.

IN WITNESS WHEREOF, Virginia Commonwealth University has caused this Second Amendment to be duly executed on _____, 2017.

VIRGINIA COMMONWEALTH UNIVERSITY

By: _____

Print Name: _____

Title: _____

REQUEST FOR PROPOSALS
External Security Services
Term Contract

Item

VCU Police is seeking approval to solicit a Request for Proposals from private contractors for external security services to provide increased visibility through the strategic deployment of mobile security vehicles in a defined core campus of both campuses; special event security coverage; and post security services to various buildings. The anticipated annual contract amount is $2.8 million.

Background

VCU has utilized external security services since the fall 2012 semester. The initial contract provided a high-visibility security presence on both Monroe Park and MCV Campuses with the addition of a mobile patrol (4 vehicles and 2 bicycles).

Based on responses to the annual Perception of Safety survey, VCU students, faculty and staff wanted to see a more visible presence of VCU's police and security. As a result, VCU Police expanded and established a new security model for its Academic Security function. In June 2014, contracted security services were expanded to include private security for fixed posts in academic buildings and for temporary event services.

The initial twelve departments utilizing post security (two libraries, Snead/East Hall, Sanger, Fine Arts, SOE West, Dance Center, Life Sciences, Business Services [two locations], Police, and Psychological Services) have grown to include School of Dentistry, School of Nursing, Residential Life & Housing (14 facilities), ICA, Cabell Library expanding to include post services for two 24/7 officers, and Business Services adding one more location.

The most recent five-year contract was awarded in May, 2013 and has no remaining renewal options. The current contract will expire on May 12, 2018.

Purpose

VCU Police wants to establish a contract with one or more firms to provide mobile, bike, post and/or special event security coverage.

Procurement

In an effort to contract with the most highly qualified and capable firm, an RFP will be issued.

Recommendation

Approve the competitive solicitation to establish an external security services term contract with one or more contractors, for an initial five-year term.

VIRGINIA COMMONWEALTH UNIVERSITY
Amendment to the 2016-2022 Six-Year Capital Plan
Trani Life Sciences Roof and HVAC Replacement

DESCRIPTION

This is a request to amend the University's 2016-2022 Six-Year Capital Plan to include the replacement of the building's major mechanical equipment and roof.

BACKGROUND

The Trani Life Sciences Building is a 132,415 square foot teaching and research lab facility constructed in 2000 to house the Department of Biology, the Center for Environmental Studies and the Office of the Vice Provost for Life Sciences. The facility includes classroom, teaching and research laboratory, animal and administrative space. Roof-mounted mechanical equipment are displaying signs of corrosion leading to roof leaks and damage to interior spaces. Steps taken by the University to alleviate the problems have been unsuccessful and the University's consultant recommends replacement of the mechanical equipment and the roof.

This project includes roof replacement and replacement of all major rooftop HVAC equipment, serving the main 4-story wing of the building. The HVAC system for the main building is served by six rooftop air handling units, a cooling tower and various rooftop exhaust fans. All of the rooftop units and roofing have reached the end of their serviceable life.

PURPOSE

Replacement of the rooftop mechanical equipment and roof system to provide an appropriate environment for the conduct of instructional and research activities and protect the University's investment in plant and equipment in the Trani Life Sciences Building.

OPERATING COST

No incremental increase in operating costs is anticipated.

RECOMMENDATION

Approve amendment of the 2016-2022 Six-Year Capital Plan to include the roof and mechanical equipment replacement on the Trani Life Sciences Building. The total estimated cost is $6,000,000. The project will be funded with State General Funds if they are made available, or alternatively with University Funds if State funds are not available.

December 2017

VIRGINIA COMMONWEALTH UNIVERSITY
Architect/Engineer (A/E) Selection and Project Plans
Siegel Center Chiller Replacement

PROJECT:

The purpose of the project is to provide a reliable cooling system for the Stuart C. Siegel Center by replacing the current chilled water system. The work includes structural framing to support the chiller assembly and cooling towers. A prefabricated, water-cooled chiller will be delivered to the site and installed over and adjacent to Siegel Center loading dock on the north side of the building.

Total Budget Not To Exceed………………………..$3,500,000

SOURCE OF FUNDS:

Short-term financing to be repaid with
Auxiliary Enterprise Funds…………………………$3,500,000

OPERATING COSTS:

Annual operating costs are not expected to change as a result of this renovation.

ARCHITECT/ENGINEER
SELECTION:

The University selected a firm from its pool of architectural and engineering firms chosen under the term contract selection process. The recommended firm is WSP Parsons Brinckerhoff Company (merged with CCRD), Richmond, Virginia. This firm was selected because of its extensive experience with VCU and in working on renovations of this type and magnitude. Comparable projects include:

1. Replacement for Air Handling Unit #4 at VCU's W.E. Singleton Center for the Performing Arts;
2. Upgrade of the VCU Health System's central generator plant; and
3. A 1,000-Ton addition to the Winchester Medical Center Chilled Water Plant.

TIMETABLE:

Complete Planning	December 2017
Construction Starts	December 2017
Construction Complete	May 2018

RECOMMENDATION:

Approve selection of WSP Parsons Brinckerhoff Company and project plans for the Siegel Center chiller replacement project.

VIRGINIA COMMONWEALTH UNIVERSITY
Project Plans
West Hospital, Eighth Floor Renovations

PROJECT: This project supports the need of the newly created cardio oncology program within the Pauley Heart Center. The School of Medicine is funding the $2,480,000 renovation of 8,200 gross square feet on the north and west wings of the eighth floor of West Hospital.

LOCATION: Renovation in West Hospital at 1200 East Broad Street, Richmond, Virginia.

PROJECT COSTS: Construction Budget …………………………………… $1,640,000
                  Total Budget …………………………………………… $2,480,000

OPERATING COSTS: Annual operating costs are not expected to change as a result of this renovation.

FUND SOURCES: School of Medicine Funds …………………………… $2,480,000

TIMETABLE: Complete Planning   September 2017
                  Construction Starts   November 2017
                  Construction Complete   March 2018

PROJECT DESIGN: The project consists of the complete renovation of the north and west wings of the eighth floor of West Hospital including portions of the lobby. The project will reconfigure space to create offices for informatics and research fellows, study recruiters, and trainees. It will also include an image reading room, a patient interview room, a conference room, and workstations for analysts. The project also includes replacement of old mechanical and electrical systems and related asbestos abatement.

RECOMMENDATION: Approve project plans for the West Hospital 8th Floor Renovations project.

December 2017

VIRGINIA COMMONWEALTH UNIVERSITY
Project Plans
MCV Campus Steam Line Installation

PROJECT: The purpose of the project is to provide steam for the new School of
                            Allied Health Professions and to increase the capacity of the steam line
                            for future buildings included in the university and the health system's
                            master plans.

LOCATION: MCV Campus, Duval and 10th St

PROJECT COSTS: Construction Budget …………………………………………..$3,500,000
                            Total Budget …………………………………………………….. $4,000,000

OPERATING COSTS: The annual operating cost for the new steam line is not expected to vary from
                            the operating cost for the existing steam line.

FUND SOURCES: Auxiliary Enterprise Reserves………..……………… ……..….. $4,000,000

TIMETABLE: Planning Completion   December 2017
                            Construction Starts   January 2018
                            Construction Completion   September 2018

PROJECT DESIGN: Facilities Management's assessment of proposed University and VCU
                            Health System construction on the MCV Campus identified potential
                            long-term deficiencies in the ability of the steam infrastructure to serve
                            the northern area of the campus. The existing steam line serves the "N"
                            Parking Deck, Larrick Student Center, Cabaniss Hall Dormitory,
                            Biotech 1, Biotech Center and the new School of Allied Health
                            Professions. A new steam line could serve the Adult Ambulatory Care
                            Facility, Perkinson Building, Wood Building, Lyons Building, MCV
                            Alumni House, Grant House and the Leigh House. The route for the
                            steam line begins at the reducing station under the Martin Luther King
                            Bridge and follows Duval Street around "N" Deck and branches to serve
                            areas North and South of Leigh Street. The project will include
                            approximately 7,300 linear feet of steam and condensate piping.

RECOMMENDATION: Approve project plans for the MCV Steam Line Installation project.

VIRGINIA COMMONWEALTH UNIVERSITY
Demolition Request
Strauss Research Lab Building

DESCRIPTION: This is a request for permission to demolish the existing Strauss Laboratory Building (built in 1961) located at 527 North 12th Street on the MCV Campus.

BACKGROUND: The VCU Health System is investigating the possibility of constructing an inpatient bed tower and parking deck on this site.

        The site is not located within a historic district that is listed in or eligible for listing in the Virginia Landmarks Register and National Register of Historic Places. Based upon a review of project information provided to the Department of Historic Resources, they have no concerns with the buildings proposed for demolition.

        The building has been unused for several years.

PURPOSE: This demolition will make way for possible redevelopment of the site as an inpatient bed tower and parking deck or other needs.

RECOMMENDATION: Approve the request to demolish the Strauss Laboratory Building.

VIRGINIA COMMONWEALTH UNIVERSITY
Demolition Request
Virginia Treatment Center for Children

DESCRIPTION: This is a request to demolish the Virginia Treatment Center for Children (VTCC) (built in 1962, with addition in 1982), located at 515 North 10th Street on the MCV Campus.

BACKGROUND: The 2014 Master Site Plan identified the site of the existing VTCC building for use by VCU Health System's evolving needs. The VCU Health System plans to build an adult outpatient care facility and a patient/visitor parking deck.

The site is not located within a historic district that is listed in or eligible for listing in the Virginia Landmarks Register and National Register of Historic Places. Based upon a review of project information provided to the Department of Historic Resources, they have no concerns with the buildings proposed for demolition.

A new facility to house the Virginia Treatment Center for Children is being completed off Brook Road.

PURPOSE: This demolition will make way for redevelopment of the site as an adult outpatient care facility and a patient/visitor parking deck.

RECOMMENDATION: Approve the request to demolish the Virginia Treatment Center for Children building.

BOV Policy # __ Presidential Evaluation

Policy Type: Board of Visitors
Responsible Office: Office of the President
Initial Policy Approved: 05/15/2009
Current Revision Approved:

Policy Statement and Purpose

The Virginia Commonwealth University (VCU) Board of Visitors is responsible for ensuring the President's achievement of the institution's mission-based goals in student learning, research, scholarship and community engagement/service as well as his stewardship of the affiliated VCU Health System Authority. To that end, the Board is required to conduct an annual review of the President's performance and the institution's progress of these goals.

The Board of Visitors desires to institute and adopt a systematic method of conducting the evaluation of the president in alignment with the university's mission and identity, and in accordance with the President's contract, applicable state laws, and prevailing best practices.

Table of Contents

Who Should Know This Policy

All members of the VCU Board of Visitors are responsible for knowing the contents of this policy. The President and staff of the Office of the President must be familiar with its contents and provisions.

Definitions

Governance and Compensation Committee (GCC)
A standing committee of the VCU Board of Visitors with membership appointed annually by the Rector and chaired by the Vice Rector of the Board to provide oversight of the Presidential Evaluation process as well as presidential compensation. See Board Bylaws Article II § 7.B.4.

Contacts

The Board of Visitors, by and through its Governance and Compensation Committee, officially interprets this policy. The Office of the President is responsible for obtaining approval for any revisions and questions regarding this policy should be directed to this Office.

Policy Specifics and Procedures

The Governance and Compensation Committee is responsible for conducting the annual review of the President, taking into account the President's self-assessment report, proposed priorities and goals, and the VCU Executive Compensation Philosophy.

No later than the May meeting of the Board of Visitors, the Rector initiates the annual process for the evaluation of the President for the year (generally, July 1 through June 30 of current fiscal year). The annual process includes the President's self-assessment of the approved priorities and goals for that year and the President's presentation of proposed or updated priorities and goals for the following year. The President's self-assessment will be in a mutually agreed-upon form and may include qualitative and quantitative measures of the President's performance, as well as the progress of Virginia Commonwealth University and the VCU Health System Authority.

The President's self-assessment should include the following:
- Progress on meeting the mutually agreed upon and established priorities and goals.
- The President's assessment of the overall academic quality of the University.
- The President's assessment of the financial status of the University and the Health System.
- The President's assessment of the challenges facing the University and the Health System.
- The identification of any professional development the President wishes to pursue.
- Priorities and goals proposed by the President for the upcoming year to review as part of the Annual Review process.
- Other issues or topics as determined by the GCC or full Board.

The GCC will solicit written observations on the President's performance from each member of the Board utilizing an appraisal instrument similar to the template in Attachment A.

The President will submit the written self-assessment and proposed (or updated) priorities and goals to the GCC no less than thirty (30) days in advance of the Board's retreat, which is generally held in August. Concurrent with the transmittal of the self-assessment, the President will also provide a full accounting of all earned outside income for the previous year from service on boards of directors and any other source, as required by the Commonwealth's annual budget act and any other applicable source.

Prior to the Retreat, the GCC shall review the appraisal results, president's self-assessment report, full accounting of earned outside income and proposed goals for the year. The President will present his self-assessment report and proposed priorities and goals for the year in a closed session meeting with the Board at its retreat or at the next occurring meeting of the Board.

The GCC will formulate a recommendation to the full Board, in consultation with the President, regarding the evaluation and any compensation adjustments for the President at the next occurring meeting of the Board. Following the closed session meeting with the President, the GCC will finalize the President's evaluation and goals for the year and share the final evaluation, and priorities and goals for the year to the President and the Board in a written letter. The GCC's letter will detail the results of the annual review, any changes to the president's contract or compensation, and the priorities and goals for the upcoming year. It is anticipated that this process will be completed no later than October 1 of each year.

The written self-assessment, full accounting of earned outside income, final evaluation of the President as well as any evaluation-related documents and notes are part of the President's confidential personnel record. The President's compensation is public information.

As an alternative, the Board may elect to conduct a periodic comprehensive evaluation of the President at its discretion. A comprehensive evaluation is a review of the President's performance, which seeks stakeholder input and may include the hiring of an external evaluator or facilitator for the process. In the year a comprehensive evaluation is conducted, it is performed in lieu of the annual review.

COMPENSATION

The GCC is responsible for conducting a compensation review and recommending the President's compensation package to the full Board for approval each year. The annual compensation review will consider both performance- and market-based criteria, which includes but are not limited to:
- The results of the Annual Review or the Comprehensive Evaluation;
- The VCU Executive Compensation Philosophy;
- A market analysis of University President compensation among comparable institutions; and
- Other documentation deemed to be relevant.

The GCC may engage an independent compensation consultant to provide market analysis, regulatory updates and other support to assist the GCC in its compensation review and to provide educational resources for the full Board.

Forms ————————————————————————————————————

Sample Annual Appraisal of the President's Performance attached.

Related Documents ———————————————————————————

There are no related documents.

Revision History ──

This policy supersedes the following archived policies:

Approved by the Board: May 15, 2009; Revised: November 10, 2011

FAQ ──

There are no FAQs associated with this policy.

EXAMPLE [1]

ANNUAL APPRAISAL OF THE PRESIDENT'S PERFORMANCE AND EFFECTIVENESS

INSTRUCTIONS: Please comment on any aspect of the president's performance and effectiveness in the space provided.

BOARD OF VISITORS RELATIONS

Disseminates adequate and accurate information to the BOV in a timely manner.
_____

_____
Enjoys a positive overall relationship with the BOV.
_____

_____

INSTITUTIONAL LEADERSHIP/MANAGEMENT

Has assembled a strong leadership team.
_____

_____

Advances the mission of the University.
_____

_____

Assures quality academic and support programs.
_____

_____

Operates the University with a commitment to strategic planning, goal setting and evaluation.
_____

_____

Manages resources proficiently.

_____

_____

---

[1] Permission to use appraisal form granted by UVA on June 22, 2017. Source: from University of Virginia Policy BOV-011: Presidential Evaluation (December 16, 2016): retrieved from https://uvapolicy.virginia.edu/policy/BOV-011

Has established a pattern of success in achieving goals.

_____

_____

EXTERNAL RELATIONS

Effectively and enthusiastically advocates for the University.

_____

_____

Effectively presents the University's resource needs to government officials and private contributors.

_____

_____

Appreciates the need for institutional accountability.

_____

_____

Relates well with alumni, parents, and donors.

_____

_____

Represents the University in national higher education organizations.

_____

_____

RELATIONSHIPS

Enjoys a positive relationship with local community leaders.

_____

_____

Maintains a positive relationship with the faculty and staff.

_____

_____

Maintains a positive relationship with students.

_____

_____

Maintains an effective relationship with legislators and their staff and with executive branch senior management.

_____

_____

PERSONALITY TRAITS

Poised under pressure.

_____

_____

Communicates effectively.

_____

_____

Integrity.

_____

_____

Energy.

_____

_____

Forward-looking.

_____

_____

Skillful in relating to others.

_____

_____

Respected.

_____

_____

Deliberate decision-maker.

_____

_____

ONE VCU

Master Plan for VCU

Principles and Concepts
Presentation to the Board of Visitors
March 22, 2018

AYERS
SAINT
GROSS

Agenda

1. Update on Process

2. Draft Guiding Principles

3. ONE VCU Concept Plan

4. Next Steps

Process

2017

2018

	PROJECT KICK-OFF	ENVIRONMENTAL SURVEY		THEMES + ISSUES		DESIGN			DRAFT PLAN		FINAL SOLUTIONS + IMPLEMENTATION	
Month	SEPT	OCT	DEC	JAN	FEB	APR	MAY	JUNE	AUG	SEPT	OCT	DEC
Milestone	1	2	3	4	5	6	7	8	9	10	11	12
Deliverable	Kick-Off Meetings	Campus Tour + Interviews + Listening Sessions	Campus Recon + Draft Analysis Summary	Draft Program Themes	Principles + Concept Framework Plan	Design Workshop A	Design Workshop B	Design Workshop C	Draft Plan + Initial Phasing	Updated Draft Plan + Phasing + Priorities	Final Plan + Implementation	Final Plan Approval + Roll-out
Working Group	X		X	X	X	X	X	X	X	X	X	X
Facilities Planning Steering Committee Executive Committee	X		X	X	X	X	X	X	X	X	X	X
Facilities Planning Steering Committee		X		X				X		X		X
Executive Sponsor Prioritization Sub-Committee	X	X	X	X	X	X	X	X	X	X	X	X
Executive Sponsors		X			X			X		X		X
Board of Visitors			X			X						X
Key Engagement		X			X					X		X

Other month columns shown: NOV (2017), MAR, MAY, JULY, NOV (2018)

The Master Plan aligns the physical campus with the university's strategic goals.

- A comprehensive and long-range (10-20 year) vision for campus.

- Advances near-term priority projects within a broader context.

- Identifies opportunities for many areas of the university to work towards shared objectives.

- Flexible framework to support decision-making.

MAKE DATA-DRIVEN DECISIONS

SUPPORT MULTI-MODAL TRANSPORTATION

DESIGN FOR FUTURE GENERATIONS

REINVEST AND RENEW

LEVERAGE THE ARTS, INNOVATION, & ENTREPRENEURSHIP

A SHARED VISION FOR THE FUTURE

ENHANCE NATURAL RESOURCES

ATTRACT AND RETAIN TALENT

DO MORE WITH LESS

ENCOURAGE COLLABORATION & CONNECTIONS

SPUR ECONOMIC DEVELOPMENT

SEEK OUT PARTNERSHIPS
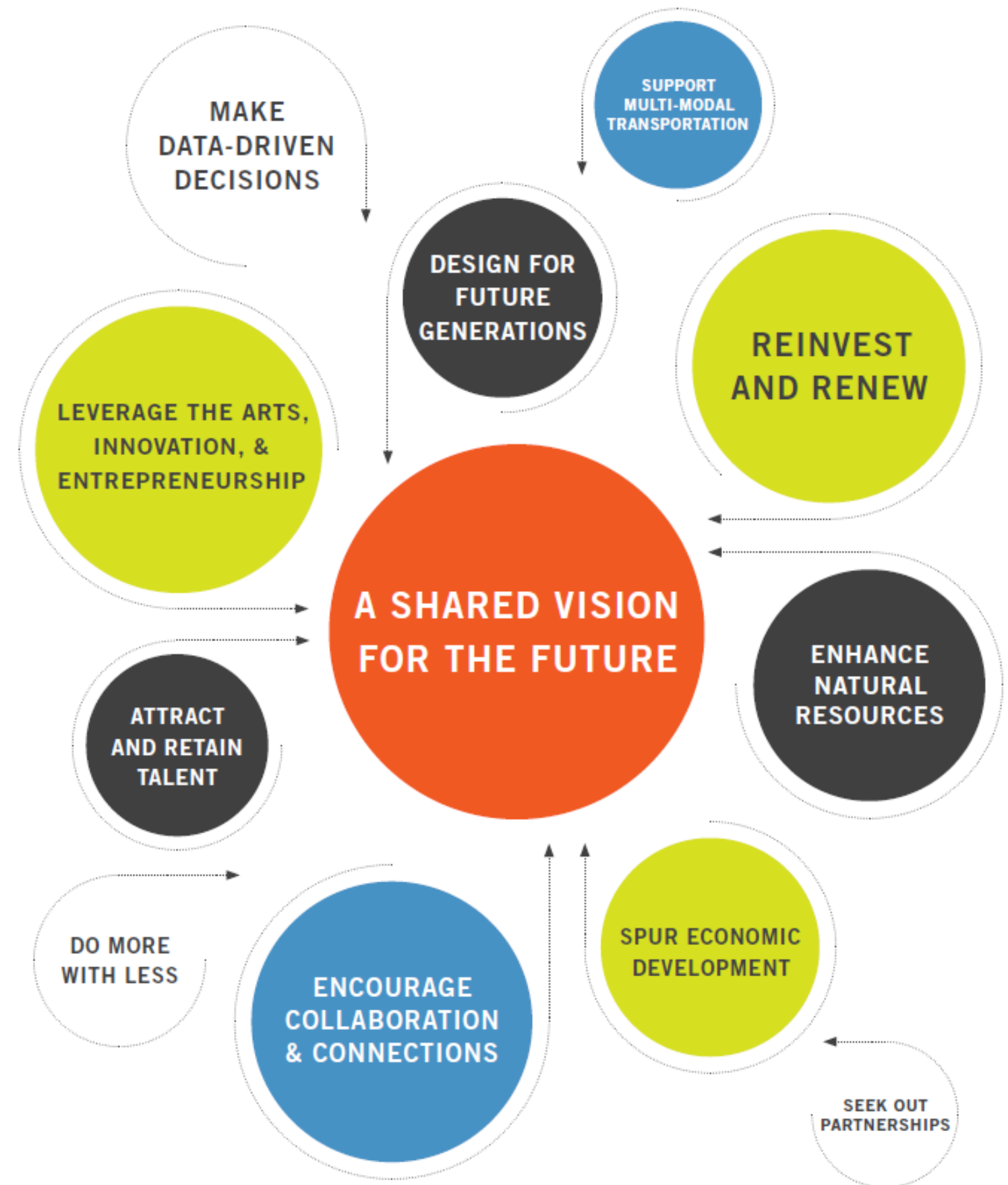
Engagement

The planning team will engage stakeholders with a variety of tools including a webpage, social media, press releases, listening sessions, interviews, micro surveys, town halls and workgroups.

CONTRIBUTORS
5,221
Website visits

LEADERS
51
Interviews and meetings

ENDORSERS
22
Listening Input sessions

PROPERTY/BUSINESS OWNERS
ARTS COMMUNITY
VA UNION UNIV
ALUMNI
DONORS

BUSINESS PARTNERS
HISTORIC PRESERVATION
MONROE PARK CONSERVANCY
ACTIVISTS
PRESS/MEDIA

EXECUTIVE SPONSORS
BOARD OF VISITORS
STEERING COMMITTEE
VP OF ADMINISTRATION
VCU HEALTH SYSTEM
STRATEGIC PLAN STEERING COMMITTEE
VCU FACILITIES MANAGEMENT
WORKING GROUP
DEANS
DEPARTMENT CHAIRS

STAFF SENATE
FACULTY SENATE
VCU FOUNDATION BOARD
GOVERNING BOARDS FOR ASSOCIATED ENTITIES
VCU REAL ESTATE FOUNDATION
VA BIOTECH RESEARCH PARK
UNIVERSITY COUNCIL
STAFF AND FACULTY
CIVIC ASSOCIATIONS
STATE AND CITY GOVERNMENT
NEIGHBORS
NON-PROFITS
STUDENTS
SGA

75 total meetings since kickoff in 10/2017 with over 700 individual participants engaged in the master plan process thus far

Draft Guiding Principles

Guiding Principles

Aligned, thematic statements for developing and testing specific scenarios that embody:

- Previous planning studies and strategic initiatives for both campuses.

- The Planning Team's analysis of existing conditions.

- Take-aways from engagement and listening sessions with faculty, staff and the greater community.
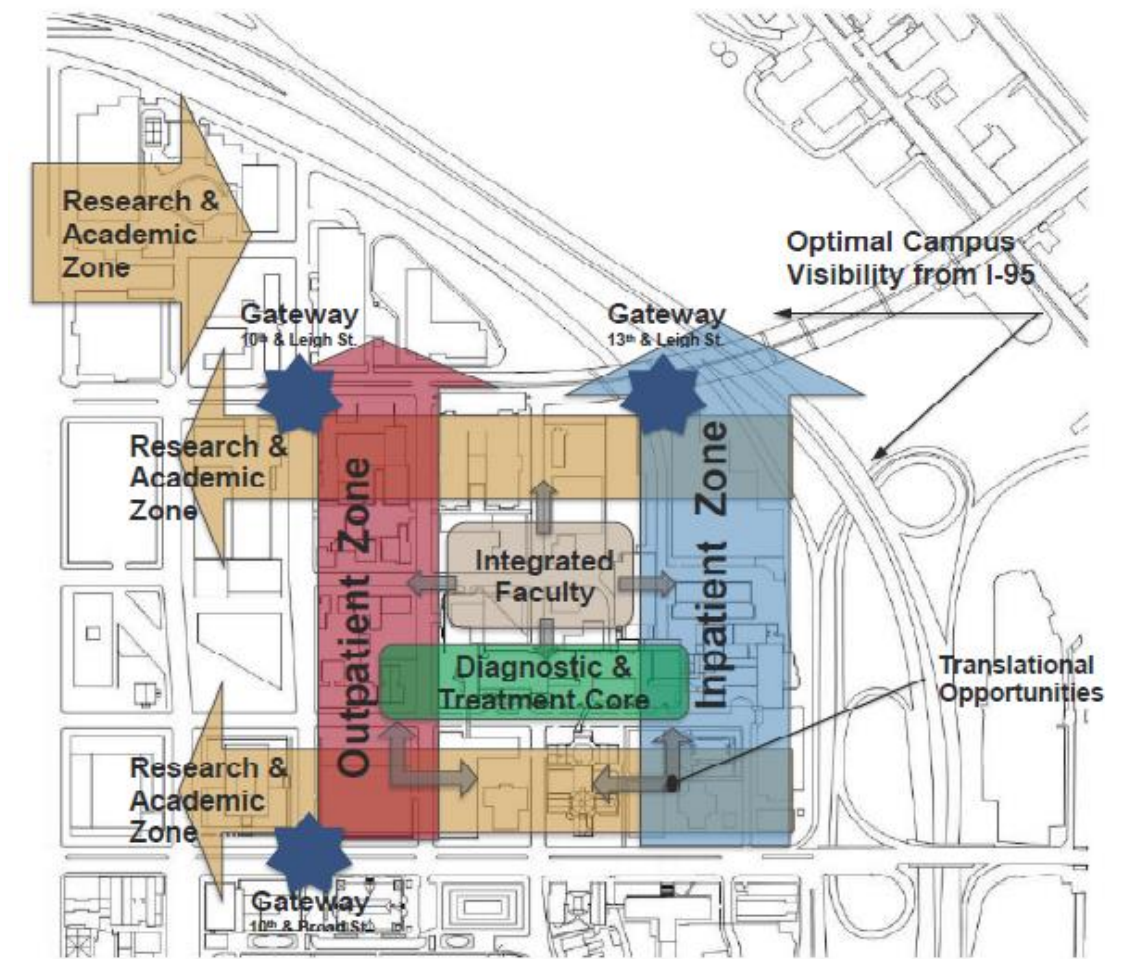
A foundation of strategic planning initiatives

Quest for Distinction and Quest 2025: Together We Transform established a vision for VCU as the premier urban, public research university.

The physical campus must now evolve to support and realize VCU's strategic goals.

Quest 2025: Together We Transform

THEMES

STUDENT
SUCCESS

NATIONAL
PROMINENCE

URBAN
TRANSFORMATION

DIVERSITY &
CULTURE OF
APPRECIATION

The 2018 Campus Master Plan
A Vision for

ONE
VCU

A collaborative roadmap for the University and Health System

Transform the physical campus in a way that makes it more accessible, welcoming, and uniquely VCU in character and quality.

Transform the indoor and outdoor environment in a way that promotes innovation and excellence, showcasing areas of national prominence, and community engagement.

Five Themes and Guiding Principles

Five overlapping themes and guiding principles have emerged from a large cross-section of stakeholder engagement sessions to support a vision for ONE VCU.

1 Student Success
Ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces.

2 Program Synergies
Advance a culture of interdisciplinary collaboration by developing shared spaces that inspire community, partnerships, creativity, and innovation.

3 Placemaking
Celebrate and enhance VCU's unique urban setting and rich history.

4 Mobility and Safety
Promote a walkable, accessible, safe campus which is easy to navigate.

5 Unify the Campus
Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.
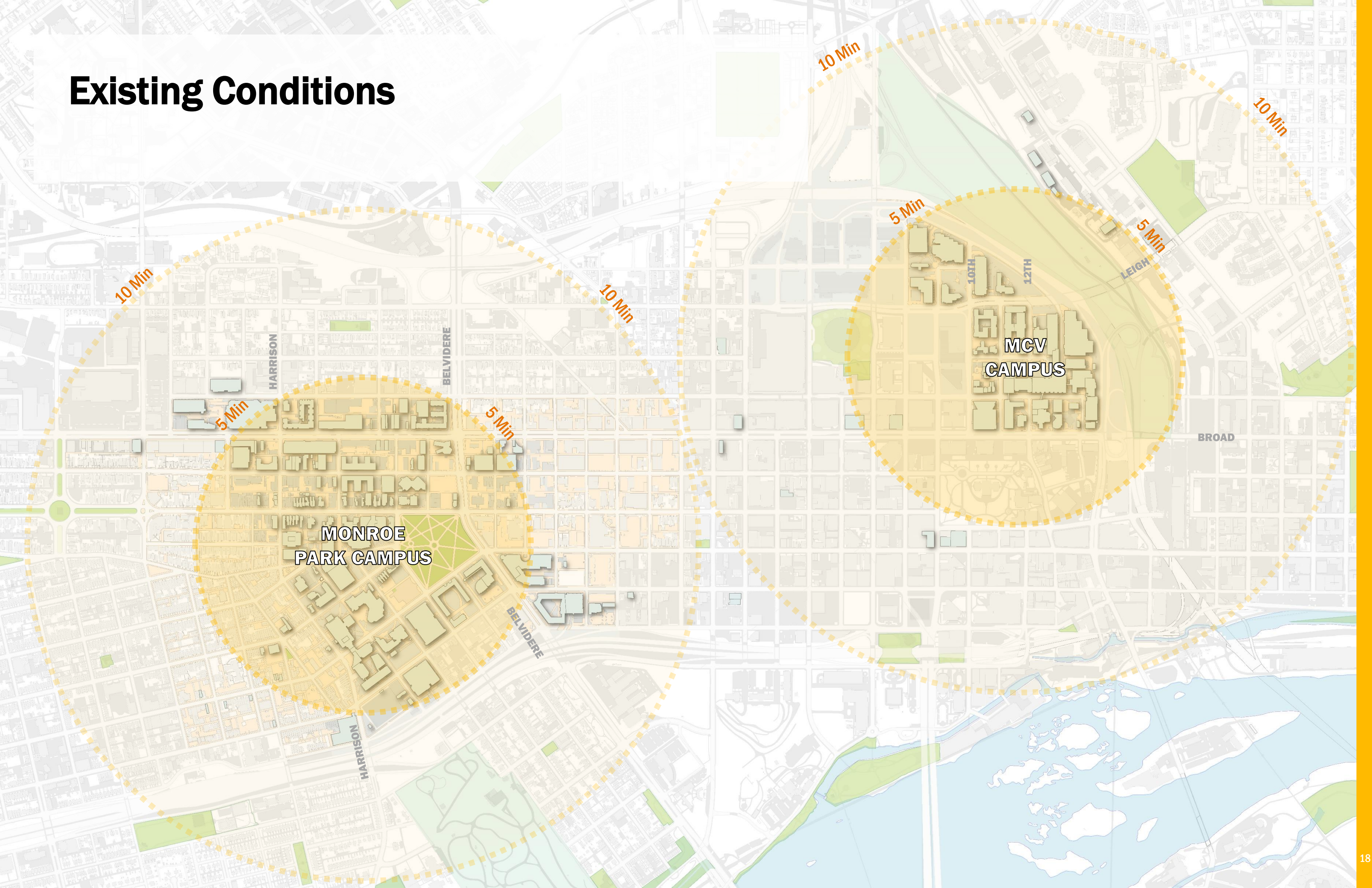
1

Student Success

Ensure student success and well-being through high-quality and appropriate teaching, learning, study, and living spaces.

Strategies

- Capitalize on VCU's urban location to promote real world experiences that prepare students as global citizens and leaders.

- Locate formal and informal student spaces throughout campus to support creativity, interdisciplinary collaboration, studying, and teamwork.

- Modernize student support spaces, student commons, and wellness facilities to ensure student success and well-being.

- Provide high-quality and appropriate teaching, learning, research, study, and living spaces that accommodate modern instructional pedagogies, participation in research, and support living and learning goals.

- Renovate and repurpose buildings and sites for their highest and best use, recognizing that not all spaces can serve all uses.

- Strategically build new space when existing space cannot satisfy the program or is better suited to meet other needs.

Program Synergies

Advance a culture of interdisciplinary collaboration by developing shared spaces that inspire community, partnerships, creativity, and innovation.

Strategies

- Ensure programs and facilities support innovation, collaboration and transformative learning outside of college or departmental boundaries.

- Balance the need for stronger physical relationships between research and clinical functions with the need for program growth.

- Create spaces that are flexible to meet the needs of specific functions, not specific departments.

- Concentrate activity and improve critical adjacencies to strategically support creative expression, interdisciplinary research and interprofessional education, scholarship, and practice.

- Maximize the impact of research programs by enhancing existing research infrastructure support (core facilities, building systems, utility infrastructure).

- Prioritize infill development opportunities and projects to densify campus and fulfill multiple academic and facility goals.

3

Placemaking

**Celebrate and enhance
VCU's unique urban
setting and rich history.**

Strategies

- Ensure the physical campus results in a sense of pride from the VCU and Richmond community.

- Develop and clarify the "front doors" of campus with a consistent character that communicates the VCU identity.

- Identify iconic places on each campus that should be celebrated and preserved.

- Create a cohesive network of landscapes throughout campus.

- Optimize greenspace on both campuses and connect to city-wide parks and resources.

- Activate campus street corridors and open spaces.

- Design welcoming places that accommodate a broad range of experiences and users: patients, families, students, employees, faculty, staff, and neighbors.

4

Mobility and Safety

Promote a walkable, accessible, safe campus which is easy to navigate.

Strategies

- Clarify the arrival experience to campus with improved signage and wayfinding and ensure visitor and patient destinations are easily accessible and identifiable.

- Create a healthy and active campus supported by consistent and reliable transit.

- Improve walkability and mobility between all areas of campus by enhancing dedicated pedestrian and bike routes.

- Promote personal and pedestrian safety through clear sightlines and distinct intersections and crosswalks.

- Work with the city to expand the bike share system and bicycle infrastructure throughout Richmond.

- Retain vehicular access and parking at the campus edges.

- Provide accessible and inclusive facilities on campus that accommodate all users.

Unify the Campus

Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.

Strategies

- Transform the indoor and outdoor environment to create a distinct, recognizable heart of each campus.

- Integrate VCU's setting to a growing city rich in technology, innovation, finance, research, government and healthcare.

- Capitalize on partnership opportunities to improve the character and quality of development and streetscapes between the campuses.

- Connect VCU resources with partners to address community-identified needs and opportunities.

- Strategically locate programs between the campuses that serve both campuses, the community, and bring people together to increase collaboration and connectivity.

- Ensure direct, timely, and reliable transit connections between campuses.

ONE VCU Concept Plan

Existing Conditions

MONROE PARK CAMPUS

MCV CAMPUS

HARRISON

BELVIDERE

BELVIDERE

HARRISON

BROAD

LEIGH

11TH

12TH

5 Min

5 Min

5 Min

5 Min

10 Min

10 Min

10 Min

10 Min

10 Min

Open Space

Develop a cohesive network of open spaces.

JACKSON

CLAY

HARRISON

BELVIDERE

BROAD STREET BROAD BROAD BROAD STREET BROAD STREET BROAD

FRANKLIN

STATE CAPITOL

MONROE PARK

CARY

CARY

BELVIDERE

HARRISON

MAIN STREET

LEIGH

HRT

12TH
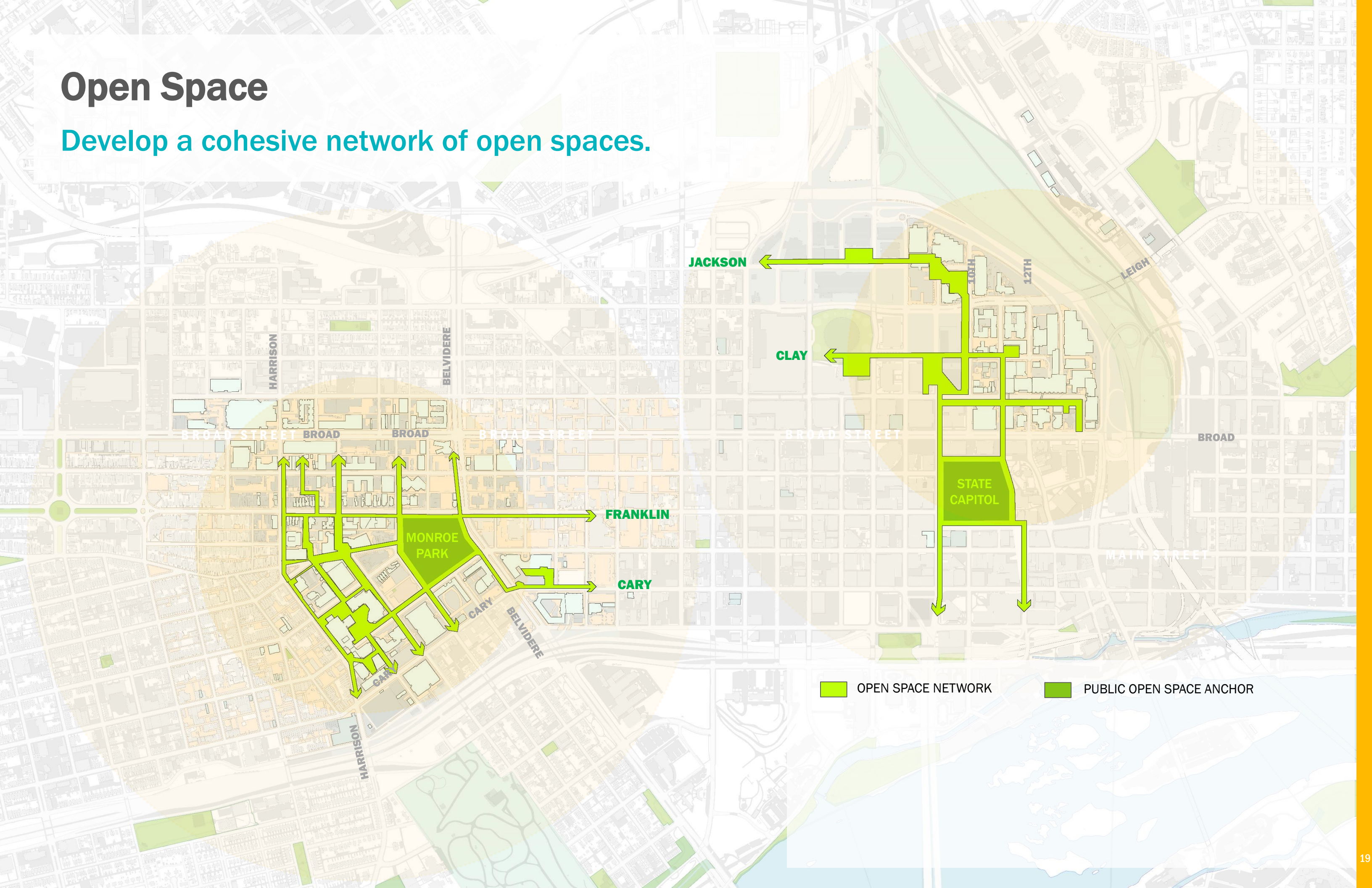
OPEN SPACE NETWORK   PUBLIC OPEN SPACE ANCHOR

Gateways

Transform and clarify the "front doors" of campus.

LEIGH

10TH

12TH

HARRISON

BELVIDERE

BROAD

BROAD

BROAD

STATE
CAPITOL

MONROE
PARK

CARY

BELVIDERE

CARY

HARRISON

OPEN SPACE NETWORK

FRONT DOOR

PUBLIC OPEN SPACE ANCHOR

FRONT DOOR APPROACH

SECONDARY/PEDESTRIAN FRONT DOOR

20

Unify the Campus

Integrate VCU's setting within a growing city.

LEIGH

HARRISON

BELVIDERE

ARTS DISTRICT

MARSHALL

BROAD

GRACE

CONVENTION CENTER

STATE CAPITOL

10TH

12TH

BROAD

MONROE PARK

CARY

BELVIDERE

MAIN STREET

HARRISON

CARY

Legend:

- OPEN SPACE NETWORK
- FRONT DOOR
- PULSE BRT LINE
- PULSE BRT STOP
- PUBLIC OPEN SPACE ANCHOR
- FRONT DOOR APPROACH
- SECONDARY/PEDESTRIAN FRONT DOOR
- PRIMARY CONNECTOR STREET

21
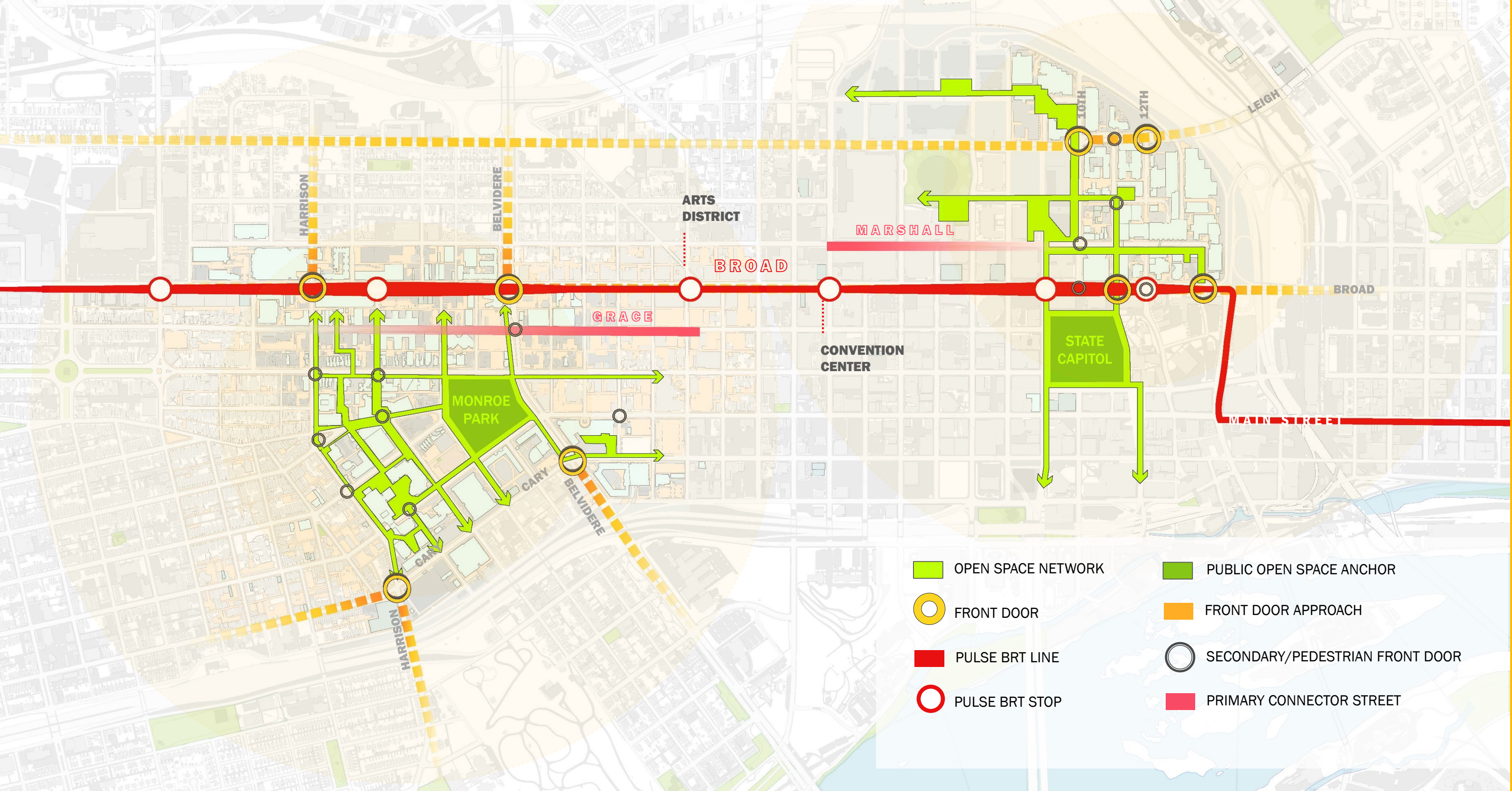
Next Steps

- Refine Guiding Principles and Concept Plan

- Present Key Issues and Opportunities to the Campus Community

- Advance Fast Track Items

<div align="center">

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

</div>

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

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

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

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

Target Implementation Date
Fall 2018

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

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

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

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

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

Impact on Existing Programs

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

Impact on Faculty

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

Funding

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

Benefit to University

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

Next Steps

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

Full Proposal

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

Table of Contents

<u>Description of Proposed Modified Background</u>

Modification Background

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

The proposed modification is a six credit hour change and a core curriculum change:
1. Reduce the total credit hours required for the degree from 36 credit hours to 30 credit hours.
2. Replace two existing core courses (6 credit hours) with two new core courses (6 credit hours).

The purposes of the program modifications are twofold:
1. Bring the total number of credit hours into alignment with national trends.
2. Bring the core curriculum into alignment with the Wilder School's public policy curricular emphasis.

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

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

Modification to the Degree Program Curriculum

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

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

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

The table below shows the current and modified curriculum:

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

Curriculum

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

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

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

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

Courses with asterisks are new.

Core Courses – 18 credit hours

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

Elective Courses – 12 credit hours (approved by advisor)

Appendix A: Sample Plans of Study
Appendix B: Course Descriptions

Student Assessment

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

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

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

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

Curriculum Map

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

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

Employment Skills/Workplace Competencies

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

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

Justification for Proposed Modified Degree Program

Rationale for the Program

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

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

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

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

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

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

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

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

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

Student Demand

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

---

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

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

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

State Council of Higher Education for Virginia

Summary of Projected Enrollments in Proposed Program

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
20 18 - 2019		20 19 - 2020		20 20 - 2021		20 21__ - 2022__			2022_ - 2023__		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
20	14	22	16	24	18	25	19		26	20	10

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

Duplication

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

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

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

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

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

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

<u>Projected Resources for the Proposed Modified Program</u>

Resource Needs

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

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

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

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

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

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

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

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

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

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

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

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

Resource Needs: Parts A-D

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

- Has the institution submitted or will it submit an addendum
  budget request to cover one-time costs?   Yes_____ No _X___

- Has the institution submitted or will it submit an addendum
  budget request to cover operating costs?   Yes_____ No _X___

- Will there be any operating budget requests for this program
  that would exceed normal operating budget guidelines (for
  example, unusual faculty mix, faculty salaries, or resources)?   Yes_____ No _X___

- Will each type of space for the proposed program be within
  projected guidelines?   Yes _X___ No_____

- Will a capital outlay request in support of this program be
  forthcoming?   Yes_____ No _X___

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

	Program Initiation Year 2018- 2019		Expected by Target Enrollment Year 2021- 2022	
	On-going and reallocated	**Added (New)**	**Added (New)***	**Total FTE positions**
Full-time faculty FTE*	2.50	0.00	0.00	2.50
Part-time faculty FTE**	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	2.00	0.00	0.00	2.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	2.50	0.00	0.00	2.50

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

Part C: Estimated resources to initiate and operate the program

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

Part D: Resources and Certification Statement

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

_____ Yes	_____
	Signature of Chief Academic Officer
__X__ No	_____
	Signature of Chief Academic Officer

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

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

Funding Source	Program initiation year 2018-2019	Target enrollment year 2022-2023
Reallocation within the department *(Note below the impact this will have within the department.)*	$227,647.00	$227,647.00
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

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

 Reallocation within the department

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

3. Secondary Certification.

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

    x   Agree

_____
Signature of Chief Academic Officer

          Disagree

_____
Signature of Chief Academic Officer

Appendices

Appendix A: Sample Plans of Study

All courses are 3 credit hours.

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

Appendix B: Course Descriptions

Two new required courses are asterisked.

<u>Required Courses (18 credit hours)</u>

CRJS 501. Principles of Criminal Justice. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Survey of the American criminal justice system, and the relationships among crime, law, police, courts and corrections. Review of contemporary criminal justice literature.

CRJS 550. Professional Ethics and Liability. 3 Hours.
Semester course; 3 lecture hours. 3 credits. The ethical basis for decision-making in criminal justice. How ethical considerations affect every important decision in criminal justice, especially as they involve the liberty interests of others. These decisions include: police stop and arrest decisions, prosecutor charging decision, defendant plea decisions, defense strategy decisions, judicial evidentiary rulings, sentencing decisions, among others. The consequences of unethical decisions on management ability, civil and criminal liability faced by criminal justice professionals.

CRJS 620. Seminar in Criminology. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Examination and analysis of social, psychological, and economic theories and correlates of criminal behavior. Typologies of offenders.

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

*CRJS 617. Law & Criminal Justice Policy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to graduate students. Analysis of intergovernmental relations and civil society in the forming and implementing of criminal justice policies, laws and procedures. The bases for the creation of laws, how they are enforced, applied by the courts and sanctioned will each be examined to evaluate the proficiency of law and the justice process as instruments of social control. The issues of race, class, gender and power will be explored in the passage and implementation of laws with a view toward developing more effective strategies in the planning and development of law and crime policy.

*CRJS 690. Capstone: Criminal Justice Policy Analysis. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to graduate students. Integration of knowledge of criminological theory and justice policy with the research skills acquired while working toward completion of the graduate degree. Successful completion of this course requires the formulation of a research question that addresses a problem of criminal justice policy, the conceptualization of the scope of the answer to the research question and the submission of an in-depth analysis of the question with reference to theory, methodology and policy.

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

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

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

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

University [Program Type]	Total Hrs	Required	Elective	Policy	Graduate Handbook/Bulletin
Norfolk State University	36	24	6 to 12	R	https://www.nsu.edu/liberal-arts/macj/curriculum
North Dakota State University	30	18	6	R	https://www.ndsu.edu/fileadmin/cjps/CJPS_Webpage_Downloadable_Files_revisions_9.15.14.pdf
Northeastern University	32	14	12 to 15		http://www.northeastern.edu/cssh/sccj/wp-content/uploads/sites/4/2014/07/2015-2016.pdf
Northeastern University [Online] (Qtr)			18	R	http://www.northeastern.edu/online/degrees/masters-criminal-justice/curricu
Northern Arizona University	36	18	3 to 18		http://catalog.nau.edu/Catalog/details?plan=APCRMS&catalogYear=1516
Pennsylvania State University - University Park	37	19	12		http://sociology.la.psu.edu/graduate/criminology-handbook/at_download/fil
Radford University	36	18	12	R	http://www.radford.edu/content/chbs/home/criminal-justice/programs/gradu requirements.html

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

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

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

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

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

University [Program Type]	Total Hrs	Required	Elective	Policy	Graduate Handbook/Bulletin
University of South Carolina [Thesis]	30	15	9		http://artsandsciences.sc.edu/crju/sites/sc.edu.crju/files/attachments/Graduat
Univeristy of South Florida	33	18	9 to 15	R	http://www.usf.edu/cbcs/documents/criminology_docs/grad_handbook_201
University of Southern Mississippi	33	24	3 to 9	R	https://www.usm.edu/sites/default/files/groups/school-criminal-justice/pdf/mastershandbook_2015-16.pdf
University of Tennessee - Chattanooga	36	15	15 to 21		http://catalog.utc.edu/preview_program.php?catoid=15&poid=2281
University of Texas - Dallas	36	15	15 to 21	R	https://www.utdallas.edu/epps/criminology/dl/Grad%20Handbook%20Fina df
Virginia Commonwealth University	36	18	18	R	http://bulletin.vcu.edu/graduate/school-government-public-affairs/criminal-ms/index.html#degreerequirementstext
Virginia State University	36	18	18 [12 in concentration]	R	http://www.sola.vsu.edu/files/docs/ms-criminal-justice-handbook.pdf
Washington State University	31	19	12		https://crmj.wsu.edu/wp-content/uploads/sites/208/2014/09/Grad-Handbook

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

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

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

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

Target Implementation Date
Fall 2018

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

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

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

---

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

Impact on Existing Programs
No potential impacts on existing programs have been identified.

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

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

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

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

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

Virginia Commonwealth University
Graduate Certificate

<u>Name of Certificate:</u> Sustainability Planning

<u>CIP Code:</u> 30.3301

<u>Initiation Date:</u> Fall 2018

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

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

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

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

<u>Admission Criteria:</u>
The admission requirements outlined below will apply to all students.

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

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

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

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

Non-native English speakers will provide evidence of proficiency in English by one of the following:
- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or
- An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.

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

Total Number of Credit Hours: 18 graduate credit hours

All courses are existing courses; no courses are new.

Core Courses – 9 credits
  URSP 637 – Sustainable Community Development (3 credits)
  URSP 650 – Natural Resources and Environmental Planning (3 credits)
  URSP 655 – Environmental Policy and Planning (3 credits)

Restricted electives – 3 credits selected from the courses below:

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

Open electives – 6 credits selected from the courses below:

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

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

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

Course Delivery Format:
All courses in the program will be taught in the traditional face-to-face format.

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

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

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

URSP 621. Introduction to Geographic Information Systems. 3 Hours.
Semester course; 2 lecture and 2 laboratory hours 3 credits. Introduces the components, capabilities, and functionalities of Geographic Information Systems. In addition to the concepts upon which GIS is based, how it works and what it does, this course introduces cartographic techniques necessary to design and construct effective maps with an emphasis on thematic mapping. It also examines the processing, compilation and symbolization of spatial data and the application of related analytical techniques. Laboratory work emphasizes practical applications and uses of ArcGIS and the spatial analyst extension.

URSP 622. Community Socioeconomic Analysis Using GIS. 3 Hours.
Semester course; 2 lecture and 2 laboratory hours. 3 credits. Introduces students to data sources and database management for community analysis using geographic information systems. Includes an overview of database structures, public domain software and data resources, descriptive statistical analysis, population projection, graphic presentation of data, and principles of cartographic design. Laboratory exercises using GIS software and public domain data to describe communities and identify planning issues. Laboratory work emphasizes practical applications and uses of ArcGIS.

URSP 628. Land Use Planning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Introduces students to the context, substance, practical skills, and implementation of land use planning. Covers such topics as land capacity, land use system and design, land use controls, state and regional growth management, resource land preservation, rural growth management, urban containment, and facility planning.

URSP 637. Sustainable Community Development. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course includes both theoretical and practical aspects of sustainable development and its relationship to land-use planning. Through examination of the literature, class discussion, focused exercises and guest speakers, students will develop the skills needed to evaluate and propose activities to plan for sustainable development. The course begins with an overview of the origins and definitions of sustainability and developing operational principles of sustainable development. The three "Es" of sustainability (environment, equity and economics) are then explored and connected to the role of the planner in influencing the balance between these dimensions in practice. A variety of tools and initiatives for sustainable practices are introduced, followed by examination of standards for measuring progress toward sustainable goals. Finally, through the evaluation of case studies and construction of policy recommendations, students will propose guidance for adapting local government function and modifying regulations and policies for implementing and governing sustainable communities.

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

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

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

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

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

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

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

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

Virginia Commonwealth University
Proposed Program Brief

<u>Proposal to Modify the M.Ed. in Counselor Education</u>

<u>Overview</u>

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

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

<u>Method of Delivery</u>

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

<u>Target Implementation Date</u>

Fall 2018

<u>Demand and Workforce Development</u>

According to the Occupational Employment Statistics, the projected increase nationally for school and career counselors is 11% between 2016 and 2026.[1] The Virginia Employment Commission projects a 14% increase by 2024 in demand for secondary counselors.[2] Student demand for this degree, based on historical data, is projected to remain the same: approximately 90 students enrolled annually in the program with approximately 39 graduating each spring.[3]

<u>External Competition</u>

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

<u>Target Population</u>

---

[1] https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6 Accessed on November 9, 2017.
[2] https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj Accessed on November 9, 2017.
[3] Enrollment projections based on enrollment data from Enterprise Analytics and Advanced Research, Office of Planning and Decision Support. November 9, 2017.

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

Impact on Existing Programs/Policies

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

Impact on Faculty

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

Funding

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

Benefit to the university

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

Next Steps

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

Full Proposal

See attached.

Table of Contents

Background

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

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

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

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

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

Accreditation

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

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

See Appendix A: 2016 CACREP Accreditation Standards (excerpt)

Advisory Board

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

See Appendix B: Advisory Board Members

Modified Degree Program

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

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

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

Curriculum

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

concentration area, and 3 credits of approved elective.

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

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

Program Requirements

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

Foundations of Education Courses (6 credits)
    CLED/EDUS 615. Lifespan Development: A Gender Perspective (3 cr)
    EDUS 660. Research Methods in Education (3 cr)

Approved Elective (3 credits)

Concentration Specific Courses (18 credits)
    School Counseling
    CLED 604. Practicum: School Counseling (3 cr)
    CLED 613. Data Driven Comprehensive School Counseling (3 cr)
    CLED 622. School Counseling Services (3 cr)
    CLED 672. Internship: pk-12 School Counseling (6 cr)
    EDUS 673. Seminar on Educational Issues, Ethics, & Policy (3 cr)

College Student Development and Counseling
CLED 608. Practicum: College Student Development Counseling (3 cr)
CLED 620. Student Development Services in Higher Education (3 cr)
EDUS/CLED 631. American Colleges and Universities (3 cr)
CLED 672. Internship: College Student Development/Counseling (6 cr)
Approved Elective (3 cr)

Descriptions of Clinical Experiences

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

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

CLED 672. Clinical Internship

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

Description of Elective Courses

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

See Appendix C – Sample Plan of Study
See Appendix D – Course Descriptions

Online Delivery

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

Student Assessment

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

Learning Outcomes

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

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

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

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

Advocacy and Leadership
  Students will demonstrate knowledge of:
  a. The role and process of the professional counselor advocating on behalf of the

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

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

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

See Appendix E - Curriculum and Assessment Map

Employment Skills and Workplace Competencies

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

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

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

Rationale for Proposed Modified Degree Program

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

CACREP 2016 Standards

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

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

Virginia Counseling Standards

In 2015, the Virginia Board of Counseling submitted a Notice of Regulatory Action "requiring graduation from a CACREP or CACREP affiliated program" in order to be eligible for licensure as a professional counselor in Virginia[3] (see Brief Summary). In March 2015, the state legislature approved and forwarded the recommendation to the Governor for approval. The public comments period ended on July 19, 2017, and final approval from the Governor is pending the Board identifying "possible alternative methods for demonstrating competency for those who might not attend CACREP-accredited programs."[4] Additionally, the Virginia General Assembly passed SB 117 which requires training for school counselors in recognizing mental

---

[1] http://www.cacrep.org/wp-content/uploads/2017/07/2016-Standards-with-Glossary-7.2017.pdf
[2] http://www.amhca.org/portability2017
[3] http://townhall.virginia.gov/L/GetFile.cfm?File=C:\TownHall\docroot\25\4259\7390\AgencyStatement_DHP_7390_v3.pdf
[4] http://townhall.virginia.gov/L/ViewMemo.cfm?stageid=7390&office=Gov

disorders and behavioral distress.[5]

Student Demand

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

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

---

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

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

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

Assumptions:
Retention percentage: 93%
Full-time students 52% Part-time students 48%
Full-time students credit hours per semester: 10
Part-time students credit hours per semester: 6
Full-time students graduate in 2.75 years   Part-time students graduate in 3.5 years

See Appendix F – Student Demand

Duplication

Virginia Commonwealth University is one of five public institutions in the Virginia that offer an M.Ed., in Counselor Education. Of the four institutions, each offers an M.Ed. with a School Counseling concentration and one offers an M.Ed. with a College Counseling concentration. All of these institutions are accredited by CACREP and offer a traditional learning format. This information was sourced from the CACREP website in June 2017.[6]

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

[6] http://www.cacrep.org/directory/

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

Projected Resource Needs

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

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

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

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

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

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

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

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

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

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

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

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

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

RESOURCE NEEDS

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs?

  Yes_____ No_X___

- Has the institution submitted or will it submit an addendum budget request to cover operating costs?

  Yes_____ No_X___

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?

  Yes_____ No_X___

- Will each type of space for the proposed program be within projected guidelines?

  Yes_X___ No_____

- Will a capital outlay request in support of this program be forthcoming?

  Yes_____ No_X___

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

	Program Initiation Year 2018 - 2019		Expected by Target Enrollment Year 2022 - 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0	0	0	0.00
Part-time faculty FTE**	1.45	0	0	1.45
Adjunct faculty	0.5	0	0	0.50
Graduate assistants (HDCT)	0.5	0	0	0.50
Classified positions	0.5	0	0	0.50
TOTAL	2.95	0.00	0.00	2.95

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

Part C: Estimated resources to initiate and operate the program

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

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

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

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

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

Funding Source	Program initiation year 2018 - 2019	Target enrollment year 2022 - 2023
Reallocation within the department *(Note below the impact this will have within the department.)*	$108,398.00+$40,107 fringe (1.45 FTE faculty will be needed to offer the courses, moving from the current program to the modified program). We also have funding in the budget for part-time (0.5) clerical support ($12,752.00+$4718.00 fringe) to the department; this will be used to support the program.	The target enrollment year will not call for reallocation of funds within the department.
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	The program initiation year will not call for any reallocation of funds within the school.	The target enrollment year will not call for reallocation of funds within the department.
Reallocation within the institution *(Note below the impact this will have within the institution.)*	$16,500.00 will be reallocated to support 0.5 graduate assistants	$16,500.00. It is not expected that the program will support more than 0.5 Graduate Assistants at this time. No new funding will be needed for the target enrollment year.
Other funding sources *(Specify and note if these are currently available or anticipated.)*	No additional funding sources for initiation year	No additional funding sources for the target enrollment year.

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

Reallocation within the department

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

Reallocation within the School

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

Reallocation within the Institution

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

Other funding sources

No additional funding sources

3. **Secondary Certification.**

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

_____ Agree   _____
                        Signature of Chief Academic Officer

_____ Disagree _____
                        Signature of Chief Academic Officer

Appendices

Appendix A 2016 CACREP Accreditation Standards

2016 CACREP Standards

CACREP

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

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

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

Table of Contents

INTRODUCTION TO THE 2016 CACREP STANDARDS

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

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

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

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

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

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

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

SECTION 1: THE LEARNING ENVIRONMENT

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

THE INSTITUTION

A. The academic unit is clearly identified as part of the institution's graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

B. The institutional media accurately describe the academic unit, the core counselor education program faculty, and each program and specialty area offered, including admissions criteria, accreditation status, methods of instruction, minimum degree requirements, matriculation requirements, and financial aid information.

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

D. The institution provides opportunities for graduate assistantships for program students that are commensurate with graduate assistantship opportunities in other clinical programs in the institution.

E. The institution provides support for counselor education program faculty to participate in professional activities, scholarly activities, and service to the profession.

F. The institution provides learning resources appropriate for scholarly inquiry, study, and research relevant to counseling and accessible by all counselor education program faculty and students.

G. The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research.

H. The institution provides information to students in the program about personal counseling services provided by professionals other than counselor education program faculty and students.

I. The institution provides adequate and appropriate access to counseling instruction environments (on or off campus) that are conducive to training and supervision of individual and group counseling. The counseling instruction environments include technologies and other observational capabilities as well as procedures for maintaining privacy and confidentiality.

J.   Entry-level degree specialty areas in Addiction Counseling; Clinical Mental Health Counseling; Clinical Rehabilitation Counseling; and Marriage, Couple, and Family Counseling consist of approved, graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Until June 30, 2020, Career Counseling, College Counseling and Student Affairs, and School Counseling specialty areas require a minimum of 48 semester hours or 72 quarter hours. Beginning July 1, 2020, all entry-level degree programs require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

K.   The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

L.   Entry-level admission decision recommendations are made by the academic unit's selection committee and include consideration of each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

M.   Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

N.   The student handbook includes (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

O.   Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.

P.   Students in entry-level programs have an assigned advisor at all times during the program who helps them develop a planned program of study.

Q.   The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

R.   The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a minimum of three full-time core counselor education program faculty members who

Appendix B Advisory Board Members

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

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

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

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

Appendix C Sample Plans of Study

Sample Plan of Study- Full-Time Students

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

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

Sample Plan of Study Part Time

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

TOTAL CREDIT HOURS 60   *Part-time students are required to take summer classes.

Core Courses

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

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

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

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

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

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

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

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

CLED 612. Seminar in Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: admission to counselor education program or permission of instructor. A survey course that introduces various theories and strategies that support wellness and development. Topics include counselor and client wellness, supervision, psychopathology, crisis intervention, suicide prevention and theories on addictions.

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

CLED 640. Marriage, Couples and Family Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 600 and CLED 601. This course provides students with an overview of the processes and theories involved with counseling couples and families. The focus is on preparing students to think systemically and to learn about family concepts, development, dynamics, theories, assessments and techniques. Counseling experience and feedback from the instructor and classmates will be provided. Students will use critical reflection throughout the semester while meeting the requirements of this course.

CLED 650. Addiction Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. This course is an entry-level graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills and self-awareness concerning the etiology of addiction, assessment strategies (including the use of wraparound assessment and intervention services), wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers and student assignments.

CLED 660. Mental Disorders, Diagnosis and Treatment Planning. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: CLED 603. The course examines the history, paradigms, theory and practice of mental health diagnosis, with primary emphasis on the identification of issues related to thinking (cognition), feeling (affect) and acting (behavior) upon which diagnoses are based. The purpose of this course is for students to become familiar with the study of mental disorders and learn the system of classification of mental disorders, the DSM-5.

EDUS 660. Research Methods in Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Designed to provide an introductory understanding of educational research and evaluation studies. Emphasizes fundamental concepts, procedures and

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

CLED 672. Internship. 1-6 Hours.
Semester course; variable hours. 1-6 credits. Must be repeated for a total of at least six credit hours. Enrollment requires completion of all other CLED courses required for program. Seminar and supervised field instruction experience for counselors in K-12 settings or professionals in postsecondary settings. Designed to extend professional competencies under supervision of an approved licensed professional school counselor (K-12 settings) or approved student services professional (postsecondary settings). A total of 600 clock hours is required.

Concentration Specific Courses

CLED 604. Practicum: School Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603; and CLED 613 or CLED 622. Seminar and supervised field experience in individual and group counseling and classroom group guidance. **(School Counseling Track Only)**

CLED 608. Practicum: College Student Development and Counseling. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: CLED 603, CLED 605 and CLED 660; and CLED 620 or CLED 631. Seminar and supervised field experience in student services in postsecondary educational settings.

CLED 613. Data-driven Comprehensive School Counseling Programs. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Considers the history of the profession, current issues and future trends. Addresses professional organizations and ethical guidelines and will focus on the role of school counselors in becoming advocates for students and leaders in the school environment. **(School Counseling Track Only)**

CLED 620. Student Development Services in Higher Education. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Pre- or corequisite: CLED 600 and CLED 601or by permission of instructor. An overview of the organization and management of student services in postsecondary institutions. Areas such as admissions, career services, academic advising, residential life, financial aid, student development services, student union programming and management, and student activities are reviewed. **(College Counseling and Student Affairs Track Only)**

CLED 622. School Counseling Services. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students admitted to counselor education program or with permission of instructor. Focuses on the organization, administration and delivery of school counseling services in pre-K-12 schools. **(School Counseling Track Only)**

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

EDUS 673. Seminar on Educational Issues, Ethics and Policy. 3 Hours.
Semester course; 3 lecture hours. 3 credits. An analysis of the ethical dimensions of educational policies and practices. Examines aspects of selected educational policies and practices, drawn in part from practical issues encountered in clinical settings. Investigates how educational policies and practices reflect ethical values and how those values are grounded. **(School Counseling Track Only)**

Appendix E Curriculum and Assessment Map

Table 1. 2016 Student Learning Objectives (Core)

IV.C. Evidence of student learning in core areas. *Counselor education programs provide evidence, gathered at multiple points and using multiple measures, of student learning for each of the eight core curricular areas in Section II.F.*

Standards in Section II.F – knowledge & skills throughout in differing standards	Courses	Assessment	Measure	Evaluators	Timing
1. Professional Counseling Orientation & Prof Practice **Key Assessments: 600 Interview (Rubric) & Clinical Continuum**					
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	CLED 600	Interview	CLED 600 RubricE	Instructor	Year 1, Summer 1
	CLED 604	SC Clinical Evaluation	CLED 604 EvaluationA	Faculty and Site Supervisors	Year 1, Spring 1
	CLED 608	CCSA Clinical Evaluation	CLED 608 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2
	CLED 672 (CCSA)	CCSA Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Spring 2
	CLED 672 (SC)	SC Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2 Year 2, Spring 2
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CLED 600	Interview	CLED 600 RubricE	Instructor	Year 2, Summer 1
	CLED 601	Reflection Papers	CLED 601 RubricA	Instructor	Year 1, Summer 1
	CLED 604	SC Clinical Evaluation	CLED 604 EvaluationA	Faculty and Site Supervisors	Year 1, Spring 1

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

utilizing assessment tools and techniques relevant to career planning and decision making

Courses	Assessment	Measure	Evaluators	Timing
	Evaluation		Site Supervisors	Year 2, Fall 2
CLED 608	CCSA Clinical Evaluation	CLED 608 EvaluationA	Site and Faculty Supervisors	Year 1, Spring 1
CLED 605	Self-Assessment	CLED 605 RubricA	Instructor	Year 2, Spring 2
CLED 672 (CCSA)	CCSA Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2
CLED 672 (SC)	SC Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Spring 2

5. Helping Relationships

Courses	Assessment	Measure	Evaluators	Timing

Key Assessments: 601 Reflection (Rubric), 602 Skills Presentation (Rubric) & Clinical Continuum

a. theories and models of counseling

Courses	Assessment	Measure	Evaluators	Timing
CLED 601	Reflection Paper	CLED 601 RubricA	Instructor	Year 1, Summer 1
CLED 602	Skills Presentation/Demonstration	CLED 602 Rubric A	Instructor	Year 1, Fall 1
CLED 604	SC Clinical Evaluation	CLED 604 EvaluationA	Site and Faculty Supervisors	Year 1, Spring 1
CLED 608	CCSA Clinical Evaluation	CLED 608 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

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

6. Group Work

Key Assessments: Leader Analysis (Rubric) & Clinical Continuum

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

Student Learning Objectives (Core)	Courses	Assessment	Measure	Evaluators	Timing
j. use of environmental assessments and systematic behavioral observations	CLED 604	SC Clinical Evaluation	CLED 604 EvaluationA	Faculty and Site Supervisors	Year 1, Spring 1
	CLED 608	CCSA Clinical Evaluation	CLED 608 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2
	EDUS 660	Research Proposal	EDUS 660 RubricA	Instructor	Year 1, Summer 1
	CLED 672 (SC)	SC Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2 / Year 2, Spring 2
	CLED 672 (CCSA)	CCSA Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Spring 2
8. Research & Program Evaluation	Courses	Assessment	Measure	Evaluators	Timing
Key Assessments: Research Prop. (Rubric) & Clinical Continuum					
c. needs assessments	CLED 604	SC Clinical Evaluation	CLED 604 EvaluationA	Faculty and Site Supervisors	Year 1, Spring 1
	CLED 608	CCSA Clinical Evaluation	CLED 608 EvaluationA	Faculty and Site Supervisors	Year 2, Fall 2
	EDUS 660	Research Proposal	EDUS 660 RubricA	Instructor	Year 1, Summer 1
	CLED 672 (CCSA)	CCSA Clinical Evaluation	CLED 672 EvaluationA	Faculty and Site Supervisors	Year 2, Spring 2

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

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

Table 1. 2016 Student Learning Objectives (Core)

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

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

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

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

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

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

Table 3. 2016 Student Learning Objectives (School Counseling)

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

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

Table 3. 2016 Student Learning Objectives (School Counseling)

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

Table 3. 2016 Student Learning Objectives (School Counseling)

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

Appendix F Student Demand Survey Data

<u>Survey of Counselor Education M.Ed. Program</u>

Initial Mailing: July 8, 2016
Follow-up Mailing: July 18, 2016

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

Population: 103
Respondents: 53

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

   - M.Ed. in School Counseling
   - M.Ed. in College Student Development and Counseling

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

   - Yes
   - No
   - Maybe

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

   - Yes
   - No
   - Maybe

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

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

Online Administration: July 8 and July 18 2016

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

Population: 103
Respondents: 53
Response Rate: 51%

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

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

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

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

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

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

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

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

Virginia Commonwealth University
Proposed Degree Designation Change Brief

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

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

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

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

Target Implementation Date
Fall 2018

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

External Competition
In 2017, VCU's master's program ranks #12 of the top 40 programs internationally[1], and ranks #8 among the top 15 North American master's programs.[2] Only one other master's degree program in the field has the degree designation of M.S.L. and that is Northeastern University in Massachusetts. Changing the VCU program's degree designation to M.S.L. will add to its name recognition.

---

[1] SportBusiness Postgraduate Course Rankings (p.80) at
https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf
[2] SportBusiness Postgraduate Course Rankings (p. 84) at
https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf

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

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

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

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

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

Next Steps

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

Full Proposal
The full proposal for the degree designation change is attached.

Table of Contents

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

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

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

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

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

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

---

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

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

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

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

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

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

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

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

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

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

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

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

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

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

---

[2] See page 80 of the online SportBusiness Postgraduate Course Rankings at https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf
[3] See page 84 of the online SportBusiness Postgraduate Course Rankings at https://www.sportbusiness.com/system/files/sportbusiness_postgraduate_course_rankings_2017_pdf_3.pdf

Appendices

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

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

A-1

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

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

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

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

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

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

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

Virginia Commonwealth University
Proposed Program Brief

Proposal to Create a New Post-Baccalaureate Certificate in Cybersecurity

Overview

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

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

Method of Delivery

The program will be taught in the traditional classroom format.

Target Implementation Date

Fall 2018.

Demand and Workforce Development

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

External Competition

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

Target Population

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

Impact on Existing Programs/Policies

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

Impact on Faculty

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

Funding

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

Benefit to the university

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

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

Next Steps

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

Full Proposal

See attached.

Name of Certificate: Post-baccalaureate Certificate in Cybersecurity

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

Initiation Date: Fall 2018

Description of the Proposed Program

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

Target Audience

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

Time to Complete

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

See Appendix A Plan of Study.

Admission

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

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

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

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

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

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

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

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

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

Curriculum Requirements

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

Certificate Program Requirements

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

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

Restricted undergraduate electives – 3 credit hours – choose one:

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

Restricted graduate electives – 3 credit hours – choose one:

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

Open electives – 6 credit hours – choose two:

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

[*] not applicable if taken as a restricted elective

Faculty

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

No adjunct faculty or graduate assistants will be needed.

Course Delivery Format

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

Resources

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

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

Gainful Employment

This certificate program will come under Gainful Employment regulations.

Course Descriptions

Restricted Electives I

CMSC 413   Introduction to Cybersecurity

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

CMSC 414   Computer and Network Security

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

CMSC 415   Introduction to Cryptography

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

Restricted Electives II

CMSC 615   Cryptocurrency and Blockchain Techniques

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

CMSC 618   Database and Application Security

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

CMSC 622   Network and Operating Systems Security

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

Appendix

Appendix A Plan of Study

Full-Time Plan of Study

Fall Semester (6 credit hours)

      Restricted Elective Group I   (3 credit hours)

      Restricted Elective Group II   (3 credit hours)

Spring Semester (6 credit hours)

      Open Elective   (3 credit hours)

      Open Elective   (3 credit hours)

Part-Time Plan of Study

Fall Semester (3 credit hours)

      Restricted Elective Group I   (3 credit hours)

Spring Semester (3 credit hours)

      Open Elective   (3 credit hours)

Fall Semester (3 credit hours)

      Restricted Elective Group II   (3 credit hours)

Spring Semester (3 credit hours)

      Open Elective   (3 credit hours)

<div align="center">

Virginia Commonwealth University
Proposed Program Brief

<u>Proposal to Create a New Post-Baccalaureate Certificate in Data Science</u>

</div>

<u>Overview</u>

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

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

<u>Method of Delivery</u>

The program will be taught in the traditional classroom format.

<u>Target Implementation Date</u>

Fall 2018.

<u>Demand and Workforce Development</u>

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

<u>External Competition</u>

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

<u>Target Population</u>

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

<u>Impact on Existing Programs/Policies</u>

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

Impact on Faculty

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

Funding

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

Benefit to the University

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

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

Next Steps

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

Full Proposal

See attached.

Name of Certificate: Post-baccalaureate Certificate in Data Science

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

Initiation Date: Fall 2018

Description of the Proposed Program

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

Target Audience

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

Time to Complete

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

See Appendix A Plan of Study.

Admission

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

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

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

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

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

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

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

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

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

Curriculum Requirements

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

Certificate Program Requirements

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

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

Courses:

Required courses – 6 credit hours:

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

Restricted electives – 3 credit hours – choose one:

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

Open electives – 3 credit hours – choose one:

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

* not applicable if taken as restricted elective

Faculty

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

No adjunct faculty or graduate assistants will be needed.

Course Delivery Format

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

Resources

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

Gainful Employment

This certificate program will come under Gainful Employment regulations.

Course Descriptions

Required Courses

CMSC 435. Introduction to Data Science

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

CMSC 510. Regularization Methods for Machine Learning

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

Restricted Electives

CMSC 516. Advanced Natural Language Processing

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

CMSC 603. High Performance Distributed Systems

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

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

CMSC 630. Image Analysis

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

Appendix A Plan of Study

Full-Time Plan of Study

Fall Semester (6 credit hours)

      CMSC 435   Introduction to Data Science   (3 credit hours)

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

Spring Semester (6 credit hours)

      Restricted Elective   (3 credit hours)

      Open Elective   (3 credit hours)

Part-Time Plan of Study

Fall Semester (3 credit hours)

      CMSC 435   Introduction to Data Science   (3 credit hours)

Spring Semester (3 credit hours)

      Restricted Elective   (3 credit hours)

Fall Semester (3 credit hours)

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

Spring Semester (3 credit hours)

      Open Elective   (3 credit hours)

RESOLUTION OF THE BOARD OF VISITORS OF
VIRGINIA COMMONWEALTH UNIVERSITY

AUTHORIZATION OF THE LINE OF CREDIT FOR THE ENGINEERING RESEARCH EXPANSION PROJECT

WHEREAS, under the 2008 Management Agreement between the Commonwealth of Virginia (the "Commonwealth") and Virginia Commonwealth University (the "University"), the Board of Visitors (the "Board") is required to authorize the initiation of each major capital project by approving its size, scope, budget, and funding and must include a statement of urgency if not part of the approved Six Year Capital Plan;

WHEREAS, the University has developed plans to construct, equip and furnish an approximately 131,200 square foot, $94.1 million School of Engineering Research Expansion project, (the "Project"), and the Project is a part of the Six Year Capital Plan approved by the Board on May 8, 2015;

WHEREAS, under the 2008 Management Agreement between the Commonwealth and the University, the University has the authority to issue bonds, notes or other obligations that do not constitute state tax supported debt;

WHEREAS, on March 4, 2014, the Executive Committee of the Board adopted a resolution (the "Authorizing Resolution") that authorized the University to enter into a revolving line of credit to issue short term, non-state tax supported debt for capital projects authorized by the Board (the "Line of Credit");

WHEREAS, on September 15, 2016 the Board authorized the University to move forward with a $5.6 million detailed planning authorization for the Project (the "Planning Authorization") and further authorized the use of the Line of Credit for the purpose of providing short-term financing for the Planning Authorization;

WHEREAS, the $94.1 million total Project cost (of which the $5.6 million Planning Authorization is a component) is to be funded in part with approximately $51.6 million of proceeds from state tax supported debt and general fund appropriations (the "State Portion") and with approximately $42.5 million of the University's non-state tax supported debt (the "University Portion");

WHEREAS, the University desires to use the Line of Credit to provide short-term financing for the $42.5 million University Portion of the Project, plus related issuance costs and financing expenses;

WHEREAS, the Board will further review and approve a permanent financing resolution prior to securing permanent financing for the $42.5 million University Portion of the Project, plus amounts needed to fund issuance costs, reserve funds, and other financing expenses; and,

WHEREAS, the Project has followed the state's process for capital budget requests and has obtained all necessary pre-appropriation approvals of the state's government agencies.

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF VISITORS OF VIRGINIA COMMONWEALTH UNIVERSITY:

1.   The Board hereby confirms that up to $42.5 million of the proceeds of the Line of Credit (or any other borrowing mechanism that prior to such borrowing has been approved by the Board) is authorized pursuant to the Authorizing Resolution to be used for purposes of providing short term financing for the School of Engineering Research Expansion project, plus related issuance costs and financing expenses.

2.   The President, the Vice President of Finance and Budget and the University Treasurer, and their designees, are each authorized to take such actions and to execute and deliver such agreements, certificates, and other documents as they deem necessary or desirable to carry out the foregoing resolutions, and further that any and all actions heretofore taken by them consistent with the foregoing resolutions are hereby ratified and confirmed.

3.   This Resolution shall take effect immediately upon its adoption.

VIRGINIA COMMONWEALTH UNIVERSITY
ARCHITECT/ENGINEER SELECTION
D Deck Restoration

PROJECT: This project will complete the restoration work for Parking Deck D on the MCV Campus that was started in 2015. The original project scope of work included structural repairs, corrosion protection and traffic bearing membrane. After structural repairs were completed, the project was halted since VCU Health planned a project on the site of Parking Deck D. A different site for this project has since been selected. This project completes the original scope of work to Parking Deck D which is designated for faculty and staff of VCU Health and the School of Medicine. The work will consist of the application of a corrosion inhibitor, adding a traffic bearing membrane and miscellaneous concrete repairs.

Construction Budget $4,000,000
Total Budget...$4,506,852

SOURCE OF
FUNDS: University Debt..$4,506,852

JUSTIFICATION: This firm was selected because of its extensive experience with VCU and in working on renovations of this type and magnitude. Comparable projects include:

1. Parking Deck D Restoration, Richmond, VA, 2015, $5,300,000. Restoration of a seven level, 633,000 square foot, cast in place concrete parking structure;
2. Parking Deck N Structural Repairs, Richmond, VA, 2014, $800,000. Structural repairs to the seven level, 321,000 square foot, precast concrete parking structure on the MCV Campus;
3. West Broad Street Parking Deck Structural Repairs, Richmond, VA, 2014, $900,000. Structural repairs to the six level, 369,000 square foot, precast concrete parking structure on the Monroe Park Campus; and
4. VCU Health Stony Point Medical Parking Deck, Richmond, VA, 2016, $320,000. Structural repairs to a four level, 90,000 square foot, precast concrete parking structure.

RECOMMENDATION: Approve selection of Dunbar, Milby, Williams, Pittman & Vaughan for Architect/Engineer selection for the D Deck restoration.

March 2018

VIRGINIA COMMONWEALTH UNIVERSITY
ARCHITECT/ENGINEER SELECTION
Trani Life Sciences Building Roof Repair and HVAC Replacement

PROJECT:

This project will replace the rooftop mechanical system and the roof membrane on the Eugene P. and Lois E. Trani Center for Life Sciences on the Monroe Park Campus. The building is a 132,415 square foot teaching and research laboratory facility which houses the Department of Biology, the Center for Environmental Studies and the Office of the Vice Provost for Life Sciences.

Construction Budget...$5,000,000
Total Budget..$6,000,000

SOURCE OF
FUNDS:

General Funds..$6,000,000

ARCHITECT/ENGINEER
SELECTION:

The University selected a firm that brings extensive experience in heating, ventilating and air conditioning (HVAC) and roof replacement to the project. They have broad experience with the Commonwealth of Virginia's building code officials and they successfully completed the Feasibility Study for this project in 2017. This study assessed the conditions of the HVAC equipment and the roof membrane and recommended a scope of work and budget for the renovation. Comparable projects include:

1. Harris Hall Air Handling Unit Replacement, Richmond, VA, 2017, $1,200,000;
2. Oceanography & Physical Science Buildings HVAC Renovation, Old Dominion University, Norfolk VA, 2016, $4,400,000;
3. Gornto Teletechnet Building HVAC Replacement, Old Dominion University, Norfolk, VA, 2014, $1,050,000;
4. Eliades & Admin. Building Chiller and Boiler Replacement, John Tyler Community College, Midlothian, VA, 2017, $750,000; and
5. Warehouse 351 HVAC & Roof Renovation, Langley Air Force Base, Langley VA, 2017, $9,250,000.

RECOMMENDATION:

Approve selection of DJG, Inc. for Architect/Engineer selection for the Trani Life Sciences Building roof repair and HVAC replacement project.

March 2018

VIRGINIA COMMONWEALTH UNIVERSITY
ARCHITECT/ENGINEER SELECTION
West Hospital Department of Transplant Surgery Renovations

PROJECT:

The purpose of the project is to consolidate and modernize facilities to accommodate the School of Medicine's Department of Transplant Surgery in West Hospital. Effecting the improvements involves renovations to portions of the 8th and 15th floors of the West Hospital Building. A capital project authorizing $10 million of renovations for the School of Medicine was approved as part of the University's Six-Year Capital Plan.

Construction Budget $1,190,000
Total Budget..$2,275,000

SOURCE OF
FUNDS:

School of Medicine $2,275,000

ARCHITECT/ENGINEER
SELECTION:

This firm was selected because of its extensive experience with VCU, West Hospital, and in working on renovations of this type and magnitude. Comparable projects include:

1. West Hospital 8th Floor Renovations, to be completed May 2018, $2,480,000;
2. West Hospital 9th Floor Renovations, to be completed April 2018, $2,700,000;
3. Rhoads Hall Core Laundry Room Utilities Renovations, 2014, $450,000;
4. Rhoads Hall Boiler Replacement Plant, 2012, $1,750,000; and
5. Rhoads Hall Core Toilet Room Renovations, 2015, $4,852,000.

RECOMMENDATION:

Approve selection of KOP Architects, PC for Architect/Engineer Selection for the West Hospital Department of Transplant Surgery renovations.

VIRGINIA COMMONWEALTH UNIVERSITY
PROJECT PLANS
West Main Street Deck Restoration

PROJECT: A structural condition assessment conducted in 2013 identified deficient
                    conditions and recommended repairs to allow for continued use of the
                    deck. Without these repairs, the deck will continue to deteriorate.

LOCATION: 801 West Main Street, Richmond, Virginia

PROJECT COSTS: Construction Budget..$5,040,000
                        Total Budget $5,828,000

OPERATING
COSTS: Annual operating costs are not expected to change as a result of
                    this restoration.

FUND SOURCES: Parking Revenues ....$ 1,000,000
                        University Debt..$ 4,828,000

TIMETABLE: Complete Planning   February 2018
                    Construction Starts   May 2018
                    Construction Complete   November 2018

PROJECT DESIGN: This project will consist of structural repairs to the West Main
                    Street Parking Deck on the Monroe Park Campus. Designated for
                    students and visitors, the West Main Street Deck shows signs of
                    structural deterioration. This project will repair concrete slabs,
                    cracks in concrete columns, girders and beams, and will replace of
                    deteriorated expansion joints. The project will also repair cracks in
                    the stair towers, replace the elevators and replace the lighting.

RECOMMENDATION: Approve project plans for the West Main Street Deck Restoration
                    project.

March 2018

EXECUTIVE SUMMARY OF PROPOSED POLICY: Alcohol and Other Drugs

New Policy ☐ or **Substantive Revision** ☒

Policy Type: [Board of Visitors, Administrative, Local, Interim]

Responsible Office: VCU Wellness Resource Center

Draft Date: 04/26/2017

Initial Policy Approved: 09/1991

Revision History: 11/10/1999, 5/17/2002, 11/16/2006, 5/09/2014

<u>**Governance Process Tracking:**</u>

Integrity & Compliance Office Review: 01/31/2017

University Counsel Review: 03/07/2017

Public Comment Posting: 05/08/2017

University Council Academic Affairs and University Policy Committee Review: 09/14/2017

University Council Review: 09/28/2017

President's Cabinet Approval: 10/16/2017

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

1. Why is this policy being created ☐ *or* revised ☒?	The need to document our commitment to recovery efforts. Updated format.
2. New policy ☐: What are the general points or requirements covered in this policy? *or* **Revised policy ☒: What are the substantive differences between this draft and the current policy?**	Added a new section regarding accessing support and treatment. Added some additional definitions. Updated resources for assistance.
3. Which stakeholder offices or personnel have provided input into this policy draft?	The Provost-appointed Advisory Committee on Alcohol and Other Drugs

4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?	FMLA, ADA
5. What is your general assessment of this policy's impact on the university community?	The changes document the university's commitment to faculty, staff and student recovery efforts.

EXECUTIVE SUMMARY OF PROPOSED POLICY: Alcohol and Other Drugs

New Policy ☐ or **Substantive Revision** ☒

Policy Type: [Board of Visitors, Administrative, Local, Interim]

Responsible Office: VCU Wellness Resource Center

Draft Date: 04/26/2017

Initial Policy Approved: 09/1991

Revision History: 11/10/1999, 5/17/2002, 11/16/2006, 5/09/2014

<u>Governance Process Tracking</u>:

Integrity & Compliance Office Review: 01/31/2017

University Counsel Review: 03/07/2017

Public Comment Posting: 05/08/2017

University Council Academic Affairs and University Policy Committee Review: 09/14/2017

University Council Review: 09/28/2017

President's Cabinet Approval: MM/DD/YYYY

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

1. Why is this policy being created ☐ _or_ revised ☒?	The need to document our commitment to recovery efforts. Updated format.
2. New policy ☐: What are the general points or requirements covered in this policy? _or_ <u>Revised policy</u> ☒: **What are the substantive differences between this draft and the current policy?**	Added a new section regarding accessing support and treatment. Added some additional definitions. Updated resources for assistance.
3. Which stakeholder offices or personnel have provided input into this policy draft?	The Provost-appointed Advisory Committee on Alcohol and Other Drugs

4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?	FMLA, ADA
5. What is your general assessment of this policy's impact on the university community?	The changes document the university's commitment to faculty, staff and student recovery efforts.

[DRAFT] Alcohol and Other Drugs

Policy Type: Board of Visitors
Responsible Office: Wellness Resource Center, Division of Student Affairs, Office of the Provost, Human Resources
Initial Policy Approved: 09/1991
Current Revision Approved: 05/09/2014

Policy Statement and Purpose

The purpose of this policy is to protect the health, safety and welfare of members of the Virginia Commonwealth University community and the public served by the university. VCU recognizes that substance use disorders are treatable medical conditions. As such, this policy balances the need for VCU to support individuals seeking recovery with the safety and health of the entire university population. This policy encourages help-seeking, while also outlining consequences for violation of the community standards for conduct, and specifically standards regarding unauthorized substance use. To support our students and employees, VCU's policy:

a. encourages individuals to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem.
b. encourages individuals to use the services of qualified professionals in the community to assess the seriousness of substance use disorders and identify appropriate sources of help.
c. provides for a current list of qualified community professionals.
d. allows the use of accrued paid or unpaid leave for employees while seeking treatment for alcohol and other drug problems.

In accordance with the federal Drug Free Workplace Act of 1988, the federal Drug Free Schools and Communities Act of 1989, and the Commonwealth of Virginia's Policy on Alcohol and Other Drugs (AOD), VCU prohibits the unlawful or unauthorized manufacture, distribution, dispensation, possession or use of alcohol and illegal drugs on university property or as part of any university sponsored activity. Any employee or student who violates this policy is subject to disciplinary action up to and including termination of employment or expulsion from the university. In addition, to protect the safety of members of the University community, VCU may refer information related to such violation to appropriate law enforcement officials and/or require satisfactory participation in an appropriate evaluation or rehabilitation program.

In accordance with the law, VCU does not discriminate on the basis of disability in admission, employment or access to its programs and activities and provides reasonable accommodation for individuals with disabilities.

VCU supports an environment free from retaliation. Retaliation against any individual who brings forth a

good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

Table of Contents

Who Should Know This Policy

All VCU and VCU Health System faculty, staff and students are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

Alcohol
Any product, including spirits, wine, beer or other containing one-half of one percent or more of alcohol by volume and every consumable liquid or solid containing alcohol, or any products defined as "alcoholic beverages" in Code of Virginia Section 4.1-100 of "The Alcoholic Beverage Control Act".

Conviction (Convicted)
A finding of guilt or responsibility (including a plea of guilty or nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility of determining violations of federal or state criminal drug laws, alcoholic beverage control laws, or laws that govern driving while intoxicated.

Criminal Drug Law
A criminal law prohibiting the unlawful manufacture, distribution, dispensation, use, or possession of any controlled substance.

Employee
Any full- or part-time employee of the university, including, but not limited to, classified, hourly, faculty, health care providers, house staff, adjunct faculty and student workers.

Illegal Drug
Any drug that is illegally in the possession of or is illegally being used by a person.

Recovery
A process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential.

Student
Any person enrolled at VCU for any type of academic credit or non-credit class (including auditing a class or English Language Program classes) regardless of the length of the student's program of study.

University Property
Any property owned, leased, or controlled by Virginia Commonwealth University.

Workplace
Any state-owned or -leased property or any site where official duties are being performed by a state employee.

Contacts

The VCU Wellness Resource Center (The Well) within the Division of Student Affairs officially interprets this policy. The Wellness Resource Center is responsible for obtaining approval for any revisions through the appropriate governance structures. Please direct general policy questions to The Wellness Resource Center at 804-828-9355.

Procedures

1. Education
   - The Office of the Provost will distribute at least annually in writing to all employees and students this policy, together with information regarding alcohol and other drug counseling, treatment, and rehabilitation programs, descriptions of the health risks associated with alcohol and other commonly abused drugs, and descriptions of applicable legal sanctions under state and federal law for the unlawful possession or distribution of controlled substances, illegal drugs and alcohol.
   - The provost-appointed Advisory Committee on Alcohol and Other Drugs will write a biennial report in even years reviewing the program's educational effectiveness and the consistency of enforcement sanctions.

2. Accessing Support and Treatment for Recovery
   - VCU recognizes that substance use disorders are treatable illnesses. VCU also realizes that early intervention and support improve the success of rehabilitation.
   - In accordance with the law, VCU does not discriminate on the basis of disability in

admission, employment or access to its programs and activities and provides reasonable accommodation for individuals with disabilities. Current illegal drug use is excluded from the definition of disability under the Americans with Disabilities Act (ADA), but drug addiction and alcoholism are covered disabilities. An individual with a disability may include a person who is in or has completed a drug treatment program or has been otherwise rehabilitated and is no longer using drugs. Contact VCU's ADA Coordinator at (804) 828-8532 or ADAservices@vcu.edu.

- APPENDIX I is updated annually with specific resources at the university and in the surrounding community for employees and students experiencing substance use disorder.
- Additional procedural assistance for employees:
  - An employee eligible for family and medical leave (FMLA) shall be permitted to take a leave of absence to undergo treatment in an approved alcohol or drug treatment program. A request for leave by an employee who is ineligible for FMLA will be considered on a case by case basis. Regardless of FMLA designation, the leave of absence must be requested prior to:
    - the commission of any act subject to disciplinary action;
    - any alcohol or drug test sample already submitted for testing; or
    - the employee's notification to submit to testing.
  - Retention of the employee may be conditioned upon satisfactory completion of a mutually agreed upon recovery contract which may include inpatient and or outpatient treatment, ongoing therapy, drug testing, recovery meeting attendance, and other conditions as agreed upon.
  - The employee's work activities may be restructured if advisable in the opinion of the immediate supervisor.
  - Treatment for substance disorders may be covered by the employee benefit plan. However, the ultimate financial responsibility for recommended treatment belongs to the employee.

3. **Policy Enforcement for Employees**
   - Pursuant to the Commonwealth of Virginia Policy on Alcohol and Other Drugs (Department of Human Resources Management Policy 1.05), employees are prohibited from engaging in any of the following acts:
     - The unlawful or unauthorized manufacture, distribution, dispensation, possession or use of alcohol or illegal drugs in the workplace, on university property or as part of any university activity
     - Reporting to or remaining at work impaired by or under the influence of alcohol or illegal drugs
     - Violation of any criminal drug law, based upon conduct occurring either in or outside the workplace
     - Violation of any alcoholic beverage control law or law that governs driving while intoxicated based upon conduct occurring in the workplace
   - Employees are required to report to their supervisors in writing within five calendar

days after conviction that they have been convicted of either of the following acts:

- o Violation of any criminal drug law, based upon conduct occurring either in or outside the workplace
- o Violation of any alcoholic beverage control law or law that governs driving while intoxicated based upon conduct occurring in the workplace
- Supervisors are required to immediately report such occurrences to Human Resources, Office of Employee Relations.
- Violation of any of the foregoing prohibitions may subject an employee to disciplinary action including, but not limited to termination or suspension, in accordance with the Commonwealth of Virginia's *Employee Standards of Conduct*, the university's *Rules and Procedures*, the *Faculty Promotion and Tenure Policies and Procedures*, the *University Policy for Administrative and Professional Faculty and Faculty Holding Administrative Appointments*, and/or any other applicable university policies. Convictions for unlawful conduct under local, state, or federal criminal drug laws may result in penalties such as fines, imprisonment, and loss of driver's license.
- As a result of any violation of this policy, an employee may be referred to an appropriate evaluation or rehabilitation program as a condition of continued employment. Satisfactory participation in any such program is to be determined by the appropriate university department or official after consultation with the individual or organization providing the evaluation or rehabilitation.

4. Policy Enforcement for Students
- Students are prohibited from the unlawful or unauthorized manufacture, distribution, dispensation, possession, or use of alcohol or illegal drugs on or off university property or as a part of any university activity. Violation of any of the foregoing prohibitions subjects a student to disciplinary action up to and including expulsion from the university in accordance with university policies, including the *Student Code of Conduct* and applicable Residential Life and Housing policies. In addition, convictions for unlawful conduct under local, state, or federal criminal drug laws may result in penalties such as fines, imprisonment, and loss of driver's license.
- As a result of any violation of this policy, a student may be referred to an appropriate educational, evaluation or rehabilitation program or offered community service, in lieu of suspension or dismissal. Satisfactory participation in any such program is to be determined by the appropriate university official who may consult with the individual or organization providing the evaluation or rehabilitation program, coordinating the community service, and/or conducting the educational program. Participation in any such program may postpone completion of degree requirements.
- When students under the age of 21 are found responsible for violating alcoholic beverage and/or controlled substance laws or policies while on campus or at university activities, VCU may notify their parent or guardian of such violations at the time of the notification, in accordance with the Family Educational Rights and Privacy Act (FERPA).

5. Procedures for University-Sponsored Events Where Alcohol Is Served
- Students, employees, contractors and guests must conduct themselves in accordance with the laws of the Commonwealth of Virginia and assume full responsibility for their activities

while sponsoring or attending university-sponsored events where alcohol is served.

- Sponsors who host or organize a VCU sponsored event where alcohol is served must:
    - o Comply with federal law, state law and Virginia ABC regulations
    - o Complete the Alcohol Authorization Form at www.scheduling.vcu.edu/faq/ and in conducting the event:
        - Execute an agreement with a third party vendor with an ABC license setting forth that the vendor is responsible for adhering to applicable laws and regulations. (Obtaining an ABC license rather than using a third party vendor requires special exemption from VP or designee
        - Pay security costs incurred in connection with the event. For events on property owned or controlled by VCU, VCU Police determine the cost and the level of security required.
        - The event must be in accordance with the Office of Procurement Services Allowable Business Expenditure Chart and utilize only local or private funds to pay for the purchase of alcoholic beverages. There must be a clear business purpose for the function that supports the university's mission and is approved by the appropriate leadership (e.g., chair/director and vice provost/dean/designee). For more information, see http://procurement.vcu.edu/i-want-to/make-a-purchase/know-what-you-can-and-cannot-buy/allowable-business-expenditure-chart/.
- University sponsored events held off campus must also follow alcohol laws and regulations, address security issues and follow unit guidelines /purchasing procedures.
- Any publication, advertisement or announcement of any university sponsored event distributed or intended to be distributed primarily to persons under 21 years of age must not mention or depict alcoholic beverages. Distribution of any publication, advertisement or announcement that mentions or depicts alcoholic beverages must be limited primarily to persons 21 years of age or older and such publication, advertisement or announcement must contain a requirement of proof of age and VCU identification.

Forms

1. Event request form
2. Alcohol Authorization Agreement Form

Related Documents

1. Drug-Free Workplace Act of 1988
   http://www.dol.gov/elaws/asp/drugfree/require.htm

2. Drug-Free Schools and Communities Act
   http://www.higheredcompliance.org/resources/resources/dfscr-hec-2006-manual.pdf

3. Commonwealth of Virginia Policy on Alcohol and Other Drugs
   http://www.dhrm.virginia.gov/docs/default-source/hrpolicy/assets/pol1_05alcoholanddrugssummary.pdf?sfvrsn=2

4. Virginia Alcohol Beverage Control Act
    https://vacode.org/2016/4.1/

5. VCU Policy: *Family and Medical Leave*

6. VCU Policy: *Accessibility and Reasonable Accommodation for Individuals with Disabilities*

7. Employee Standards of Conduct http://www.dhrm.virginia.gov/docs/default-source/hrpolicy/pol1_60.pdf?sfvrsn=2

8. VCU Policy: *Rules and Procedures*

9. VCU Policy: *Faculty Promotion and Tenure Policies and Procedures*

10. VCU Policy: *Administrative and Professional Faculty and Faculty Holding Administrative Appointments*

11. VCU Policy: *Student Code of Conduct*

12. 20 U.S.C. § 1145g. Drug and alcohol abuse prevention
    http://www.gpo.gov/fdsys/pkg/USCODE-1997-title20/pdf/USCODE-1997-title20-chap28-subchapXII-sec1145g.pdf

13. Complying with the Drug-Free Schools and Campuses Regulations [EDGAR Part 86]: A Guide for University and College Administrators
    http://www.higheredcompliance.org/resources/resources/dfscr-hec-2006-manual.pdf

14. Part 86 of the Education Department General Administrative Regulations (EDGAR)
    https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

15. Policy for Residence Hall Students

16. Procedures for Parental Notification

Revision History

This policy supersedes the following archived policies:

Initial Approval: 9/1991   *VCU Alcohol and Drug Policy*
Revised and Approved, 11/10/1999   *VCU Alcohol and Drug Policy*
Revised and Approved, 5/17/2002   *VCU Alcohol and Drug Policy*
Revised and Approved, 11/16/2006   *VCU Alcohol and Drug Policy*
Revised and Approved, 5/09/2014   *Alcohol and Other Drugs*

1. I'm a faculty or staff member who is concerned about my own use of alcohol or other drugs, who can I contact?

The employer-sponsored health plans at VCU include an Employee Assistance Program (EAP) for covered employees and their families. An EAP is a confidential information, support, and referral service offering tools and resources designed to help maximize productivity and meet the challenges of modern life.

The EAP offers up to four visits at no cost to you or members of your household for counseling in such areas as mental health, substance abuse, work and family issues, and financial or legal matters. Additional visits may be covered by co-pays.

In general, care must be authorized in advance. You or your eligible dependent will speak confidentially to an EAP specialist who will assess you and coordinate assistance. Should you require mental health or substance abuse care, you will be referred to a provider, under your mental health and substance abuse benefit. Your EAP specialist or care manager will arrange a referral according to your specific needs. Contact your plan's Member Services department for more information.

For additional information on the specific plans and services provided, please visit:
http://www.dhrm.virginia.gov/employeeprograms/employeeassistance

An employee without employer-sponsored health care may contact a Human Resource Employee Relations specialist for confidential assistance or directly contact your personal insurance provider directly using the mental health services number on the back of your insurance card. Confidential consultation with the Collegiate Recovery Program coordinator and/or University Counseling Services may also be a helpful resource. Email recovery@vcu.edu or call 804-828-1264.

2. I'm a student who is concerned about my use of alcohol or other drugs, who do I contact?

Students concerned with their alcohol or other drug use can explore these options:
- Recovery & Community Support - Rams in Recovery (recovery@vcu.edu or 804-828-1264)
- Substance Use Assessment & Education – Substance Use Education Office (804-828-9355)
- Individual Counseling - University Counseling Center (804-828-6200 or 804-828-3964)
- Free online self-assessment with immediate anonymous feedback

3. I'm worried about a friend or family member, where can I get more information and support to deal with substance use disorder?

For Employees: Explore treatment options with confidential help from a Human Resource Employee Relations specialist or referral to appropriate resources (e.g. EAP) or to the university's Employee Health Services physician. An employee or their family member may directly contact the EAP if eligible. You can also contact your insurance provider directly using the mental health services number on the back of your insurance card.

For Students: Confidential support and resources are also available through Rams in Recovery recovery@vcu.edu or 804-828-1264. The College Behavioral and Emotional Health Institute and

Rams in Recovery also run an education program for families, which meets Thursdays at 6:30 pm at 563 Southlake Blvd. Email recovery@vcu.edu or visit: http://cobe.vcu.edu/families/ for more information.

4. What is an allowable expense for alcohol at university functions on or off campus?

An allowable expense for alcohol must have a clear business purpose for the function that supports the university's mission. See: http://procurement.vcu.edu/i-want-to/make-a-purchase/know-what-you-can- and-cannot-buy/allowable-business-expenditure-chart/#.Upypl2Tk_r8

5. How do I have an event with alcohol properly authorized?

Download and complete the Alcohol Authorization Agreement Form. This form is available at http://scheduling.vcu.edu/faq/. If at any time you have problems or questions about completing a section of this form you can contact Conference and Scheduling services at css@vcu.edu or 804-828-4228.

APPENDIX I: University and Community Resources for Alcohol and Other Drugs

An annually updated resource list is provided below:

I.   UNIVERSITY RESOURCES FOR SUBSTANCE USE DISORDERS

A. **For Staff/Faculty**

Employee Assistance Program (or other health care provider
Refer to http://www.dhrm.virginia.gov/employeeprograms/employeeassistance for links to options provided through state employee health care plans. If not covered by the state employee health benefits program, please contact your personal health care company for EAP options.

Employee Health Services – 804-828-0584
Resource and referral to employee assistance providers and community resources.

Human Resources Employee Relations Office- 804-828-1510
Resource and referral information

B. **For Students**

Rams in Recovery – Peer driven recovery support for students in recovery, referral to resources for students. Supports include study space, recovery meetings, peer monitoring, events and activities. Email recovery@vcu.edu, 804-828-1264.

University Counseling Services – 804-828-6200 (Monroe Park Campus), 804-828-3964 (MCV Campus)
   o   Assessment, counseling, and referral services (Call 804-828-5069 for more information)
   o   Consultation is available for other members of the university community and family who are concerned about a student.

University Student Health Services – 804-828-8828 (Monroe Park Campus), 804-828-9220 (MCV Campus), assessment education and referral information for students regarding the health effects of substance use and abuse.

Wellness Resource Center – 804-828-9355
Provides connection to resources for students both within VCU and in the broader community. Call for more information about support for recovering students.

II.   STUDENT DISABILITY ACCOMMODATION

To ensure access to its programs and services, VCU provides academic and other reasonable accommodations to students with disabilities, which may include disabilities related to substance use. For more information about services, required medical documentation, and to register with the office on your academic campus, contact the appropriate office below.

Disability Support Services (Monroe Park Campus), 804-828-2253

Division for Academic Success (MCV Campus), 804-828-9782

III. EDUCATIONAL PROGRAMS

Credit and non-credit educational offerings are available to all members of the university community in the area of alcohol and other drug issues.

Wellness Resource Center – 804-828-9355
Provides several different types of educational programs for students and faculty
- www.thewell.vcu.edu
- Free online self-assessment with immediate anonymous feedback at website
- Free alcohol drug education class which includes a three hour online module hosted on VCU's Blackboard platform followed by a 30 minute individual motivational enhancement session with a health educator or a clinician from University Counseling Services. This class, called Pathways to Choices, is accepted by local courts for minor alcohol/drug infractions.
- Group education sessions available by calling or by submitting a request online
- Hosts events for "Rams in Recovery"
  o Individual meetings to enhance motivation for changing substance use
  o Referral to other resources

University Counseling Center – 804-828-6200
- Collaborates with The Well to provide Pathways to Choices, an alcohol drug education program.
- Provides individual and group therapy for students with substance use disorders, or students looking to change their substance use patterns.

Disability Support Services – 804-828-1944
- Facilitates accommodations for students with substance use disorders.

IV. MUTUAL AID ORGANIZATIONS

Community groups based on non-professional mutual support offer individual sponsorship, group meetings, and membership to anyone interested in dealing with substance abuse problems. Check local phone listings for help. Several 12-step groups meet on campus. See local website for details.

Alcoholics Anonymous (AA)	www.aarichmond.org
AlAnon Family Groups	www.alanonrichmondva.org
Narcotics Anonymous (NA)	www.usrecovery.info/NA/Virginia.htm
SMART Recovery	www.smartrecovery.org
Refuge Recovery	refugerecovery.org
Families Anonymous	familiesanonymous.org
Nar-Anon Family Group	nar-anon.org

APPENDIX II: Health Effects of Alcohol and Other Drugs

Below is a list of health effects for major categories of drugs:

Alcohol - Alcohol acts as a central nervous system depressant. Its initial effects include altered perception, judgment, motor coordination and abstract thinking/cognitive impairment. Continued use of alcohol results in physical and psychological dependence marked by increased tolerance, memory blackouts and the experience of withdrawal symptoms. The disease of alcoholism progresses in stages from an individual's early use, to being preoccupied with alcohol, to failing in controlling alcohol use, on to eventual loss of control and continued use despite negative consequences. Statistics show that alcohol use is involved in a majority of violent behaviors on university campuses including acquaintance rape, vandalism and assaults.

Amphetamines - Users experience euphoria, abundant energy, and decreased need for sleep. Other signs and symptoms may include irregular heartbeat, rapid breathing, irritability, anxiousness, restlessness, panic, paranoia, aggression and impulsive behavior.

Anabolic Steroids - Health effects may include high blood pressure, blood clotting, cholesterol changes, liver cysts and cancer, kidney cancer, hostility and aggression, acne; in adolescents, premature stoppage of growth; in males, prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females, menstrual irregularities, abnormal hair growth.

Cannabis (Marijuana) - The user experiences slowed thinking and reaction time, time distortion, confusion, impaired balance and coordination, and impaired judgment.

Cocaine - The user experiences feelings of exhilaration, energy, increased mental alertness, rapid or irregular heartbeat, reduced appetite and weight loss. Users often have a stuffy, runny nose and nosebleeds. Immediate effects include dilated pupils, elevated blood pressure, heart rate, respiratory rate and body temperature. Withdrawal symptoms include strong cravings, depression, alterations in sleep patterns. Crack, the free-base use of cocaine, can produce hallucinations, blurred vision, chest pains, convulsions and even death.

Designer Drugs: These are chemically altered compounds, many of which are now illegal in Virginia including synthetic cannabinoids (e.g. spice), synthetic stimulants (e.g. bath salts) and other research chemicals. Please access NIDA (National Institute on Drug Abuse) website for further information on these and other substances of abuse at www.drugabuse.gov.

GHB (Gammahydroxybutyrate) – In low doses, GHB can cause euphoria. At higher doses it can cause electrolyte imbalance, decreased respiration, slow heart rate, vomiting, low blood pressure, confusion, unconsciousness, coma, and death.

Hallucinogens – Hallucinogens such as Lysergic Acid Diethylamide (LSD), mescaline, and psilocybin cause altered states of perception and feeling including delusions, hallucinations and illusions including body and time distortion. Physical effects include fever, rapid heartbeat, elevated blood pressure, blurred vision, and flushed face. Mood can range from euphoria to panic and depression.

Heroin - The opiate effect of heroin diminishes the sense of pain, inducing euphoria, drowsiness, and

confusion. Overdose results in death from stopping breathing.

Inhalants - Solvents (paint thinners, gasoline, glues, butane, propane aerosol propellants, nitrous oxides) produce stimulation, loss of inhibition, slurred speech, and loss of motor coordination. Inhalants can lead to negative health effects after both short term and long term use.

Ketamine - The user experiences increased heart rate and blood pressure, problems with control of movements, memory loss, numbness and nausea/vomiting. The user is at high risk for slowed breathing that may lead to brain damage or death.

MDMA (Ecstasy) - Methylenedioxymethamphetamine produces mild hallucinogenic effects, amphetamine-like stimulation, and increased touch sensitivity. An increase in display of affection to others may occur.

PCP - Since Phencyclidine is relatively inexpensive, it is often used to enhance the effects of other drugs such as LSD, cannabis or cocaine. PCP users seek an altered state of bizarre perceptions, confusion, disorientation, impaired judgment and often delirium. Behavioral changes may range from hyperactivity to catatonic states.

APPENDIX III: Selected Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

Selected federal penalties are listed by code below. The following is a general summary or illustration of penalties that are likely for commission of a federal drug crime. The following is not intended as a substitute for sound, personalized legal advice.

For complete, current and accurate information regarding penalties, reference the code sections 21 U.S.C. 841 and following, which can be found on the Food and Drug Administration's website at http://www.fda.gov/RegulatoryInformation/Legislation/ucm148726.htm#cntlsbd (subject to updates by that agency).

Penalties include both civil and criminal and imprisonment for terms up to one year and minimum fines of $1,000 for lesser offenses like simple possession. Penalties may also include imprisonment for 20 years to life imprisonment and fines up to $10,000,000 or more for greater offenses.

21 U.S.C. 862
Provides for forfeiture of federal benefits, defined as the issuance of any grant, contract, loan, professional license or commercial license provided by an agency of the United States or by appropriated funds of the United States but not any retirement, welfare, Social Security, health, disability, veterans benefit, public housing, or other similar benefit, or any other benefit for which payments or services are required for eligibility).

21 U.S.C. 881(a)(4)
Provides for forfeiture of vehicles, boats, aircraft or any other conveyance used or intended for use to transport, conceal of facilitate possession of a controlled substance.

21 U.S.C. 881(a)(7)
Provides for forfeiture of land, houses or buildings used to commit or to facilitate commitment of a violation of controlled substance laws that carry a penalty of more than 1 year imprisonment.
21 U.S.C. 860
Provides enhanced penalties for distributing, or possessing with intent to distribute, or manufacturing a controlled substance in, on, or within 1000 feet of a public or private university, school, playground and other locations. The penalties generally include punishment and fine that is twice the maximum amount authorized in 21U.S.C. 841(b).

APPENDIX IV: Virginia Laws Pertaining to the Unlawful Possession or Distribution of Controlled Substances, Illegal Drugs and Alcohol

The following is not intended as a substitute for sound, personalized legal advice. A summary of pertinent VA laws are listed below:

ALCOHOL

Virginia's Alcoholic Beverage Control Act contains a variety of laws governing the possession, use and consumption of alcoholic beverages. The Act applies to students and employees of this institution. As required by the Federal Drug-Free Schools and Communities Act of 1989, some selected pertinent laws, including sanctions for their violation, are summarized below.

1. It is unlawful for any person under age 21 to consume, purchase or possess any alcoholic beverage. Violation of the law is a Class 1 misdemeanor, for which the punishment is confinement in jail for up to twelve months and a fine of at least $500 or a minimum of 50 hours of community service. In addition, such person's Virginia driver's license shall be suspended for a period of six months to one year.
2. It is unlawful for any person to sell alcoholic beverages to persons under the age of 21 years of age. Violation of the law exposes the violator to a Class 1 misdemeanor conviction for which the punishment is confinement in jail for up to twelve months and fine up to $2,500, either or both.
3. It is unlawful for any person to purchase alcoholic beverages for another when he knows or has reason to know that the person for whom the alcohol is purchased is under age 21. The criminal sanction for violation of the law is the same as #2 above. In addition, a violator shall have his or her license suspended for a period of not more than one year.
4. It is unlawful for any person to consume alcoholic beverages in unlicensed public places. A violation of the law is a misdemeanor for which the punishment is a fine up to $250.
5. It is unlawful for any person under the age of 21 to use or attempt to use an altered or fictitious I.D. to purchase alcoholic beverages. Violators are subject to the same punishment as #1 above.
6. It is unlawful for any person under 21 to operate any motor vehicle after illegally consuming alcohol. Violation of the law is a misdemeanor for which the punishment is forfeiture of driver's license for one year and a fine of at least $500 or a minimum of 50 hours of community service.

CONTROLLED SUBSTANCES AND ILLEGAL DRUGS

The unlawful possession, distribution, and use of controlled substances and illegal drugs, as defined by the Virginia Drug Control Act, are prohibited in Virginia. Controlled substances are classified under the Act into "schedules", ranging from Schedule I through Schedule VI, as defined in sections 54.1-3446 through 54.1-3456 of the Code of Virginia (1950), as amended. As required by the Federal Drug-Free Schools and Communities Act of 1989, some of the pertinent laws, including sanctions for their violation, are summarized below.

1. Possession of a controlled substance classified in Schedules I or II of the Drug Control Act, upon conviction, exposes the violator to a felony conviction for which the punishment is a term of imprisonment ranging from one to ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for up to twelve months and a fine up to $2,500, either or both.
2. Possession of a controlled substance classified in Schedule III of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to twelve months and a fine up to $2,500, either or both.
3. Possession of a controlled substance classified in Schedule IV of the Drug Control Act, upon conviction,

exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to six months and a fine up to $1,000, either or both.

4. Possession of a controlled substance classified in Schedule V of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is a fine up to $500.

5. Possession of a controlled substance classified in Schedule VI of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is a fine up to $250.

6. Possession of a controlled substance classified in Schedules I or II of the Drug Control Act with the intent to sell or otherwise distribute, upon conviction, exposes the violator to a felony conviction for which the punishment is a term of imprisonment from five to forty years and a fine up to $500,000. Upon a second conviction, the violator must be imprisoned for not less than five years but may suffer life imprisonment, and fined up to $500,000. For a third or subsequent offense, a mandatory minimum sentence of ten years is imposed.

7. Possession of a controlled substance classified in Schedules III, IV, or V of the Drug Control Act with the intent to sell or otherwise distribute, upon conviction, exposes the violator to the possible following punishments. For Schedule III, the violator is exposed to a felony conviction with a term of imprisonment of one to ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for up to twelve months and a fine up to $2,500, either or both. For Schedule IV, the violator is exposed to a felony with a term of imprisonment from one to five years or in the discretion of the jury or the court trying the case without a jury, the violator can be confined in jail for up to 12 months and a fine not more than $2,500, either or both. For Schedule V or VI, the violator is exposed to a misdemeanor conviction for which the punishment is confinement in jail for up to 12 months and a fine up to $2,500, either or both.

8. Conviction for possession of anabolic steroids with intent to distribute carries a mandatory minimum jail term of 6 months.

9. Possession of marijuana, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to thirty days and a fine up to $500, either or both. Upon a second conviction, punishment is confinement in jail for up to 12 months and a fine up to $2,500, either or both.

10. Possession of less than one-half ounce of marijuana with intent to sell or otherwise distribute, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to 12 months and a fine up to $2,500, either or both. If the amount of marijuana involved is more than one-half ounce to five pounds, the crime is a felony with a sanction of imprisonment from one to ten years, or in the discretion of the jury or the court trying the case without jury, confinement in jail for up to 12 months and a fine up to $2,500, either or both. If the amount of marijuana involved is more than five pounds, the crime is a felony with a sanction of imprisonment from five to thirty years.

EXECUTIVE SUMMARY OF PROPOSED POLICY: [Intellectual Property]

New Policy ☐ or **Substantive Revision** ☒

Policy Type: Board of Visitors

Responsible Office: Office of Research and Innovation

Draft Date: 12-01-2017

Initial Policy Approved: 05/15/2009

Revision History: 05/21/2010 – Intellectual Property

05/15/2009 – Intellectual Property

<u>Governance Process Tracking</u>:

Integrity & Compliance Office Review: 05/31/2017

University Counsel Review: 04/24/2017

Public Comment Posting: 10/26/2017

University Council Academic Affairs and University Policy Committee Review: 1/25/2018

University Council Review: 2/1/2018

President's Cabinet Approval: 2/19/18

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

1. Why is this policy being created ☐ _or_ revised ☒?	Clarify the Institution's stance on Intellectual Property; better define the types of intellectual property and their handling. Note that University Counsel was instrumental in the drafting of the policy; thus their review date was prior to ICO Review.
2. New policy ☐: What are the general points or requirements covered in this policy? _or_ **Revised policy ☒: What are the substantive differences between this draft and the current policy?**	The policy has been completely rewritten for clarity and application; IP issues not specifically addressed in previous versions are now included to allow for better understanding and management.
3. Which stakeholder offices or	Innovation Gateway; Office of Sponsored Programs; Office of

personnel have provided input into this policy draft?	Research Administration and Compliance; Legal Counsel Office; Faculty Senate.
4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?	University Trademarks and Licensing Policy; Outgoing Sponsorships, Advertising and Endorsement Policy; brand guidelines; Research Data Ownership, Retention and Access; Conflict of Interests in Research
5. What is your general assessment of this policy's impact on the university community?	The impact is generally minimal on most VCU employees or students but for those who develop intellectual property, the policy has great impact. The policy now provides more information and clarity on the IP process and procedures.

[DRAFT] **Intellectual Property**

Policy Type: Board of Visitors
Responsible Office: Office of Research and Innovation
Initial Policy Approved: 05/15/2009
Current Revision Approved: MM/DD/YYYY

Policy Statement and Purpose

Virginia Commonwealth University is committed to supporting its faculty, staff and students in their creation of new discoveries, original works of Authorship and art, and the application and dissemination of those discoveries and works to benefit the public. This policy defines the ownership, distribution, and commercialization of rights associated with Intellectual Property developed at the university. The purpose of this policy is to

- support the discovery of new knowledge;
- foster creative expression and innovation at the University;
- provide a framework for ownership of rights in Intellectual Property developed at the University or through the use of University resources that respects both individual rights and the University's reasonable interests;
- protect the integrity of the research emanating from the University;
- facilitate appropriate commercial development of Intellectual Property owned by the University; and,
- encourage and support research and teaching activities of faculty, staff, and students.

Noncompliance with this policy may result in disciplinary action. VCU supports an environment free from retaliation. Retaliation against any employee who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

Table of Contents

Who Should Know This Policy

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

Definitions

Author
A person who creates an original work of authorship qualifying for protection under U.S. Copyright law.

Computer Software
A computer program (including, without limitation, microcode, subroutines, and operating systems), regardless of form of expression or object in which it is embodied, together with any users' manuals and other accompanying explanatory materials and any computer database.

Copyright
A form of protection provided by the laws of the United States (U.S. Copyright Statute, 17 U.S.C. Section 101) to "original works of Authorship" including literary, dramatic, musical, artistic and certain other intellectual works, whereby Copyright owners may claim, for a limited time, certain exclusive rights to specified works. This protection is available to both published and unpublished works and gives the Copyright owner the exclusive right to reproduce, distribute, sell, perform, display or prepare derivatives of the work, and to protect a Copyright against infringement. Copyright protection does not extend to an idea, procedure, process, slogan, principle or discovery.

Intellectual Property
Any new and useful process, machine, composition of matter, article of manufacture, software, or any original work of Authorship subject to Copyright protection.

Invention
Any new and useful process, machine, composition of matter, life form, article of manufacture, software, or tangible property.

Invention Disclosure
A document submitted to VCU Innovation Gateway by which an Author or Inventor reports creation of an original work of Authorship or Invention in which the University may claim ownership pursuant to this policy.

Inventor
A person covered by this policy who individually or jointly with others makes an Invention.

Outside Professional Activity

This term shall have the same definition as in the *Outside Professional Activity and Employment, Research, and Continuing Education* policy - Outside professional activity is understood to mean any service rendered by a faculty member to persons or organizations external to the university, without university sponsorship, for the purpose of advancing, applying, or transferring knowledge in a field of endeavor related to the faculty member's employment at the university. Such activity is beyond or in addition to the faculty member's university responsibilities; it generally occurs off-campus and requires only the time and special capabilities of the individual, without significant use of university facilities or supporting services.

Significant Use of University Resources

For the purpose of this policy, this means substantial and dedicated support of the University, including sponsored research, other grants received by the University, or materials subject to a material transfer agreement. Utilization of University laboratories or special instrumentation, dedicated services provided by University employees, special financial assistance or extensive use of shared facilities constitutes significant use. In contrast, the use of a computer in a faculty office, other commonly used equipment for teaching and learning activities, use of incidental supplies, and nominal use of University personnel or shared facilities are not considered significant use.

University Resources

University resources include but are not limited to facilities, personnel, equipment, confidential information, supplies, and time designated to perform tasks and obligations in the scope of University employment. Funds and facilities provided by governmental, commercial, industrial, or other private organizations which are administered and controlled by the University shall be considered University resources for purposes of this policy.

VCU Innovation Gateway

 The office tasked with commercializing University Inventions within the Office of Research and Innovation

Contacts

The Office of Research and Innovation and the Office of the Provost officially interpret this policy. The Office of Research and Innovation is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to the Office of Research and Innovation.

Policy Specifics and Procedures

For the purposes of this policy, Intellectual Property is any new and useful process, machine, composition of matter, article of manufacture, software, or any original work of Authorship subject to Copyright protection. The rights of ownership in Intellectual Property are protected and defined by law. Typically, Inventions are protected under U.S. patent law and original/creative works of Authorship are protected under U.S. Copyright law. However, some forms of Intellectual Property such as computer software, may be subject to protection under both patent and Copyright laws. In their management and use of Intellectual Property subject to this policy, University members are required to comply with applicable federal and state laws and University policies and procedures, including those governing conflicts of interest.

I. INVENTIONS

University Ownership of Inventions

The University owns all right, title and interest in and to Inventions developed by any person through Significant Use of University Resources, and by its employees acting within the scope of their employment. Pursuant to this policy and as a condition of accepting employment with the University or using Significant University Resources, employees as well as non-employees who develop Inventions, are required to assign and are deemed to assign to the University all of their rights, title and interest in and to Inventions developed within the scope of their employment or through the Significant Use of University Resources. Employees and those using Significant University Resources must also agree to memorialize this assignment by executing any and all documents deemed necessary by the University to perfect the University's ownership rights in the Inventions. However, the University's ownership of these rights does not mean the University solely benefits from commercialization of Inventions. To the contrary, the University shares revenues with Inventors as set forth in the University's royalty-sharing formula described in Section VI.C. below. Whether use of University resources is "significant" is determined by the Office of the Vice President for Research and Innovation. Faculty, staff, or students with questions or concerns about whether their use of University resources might be deemed "significant" are expected to contact that Office for guidance in advance

Inventions discovered pursuant to sponsored research agreements, grant funding or through Significant Use of University Resources, may be subject to different terms of ownership if such terms have been detailed in an agreement approved by the Office of Research and Innovation.

The University owns Inventions made by a former University employee if the Invention was made both (1) with Significant Use of University Resources and (2) while engaging in activity directly arising out of and closely following a period of employment with the University.

Students own their Inventions unless they are developed through Significant Use of University Resources, in the student's (or trainee's) capacity as an employee (whether part-time or full-time) of the University, or where the student transferred ownership rights in writing to the University or to another entity. The University does not make claim to Inventions made by students while satisfying regular course requirements. With the growing importance of externally sponsored capstone and related projects, student assignment of ownership rights in Inventions may, however, be a condition for participation in a course project or capstone, especially where sponsors are sharing confidential data or information needed for completion of the project. In such situations, responsible faculty must ensure that there are one or more comparable projects available for student selection that do not require such assignment and will satisfy the course requirement. Faculty are not permitted to assert ownership of student Inventions as a condition of student participation in a course, nor are they permitted to claim personal ownership over or control of student Inventions created in courses they teach.

Students, faculty and staff of the University have a duty to avoid entering into agreements with other entities that might interfere with the University's ownership rights as set forth herein. If students, faculty, or staff enter into contractual relationships with a third party that require them to cede or assign rights in Inventions, these obligations might conflict with their obligations under University policies. It is each individual's responsibility to raise and address such conflicts with the Office of Research and Innovation

before entering into such contractual relationships and before commencing any University project that may pose such conflicts.

Research data ownership is addressed in the *Research Data Ownership, Retention, and Access* policy.

II. COPYRIGHTS

For the purposes of this policy, a copyrightable work is anything so defined under the U.S. Copyright Statute, 17 U.S.C. Section 101. A summary definition is also found in this policy.

Ownership of Copyrightable Works

A. Faculty

Consistent with academic traditions and in deference to the rights of its faculty, the University treats faculty Authors as the copyright owners of works that are created independently and at the faculty member's own initiative for traditional academic purposes. Further, the University recognizes that Copyright interests need not be exclusive, and that the goals inherent in Copyright protection afford opportunities for collaborative sharing of Copyright interests as well as enabling open access in support of the public good.

As used in this section addressing faculty rights in copyrightable works, the following are important:

- **Artistic Works:** Creative works such as works of fiction, novels, lyrics, musical compositions/arrangements and recordings, poems, architectural drawings, visual works of art or design, and sculpture.
- **Course and Teaching Materials:** Works authored as part of or in connection with University teaching. Common examples include syllabi, lecture notes, case examples, examinations, audio or visual recordings, and similar instructional or testing materials.
- **Scholarly and Academic Works:** Works authored in conjunction with academic or intellectual specialties, such as journal articles, scholarly papers, textbooks, conference presentations, and books.

Faculty authors of artistic works, course and teaching materials, and scholarly and academic works created independently and at the faculty member's own initiative for traditional academic purposes shall be treated as the copyright owners of those works, with the following exceptions and conditions:

Exceptions

1. When a copyrightable work is specifically commissioned by the University or is subject to a development agreement with the University, the University retains ownership of the Copyright. For example, if the University asks (and a faculty member agrees) to Author a specific work needed by the University, write an exhibition catalogue, or create an online course, the University will own the Copyright. Such projects must be commemorated in a

written exchange or formal agreement between the faculty member and the commissioning department, school or other University entity.

2. When a copyrightable work results from Significant Use of University Resources, the University retains ownership of the Copyright. For example, where faculty members create digital projects that require significant University technology and staff resources, the University will typically own or at least share in, the Copyright. Such projects must be commemorated in a written exchange or formal agreement between the faculty member and the commissioning department, school or other University entity. When work results from Significant Use of University Resources due to sponsored research or grant funding, the resulting works will be handled in accordance with Exception No. 3 below.

3. When sponsored research, services, or other activities are subject to an agreement between the University and a third party that contains obligations or restrictions concerning Copyright or the use of copyrightable materials, resulting works must be handled in accordance with the agreement. If the agreement does not contain copyright ownership terms, faculty authors own the copyright to any Artistic, Course and Teaching and Scholarly and Academic Works as defined in this policy.

Conditions

1. Unless otherwise agreed to in writing, where the University owns the Copyright in a work as outlined above, the faculty member retains permanent rights of acknowledgement and attribution thereto, and retains a non-exclusive, perpetual, royalty-free right to use the underlying intellectual content in other teaching and scholarly activities at their discretion.

2. The University reserves a perpetual, royalty-free, non-exclusive right to use Course and Teaching Materials for non-commercial educational purposes on campus and for institutional purposes such as accreditation.

Faculty are strongly encouraged to deposit copies of artistic, scholarly, and academic works in the University's institutional repository(ies) for preservation, archiving, and public access as considered appropriate by the individual faculty member. Similarly, the University encourages its faculty to explore initiatives aimed at broadening public access to research, scholarship, and the arts, and to consider open access initiatives when appropriate.

B. Joint Works

When University members collaborate to author a copyrighted work, the result can be joint ownership or nonexclusive rights in the work. Collaborators are encouraged to discuss and describe (ideally in writing), the intended disposition of Copyright prior to engaging in collaboration that will result in joint works. Disputes regarding joint ownership are resolved by the University's Vice President for Research and Innovation according to the procedures established by that office.

C. Students

Students hold the Copyrights in original works they author unless they have authored such works in their scope of employment as University employees, through Significant Use of University Resources, or have transferred their ownership rights in writing to the University or to another entity. With the growing importance of externally sponsored capstone and related projects, student assignment of Copyrights may,

however, be a condition for participation in a course project or capstone, especially where sponsors are sharing confidential data or information needed for completion of the project. In such situations, responsible faculty must ensure that there are one or more comparable projects available for student selection that do not require such assignment and will satisfy the course requirement. Faculty are not permitted to assert ownership of student Copyrights as a condition of student participation in a course, nor are they permitted to claim personal ownership over or control of student Copyrights created in courses they teach.

D. *Works of University Employees Who are Not Faculty Engaged In Teaching or Research*

Copyrightable works created within the scope of University employment by individuals who are not faculty engaged in teaching and research are considered works "made-for-hire" under the Copyright Act, and the University owns the Copyright. In cases where University employees, within the course and scope of their employment, create Artistic Works, Course and Teaching Materials, or Scholarly and Academic Works as defined in the section on Faculty, the University will work collaboratively with the individual to ensure that fair and equitable treatment of rights to attribution and reuse are reasonably addressed. If the works are to be owned by the individual author, such projects must be commemorated in a written exchange or formal agreement between the employee and the commissioning department, school or other University entity.

III. COMPUTER SOFTWARE

The University owns all patents, Copyrights and other Intellectual Property rights in Computer Software that is developed by University faculty, staff or students (1) subject to a sponsored research agreement between the University and a third party; (2) authored by or invented by individuals while acting within the scope of their University employment, or (3) authored or invented with Significant Use of University Resources. In such circumstances, Computer Software must be disclosed through submittal of an Invention Disclosure pursuant to this policy, regardless of whether the Computer Software is subject to patent protection, Copyright protection or another form of Intellectual Property protection.

Open source software is Computer Software that is available in source code form, for which the rights normally reserved for Copyright owners have been granted to others to encourage open development and improvement. Faculty, staff and students are responsible for knowing and complying with the terms and conditions of applicable software licenses prior to using open source software. The University supports the use and development of open source software and the contribution of such software to the open source community. However, before undertaking such contributions, University members are expected to ensure they have the rights to share the software, and that the sharing of the software complies with University policies, laws, and any licenses for underlying software. Prior to utilizing open source software as part of a sponsored program or research project, university members must consult with the Office of Sponsored Programs to ensure compliance with sponsored project agreements.

IV. OWNERSHIP DISPUTE RESOLUTION

When there is a dispute between the University and Inventor(s) over ownership of Intellectual Property, the Author or Inventor may request that the dispute be resolved by the Vice President for Research and Innovation according to the procedures established by that office.

V. RESPECT FOR THE INTELLECTUAL PROPERTY RIGHTS OF OTHERS

The University expects students, faculty and staff to respect the Intellectual Property rights of others and comply with applicable laws in their teaching, learning, research, creative, and other University activities. "Use" of a work includes using, adapting, copying, distributing, displaying, or performing a work, including making a work available to others through online or other media. The University also supports principles of Fair Use in teaching, learning, research and creative activities consistent with U.S. laws regulating Intellectual Property and judicial interpretations thereof. University community members are expected to seek guidance from VCU Libraries and/or the Office of University Counsel when questions regarding Copyright compliance and Fair Use arise.

VI. UNIVERSITY MANAGEMENT OF INTELLECTUAL PROPERTY

A. Invention or Authorship Reporting

University members who have created an Invention or original work of Authorship in which the University may claim an interest, must disclose the Invention or work to VCU Innovation Gateway **prior to disclosure to the public**. Failure to disclose an Invention in a timely manner may result in loss of value of the Invention.

Employees who believe that they have created Intellectual Property not owned by the University (because, for example, they believe the work was not created within the scope of employment or using Significant University Resources), are not permitted to commercialize such Inventions or file (or assist others to file) patent applications for such works, without providing at least 30 days' notice and a brief written summary of the Inventions and the circumstances of the Inventions to VCU Innovation Gateway. Such disclosures are not required in situations where an Employee has a reasonable belief that the Intellectual Property is a work of authorship (Copyrightable Work) as defined herein.

B. Protection and Commercialization

To provide maximum benefit to the University, the public, and the Inventors or Authors, the University will evaluate each work of authorship and Invention disclosed to VCU Innovation Gateway for potential commercial value. In consultation with the Inventors and where it is deemed appropriate, the University will seek to protect and commercialize that work or Invention. The University is permitted to license or assign the University's rights and select and use outside resources for commercialization of Intellectual Property in the University's best interest. Any revenue arising from commercialization will be shared with the Authors and Inventors according to the Royalty Sharing provisions of this policy.

C. Royalty Sharing Formula

The University employs and publishes a royalty-sharing formula to distribute revenues from licensing or other distribution of its Intellectual Property covered by this policy. Net revenues generated from commercialization of Intellectual Property are to be distributed according to the formula below:

The University is to pay semi-annually forty percent (40%) to the Contributor(s), or their heirs, successors, or assignees, ten percent (10%) to the Contributor's department(s), and ten (10%) percent to the Contributor's school(s) of the net revenues received by the University.

Net revenue is calculated as follows:

Sixty-seven percent (67%) of the gross revenues received is to be applied to the reimbursement of non-reimbursed direct costs and expenses incurred by the University or its designated licensing entity. The remaining thirty three percent (33%) is to be treated as net revenues and distributed as specified above. After the direct costs and expenses incurred by the University or its designated licensing entity have been fully reimbursed, all subsequent income from that Intellectual Property is to be treated as net revenues, and distributed as above.

Individual Contributors are to receive their portion of the Contributor share as indicated and agreed in writing by all Contributors listed on the Invention Disclosure. In the absence of an agreement between the Contributors, and unless a dispute has been filed with Office of the Vice President for Research and Innovation prior to acceptance of the Invention Disclosure, revenues will be distributed equally among all listed Contributors.

D. Release of Intellectual Property

When the University determines that it will not commercialize University-owned Intellectual Property, that releasing the Intellectual Property to the Inventor(s) or Author(s) will not violate the terms of an external funding agreement, and that it is in the best interests of the University and the public, the University will agree to a release and in such cases will assign all interest it holds or has the right to hold in the Work or Invention to the Author(s) or Inventor(s) in shares equivalent to the percentage of contribution listed on the Invention Disclosure, or such other shares as the Authors or Inventors agree in writing. The University is not required to market, protect or license any Intellectual Property released to the Authors or Inventors.

Release of works may be conditioned upon agreement by the Author(s) or Inventor(s) to the following:

1. To reimburse the University for costs incurred by the University if and when the Author(s) or Inventor(s) receive revenue from that Intellectual Property.
2. To grant back to the University an irrevocable, perpetual, royalty-free, nonexclusive, worldwide right and license to use the Intellectual Property for its research and education purposes and a right to grant the same rights to other non-profit institutions.
3. To share a percentage of future revenues received by the Author(s) or Inventor(s) for the work with the University.
4. To other terms or conditions reasonably requested by the University.

Assignments of Intellectual Property may be subject to University conflict of interest and conflict of commitment policies, which may present limitations to the assignee, including limiting the assignee's use of the Invention at the University. Faculty and staff are responsible for ensuring their actions related to Invention, commercialization, or assignment of Intellectual Property adhere to law and University policy regarding conflicts of interest and outside professional activities.

This policy addresses Inventions and original works of authorship. The University Trademarks and Licensing policy, the Outgoing Sponsorships, Advertising and Endorsement policy, as well as VCU's brand standards provided by the Office of University Relations address use of the University's trademarks.

1. **Procedure for Disclosing Inventions and Original Works of Authorship**: In order to protect the rights of Inventor(s), Author(s) and the University, prior to public disclosure, Authors and Inventors are required to report all works of Authorship and Inventions in which the University may claim an interest to the VCU Innovation Gateway in the Office of Research and Innovation. Special procedures relevant to these processes are posted on the website of the Office of Research and Innovation.

2. **Cooperation with the University in Defending and Prosecuting Patents:**
Upon request, Inventors must execute appropriate assignments conferring ownership rights to the University. Further, they must cooperate with the University in patent prosecution(s), and any defense against patent infringement. Special procedures relevant to these processes are posted on the website of the Office of Research and Innovation.

3. **Dispute Resolution (Copyright):** If a dispute arises regarding application of this policy related to works of Authorship that are not works owned by faculty, the Author may present the dispute to the Office of the Vice President for Research and Innovation for resolution according to policies or procedures established by that office. Special procedures relevant to these processes are posted on the website of the Office of Research and Innovation. The decision of the Vice President for Research and Innovation is final in resolving such disputes.

4. **Dispute Resolution (Inventions):** If a dispute arises regarding application of this policy relating to Inventions (including Computer Software) that cannot be resolved, the Inventor may present the dispute for resolution by the Office of the Vice President for Research and Innovation as described herein or according to policies or procedures established by that office. Special procedures relevant to these processes are posted on the website of the Office of Research and Innovation. The decision of the Vice President for Research and Innovation is final in resolving such disputes.

Forms

The following forms are associated with this policy and procedures:

1. Invention Disclosure Form

Related Documents

1. VCU Policy: *Research Data Ownership, Retention, and Access*
2. VCU Policy: *Conflict of Interests in Research*
3. VCU Policy: *University Trademarks & Licensing*

4. VCU Policy: *Outgoing Sponsorships, Advertising and Endorsement*

   5. VCU Policy: *Outside Professional Activity and Employment, Research, and Continuing Education*

Revision History

This policy supersedes the following archived policies:

05/21/2010		Intellectual Property
05/15/2009		Intellectual Property

FAQ

1. **I have made/discovered an Invention (that can be protected under patent law) in connection with other individuals at VCU who have contributed to the Invention over time. Who owns this Invention?**

   If you have made the Invention within the scope of employment or using Significant University Resources, the University likely owns the Invention. Under this policy, Inventors must report to the University and must make an honest and good faith effort to properly credit all those who have significantly contributed to the Invention so that these individuals may also fairly share in any revenue obtained by the University.

2. **I am a faculty member and have recorded my lectures. Who owns the Copyright in the recordings?**

   You own the recording. Rights to course and teaching materials are defined in this policy. Unless subject to an exception resulting from the University's special investment in development of a course, if you are a teaching or research member of the faculty, you own the Copyrights in your lectures, subject to the limited institutional rights reserved in this policy.

3. **I authored a scholarly work arising out of research conducted under a sponsored project grant. Who owns the Copyright in the work?**

   Sponsorship agreements can include Intellectual Property clauses that stipulate alternative ownership arrangements from this policy in which case the grant terms govern. Absent such requirements, if you are a teaching or research faculty member, you own the copyright to any scholarly work you author as defined in this policy.

4. **I created an Invention (that can be protected under patent law) while on sabbatical or during Outside Professional Activity. Who owns the rights in the Invention?**

    The University generally retains ownership of Inventions discovered or reduced to practice by employees while participating in sabbatical or other external activities if they receive salary from the University during or for such activity. Exceptions to this rule may be approved in advance by the Vice President for Research and Innovation. All employees must be careful when engaging in outside professional activity that may involve an external request for ownership of Inventions. If Inventions are solely produced and funded by a third party during approved outside professional activity, the University will not assert ownership. Prior consultation with the VP for Research and Innovation is strongly encouraged to avoid future conflicts or misunderstandings.

5. **May I assign a course project that uses a social media platform, software or data that in turn requires students to assign their resulting Intellectual Property to the platform provider or a third party?**

    A course project may require assignment of student ownership rights. However, the University expects faculty to ensure that there are one or more comparable projects available for student selection that do not require such assignment and will allow the student to satisfy the course requirement.

6. **Who owns a graduate student's thesis project undertaken under the guidance of a Principal Investigator ("PI") and whose research funding sponsored the research?**

    Graduate students own the Copyrights in their theses/dissertations as Authors of those works. The data and any Inventions created through the laboratory's funded research is owned by the University or as determined by relevant grant terms. Graduate students are expected to seek and accept appropriate guidance from their PI(s) with respect to the timing of theses or dissertation-related publications that involve laboratory research, joint research, or in cases where multiple Authors have rights to acknowledgement and attribution.

7. **Are all works that result from VCU funding always subject to VCU ownership?**

    An exception to this policy's Intellectual Property terms for University ownership may be detailed in a writing approved by the Office of Research and Innovation. If the grant terms or related written terms do not specify ownership of resulting intellectual property, then Intellectual Property ownership is determined according to this policy.

8. **What happens to Copyrights when a faculty member leaves the university?**

    Copyright ownership would remain the same as outlined in the policy; however, individuals leaving the University are expected to work with their department chair and/or the Office of Research and Innovation to take steps to ensure appropriate rights for all interested parties are retained and documented.

9. **I am an affiliate faculty, adjunct faculty, or I have another designation other than teaching and research faculty, and I have authored Course and Teaching Materials as part of traditional teaching duties or Scholarly and Academic Works as part of traditional research or scholarly duties. Who owns the Copyrights?**

    All individuals engaged in traditional teaching or scholarly activities will be considered faculty authors as described in Section II.A. of this policy. Any other employees who anticipate authoring Artistic Works, Course and Teaching Materials, or Scholarly and Academic Works as part of their assigned duties at VCU should work with their department, school, or other university entity to commemorate copyright ownership in a written agreement prior to commencing authorship of a work.

10. **The Royalty Sharing Formula indicates forty percent (40%) to Contributors, ten percent (10%) to the Contributor's department, and ten percent (10%) to the Contributor's school. What happens to the other forty percent (40%)?**

    The university utilizes the remaining forty percent (40%) to sustain the technology transfer operation performed by the university and/or its designated licensing entity.