

# Board of Visitors

May 4, 2018

**RADFORD UNIVERSITY**

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Board of Visitors

# RADFORD UNIVERSITY

Board of Visitors

## QUARTERLY MEETING

9:00 A.M. \*\*

MAY 4, 2018

MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM  
THIRD FLOOR, MARTIN HALL, RADFORD, VA

### **DRAFT** **AGENDA**

- **CALL TO ORDER** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF AGENDA** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF MINUTES** Mr. Mark S. Lawrence, *Rector*
  - February 16, 2018 meeting
- **RECOGNITION OF ATHLETES** Mr. Mark S. Lawrence, *Rector*
- **PRESIDENT'S REPORT** Dr. Brian O. Hemphill, *President*
- **ACADEMIC AFFAIRS COMMITTEE** Dr. Susan Whealler Johnston, *Chair*
  - Report to the Board of Visitors
  - Recommendation of Resolution for Approval of the Master of Science (M.S.) in Athletic Training
  - Recommendation of Resolution for Approval of the Establishment of the Honors College
  - Recommendation of Resolution for Approval of 2018-2019 Tenure Recommendations
  - Recommendation of Resolution for Approval of Creation of the Rank of Senior Instructor
- **UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE** Ms. Krisha Chachra, *Chair*
  - Report to the Board of Visitors
- **BUSINESS AFFAIRS AND AUDIT COMMITTEE** Mr. Robert A. Archer, *Chair*
  - Report to the Board of Visitors
  - Recommendation of Resolution for Approval of 2018-2019 Tuition and Fees Mr. Robert A. Archer, *Chair*

- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE**
  - Report to the Board of Visitors
  - Recommendation of Committee Name Changes

Dr. Rachel D. Fowlkes, *Chair*
  
- **STUDENT AFFAIRS COMMITTEE**
  - Report to the Board of Visitors

Dr. Debra “Deb” McMahon, *Chair*
  
- **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD**

Ms. Jessica Wollmann, *Student Representative (Non-Voting, Advisory Member)*
  
- **REPORT ON THE RADFORD UNIVERSITY FOUNDATION**

Ms. Georgia Anne Snyder-Falkinham, *BOV Liaison to RU Foundation*
  
- **FEDERAL AND STATE GOVERNMENT RELATIONS UPDATE**

Ms. Lisa Ghidotti, *Director State Government Relations*
  
- **CLOSED SESSION**  
Virginia Freedom of Information Act §2.2-3711 (A) (1), (3) and (9)

Mr. Mark S. Lawrence, *Rector*
  
- **ACTION ITEMS**
  - Election of Non-Voting Advisory Student Representative to the Board of Visitors for 2018-2019
  - Approval of Evaluation and Compensation
  - Election of Rector for 2018-2019
  - Election of Vice Rector for 2018-2019

Mr. Mark S. Lawrence, *Rector*
  
- Election of Rector for 2018-2019

Dr. Rachel D. Fowlkes, *Chair Governance, Administration and Athletics Committee*
  
- Election of Vice Rector for 2018-2019

Dr. Rachel D. Fowlkes, *Chair Governance, Administration and Athletics Committee*
  
- **OTHER BUSINESS**
  - Introduction of Non-Voting Advisory Faculty Representative to the Board of Visitors for 2018-2019
  - Approval of Resolutions

Mr. Mark S. Lawrence, *Rector*

- **ANNOUNCEMENTS**
  - **2018 Meeting Dates**
    - July 9-11, 2018 Retreat -  
The Homestead
    - September 13-14, 2018
- **ADJOURNMENT**

Mr. Mark S. Lawrence, *Rector*

Mr. Mark S. Lawrence, *Rector*

\*\*All start times are approximate only. The Board meeting either may begin before or after the listed approximate start time as Board members are ready to proceed.

**Board Members**

**Mr. Mark S. Lawrence, Rector**

Mr. Randolph “Randy” J. Marcus, Vice Rector

Mr. Robert A. Archer

Dr. Jay A. Brown

Mr. Gregory A. Burton

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Dr. Susan Whealler Johnston

Mr. James R. Kibler, Jr.

Dr. Debra “Deb” K. McMahan

Ms. Karyn K. Moran

Mr. Steve A. Robinson

Dr. Javaid Siddiqi

Ms. Georgia Anne Snyder-Falkinham

Ms. Lisa Throckmorton

# May 2018 Materials

**RADFORD UNIVERSITY**

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Board of Visitors

**Radford University Board of Visitors  
Academic Affairs Committee  
May 3, 2018**

**Master of Science (M.S.) in Athletic Training  
BACKGROUND**

In December 2017, following the recommendation of the Academic Affairs Committee, the Board of Visitors approved the discontinuance of the Bachelor of Science (B.S.) degree in Athletic Training as recommended by the accrediting agency. The professional association, the National Athletic Trainers' Association (NATA), the academic accreditation agency, the Commission on Accreditation of Athletic Training Education (CAATE), and the certification examining board (BOC) have formally decided to transition all academic athletic training preparation to the graduate level.

The proposed M.S. degree in Athletic Training and timeline coincide with this discontinuance of the undergraduate degree and will produce highly skilled graduates to respond to the employment demand for certified athletic trainers.

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

1. Institution Radford University	2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> Spin-off proposal <input type="checkbox"/> Certificate document <input type="checkbox"/>
3. Name/title of proposed program Athletic Training	4. CIP code 51.0913
5. Degree/certificate designation Master of Science in Athletic Training	6. Term and year of initiation Summer 2019
7a. For a proposed spin-off, title and degree designation of existing degree program  7b. CIP code (existing program)	
8. Term and year of first graduates Spring 2021	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).  Departments(s) or division of <u>Department of Health &amp; Human Services</u>  School(s) or college(s) of <u>College of Education &amp; Human Development</u>  Campus(es) or off-campus site(s) <u>Main campus, Radford</u>	
Mode(s) of delivery: face-to-face <input checked="" type="checkbox"/> hybrid (both face-to-face and distance) <input type="checkbox"/>	Distance (51% or more web-based) <input type="checkbox"/>
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. Dr. George Santopietro, Assistant Provost; 540-831-5465; <a href="mailto:gsantopi@radford.edu">gsantopi@radford.edu</a> Dr. J.P. Barfield, Associate Professor; 540-831-6858; <a href="mailto:abarfield@radford.edu">abarfield@radford.edu</a>	

## TABLE OF CONTENTS

<b>DESCRIPTION OF THE PROPOSED PROGRAM.....</b>	<b>1</b>
PROGRAM BACKGROUND.....	1
MISSION.....	2
ONLINE DELIVERY.....	3
ACCREDITATION.....	3
STATE LICENSING AGENCY.....	4
ADMISSION CRITERIA.....	4
TARGET POPULATION.....	6
CURRICULUM.....	6
TIME TO DEGREE.....	9
STUDENT RETENTION AND CONTINUATION PLAN.....	9
FACULTY.....	10
PROGRAM ADMINISTRATION.....	10
EXTERNAL ADVISORY BOARD.....	11
STUDENT ASSESSMENT.....	11
EMPLOYMENT SKILLS/WORKPLACE COMPETENCIES.....	13
PROGRAM ASSESSMENT.....	14
BENCHMARKS OF SUCCESS.....	14
EXPANSION OF EXISTING PROGRAMS.....	15
RELATIONSHIP TO EXISTING RADFORD UNIVERSITY DEGREE PROGRAMS.....	15
COMPROMISING EXISTING PROGRAMS.....	15
COLLABORATION OR STANDALONE.....	15
<b>JUSTIFICATION FOR THE PROPOSED PROGRAM.....</b>	<b>16</b>
RESPONSE TO CURRENT NEEDS (SPECIFIC DEMAND).....	16
EMPLOYMENT DEMAND.....	18
STUDENT DEMAND.....	19
DUPLICATION.....	20
<b>PROJECTED RESOURCE NEEDS FOR THE PROPOSED PROGRAM.....</b>	<b>20</b>
RESOURCE NEEDS.....	20
RESOURCES NEEDS: PART A – D.....	23
<b>APPENDICES.....</b>	<b>27</b>
APPENDIX A – ABBREVIATED COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION (CAATE) STANDARDS OF ACCREDITATION.....	A-1
APPENDIX B – PROGRAM OF STUDY.....	B-1
APPENDIX C – COURSE DESCRIPTIONS.....	C-1
APPENDIX D – ABBREVIATED CV’S” FOR FACULTY.....	D-1
APPENDIX E – EXTERNAL ADVISORY BOARD.....	E-1
APPENDIX F –EMPLOYMENT DEMAND.....	F-1
APPENDIX G – STUDENT SURVEY.....	G-1



## Description of the Proposed Program

### **Program Background**

Radford University requests approval to initiate a Master of Science degree program in Athletic Training to be implemented in the summer 2019 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development. This program change will coincide with the discontinuance of the currently approved undergraduate major in Athletic Training.

The purpose of the proposed degree program is to prepare students to serve as certified athletic trainers in the Commonwealth and beyond. Graduates will be prepared to prevent, diagnose, and treat muscle and bone injuries and illnesses. The proposed program will provide students with specific coursework so that they will develop the knowledge, skills, and abilities to: 1) promote injury/illness prevention and wellness; 2) examine, assess, and diagnose injuries; 3) provide emergency care; 4) provide therapeutic interventions; and 5) demonstrate professional responsibility and health care administration.

The degree program will focus instruction on theory and practical applications related to the prevention, diagnosis, and acute care and rehabilitation of injuries and illnesses incurred by physically active populations. These populations include youth sport participants, high school and college athletes, military and law enforcement service providers, performance artists, and recreationally active adults and older adults. The proposed curriculum is guided by the content standards of the Commission on Accreditation of Athletic Training Education (CAATE)<sup>1</sup> and the knowledge, skills and abilities needed by athletic trainers as reported by the National Athletic Training Association (NATA).<sup>2</sup> As a result, the curriculum includes both didactic (classroom) classes and clinical experiences (under the supervision of appropriate program preceptors) that incorporate problem-solving and critical thinking.

Because athletic trainers are allied health professionals, they must obtain an appropriate state credential (licensure, certification or registration) through their state prior to practicing in the profession. In Virginia, athletic trainers are required to have a license to practice which is administered by the Board of Medicine and, consistent with the majority of states nationwide, all applicants for licensure must be board-certified by the Board of Certification for Athletic Trainers (BOC). To become a certified athletic trainer, a student must:

- complete an undergraduate or graduate Athletic Training Program that is endorsed by Commission on Accreditation of Athletic Training Education, and
- pass the Board of Certification for the Athletic Trainer (BOC) exam.

Students completing the proposed program will have fulfilled the requirements to become certified athletic trainers. There are no alternative educational or professional routes to become a certified athletic trainer. Therefore, schools offering academic preparation for the field must offer a curriculum approved by the Commission on Accreditation of Athletic Training Education (CAATE) and students must graduate from a CAATE-approved program.

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<sup>1</sup> <http://caate.net/curricular-content-standards-draft-open-comment/>

<sup>2</sup> <https://www.nata.org/about/athletic-training/obtain-certification>

Traditionally, students could become certified athletic trainers through both undergraduate and graduate athletic training programs. Radford University has offered an undergraduate athletic training program since 2001. However, the professional association (NATA; National Athletic Training Association), the academic accreditation agency (Commission on Accreditation of Athletic Training Education), and the certification examining board (BOC) have formally decided to transition all academic athletic training preparation to the graduate level. These groups have formed the AT Strategic Alliance which believes that “the changing nature of health care and an increased emphasis on inter-professional practice will make the master’s level of education very important to the profession’s future.”<sup>3</sup> As a result, students interested in athletic training will not be eligible for certification with only an undergraduate degree after 2022. In order to comply with the entry-level requirements for this high-demand field, the freshmen class of Fall 2018 will be the last allowed to enroll in the B.S. in Athletic Training at Radford University. To continue to offer a pathway for prospective professional athletic trainers, Radford University is proposing this graduate program in athletic training to start Summer 2019. This start date will allow Radford University to graduate current undergraduate students and admit future graduate students without interrupting professional preparation in the department. The current proposal is driven by the accreditation and professional requirements in the field which are forcing all colleges and universities to transition from undergraduate to graduate athletic training education.

The rationale for this nationwide transition from undergraduate to graduate level preparation for athletic trainers is based on several factors. The master’s level degree is preferred by multiple work settings, specifically the traditional areas of colleges and universities which account for approximately 20% of the total athletic training work force.<sup>4</sup> Additionally, students with graduate level preparation pass the BOC exam at a higher rate than those with only a bachelor degree, have greater job opportunities in the field, and enhance the reputation of the profession.<sup>5</sup> The professional drivers of the field clearly believe in and support the transition from undergraduate to strictly graduate education and Radford University is responding to this charge.

### **Mission**

The mission of Radford University is:

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

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<sup>3</sup> <http://www.nata.org/career-education/education/resources-tools/degree-change-faqs>

<sup>4</sup> <http://www.nata.org/about/athletic-training/job-settings>

<sup>5</sup> <http://www.nata.org/career-education/education/resources-tools/degree-change-faqs>

commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The MS in Athletic Training directly serves to fulfill the mission of Radford University by developing students' ability to demonstrate professional responsibility to their clients, professions, and society; developing critical thinking skills essential to the practice of athletic trainers; and engaging in research with students. The mission of the Athletic Training program is to "provide students with the educational opportunities necessary to become certified members of the athletic training profession,"<sup>6</sup> and is consistent with Radford's mission to foster student growth as leaders.

### Online Delivery

Four courses will be delivered only online. Three of these are the courses in the competency based assessment sequence.

ATTR 604	Competency Based Assessment I	2 credits
ATTR 614	Competency Based Assessment II	3 credits
ATTR 624	Competency Based Assessment III	2 credits
ESHE 650	Research Methods	3 credits

These courses will be offered during the summer and wintermester semesters which allows students to move through the program faster.

The primary learning management system at Radford University is Desire to Learn (D2L), which provides support 24 hours a day and 7 days a week (24/7). Faculty assigned to teach online classes will have been trained in best practices for teaching online through the Radford University Center for Innovative Teaching and Learning (CITL). The university has sufficient resources to deliver the online courses in the proposed program.

### Accreditation

The Department of Health and Human Performance will seek accreditation for the proposed program through the Commission on the Accreditation of Athletic Training Education Programs (CAATE).<sup>7</sup> The mission of this organization is "defining, measuring, and continually improving AT education."<sup>8</sup> Radford University's current undergraduate program in athletic training is fully accredited by the same organization and, in 2009, the program was granted a prestigious 10-year reaccreditation. Because of the transition from undergraduate to graduate education required for all athletic training education, accredited programs at the undergraduate level must apply to CAATE for accreditation of the master's program. For undergraduate programs that are currently accredited, CAATE offers a substantive change transition process that saves time and money.<sup>9</sup>

<sup>6</sup>

[https://www.radford.edu/content/dam/colleges/cehd/hhp/documents/AATEP/AT%20Program/Complete\\_Handbook\\_rev\\_8\\_16\\_am.pdf](https://www.radford.edu/content/dam/colleges/cehd/hhp/documents/AATEP/AT%20Program/Complete_Handbook_rev_8_16_am.pdf)

<sup>7</sup> <https://caate.net>

<sup>8</sup> <https://caate.net/about/>

<sup>9</sup> <https://caate.net/substantive-documents/>

Because the current undergraduate program in athletic training is currently accredited, accreditation for the proposed master's program requires a letter of intent (due December 1, 2018) and a mini-self-study (due February 1, 2019). Depending on the self-study assessment, an on-site visit may or may not be required.

Radford University is proposing the following timeline for the accreditation process:

Fall, 2018	Remove undergraduate athletic training program from the catalog
December 1, 2018	Submit Letter of Intent (requires Institution and State approval)
February 1, 2019	Submit Mini Self-Study
Spring, 2019	Receive feedback from the Commission on the Accreditation of Athletic Training Education Programs (CAATE)
Summer, 2019	Start the proposed program.

Radford University anticipates that formal accreditation will be granted in Spring, 2019. Once accredited, Radford University will submit an annual program evaluation to the Commission on the Accreditation of Athletic Training Education Programs (CAATE).

An abbreviated standards of accreditation is included in Appendix A.

### **State Licensing Agency**

Transition in program status will be forwarded to the Virginia Board of Medicine in Spring, 2019.

### **Admission Criteria**

All students will be required to complete the admission requirements of Radford University's College of Graduate Studies and Research.

- Official transcripts from all institutions from which the applicant has earned a degree or course credit following a degree conferral. Unofficial transcripts are sufficient from institutions from which course credit has been transferred. If a degree has not been conferred at the time of application, a final transcript must be sent within 30 days of the first semester of enrollment. If the degree has not been conferred prior to the beginning of the term of admission to graduate school, admission will be rescinded;
- A resume

Students from non-US institutions will be required to demonstrate English proficiency by one of the following:

- a. A TOFEL score of 550 or higher (paper-based)
- b. A TOFEL score of 213 or higher (computer-based)
- c. A TOFEL score of 79-80 (internet-based)
- d. An IELTS score of 6.5.

Admission to the MS in Athletic Training will also require the following:

1. An overall GPA of a 3.0 on a 4.0 scale or better
2. Official GRE scores – 150 verbal, 144 quantitative (minimum combined score of 294)
3. Three letters of recommendation (preferably from a supervising certified athletic trainer, supervising health professional, employer, or professor)
4. A grade of a B- or better in the following courses:
  - a. Anatomy and Physiology 8 credits
  - b. Biomechanics or Kinesiology 3 credits
  - c. Exercise Physiology 3 credits
  - d. Nutrition 3 credits
5. A grade of a C or better for the following courses:
  - a. General Biology 4 credits
  - b. Chemistry I 4 credits
  - c. Introduction to Psychology 3 credits
  - d. Math (algebra or above) 3 credits
  - e. Statistics 3 credits
6. 12 credits from the following courses:
  - a. Chemistry II 4 credits
  - b. Physics I 4 credits
  - c. Human Growth and Development 3 credits
  - d. Introduction to Athletic Training 3 credits
  - e. Strength and Conditioning 3 credits
  - f. Ethics 3 credits
  - g. Measurement and Evaluation 3 credits
  - h. Research Methods 3 credits
  - i. Upper Division Psychology 3 credits
  - j. Upper division Health 3 credits
7. Current vaccinations for Hepatitis B, mumps, measles, rubella, tetanus, meningitis and diphtheria.
8. Signed *Technical Standards for Athletic Training* form (available from the program).
9. Essay expressing interest in becoming a certified athletic trainer.
10. Proof of 50 hours of observation with a certified athletic trainer (ATC).
11. A Zoom™ (or similar) interview with the Athletic Training Faculty.

Admission to the MS in Athletic Training will be coordinated through the Athletic Training Centralized Application System (ATCAS) online system, which is similar to the current process for physical and occupational therapy. Students will submit all required materials for the program and university through this system.

Due to accreditation standards, along with space limitations at the primary clinical site associated with the program (Radford University's athletic department), 16 students will be the maximum number accepted into the proposed degree program each year. Transfer credit will be evaluated on a case by case basis.

## Target Population

The program will recruit students from two primary populations. The first target market consists of undergraduate students majoring in exercise science, pre-physical therapy, nursing or pre-professional programs around the Commonwealth of Virginia and the United States. These individuals are interested in pursuing professional healthcare opportunities and athletic training is considered an allied health profession that is likely to interest these undergraduates. Specific to Radford University, the program will recruit students from the Allied Health Sciences (AHS) degree program. AHS students are preparing academically for graduate and professional healthcare degrees and traditionally have applied to programs in physical therapy and occupational therapy. However, recent trends have demonstrated that students are applying for entry-level master's programs in athletic training, a trend Radford University will utilize to recruit students from its own undergraduate population.

The second group of potential students consists of intercollegiate athletes. Students participating in intercollegiate athletics are exposed to the field of athletic training and therefore have some ownership of the discipline. However, athletes have traditionally been excluded from undergraduate programs in athletic training because of the demanding schedule of college athletics and the clinical demands of the degree. This issue is common at most institutions that participate in Division I athletics. Past departmental research has demonstrated that a high percentage of current athletes at Radford University would like to pursue a degree program in athletic training after their playing career. Fortunately, with the transition to graduate education, more intercollegiate athletes will be able to pursue this field upon graduation and Radford University intends to market to this population at institutions across Virginia (regardless of undergraduate major).

## Curriculum

The proposed Masters of Science in Athletic Training is a 61 credit hour non-thesis degree program.

The proposed curriculum will allow graduates to develop the knowledge, skills and abilities necessary for entry-level athletic trainers as outlined by the National Athletic Training Association. Completion of the program will allow graduates to sit for the Board of Certification exam to become a certified athletic trainer. Because accreditation standards dictate course content, the curriculum of the proposed program will offer content that is mandated for entry-level athletic trainers. Variation among institution programs can exist, however, in how this content is entered into courses and in course sequencing. The curriculum is blocked into seven specific content groupings to ensure students continually build knowledge and skills across each semester. These groups are:

*Foundational Courses (12 Hours).* These courses ensure that all entering students share the same fundamental knowledge necessary to advance through the program. A functional anatomy course and an emergency skills course are part of this sequence. These courses are taken during the first year of the program.

*Competency Assessment Courses (7 Hours).* These courses delivered only online cover a wide range of athletic training skills and knowledge that often correlate with other health care

and/or exercise professions. Specific competency assessment areas (in athletic training nomenclature) include the history and function of the athletic training profession, hydration and environmental illness, psychosocial factors impacting athlete health care, evidence-based practice, nutrition, professional communication skills, and pharmacology. The courses in this block, called competency based assessments, are named to be consistent with accreditation standards.

*Assessment and Evaluation (9 Hours).* These courses address the knowledge and skills necessary to evaluate upper limb injuries, lower limb injuries, general medical conditions and injuries to the head, neck or spine. These assessment skills are basic competencies of a certified athletic trainer.

*Therapeutic Interventions (9 Hours).* Therapeutic interventions address the treatment of injuries for rehabilitation. Three courses exist in this sequence.

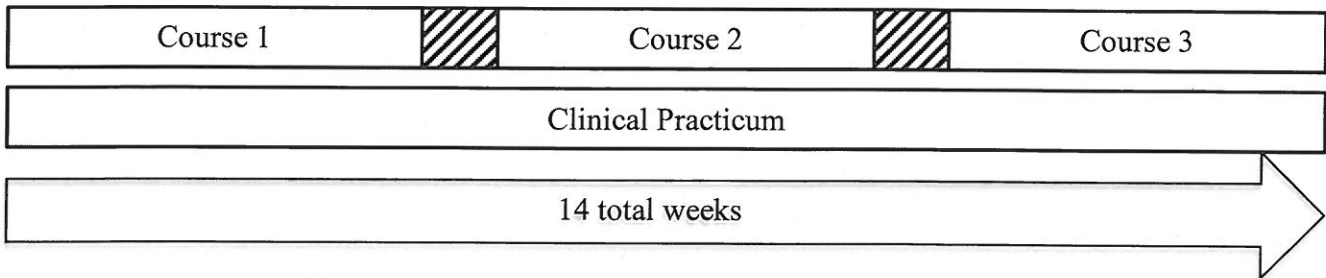
*Practicum Experiences (12 Hours).* This sequence allows students to complete two years of clinical placements (minimum 720 hours) under the direct supervision of a program preceptor. These experiences are semester long experiences (each Fall and Spring) that facilitate the integration of classroom knowledge into real world practice. During their last semester in the program, students will engage in an immersive clinical experience which will be a minimum of 4 weeks and no more than 7 weeks. This will require students to engage only in their clinical experience.

*Content Support (6 Hours).* An organization and administration course and a seminar course will also be offered to address the business and insurance components of the profession.

*Research (6 Hours).* In the second year of the program, students will complete a research course before completing a graduate project. The graduate project course is a collaboration between the student and their faculty advisor. The project will have a research component but can be research- or service-focused. The purpose of the project is to help students develop knowledge and skills applicable to individual professional goals and objectives.

### *Program Strengths*

There are two primary strengths to the proposed program. First, didactic courses that deliver content knowledge will be offered through an innovative delivery method. Specifically, didactic content will be delivered in a compressed 4-week time block with a week off between each block. Simultaneously, a practicum course, one each Fall and Spring semester, will be offered across the entire semester so that students continually develop and master clinical skills in actual work settings. The actual course sequence for each semester can be found in the plan of study in Appendix B.



This delivery method will allow students to focus on one course at a time while cementing skills in actual work settings during clinical experiences.

A second strength of the program is cost. Radford University is offering a degree program of 61 hours, 5 credit hours shorter (and therefore less expensive) than the SCHEV-approved master's program in athletic training at George Mason University. Additionally, Radford University is offering courses during typical and atypical (wintermester and summer) semesters so that students graduate in two years, a year sooner than would be possible through course sequencing during traditional fall and spring semesters. Utilizing all possible academic semesters will save Radford University graduates a year of living expenses during degree completion.

All courses below are new courses.

### **Master of Science in Athletic Training**

#### **Foundation Courses (12 Hours)**

ATTR 601	Foundational Clinical Skills in AT	3 credit hours
ATTR 602	Emergency Care and Planning	3 credit hours
ATTR 603	Structural and Functional Anatomy for the AT	3 credit hours
ATTR 617	General Medical	3 credit hours

#### **Competency Based Assessment Courses (7 Hours)**

ATTR 604	Competency Based Assessment I	2 credit hours
ATTR 614	Competency Based Assessment II	3 credit hours
ATTR 624	Competency Based Assessment III	2 credit hours

#### **Assessment for Evaluation (9 Hours)**

ATTR 605	Assessment I – Lower Extremity Evaluation	3 credit hours
ATTR 615	Assessment II – Upper Extremity Evaluation	3 credit hours
ATTR 625	Assessment III – Head, Spine and Thorax	3 credit hours

#### **Therapeutic Interventions (9 Hours)**

ATTR 606	Therapeutic Interventions I	3 credit hours
ATTR 616	Therapeutic Interventions II	3 credit hours
ATTR 626	Therapeutic Interventions III	3 credit hours

#### **Practicum Experiences (12 Hours)**

ATTR 610	Practicum I	3 credit hours
ATTR 620	Practicum II	3 credit hours
ATTR 630	Practicum III	3 credit hours
ATTR 640	Practicum IV	3 credit hours

#### **Content Support (6 Hours)**

ATTR 607	Organization and Administration	3 credit hours
ATTR 645	Seminar in Athletic Training	3 credit hours



### Research (6 Hours)

ESHE 650	Research Methods	3 credit hours
ESHE 698	Graduate Project	3 credit hours

The descriptions for the proposed courses are posted in Appendix C.

### **Time to Degree**

The current degree program is designed to take students two calendar years to complete. The program will be administered in a cohort design with students beginning the first calendar year during the summer semester. Students complete the program in two calendar years, in 7 consecutive semesters (summer, fall, wintermester, spring, summer, fall, spring), and complete the certification exam (Board of Certification) during the final spring semester. The process for licensure can begin in their final semester, but relies on final Board of Certification status and cannot be completed until after the final semester.

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

The screening process is a proactive tool to ensure student retention and continuation. A minimum undergraduate GPA of 3.0 is required so that the program recruits, accepts and graduates students with the academic ability to be successful. Additionally, the pre-requisite courses in anatomy, physiology, and kinesiology with a grade of B- or better ensure that students have the background to pursue an accredited athletic training education program. By screening students and ensuring sufficient pre-entry coursework, the program is protecting students from leaving before graduation due to insufficient knowledge or academic discipline.

Once accepted into the program, students will have access to multiple resources to ensure student success. Students will have full-time access to the Learning and Resource Center (LARC) at Radford University, a unit that assists students with writing, research, and other academic skills. In addition, faculty mentoring is key to any type of professional program and will be integral in this one. Students will be assigned a faculty advisor at the time they enter the program and will meet with their faculty advisor each semester to discuss program progress and register for future classes. The department of Health and Human Performance mandates an advising day each semester so that students have the opportunity to meet individually with their assigned advisor to discuss program progress. Mentoring will also come from support personnel as various preceptors will help guide students in the acquisition of, and incorporation of, knowledge in the actual practice environment. Finally, students will have to meet minimum benchmarks in courses and in practical experience evaluations to continue in the program. The anticipated retention rate for students in the program is 90%.

Due to the intense and lock-stepped nature of the program of study, no probation is offered. However, extensive intrusive advising will be done with students who are demonstrating difficulty.

## Faculty

Radford University has adequate faculty with necessary knowledge and adequate experience to lead students through the MS in Athletic Training program. The Department of Health and Human Performance supports nineteen full-time faculty. Two tenured faculty and one tenure track faculty member will teach courses in the proposed Athletic Training degree program. These faculty have written over 20 articles on athletic training and athletic training education and made over 50 presentations at regional and national conferences. All three faculty are nationally certified by the Board of Certification for Athletic Trainers (BOC) and state licensed in the Commonwealth of Virginia. These three faculty member have combined experience of over 60 years in the field across multiple athletic training venues including university, high school and clinical athletic training settings. These faculty will be dedicated to the proposed program and will not have other course/curricula teaching requirements. Based on 5-year projections and the accreditation limit to program size, the Department of Health and Human Performance will have sufficient full-time faculty members to teach courses in the proposed program.

In addition to the athletic training faculty, adjunct professors are currently in place in the current undergraduate athletic training education program and will be available to teach courses as needed in the proposed graduate level program. One faculty member within the Department of Health and Human performance will help teach ESHE 650 Research Methods.

A brief description of faculty credentials is provided in Appendix D.

## Program Administration

The MS in Athletic Training will be administered by a program director (one of the three full-time athletic training faculty lines). Consistent with Commission on Accreditation of Athletic Training Education accreditation guidelines, the program director is responsible for assurance of “ongoing compliance with the standards, planning, development, implementation, delivery, documentation and assessment of the program, clinical education, and the programmatic budget” (Standard 18)<sup>10</sup>. The program director has time reassigned from teaching one course each semester to perform administration duties so that he/she is able to teach in the program. The current undergraduate program director will serve in the same capacity for the MS in Athletic Training.

In addition, the program must have a faculty member functioning as a clinical education coordinator (Standard 22).<sup>11</sup> An athletic training faculty member serves in this capacity as well. This position is responsible for assuring “student clinical progression, clinical site evaluation, student evaluation, preceptor training and evaluation” (Standard 24).<sup>12</sup> This position has time reassigned from teaching one course each semester so that he/she also teaches in the program. Admission and advising responsibilities are shared among program faculty. No additional positions or support are needed to launch or sustain the program.

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<sup>10</sup> <https://caate.net/wp-content/uploads/2017/01/2012-Professional-Standards.pdf>

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

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

### External Advisory Board

An advisory board for the athletic training program will be formed to ensure that the program meets current accreditation standards, is teaching current content, and is responsive to the needs of program stakeholders. Advisory board membership will include individuals with multiple types of expertise. Proposed board membership will consist of:

- Program Medical Director (MD) (1)
- Collegiate Athletic Trainers (2)
- High School Athletic Trainer (2)
- Clinical or other Athletic Trainer (1)
- Program Alumni (2)

Appendix E lists members of the external advisory board.

### Student Assessment

The proposed master’s degree program in athletic training will assess the following student learning outcomes. Students will be able to:

1. plan for emergency situations and perform emergency care on a patient.
2. perform a comprehensive evaluation of injury or illness suffered by physically active populations.
3. design and implement a comprehensive prevention and rehabilitation plan for a variety of patient conditions.
4. demonstrate professional values and ethical behavior in the practice of athletic training.

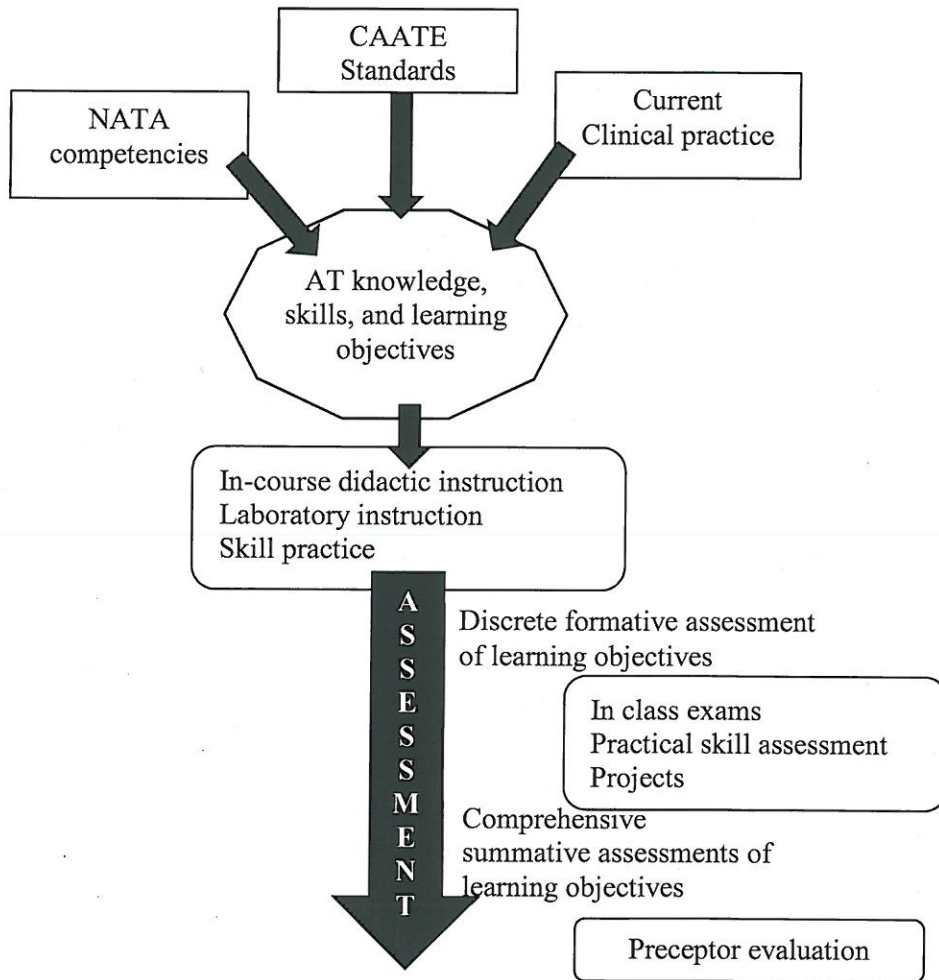
These learning outcomes, developed with the assistance of the Office of Institutional Effectiveness & Quality Improvement, include evaluation of both didactic coursework and experiential learning (under the supervision of a clinical preceptor). Measures of each learning outcome are shown in the curriculum map below.

### Curriculum Map

Learning Outcome	Courses	Measures
Plan for emergency situations and perform emergency care on a patient.	ATTR 602 – Emergency Care & Planning	<p>Practical exams graded with a rubric.</p> <p>Emergency action planning assignment graded with a rubric to assess student ability to design an emergency plan for a venue using current professional guidelines.</p>

	ATTR 610 – Practicum I ATTR 620 – Practicum II ATTR 630 – Practicum III	Preceptor evaluations completed using developed rubrics to assess student capability to perform an injury and illness evaluation on actual patients in the field.
Perform a comprehensive evaluation of injury or illness suffered by physically active populations.	ATTR 605 – Assessment I ATTR 615 – Assessment II ATTR 617 – General Medical ATTR 625 – Assessment III	Practical exams will be graded on departmentally developed rubrics that will assess the knowledge and physical ability to perform an assessment.
	ATTR 610 – Practicum I ATTR 620 – Practicum II ATTR 630 – Practicum III	These evaluations will be done using developed rubrics, and will assess the capability of students to perform an injury and illness evaluation on actual patients in the field.
Design and implement a comprehensive prevention and rehabilitation plan for a variety of patient conditions.	ATTR 606 – Therapeutic Interventions I ATTR 616 – Therapeutic Interventions II ATTR 626 – Therapeutic Interventions III	Individual projects graded with rubrics.
	ATTR 616 – Therapeutic Interventions II ATTR 626 – Therapeutic Interventions III ATTR 630 – Practicum III	Preceptor evaluations completed using rubrics assessing the capability of students to perform assessments with actual patients in the field.
Demonstrate professional values and ethical behavior in the practice of athletic training.	ATTR 616 – Therapeutic Interventions II ATTR 626 – Therapeutic Interventions III ATTR 630 – Practicum III	Preceptor evaluations completed with rubrics to assess ability of students to exhibit professional behaviors in a variety of clinical placements.

To assess these learning objectives, students will be assessed over individual discrete knowledge through written exams, practical exams and projects. Hands on clinical skills are evaluated in a multistep process that progresses from discrete skill assessment in laboratory practical exams, to complete skill and knowledge integration in the clinical environment. A diagram of this process is below.



The graduate project is a final assessment that also allows students an opportunity to integrate experiential learning with course-based instruction. Upon completing the program, students will have the knowledge, skills, and abilities to complete the certification exam and serve as entry-level athletic trainers.

### Employment Skills/Workplace Competencies

1. Prevent and care for athletic injuries and illness
2. Evaluate athletic injuries
3. Treat athletic injuries
4. Provide counseling and education to athletes
5. Coordinate and schedule medical coverage of competitions
6. Supervise, educate, and recruit athletic training support staff
7. Document injuries and treatments
8. Act as emergency care personnel

## **Program Assessment**

Radford University requires that each academic program develops goals and outcomes, identifies appropriate measures for outcomes, conducts annual assessments, reports findings to the unit and other stakeholders, and develops plans for improvement based on progress toward goals. Assessment reports assist the College of Education and Human Development, and ultimately the University, with strategic planning and updates to the six-year budget plan.

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment. The department will administer annual assessments of student learning outcomes beginning in the first year, in accordance with the Office of Institutional Effectiveness and Quality Improvement's university-wide reporting requirements. The Department will also review athletic training faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Finally, the program director will share program outcomes with the external advisory board for guidance on future initiatives and strategies.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Office of Institutional Effectiveness and Quality Improvement and the Office of Institutional Research, will use institutional data, student and alumni surveys, and learning outcome assessments to write a program review report that describes how program goals and learning outcomes have been achieved. The report is reviewed by the College of Education and Human Development before being submitted to the Provost and Vice-President for Academic Affairs and the Office of Assessment. Feedback from both offices are used to enhance program planning. The program is scheduled to submit its first five-year review to the university's Academic Program Review Committee in 2024.

## **Benchmarks of Success**

Based on the program assessments above, initial athletic training program benchmarks are identified as:

1. Accreditation status
  - a. Maintain accreditation in good standing with the Commission on Accreditation of Athletic Training Education
2. Pass Rates on the Board of Certification examination
  - a. An 80% first time pass rate on the National Certification Examination.
  - b. A 95% total pass rate on the National Certification Examination.
3. Retention and Graduation Rates
  - a. A 90% retention and graduation rate.
4. Graduate Satisfaction
  - a. 70% of graduates will indicate they were satisfied or highly satisfied with the program

The program actions for not achieving these benchmarks will include a review of the current curriculum along with program policies and procedures. If initial benchmarks are not met within

the first two graduation cohorts, the program will seek program improvement through direct feedback from:

- the external advisory board
- program leaders at public SCHEV institutions serving similar students, and
- Commission on Accreditation of Athletic Training Education via review of comments from annual report.

### **Expansion of Existing Programs**

The proposed program is an expansion of a currently-approved undergraduate program in athletic training. The approval of the graduate program will coincide with the discontinuance of the undergraduate degree in athletic training education. This transition is mandated by CAATE, the Board of Certification, and the National Athletic Training Association. The first cohort of students for the graduate program in athletic training will be admitted in the Summer of 2019. The initial goal for the first graduate cohort is 16 students, a number dictated by accreditation standards based on current faculty and preceptors. This limit will allow for appropriate instruction while still accommodating the remaining undergraduate students. No other existing certificate, option, concentration, track, minor or major within the university will be affected.

No additional faculty will be required. Faculty currently teaching in the undergraduate program will be reallocated to the proposed graduate program. All the courses in the proposed graduate program are new.

### **Relationship to Existing Radford University Degree Programs**

The graduate program will prepare allied health professionals and is therefore related to the Master of Occupational Therapy offered by the Waldron College of Health and Human Services. Both programs prepare students for licensure as allied health professionals but each profession serves a unique clientele. The athletic training program will complement, rather than compete with, the existing Master of Occupational Therapy. Furthermore, it will allow Radford University to reach more students and meet more employer demand for healthcare services. Radford University has been a successful educator of graduate allied health professionals and the graduate program in athletic training will enhance the array of offerings.

### **Compromising Existing Programs**

A planned, concurrent teach-out of the undergraduate program has been approved by the Radford University Board of Visitors and a notification has been submitted to SCHEV. The phase-out for the undergraduate program will begin during the 2018-2019 academic year.

### **Collaboration or Standalone**

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

## Justification for the Proposed Program

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

The primary duties of athletic trainers include the care, prevention and rehabilitation of injuries occurring in physically active populations.<sup>13</sup> The increase in the need for this type of care is driven by several factors, including demographics, participation rates in athletic activities and a recognition by traditional health care providers like medical doctors of the value of partners in health care specifically trained for dealing with muscle and bone injuries and illnesses. Accreditation mandates are responding to these factors that are shaping the future of the profession.

#### **Demographics**

Specific to changing demographics, “growth in an increasingly active middle-aged and older population will likely lead to an increased incidence of athletic-related injuries.”<sup>14</sup> The baby boomer population is aging and as they retire from the workforce are engaging in more active leisure opportunities than previous generations. Part of this growth is due to the technological advances increasing the opportunity to be active. Approximately 1 million people a year have hip, knee, or shoulder replacements that in turn increase the ability of older individuals to live more active lives.<sup>15</sup> Unfortunately, as individuals exercise for longer periods of life, they experience more activity-related injuries. These injuries are typically treated by athletic trainers and as more of the American population exercises for longer periods of the lifespan, the need for athletic trainers increases.

The incomes of baby boomers is also driving the demand for qualified athletic trainers. With higher incomes to support leisure activities both in and prior to retirement, more people have the ability to use allied health professionals like athletic trainers to help keep them in good shape to participate in fitness regimens and recreational opportunities.<sup>16</sup> Greater availability of health care insurance with the Affordable Care Act for those not yet eligible for Medicaid is also driving the ability of older adults to access trainers. In short, older adults are living longer and have more resources to support supplemental healthcare providers such as athletic trainers.

#### **Participation Rates**

The participation rates among youth and young adult athletes continue to grow. Specifically, participation levels in NCAA championship sports continue to rise and the total is approaching 500,000 student-athletes per year.<sup>17</sup> The number of high school athletes has been increasing for 28 years, now approaching 8 million, and this trend shows no signs of declining.<sup>18</sup> In the

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<sup>13</sup> <http://www.nata.org/career-education/career-center/post-a-job/sample-job-descriptions/clinical-athletic-trainer>

<sup>14</sup> <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>

<sup>15</sup> <https://orthoinfo.aaos.org/en/treatment/shoulder-joint-replacement/>

<sup>16</sup> US Physical Therapy, Inc. Retrieved on Dec. 21, 2017 from <http://corporate.usph.com/corporate/industry-overview.aspx>

<sup>17</sup> <http://www.ncaa.org/about/resources/research/sports-sponsorship-and-participation-research>

<sup>18</sup> <https://www.nfhs.org/articles/high-school-sports-participation-increases-for-28th-straight-year-nears-8-million-mark/>



Commonwealth alone, the Virginia High School League reported that approximately 200,000 students participate in interscholastic sports each year.<sup>19</sup>

Athletic trainers are synonymous with sport and “because athletic trainers are usually onsite with athletes and are often the first responders when injuries occur, the demand for trainers in schools should continue to increase.”<sup>20</sup> Athletic trainers are the primary healthcare providers for two important and essential components of athlete health. One, as advances in sport-related surgeries and treatments have improved, the need for athletic trainers to properly rehabilitate athletes has increased. Over the past two decades, improved arthroscopic surgery, anterior cruciate ligament (ACL) reconstruction, and elbow ligament reconstruction (e.g., Tommy John surgery) have all increased the number of youth and young adult athletes recovering and rehabilitating from these injuries.<sup>21</sup> Athletic trainers are the primary healthcare provider for athlete rehabilitation and an increase in athletes with these injuries has driven the demand for those skilled to provide these services. Additionally, athletic trainers are the primary healthcare provider responsible for prevention, treatment, and management of concussions. As the awareness of concussion seriousness has entered into the national consciousness, the demand for trainers at all levels of sport will only increase over the next several decades. Concussion assessment and treatment are provided immediately during athletic contests and athletic trainers are the primary, if not the only, healthcare option for this service. With the participation rates in sport ever expanding and the inability to remove concussion risk from sport, the demand for qualified athletic trainers will continue to increase.

### **Recognition by Healthcare Providers**

In 1989, athletic training was recognized as a sub-discipline by the American Medical Association. Since that time, the demand for certified trainers increased sharply in healthcare settings including outpatient rehabilitation clinics, hospitals and physician offices.<sup>22</sup> As of 2017, approximately 20% of all certified athletic trainers work in clinics, hospitals, or emerging settings (e.g., military) demand in these settings is expected to increase.<sup>23</sup>

### **Accreditation Mandate**

The skill set required of entry-level professionals is now greater and obtaining these skills demands that athletic trainers be more qualified and better trained. Entry-level trainers now need advanced degrees in athletic training to meet the very diverse healthcare requirements of a varied patient population. Professional athletic trainers with advanced degrees will be better prepared to provide injury prevention, acute injury care, and injury rehabilitation of injuries across athletic, clinical, healthcare, and emerging settings.

In response, in 2015, the Board of Directors for the National Athletic Training Association and the Commission on Accreditation for Athletic Training Education decided to move the professional degree for athletic training to the master’s level.<sup>24</sup> Complete details about this

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<sup>19</sup> <http://www.vhsl.org/about.participation>

<sup>20</sup> <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>

<sup>21</sup> Potteiger, J. (2014). ACSM’s Introduction to Exercise Science (2<sup>nd</sup> Edition). Philadelphia, PA: Lippincott, Williams & Wilkins.

<sup>22</sup> <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-3>

<sup>23</sup> <https://www.nata.org/about/athletic-training/job-settings>

<sup>24</sup> <https://atstrategicalliance.org/strategic-alliance-degree-statement>

change can be found online.<sup>25</sup> Radford University has offered athletic training as a degree at the undergraduate level since 2001, and desires to continue that degree offering. With the new accreditation mandate, the degree will have to be at a Masters level.

### Employment Demand

The demand for allied health care workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

The Bureau of Labor Statistics Occupational Outlook Handbook indicates that employment of athletic trainers is projected to grow 22 percent from 2016 to 2026, much faster than the average for all occupations.<sup>26</sup> Because of the requirements by college and healthcare employers, many applicants will be required to have a master’s degree. BLS explicitly notes that, “Job prospects will be best for candidates with a bachelor’s or master’s degree from a program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and for those who have certification from the Board of Certification for the Athletic Trainer.”<sup>27</sup>

#### *Employment Projections Data for Athletic Trainers, 2016-2026<sup>28</sup>*

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Athletic trainers	29-9091	27,800	34,000	22	6,200

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with athletic training projected to have more job openings than candidates.

#### *Occupational Projections (Long-term) for Athletic Trainers in Virginia in 2014-2024*

The table below shows the long term employment projections for Athletic Trainers in Virginia for the 2014-2024 projection period.

2014 Estimated Employment	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
668	819	151	2.06%	22.60%

Source: Virginia Employment Commission, Industry and Occupational Projections  
 Downloaded: 01/26/2018 4:40 PM<sup>29</sup>

See Appendix F for sample job announcements.

<sup>25</sup> <http://caate.net/the-professional-degree/>

<sup>26</sup> <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> <https://data.virginialmi.com>

## Student Demand

Two forms of evidence, a student survey and enrollment data, were evaluated to assess student demand. Results and evaluation of each are below.

### Student Survey

During the 2017-2018 academic year, the athletic training faculty administered a student interest survey to current students enrolled in general health classes. The feedback below is from all submitted surveys ( $N = 52$ ):

- 54% of students indicated that they would be likely or extremely likely to enroll in a Masters of Athletic Training program at Radford University
- 48% indicated that they would be likely or extremely likely to enroll within the next two years.

See Appendix G for the original survey. Results are included as a separate document behind the survey.

### Enrollment Data

These survey data are supported by enrollment in the undergraduate Athletic Training major over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., high school level, collegiate level). The demand for Athletic Training major is already established in the department and, based on the projected job growth, the student demand for this program will remain high. As an example, the GPA requirement for the program increased in 3.0 in Fall, 2016 and although enrollment expectedly declined, the number of students pursuing and qualifying for this program remains high.

### Undergraduate Athletic Training Enrollment, Department of HHP

Enrollment	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Athletic Training	109	123	135	146	91
Health & Human Performance	833	865	852	775	699

### Athletic Training Graduates, Department of HHP

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Athletic Training	15	10	12	6	20

Since the master's program in athletic training is new, graduate-level enrollment data are not available for review. However, based upon the projected job growth, the demand for the master's degree in athletic training is expected to be high. Due to accreditation standards relative to faculty-student ratios, each cohort of students will be limited to 16 students and the department expects the program to maintain 32 students by 2022-2023.

**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)		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
<u>16</u>	<u>16</u>	<u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>	<u>32</u>	—	<u>32</u>	<u>32</u>	<u>15</u>

Assumptions:

- Retention percentage: 90%
- Percentage of full-time students: 100%
- Full-time students credit hours per semester: 12
- Full-time students graduate in 2 years

**Duplication**

George Mason University offers a Master of Science in Athletic Training, the only comparable program in the Commonwealth. Due to accreditation standards guiding each program, the curricula at Radford University and George Mason University are very similar. Both programs offer functional anatomy, therapeutic intervention courses, upper and lower body physical assessments, an administration and organization class, practicum coursework, and research. The primary distinction between programs is that George Mason offers a specialization in pediatric sports medicine whereas Radford University is a generalist degree. Current enrollment and graduation data are not yet available for George Mason University as the program has recently started. The proposed graduate program at Radford will provide the most cost effective program in Virginia for students. The tuition for graduate study is \$482 per credit hour and the Radford program is 5 credit hours less than the program offered by George Mason University.

Projected Resource Needs for the Proposed Program

**Resource Needs**

The proposed MS in Athletic Training program and the Health and Human Performance Department have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the Summer 2019 semester through the target year 2023-2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on a ratio of student

enrollment to faculty effort of seven (7) FTE students per FTE faculty. Given targeted enrollment of 32 in total including both years, the department will need to allocate 4.5 FTE to the proposed program by the second year. Because Radford University currently administers the CAATE-approved undergraduate program through 3 full-time faculty, by reallocating these faculty to the graduate program, no additional permanent faculty lines will be required.

### **Full-Time Faculty**

Four (4) faculty in the Department of Health & Human Performance will teach in the proposed program. Three faculty will dedicate 100% of their teaching load (3FTE). These faculty will be reallocated from the existing undergraduate degree program in Athletic Training.

The reallocation of faculty to the proposed MS program while the undergraduate program is being taught out will require a full-time temporary 2-year position (AY 2019-2020 and 2020-2021) for the undergraduate program.

The proposed MS will require 2.25 FTE in 2019, rising to 4.5 FTE in the second year.

### **Part-Time Faculty**

One faculty member from the Department of Health & Human Performance will teach part-time in the proposed graduate degree program. One faculty member will be assigned to ESHE 650 – Research Methods (3 credit hours). The program will require 0.25 FTE the first year and 0.50 FTE in all future years.

### **Adjunct Faculty**

Three adjunct faculty will assist in teaching Athletic Training courses. No adjunct faculty will be needed in the initial year. The proposed degree program will require 1.00 of adjunct effort by the second year so one of the three will teach two courses. All adjunct faculty will be paid at the same rate of \$1,100 per credit hour. Adjunct faculty are not paid benefits. Funds currently used to fund adjuncts teaching in the undergraduate program will be reallocated to the proposed graduate program.

### **Graduate Assistants**

Three half-time research Graduate Assistants will aid in research initiatives within the department. The cost of these 10-hour/ week positions is \$4500.00 a year each for a total of \$13,500.00.

### **Classified Positions**

An administrative assistant currently employed by Department of Health & Human Performance will support the proposed degree program. The program will require one-sixth, or 0.17 FTE, of classified support to initiate and this level of support will remain constant through the target year. One-sixth of the salary paid to the current administrative assistant, \$4,585 plus \$1,376 in benefits, will be reallocated from support for the discontinued undergraduate program to support the proposed degree program. No additional classified positions are needed.

Program preceptors (athletic trainers and healthcare providers in active settings) are the backbone of the clinical education of students in the program. According to accreditation

Standard 37, preceptors are responsible for supervision, instruction, assessment of clinical proficiency and the integration of skill and decision making processes. These preceptors must be licensed by the Commonwealth of Virginia and are nationally certified. A stipend of \$150.00/student per semester needs to be provided to preceptors supervising students. The total cost per year once the program is fully enrolled will be \$9,600.00/year. Preceptors currently supervise approximately 100 undergraduate students in the undergraduate athletic training and the new program will actually enable a reduction of responsibilities for these individuals.

**Targeted Financial Aid**

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

**Equipment**

No new equipment, including computers, is required to launch or maintain the proposed program.

**Library**

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

**Telecommunications**

The proposed program requires no new telecommunications to initiate or sustain the proposed program.

**Space**

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

### Resources Needs: Part A – D

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

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

<b>Part B: Fill in the number of FTE and other positions needed for the program</b>				
	<b>Program Initiation Year</b>		<b>Expected by Target Enrollment Year</b>	
	20__ - 20__		20__ - 20__	
	<b>On-going and reallocated</b>	<b>Added (New)</b>	<b>Added (New)***</b>	<b>Total FTE positions</b>
Full-time faculty FTE*	2.00		1.00	3.00
Part-time faculty FTE**	0.25		0.25	0.50
Adjunct faculty	0.50		0.50	1.00
Graduate assistants (HDCT)	1.50			1.50
Classified positions	0.17			0.17
<b>TOTAL</b>	<b>4.42</b>	<b>0.00</b>	<b>1.75</b>	<b>6.17</b>
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added <b>after</b> initiation year				

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

	Program Initiation Year		Expected by Target Enrollment Year	
	20__ - 20__		20__ - 20__	
Full-time faculty	2.00	0.00	1.00	3.00
salaries	\$140,000		\$70,000	\$210,000
fringe benefits	\$42,000		\$8,086	\$50,086
Part-time faculty (faculty FTE split with unit(s))	0.25	0.00	0.25	0.50
salaries	\$17,500		\$17,500	\$35,000
fringe benefits	\$5,250		\$5,250	\$10,500
Adjunct faculty	0.50	0.00	0.50	1.00
salaries	\$6,600		\$6,600	\$13,200
fringe benefits				\$0
Graduate assistants	1.50	0.00	0.00	1.50
salaries	\$13,500			\$13,500
fringe benefits				\$0
Classified Positions	0.17	0.00	0.00	0.17
salaries	\$9,385		\$4,800	\$14,185
fringe benefits	\$2,816			\$2,816

<b>Personnel cost</b>				
salaries	\$186,985	\$0	\$98,900	\$285,885
fringe benefits	\$50,066	\$0	\$13,336	\$63,402
Total personnel cost	\$237,051	\$0	\$112,236	\$349,287
Equipment	\$0		\$0	\$0
Library	\$0		\$0	\$0
Telecommunication costs	\$0		\$0	\$0
Other costs	\$0		\$0	\$0
<b>TOTAL</b>	<b>\$237,051</b>	<b>\$0</b>	<b>\$112,236</b>	<b>\$349,287</b>



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

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

\_\_\_\_\_ Yes \_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_\_\_ 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 2019-2020	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$223,551	\$335,787
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>		
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$13,500	\$13,500
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>		

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

**Reallocation within the department**

Faculty, full-time, part-time and adjunct currently teaching in the undergraduate program will be reallocated to the graduate program. Administrative support currently provided for the undergraduate program will be reallocated to the graduate program. Program preceptors currently provided for the undergraduate program will be reallocated to the graduate program.

**Reallocation within the institution**

The College of Graduate Studies and Research will provide the funding for the graduate assistants.

**3. Secondary Certification.**

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

\_\_\_\_\_ Agree \_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_\_\_ Disagree \_\_\_\_\_  
Signature of Chief Academic Officer

## Appendices

**Appendix A – Abbreviated Commission on Accreditation of Athletic Training Education (CAATE) Standards of Accreditation<sup>30</sup> and National Athletic Training Association (NATA) Competencies**

General Content Area	Sample Standards (Specific Number)
Sponsorship	CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training (2).
Outcomes	There must be a comprehensive assessment plan to evaluate all aspects of the educational program (4).
Personnel	The program director must be a full-time employee of the sponsoring institution (14).
Program Delivery (includes didactic, laboratory, and clinical education courses)	The content of the curriculum must include formal instruction in the current version of the athletic training knowledge, skills, and abilities (42).
Health & Safety	Technical standards required for completion of the program must be clearly defined, published, approved by appropriate institutional representatives and be publicly accessible (64).
Financial Resources	The program must receive adequate, equitable, and annually available resources necessary to meet the program's size and documented mission and outcomes. Funding must be commensurate with other comparable health care programs (81).
Facilities and Instructional Resources	The number and quality of instructional aids must meet the needs of the program (84).
Operational Policies and Fair Practices	All program documents must use accurate terminology of the profession and program offered [e.g., BOC certification, athletic training student, and the program title of athletic training] (89).
Program Description & Requirements	Athletic training faculty and students must have a clearly written and consistent description of the academic curriculum available to them (91).
Student Records	Program must maintain appropriate student records. These records, at a minimum, must include program admission application and supporting documents (100).
Distance Learning Sites (if applicable)	All educational technology used for formal instruction and assessment must be

<sup>30</sup> <https://caate.net/pp-standards/>

	comparable and equally accessible to all students regardless of location (107).
--	---

In addition to the CAATE accreditation *Standards*, the curriculum also includes *Competencies* required of certified athletic trainers. The *Competencies in Athletic Training (Competencies)*, developed by the National Athletic Trainers' Association (NATA) define the knowledge, skills and abilities required of trainers.<sup>31</sup> *Competencies* include:

1. Evidence-based practice
2. Prevention & Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration, and
8. Professional Development and Responsibility.

Both documents serve to direct accreditation and the current curriculum was developed to comply with both for accreditation purposes.

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<sup>31</sup> [https://www.nata.org/sites/default/files/competencies\\_5th\\_edition.pdf](https://www.nata.org/sites/default/files/competencies_5th_edition.pdf).

### Appendix B – Program of Study

Master of Science Degree in Athletic Training (61 Credit Hours)					
Year 1			Year 2		
Summer Semester		Cr	Summer Semester		Cr.
ATTR 604	Competency Based Assessment I	3	ATTR 624	Competency Based Assessment III	2
ATTR 601	Foundational Clinical Skills in AT	3	ESHE 650	Research Methods	3
ATTR 602	Emergency Care and Planning	3			
Fall Semester			Fall Semester		
ATTR 603	Structural and Functional Anatomy for the AT	3	ATTR 625	Assessment III - Head, spine and Thorax	3
ATTR 605	Assessment I - Lower Extremity Evaluation	3	ATTR 626	Therapeutic Interventions III	3
ATTR 606	Therapeutic Interventions I	3	ATTR 607	Organization and Administration	3
ATTR 610	Practicum I	3	ATTR 630	Practicum III	3
Wintermester					
ATTR 614	Competency Based Assessment II	3			
Spring Semester			Spring Semester		
ATTR 615	Assessment II - Upper Extremity Evaluation	3	ATTR 640	Practicum IV	3
ATTR 616	Therapeutic Interventions II	3	ESHE 698	Graduate Project	3
ATTR 617	General Medical	3	ATTR 645	Seminar in Athletic Training	2
ATTR 620	Practicum II	3			

Credit Hours – Year 1 Summer	9
Credit Hours – Year 1 Fall	12
Credit Hours – Year 1 Winter	3
Credit Hours – Year 1 Spring	12
Credit Hours – Year 2 Summer	5
Credit Hours – Year 2 Fall	12
Credit Hours – Year 2 Winter	0
Credit Hours – Year 2 Spring	8
<b>TOTAL CREDIT HOURS</b>	<b>61</b>

## Appendix C – Course Descriptions

All ATTR courses are new.

### *ATTR 601 Foundational Clinical Skills in Athletic Training (3 credits)*

Didactic and psychomotor skill instruction in various athletic training skills required for initial matriculation into the athletic training program. Topics covered include taking and recording vital signs, taping, wrapping, splinting, and basic modality theory and application.

### *ATTR 602 Emergency Care and Planning (3 Credits)*

The course is designed to provide knowledge and experience in emergency care procedures, blood borne pathogens, and first aid. The course will also review the essential elements of emergency action plans required in athletic training settings.

### *ATTR 603 Structural and Functional Anatomy for the Athletic Training (3 Credits)*

The course is designed to provide information about the human anatomic structure and function necessary for athletic trainers to prevent, treat and care for injury.

### *ATTR 604 Competency Based Assessment I (2 Credits)*

This is an online, self-paced course covering various Athletic Training competencies as identified by the National Athletic Trainers' Association. Specific topics in this course include basic documentation strategies, the history and scope of the athletic training profession and environmental heat and cold illnesses.

### *ATTR 605 Assessment I - Lower Extremity Evaluation (3 Credits)*

This course involves the study of evaluation techniques of injuries to the lower extremities including the hip/pelvis, thigh, knee, lower leg, ankle, foot, and toes. For each joint, students will learn the anatomy, injury recognition, muscle and range of motion testing, and special testing used to perform a thorough assessment. Treatment protocols and preventative measures for important injuries will all be discussed. Classroom and skill laboratory sessions are designed to introduce the learner to proper evaluation techniques of the lower extremity that are needed in various athletic training clinical settings.

### *ATTR 606 Therapeutic Interventions I (3 Credits)*

This course includes didactic and psychomotor skill instruction in modalities used in the initial stages of injury, and therapeutic exercise rehabilitation of the lower extremity.

### *ATTR 607 Organization and Administration (3 Credits)*

This course will provide an overview of the administrative concepts and organizational skills and abilities that are required of athletic trainers in a variety of health care settings. Specific settings include both traditional (e.g., professional sports, universities, and secondary schools) and non-traditional (e.g. rehabilitation clinics, hospitals, and industry) work settings.

### *ATTR 610 Practicum I (3 Credits)*

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct

supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

*ATTR 614 Competency Based Assessment II (3 Credits)*

This is an online, self-paced course covering various Athletic Training competencies as identified by the National Athletic Trainers' Association. Specific topics in this course include evidence based practice, nutrition for the athlete, and general health and wellness.

*ATTR 615 Assessment II - Upper Extremity Evaluation (3 Credits)*

This course involves the study of evaluation techniques of injuries to the upper extremities including the shoulder, elbow, forearm, wrist, hand, and fingers. For each joint, students will learn the anatomy, injury recognition, muscle and range of motion testing, and special testing used to perform a thorough assessment. Treatment protocols and preventative measures for important injuries will all be discussed. Classroom and skill laboratory sessions are designed to introduce the learner to proper evaluation techniques of the upper extremity that are needed in various athletic training clinical settings.

*ATTR 616 Therapeutic Interventions II (3 Credits)*

This course includes didactic and psychomotor skill instruction in electrical modalities and therapeutic exercise rehabilitation of the upper extremity. Post-surgical rehabilitation for both upper and lower extremities will also be discussed.

*ATTR 617 General Medical*

This course focuses on the clinical signs and symptoms of pathology, which will allow the practicing athletic trainer to recognize common systemic illness and associated conditions. This course introduces the learner to the knowledge and skills needed to recognize and differentiate signs and symptoms produced by systemic disease. The course is organized by conditions and diseases of the major body systems including the cardiovascular, pulmonary, neurological, psychological and immunological systems.

*ATTR 620 Practicum II (3 Credits)*

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

*ATTR 624 Competency Based Assessment III (2 Credits)*

This is an online, self-paced course covering various Athletic Training competencies as identified by the National Athletic Trainers' Association. Specific topics in this course include clinical outcomes assessment, anatomical and physiologic changes across the lifespan, psychosocial issues related to health care and basic pharmacology principles.

*ATTR 625 Assessment III - Head, Spine and Thorax (3 Credits)*

This course involves the study of evaluation techniques of injuries to the head and spine including the head, face, cervical spine, thoracic spine, lumbar spine, and the unconscious patient. For each joint, students will learn the anatomy, injury recognition, muscle and range of



motion testing, and special testing used to perform a thorough assessment. Treatment protocols and preventative measures for important injuries will all be discussed. Classroom and skill laboratory sessions are designed to introduce the learner to proper evaluation techniques of the head and spine that are needed in various athletic training clinical settings.

*ATTR 626 Therapeutic Interventions III (3 Credits)*

This course includes didactic and psychomotor skill instruction various modalities and therapeutic exercise rehabilitation for the spine. Information about the nutritional and psychological components of rehabilitation will also be discussed.

*ATTR 630 Practicum III (3 Credits)*

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

*ATTR 640 Practicum IV (3 Credits)*

This course is designed to allow the future certified athletic trainer to master cognitive, psychomotor and affective skills while interacting in an athletic environment, under the direct supervision of a program preceptor. This course requires a minimum of 180 hours of clinical experience.

*ATTR 645 Seminar in Athletic Training (3 Credits)*

The course is a professional seminar course designed to serve as a gateway to the profession for graduating students.

*ESHE 650 Research Methods (3 Credits)*

This course will cover basic principles of research related to public health issues including causal inference, the role of hypotheses, criteria for developing hypotheses, research designs, and data collection techniques.

*ESHE 698 Graduate Project (3 Credits)*

Supervised development of a one-semester scholarly, entrepreneurial or administrative project that synthesizes the student's educational and clinical experience. Topics for projects are chosen collaboratively by the student and a program faculty member. Final topics will be presented in a student forum.

## **Appendix D – Abbreviated CV’s” for Faculty**

### Department of Health and Human Performance

Angela Mickle, Ph.D. in Educational Administration, 2001. New Mexico State University. Professor. Specialization: Athletic Training.

Michael Moore, Ph.D. in Curriculum and Instruction, 2005. Virginia Tech. Associate Professor. Specialization: Athletic Training.

Ellen Payne, Ph.D. in Educational Leadership, 2012. University of Nevada. Assistant Professor. Specialization: Athletic Training.

Scott Kincaid, M.D., FACSM., 1983. Eastern Virginia School of Medicine. Athletic Training Program Medical Director. Adjunct Faculty. Specialization: General Medicine/Sports Medicine

Melissa Grim, Ph.D. in Exercise Science, 2003. The Ohio State University. Professor. Specialization: Health Education and Health Promotion.

## Appendix E – External Advisory Board

Dr. Scott Kincaid, MD, Program Medical Director  
Carilion Clinic

Mr. John Shiflett, MS, ATC, Assistant Athletic Trainer  
Radford University

Ms. Samantha Cooper, MS, ATC, Athletic Trainer  
Auburn High School

Ms. Amy Davis, MS, ATC, Clinical Athletic Trainer  
Emory & Henry College

Mr. Ernest Eugene, MS, ATC, Assistant Athletics Director, Sports Medicine  
Virginia Tech University

Ms. Jackie Snell, MS, Pulaski County High School Athletic Trainer  
Radford University Alumnus

Mr. Adam Viet, MS, ATC, Swimming Athletic Trainer, Virginia Tech University  
Radford University Alumnus

Dr. Alex Siyufy, DPT, ATC, Associate Professor of Physical Therapy  
Radford University

## Appendix F –Employment Demand



(<http://www.nata.org>)

in ([https://www.linkedin.com/groups?home=&gid=819297&trk=anet\\_ug\\_hm](https://www.linkedin.com/groups?home=&gid=819297&trk=anet_ug_hm)) Y

(<https://twitter.com/nata1950>) O (<https://vimeo.com/nata1950>) f

(<https://www.facebook.com/NATA1950>)

Employers Job Seekers Welcome  
Michael

### National Athletic Trainers' Association Career Center

Enter Keyword or Job Title All States

Home (<http://jobs.nata.org>) Search Jobs (/jobseeker/search/results/) Athletic Trainer

Hampton University  
Athletic Trainer

Apply Now

Print R save Share call 560-3647)

### Description

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<https://jobs.nata.org/nob/athletic-trainer/38909894/>

1/4

### Summary of essential job functions

#### Sport Assignment: Football & Men's Lacrosse

Provide a high-level of medical service delivery, including care, prevention, treatment, and rehabilitation of athletic injuries and illnesses to all student-athletes.

Provide effective written and oral communication between student athletes, coaches, administrators, and Team Physicians regarding the status and progress of injured participants.

Develop and maintain effective working relationships with Sports Medicine Staff and relevant Athletic Department personnel.

As appropriate, make timely referrals to Team Physicians for further assessment, testing, and evaluation.

Monitor and coordinate care of assigned teams and others as identified by the Head Athletic Trainer.

Provide coverage for on-site and away practices and competitions for assigned teams.

Provide injury assessment at home and away venues and in the athletic training room.

Make withhold and/or return-to-play decisions during practices and competitions.

Ensure emergency readiness at all sanctioned practices and events. Maintain and practice emergency protocols including CPR, two-way communication, emergency transportation and evacuation, liaison with emergency transport carriers and emergency departments.

Ensure student-athlete compliance with Team Physician treatment guidelines.

Maintain and upkeep of Athletic Training Center and satellite facilities as designated.

Fit appliances, braces and devices for control of joint motion and limb protection.

Assure confidentiality of student-athlete medical records.

Supervise and mentor Sports Medicine students.

Assist with the coordination of Pre-Participation examinations.

Provide leadership in administrative areas, as assigned by the Director of Athletic Training.

Maintain a safe environment for the student-athlete at home venues including preparation of the venue, hydration, field supplies, preparation for emergency care and evacuation, attention to injury prevention, general safety and environmental concerns.

Develop competency with training and adherence to appropriate regulatory requirements (HIPAA, blood borne pathogens, annual immunizations, etc.)  
Travel, evening and weekend work is expected. Other tasks as assigned by the Head Athletic Trainer.

## Requirements

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<https://jobs.nata.Org/job/athletic-trainer/38909894/>

214

### Qualifications

Minimum requirements:

Current NATABOC certification required.

Master's Degree in Athletic Training or related field required.

1-2 years post Master's experience as a Certified Athletic Trainer at the college or university level and experience working with high caliber athletes highly preferred.

Outstanding communication and interpersonal skills required.

Current CPR, First Aid, and AED certification required.

### PHYSICAL REQUIREMENTS\*:

Frequently stand/walk, sit, and use a telephone.

Occasionally perform desk-based computer tasks, twist/bend/stoop/squat, grasp lightly fine manipulation, grasp forcefully; rarely writing by hand, sort/file

paperwork or parts, kneel/crawl, operate foot and/or hand controls, lift/carry/push/pull objects that weigh up to 40 pounds.

Abilities required:

Ability to work long hours with irregular schedules is required.

Ability to engage in physically demanding, manual tasks are required.

### Job Information

Location:	Job ID:	Posted:
Hampton, Virginia, 23601, United States	38909894	January 9, 2018
Position Title:	Company Name:	Job Settings:
Athletic Trainer	Hampton University	College/University
Entry Level:	Job Type:	Job Duration:
Yes	Full-Time	Indefinite
Min Education;	Min Experience:	Required
Master's Degree	1-2 Years	Travel: 25-50%
Salary:		
\$38,000.00 - \$45,000.00 (Yearly Salary)		

### Jobs You May Like

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Athletic Trainer (/job/athletic-trainer/39404806/)

VCU Health system

Richmond, VA, United States

<https://obs.nata.org/job/athletic-trainer/38909894/>

Athletic Trainer (/job/ath[etic-trainer/22256871/)

CHILDREN'S HOSPITAL OF THE...

NORFOLK, VA, United States



2/29/2218

CHESAPEAKE, VA, United States

Athletic Trainer (/job/athletic-trainer/39320845/)

Athletic Trainer (/job/athletic-trainer/16003601/)

Briotix

Colonial Heights, VA, United States

CHILDREN'S HOSPITAL OF THE...

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### National Athletic Trainers' Association Career Center

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Home (<http://jobs.nata.org> Search Jobs [Ujobseeker/search/resulttsf](#)) Athletic Trainer

CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS HEALTH SYSTEM  
(</jobseeker/company/136600/chitdrens-hospitalof-the-kings-daughters-health-system?job=16003601>)

Athletic Trainer

[Apply Now](#)

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### Description

Facility: Children's Hospital of The Kings Daughters Health System

ATC Chesapeake Schools | ATC Virginia Beach Schools

The Clinical Outreach Athletic Trainer practices to the Board of Certification standards of practice and complies with all the legal regulating the practice of athletic training. Assures continued of professional performance, and skill by development and current knowledge related to all of practice. Expertly conducts initial assessment of an athlete's training, capabilities. Injury or Illness— In order to provide emergency or continued care, and to determine whether the athlete requires intervention for definite diagnosis and Establishes a plan of care for athletes and

manages needs of the athlete based on the examination, prognosis, goals and outcomes of the planned interventions for identified impairments through the exercise of discretion and professional judgment. Supervises, plans and coordinates athletic training services for tournaments, camps, championships, playoffs and other special events. Manages the needs of the athlete and provides athletic training Intervening by reviewing, revising, and Implementing techniques or discharging athletic training services as deemed appropriate. Documentation of the intervention and allange in health status is performed as required in Standard 7 of the BOC standards of professional Responsible for inventory, supplies. Equipment and other athletic training services. Develops end presents community education on sports medicine related topics. Supervises the student athletic Available all special events including evening, weekend and hours as required by department bedership including schedule changes due to inclement weather or other scheduling coMMs. hours within starting time or days of work are subject to change based on departmental and/or organizational needs. Available 24/7 to coaches, administration and leadership via telephone.

Bachelors Degree in Athletic Training or an educational program by the NATA-BOC. Will consider those that meet qualifications for provisional authorization — BOC certified athletic trainer who has completed the application process for by the Virginia Board of Medicine and has submitted BOC certification verification. Must provide letter of provisional authorization from the Board of Medicine to practice. Provisional authorization incumbents must meet the certification and license requirement

Within 45 days of hire, Masters degree preferred. Certhcatlon by BOC and "censed to practice as a Trainer in the state of Virginia. Licensure, certification and/or with NatJonal Athletic Trainers Associate Certification. CPR training required and/or must be obtained within 90 days of hire. Knowledge and experience In the administration of e variety of assessment tools, treatment plans and equiprrwM. Previous experience

In Independently providing athletic intervention at special events preferred. Knowledge of athletic training treatment and modalities. Previous In health care setting preferred. Must possess a valid driver's license required for travel to various satellite locations in the Immediate area, and be able to meet the insurance requirements hospital. Position is subject a periodic screening process in compliance with the Code of Virginia and/or other local, state or federal laws and regulation. Certification and the immediate disclosure to CHKD and department management necessary for any convictions or offenses related to crimes against children required upon hire and  
**APPLY TO: CLINICAL ATHLETIC TRAINER**

## Requirements

<https://uobs.nata.org/job/athletic-trainer/16003601/>

1/4

in

CHKD Is located in a family-centered community. At CHKD, we know that people who work hard often want to play hard, too.

## Where We Are

Chesapeake and Virginia Beach are part of the Hampton Roads region of Virginia, also known as Tidewater, and located in the southeastern portion of the state, where unlimited resources for recreation, travel and exist.

The region's temperate climate is ideal for sports and outdoor activities. Winters are mild. The spring and fall seasons are extremely pleasant. Summer temperatures are usually in the upper 80s.

## Dive Right In

The Atlantic Ocean and Chesapeake Bay provide the boundaries for the Norfolk Virginia Beach Community. The opportunities for swimming, diving, fishing and boating abound on the region's many rivers and lakes, as well as along miles of public beaches. Some of the best sport fishing in the country can be found here and on North

Carolina's Outer Banks, which are within a two-hour's drive.

For other outdoor entertainment, there is camping, biking and hiking at Virginia Beach's Seashore State park; exploring the Great Dismal Swamp national wildlife preserve just south of Norfolk; and Busch Gardens near Williamsburg is one of the country's most popular amusement parks.

## Places To Be, People To See

The area abounds in historic neighborhoods highlighted by parks, churches, restaurants, health clubs, shops and art galleries.

The Chrysler Museum of Art (<http://www.chrysler.org/>), the Nauticus National Maritime Center (<http://www.thenmc.org/>), Harbor Park baseball stadium, Scope sports and convention center, Harrison Opera House, Chrysler Hall Theater and Waterside Festival Marketplace (<http://www.watersidemarketplace.com/>) are all located conveniently located in the area.

The surrounding area offers exceptional history, highlighted by Colonial Williamsburg, Yorktown and Jamestown. Museums and historic homes in the Norfolk region reflect the city's 300-year history as an important seaport and region of commerce.

For snow skiing and mountain trail hiking, the foothills of Virginia and the Blue Ridge Mountains are within a few hours' drive.

The region is served by Norfolk International Airport, a few miles away from downtown Norfolk. Also servicing Norfolk is Amtrak with direct connections to Washington D.C. and New York City along with connecting cities.

### A Higher Learning Environment

Old Dominion University ([http://\\*ww.odu.edu/](http://*ww.odu.edu/)), Norfolk State University (<http://www.nsu.edu/>), Hampton University (<http://www.hamptonu.edu/>), Christopher Newport

([http://w\\*w.evms.edu/](http://w*w.evms.edu/)), and Virginia Wesleyan College (<http://www.vwc.edu/>) are located nearby for other educational opportunities. The College of William and Mary

### Job Information

Location:	Job ID:	
CHESAPEAKE, Virginia, 23320, United States I VIRGINIA BEACH, Virginia, United States	16003601	January 11, 2018
Position Title:	Company Name:	Job Settings:
Athletic Trainer	CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS HEALTH SYSTEM.	Hospital

Job Type:	Job Duration:	Min
Full-Time	Indefinite	Education:
		Bachelor's
		Degree
Min experience:	Required Travel:	Salary:
1-2 Years		\$0.00-
		\$0.00
		(Hourly
		wage)

<https://jobs.nata.org/job/athletic-trainer/160036011> •

214

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About CHILDREN'S HOSPITAL OF THE KING'S DAUGHTERS HEALTH SYSTEM (/jobseeker/company/136600/childrens-hospital-of-the-kings-daughters-health-system?job=16003601)

Working in Hampton Roads

Children 's Hospital of The King's Daughters is located in a family-centered community. An historic neighborhood highlighted by churches and schools dot the residential community which surrounds the Medical Center.

Just two miles from the hospital is Norfolk's downtown business district and waterfront. The hospital and Eastern Virginia Medical School are situated in a restored area which abounds with historic homes and two-and three-story townhouses and apartment. Health clubs, shops, restaurants and art galleries are a short walk away.

The renowned Chrysler Museum of Art\* the Nautilus National Maritime Center, Harbor Park professional baseball stadium, Scope sports and convention center, Harrison Opera House, Chrysler Hall Theater and Waterside Festival Marketplace are all within two miles of the medical Center.

Old Dominion University, Norfolk State University, Christopher Newport University, Regent and Virginia Wesleyan College are located nearby.

for other educational opportunities. The College of William and Mary is located an hour away in Williamsburg.

Norfolk is a part of the Hampton Roads region of Virginia, also known as and is located in the southeastern portion of the state, where unlimited resources for recreation, travel and culture exist. Norfolk and the surrounding area abound in history, highlighted by Colonial Williamsburg, Yorktown and Jamestown. Museums and historic homes in Norfolk reflect the city's 300-year history as a seaport and region of commerce.

The Atlantic Ocean and Chesapeake Bay provide the boundaries for the Norfolk/Virginia Beach Community. The opportunities for swimming, diving, fishing and boating abound on the region's many rivers and lakes, as well as along miles of public beaches. Some of the best sport fishing in the country can be found here and on North Carolina's Outer Banks, which are within a two-hour drive.

For other outdoor entertainment, there is camping; biking and hiking at Virginia Beach's Seashore State Park; exploring the Great Dismal Swamp National Wildlife Preserve just south of Norfolk; and Busch Gardens near Williamsburg is one of the country's most popular amusement parks.

The region's temperate climate is ideal for sports and outdoor activities. Winters are mild. The spring and all seasons are extremely pleasant. Summer temperatures are usually in the upper 80s. For snow skiing and mountain trail hiking the foothills of Virginia and the Blue Ridge are within a few hours' drive. The region is served by Norfolk International Airport a few miles away from downtown Norfolk.

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HEALTH (Ijobseeker/company/136600/chidrens-hospital-of-the-kings-daughters-  
health-system?  
job-16003601)



## Athletic Trainer

VCU Health System 137 reviews -  
Richmond, VA

Apply Now

VCU Health System's ORTHO —VCU Sports Medicine is seeking a full time Athletic Trainer to provide day-to-day athletic training services for a local sports team. Assesses, treats and develops rehabilitation and reconditioning strategies for athletes. Designs and implements prevention and education programs. The athletic trainer will attend all home and away games as agreed upon by the respective head coaches and/or athletic directors.

### Responsibilities

The athletic trainer will perform the following functions regarding athletic injuries: prevention, assessment, treatment, (including first aid) and reconditioning as set forth by the NATA Board of certification.

Demonstrates proper taping, strapping, bracing, and fitting of athletic equipment.

Carries out all prescribed treatments and recommendations by the team/program/event physician.

Maintains NATA and CPR certification in accordance with those respective institutions.

Covers assigned pre-season physicals, sports games or matches, and related events under the supervision of the program manager.

Demonstrates knowledge of the principals of growth and development over the life span and possess the ability to assess data reflective of the athletes' status and interpret the appropriate information.

#### Athletic Trainer

Must be able to assist with or transfer athletes of various weight/heights.

Must be able to push carts with athletic equipment on them.

Must be able to stand for long periods of time, have good mobility skills and be able to walk long distances.

Must demonstrate ability to communicate to give adequate directions and instructions to athletes.

Must be able to carry training kit and coolers for long distances.

Need to have the ability to handle high amounts of stress.

Fast paced orthopedic medical practice environment.

Occasional night or early morning hours as well as possible overnight stays.

Must be able to adjust and adapt to changing conditions.

#### Qualifications

<https://www.indeed.com/jobs?q=athletic%20trainer&l=Virginia&vjk=c41d238b0e6c7e5b> 1/1

Jobs, Employment in Virginia | Indeed.com

**Required**

Bachelors Degree in a specialized curriculum accredited by the Commission on Accreditation of Allied Health Education Programs

Licensed in the Commonwealth of Virginia as an Athletic Trainer

National Athletic Trainers' Association (NATA) Board of Certification (BOC)

Current CPR certification

Two (2) years previous athletic training experience

**Preferred**

Masters Degree in a specialized curriculum accredited by the Commission on Accreditation of Allied Health Education Programs

EOE/M/F/Ve/UDisabled

Qualified applicants will receive consideration for employment without regard to their protected Veteran or disability status.

HR Use only:

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3 days ago - save job - original job

Athletic Trainer at Global Dynamics Quantico,  
VA 22134

## About the Job

### Actives Required:

- Perform as the AT in the capacity of athletic injuries, prevention, safety and welfare of population located in VA.
- Perform the day-to-day clinical operations of the AT program, to include: prevention, recognition, evaluation, and immediate care of athletic injuries, treatment, and rehabilitation of muscle and bone injuries and illnesses for Trainees (NATs), National Academy (NA), staff and other students in connection with the MO to ensure prompt care and recovery.
- Perform administrative duties, medical record documentation, medical resources management and maintenance, and other duties as assigned by the Supervisory Nurse Practitioner (SNP).
- Attend scheduled high risk activities such as the Physical Fitness Test (PFT), Point Runs, NA Challenge Runs, and other events as assigned. Must be aware of the Physical Training/Defensive Tactics and NA programs, techniques and training provided throughout each curriculum.
- Work within the scope and practice and state standards of the Certified AT in the State of Virginia and as defined by the American Medical Association.
- Employ current standards, modalities and manual therapy within the scope of practice and state standards of the Certified AT in the State of Virginia.
- Educate and train instructors, as well as students, in the prevention of athletic injuries. Educate staff and students in exercise performance, science and injury prevention through development of

course material or training programs on the proper use of equipment, exercises to improve balance and-strength, and home exercises and therapy programs. Also help apply protective or injury-preventive devices such as tape, bandages, and braces.

- Maintain cleanliness, functional maintenance, and schedule calibration as needed of athletic training equipment and supplies. Follow universal precautions and reduce transmission of communicable diseases.

- Act as emergency care personnel, and function as an EMT (if certified to do so.)

- Provide monthly activity to the SNP as required.

- Maintain professional development and attend training to stay-current and abreast of current trends, information and practices.

- Maintain a current license and status as a Certified AT in the state of Virginia.

### Education and Experience

The AT shall:

2/12/2018

Athletic Trainer job at Global Dynamics | Monster.com

Have a Bachelor's Degree in a Health Science, with a focus/Minor in Athletic Training, Kinesiology, or related degree.

- Have a Master's Degree in Athletic Training or related Degree (preferred).
  - Be a Certified AT.
  - Have a license-or be eligible for licensure in the State of Virginia.
  - Be CPR/AED and First Aid certified -- Certified Instructor preferred.
- Have at least two (2) years of current, relevant experience.
- Have AEMT certification (preferred).
  - Be certified as a Conditioning and Strength Certified/Specialist (ACSM, Cooper Institute or equivalent).

If you do not find interest in this opportunity but know of someone who may, we kindly ask that you refer the individual to Global Dynamics by forwarding this job posting.

Global Dynamics offers competitive salaries with comprehensive a benefit package to include: Medical, Dental, Vision, 401(k), Life Insurance, Short-term Disability, Long-term Disability, Paid Holidays and Paid Leave.

Global Dynamics, LLC is a Certified Service Disabled Veteran Owned Small Business (SDVOSB) specializing in providing Professional Services in Healthcare, Administrative Support, and Training Support for the Federal Government. We're committed to supporting our clients' requirements by delivering cost effective, ethical, reliable, and high quality solutions of strategic value, while sustaining a challenging and rewarding work environment for our greatest asset - the men and women of our Armed Forces.

Global Dynamics is committed to providing Equal Opportunity Employment. All qualified candidates will receive consideration for employment without regard to race, color, religion, sex, or national origin. (EOE AA M/FNet/Disability)

**Global Dynamics**

5550 Sterrett Place,  
Ste 306 Columbia,  
MD 21044  
[www.theglobatway.com](http://www.theglobatway.com)

Athletic Trainer - Certified - PRN - (Job Number: 1759215) at  
MetroSouth Medical Center  
Petersburg (Richmond region), VA

About the Job

### Description

Performs prevention, assessment, treatment (including first aid), reconditioning and rehabilitation of injuries as set forth by the NATA Board of Certification (BOC), demonstrates proper taping, strapping, bracing and fitting of athletic equipment; possesses the ability to assess the patient's status; carries out all prescribed treatments and recommendations made by the team/program/event physician; maintains BOC and CPR certification; covers pre-season physicals, practices, sports games/matches and related duties/events as assigned by the Director of Rehab Services or his/her supervisor designee.

### Qualifications

#### Education:

Degree in Athletic Training (BS or Master) with current NATA Board of Certification Inc. certification. Master's Degree is preferred.

#### Experience:



Two or more years of full-time experience as ATC with NATA BOC certification is preferred.

Licenses or Certificates:

Licensed (or eligible) as ATC in the Commonwealth of Virginia; Must possess a valid Virginia driver's license, possess the required automobile insurance coverage, and have access to an automobile for all travel required within the extended SRMC service area. American Heart Association BLS required.

Job:

Physical Therapy / Rehabilitative Services

Primary Location:

VA-Petersburg (Richmond region)

Organization:

Southside Regional Medical Center

Working Location:

sports/recreational events

Shift:

Day/Evening rotating shift

Forecasted paid hours per shift:

4

Forecasted hours per pay week:

8

Employee Status :

PRN

## Indust Athletic Trainer

VCU Health System 137 reviews - Richmond, VA

[Apply Now](#)

VCU Health System's Worker's Compensation Department is seeking a full-time Industrial Athletic Trainer.

### Responsibilities

The primary responsibility of the industrial athletic trainer (IAT) is to provide job conditioning through stretching, exercise, and job coaching — individualized or done as a unit — in order to demonstrate and change behaviors toward using proper body mechanics. The IAT is responsible for assisting staff with environmental changes to include proper workstation ergonomics.

### Required

Bachelors Degree in health related field from an accredited program (Athletic Training Preferred)

Minimum of two (2) years of previous experience in athletic training with one (1) year in an industrial setting

Licensed in the Commonwealth of Virginia as an Athletic Trainer or eligible National Athletic Trainers' Association (NATA)

Board Certification Current CPR Certification

### Preferred

One (1) year residency in ATC physician extender program

Master's Degree in Athletic Training, Physical Therapy, Kinesiology, or related field.

Minimum one (1) to three (3) years of industrial healthcare or healthcare experience

Knowledge/experience in local occupational healthcare, ergonomics, the industrial environment and wellness programs, and working knowledge of

Physical TherapyT Occupational Therapy preferred Certified in First Aid, AED (ATC, CSCS or ACSM certifications preferred)

EOE/M/F/VeVDisabled

Qualified applicants will receive consideration for employment without regard to their protected veteran or disability status. 111

## Athletic Trainer

Inova Health System 703 reviews - Leesburg, VA

[Apply Now](#)

Inova Loudoun Hospital is a 183-bed nationally recognized, advanced community hospital with a rich history. We've been proudly serving our diverse community for more than 100 years and are committed to providing comprehensive, compassionate care for the entire family.

Inova Loudoun Hospital was named a U.S. News and World Report Best Hospital for 2017-18. Our hospital also is ranked among the top hospitals in the country for nursing excellence, emergency care services, and patient safety. We are a Joint Commission Center of Excellence for Hip and Knee Replacement, Spinal Surgery, and Stroke Care. Both our adult and children's emergency rooms are recipients of the prestigious Lantern Award.

We are seeking an Athletic Trainer, in a per diem capacity to provide field support for local recreational leagues, in-clinic concussion management and physical therapy department support. The successful incumbent will provide quality care to patients of all ages through assessment, planning, implementation and instruction. Provide clinical support, administrative office support, and assistance as needed to physicians.

EEO: MIF/Vets/Disabled

Requirements

Minimum Requirements:

Experience: 2 years of experience as a Clinical Athletic Trainer, working with Sports Medicine physicians in a clinical setting. Prefer 3+ year of clinical experience

Education: Bachelor's Degree. Master's Degree preferred

Certification: National certification as a Certified Athletic Trainer through board of certification (BOC).

License: VA state license or ability to obtain.

Special Skills: Surgical Assist training and certification preferred.

Work Site Address

44045 RIVERSIDE PARKWAY

Work Site City/State

LEESBURG, VA

Schedule

Monday-Friday with rotating weekends

Shift

## 20 Best jobs in South Carolina (Hiring

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## ATHLETIC TRAINER

Apply Now

Bon Secours Health System - Greenville, SC

Directs and supervises all activities related to the evaluation and management of the athlete not referred directly for physical therapy; assists physical therapist in soliciting referrals for athletes/patients who are in need of physical therapy; collaborates with interdisciplinary treatment team. Acts as a liaison in the community in the field of athletic training.

## JOB REQUIREMENTS

1. Minimum of bachelor's degree in health related field from an accredited Athletic Trainer Certified Program.  
Masters Degree preferred.
2. Must be certified by the National Athletic Trainers' Association Board of Certification (NATABOC)
3. Must be certified by or eligible for certification in as an Athletic Trainer in the state of South Carolina.
4. Must maintain current CPR certification.
5. Minimum one year athletic training experience preferred. Entry-level graduates with NATA BOC certification will be considered.
6. Currently meets all state regulatory or licensing requirements.

Certified Athletic Trainer (Virginia Beach, VA) at KBRwyle  
VIRGINIA BEACH, VA

About the Job

Certified Athletic Trainer (Virginia Beach, VA) - 1060681

Description

Position contingent upon contract award. The Certified Athletic Trainer will provide and facilitate injury prevention, basic acute care, effective rehabilitative care, performance enhancement and provide services in support of POTFF's Human Performance program for SOF personnel, with the priority on SOF Operators and Direct Combat Support personnel. Essential Duties & Responsibilities:

- Provide HP services within the ATC's scope of practice as defined by the National Athletic Trainers Association (NATA).
- Design and fabricate protective pads, equipment and braces to help prevent and treat injuries, including the use of taping techniques within the ATC's scope of practice.
- Provide instruction and guidance within the ATC's scope of practice.
- Participate in periodic meetings to review the care provided to patients and identifies opportunities for improvement. Should a meeting occur outside of regular working hours, the ATC is responsible for reviewing the information disseminated at the meeting.
- Serve as an advisor to the HP program Manager and/or Coordinator in matters related to injury prevention, sports medicine, rehabilitation, and bridging.
- Serve as an advisor to the HP program Manager and/or Coordinator for administrative matters, purchasing of supplies and equipment, and supplemental fiscal requests.
- Collaborate throughout the HP program to enhance the quality of patient care delivered.
- Conduct equipment, product, and literature reviews to ensure HP stays current with the provision of care.
- Participate in quarterly peer (record) reviews for non-privileged healthcare providers.
- Attend and participate in meetings with other POTFF staff members and medical personnel as requested and/or required.
- Assist the HP



program Manager and/or Coordinator in developing and updating criteria-based job descriptions and performance standards. • Assist the HP program Manager and/or Coordinator in developing and maintaining clinical practice guidelines to ensure consistency of care across all Human Performance Training Centers (HPTCs). • Assist with the preparation of short and long-term fiscal plans. • Submit input to the HP program Manager and/or Coordinator. • Develop and promulgate training materials as requested and required by the HP program Manager and/or Coordinator. • Document care provided, work performed, utilization, referrals, and all other information in the Military's Electronic Health Record (i.e., AHLTA, GENESIS, etc.) and/or the HP Enterprise-wide database (i.e., SPEAR), as directed by HP program Manager and/or Coordinator. Required Education/Experience: • Bachelor's degree in Athletic Training. • NATABOC certified. • Possess and maintain current certification by the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS), or shall obtain the certification within the first year of employment. • Minimum of 5 years or more of demonstrable accumulated experience (continuous and sustained experience preferred) as an ATC with individual athletes and groups of athletes at the levels of NCAA Division I, Olympic, professional, and/or SOF Operators in the accompanying, respective settings. • Maintain credentialing requirements in good standing at a local MTF where applicable. Required Skills/Training: • Fluent oral and written communication skills in English. • Capable of meeting physical demands of training with SOF including the ability to hike over rough terrain and function in austere environments to observe SOF training evolutions and the ability to assist with strength and conditioning testing and training protocols, and lift and manipulate loads or weights up to 25 kilograms. Desired Education, Experience, Skills or Training: • Master's degree in Athletic Training. • Prior military and/or SOF experience. • Experience in the field of strength and conditioning. Standard Company Requirements: • Position

requires U.S. Citizenship or Permanent Resident Status. •  
Applicant must include desired salary in application submission. •  
Must comply with Safety, Health and Environmental plan, policies  
and procedures. • Must comply with the Quality Assurance plan,  
policies and procedures. • Must maintain regular and acceptable  
attendance. • Responsible for completing all required training. •  
Perform other assignments and duties, as required. This position  
does not offer relocation. This position is not eligible for the  
internal recruiting incentive program. KBRwyle is an Equal  
Opportunity Employer of Minorities, Females, Protected Veterans,  
and Individuals with Disabilities. All qualified applicants will  
receive consideration for employment without regard to race,  
color, ethnicity, religion, sex, national origin, disability, veteran  
status or other legally protected status.

## **Athletic Trainer**

Global Dynamics 10 reviews - Quantico, VA

x

### **Active TS Required:**

Duties shall include but are not limited to:

- Perform as the AT in the capacity of athletic injuries, prevention, safety and welfare of population located in VA.
- Perform the day-to-day clinical operations of the AT program, to include: prevention, recognition, evaluation, and immediate care of athletic injuries, treatment, and rehabilitation of muscle and bone injuries and illnesses for Trainees (NATs), National Academy (NA), staff and other students in connection with the MO to ensure prompt care and recovery.
- Perform administrative duties, medical record documentation, medical resources management and maintenance, and other duties as assigned by the Supervisory Nurse Practitioner (SNP).
- Attend scheduled high risk activities such as the Physical Fitness Test (PFT), Point Runs, NA Challenge Runs, and other events as assigned. Must be aware of the Physical Training/Defensive Tactics and NA programs, techniques and training provided throughout each curriculum.
- Work within the score and practice and state standards of the Certified AT in the

State of Virginia and as defined by the American Medical Association.

- Employ current standards, modalities and manual therapy within the scope of practice and state standards of the Certified AT in the State of Virginia.
- Educate and train instructors, as well as students, in the prevention of athletic injuries. Educate staff and students in exercise performance, science and injury prevention through development of course material or training programs on the proper use of equipment, exercises to improve balance and strength, and home exercises and therapy programs. Also help apply protective or injury-preventive devices such as tape, bandages, and braces.
- Maintain cleanliness, functional maintenance, and schedule calibration as needed of athletic training equipment and supplies. Follow universal precautions and reduce transmission of communicable diseases.
- Act as emergency care personnel, and function as an EMT (if certified to do so.)
- Provide monthly activity reports to the SNP as required.
- Maintain professional development and attend training to stay current and abreast of current trends, information and practices.
- Maintain a current license and status as a Certified AT in the state of Virginia.

## Education and Experience

The AT shall:

- Have a Bachelor's Degree in a Health Science, with a focus/Minor in Athletic

Training, Kinesiology, or related degree.

- Have a Master's Degree in Athletic Training or related Degree (preferred).
- Be a Certified AT.
- Have a license or be eligible for licensure in the State of Virginia.
- Be CPR/AED and First Aid certified - Certified Instructor preferred.
- Have at least two (2) years of current, relevant experience.
- Have AEMT certification (preferred).
- Be certified as a Conditioning and Strength Certified/Specialist (ACSM, Cooper

Institute or equivalent).

If you do not find interest in this opportunity but know of someone who may, we kindly ask that you refer the individual to Global Dynamics by forwarding this job posting.

**Global Dynamics offers competitive salaries with comprehensive a benefit package to include: Medical, Dental, Vision, 401(k), Life Insurance, Short-term Disability, Long-term Disability, Paid Holidays and Paid Leave**

Global Dynamics, LLC is a Certified Service Disabled Veteran Owned Small Business (SDVOSB) specializing in providing Professional Services in Healthcare, Administrative Support, and Training Support for the Federal Government. We're committed to supporting our clients' requirements by delivering cost effective, ethical, reliable, and high quality solutions of strategic value, while sustaining a challenging and rewarding work environment for our greatest asset - the men and women of our Armed Forces. Global Dynamics is committed to providing Equal Opportunity Employment. All qualified candidates will receive consideration for

employment without regard to race, color, religion, sex, or national origin. (EOE AA M/F/Vet/Disability)

Global Dynamics  
5550 Sterrett Place, Ste 306  
Columbia, MD 21044  
[www.theglobalway.com](http://www.theglobalway.com)

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## Certified Athletic Trainer (Washington Metro, DC)

KBRWyle 140 reviews - Washington, DC

KBRwyle is an Equal Opportunity Employer  
Minorities/Females/Disabled Veterans

OFCCP's "EEO is the Law" Poster Supplement at  
<http://www.dol.gov/ofccp/regs/compliance/posters/pdfOFCCPEEOSupplementFinalJRFQA508c.pdf>

STE-DC WA-18001: Certified Athletic Trainer (Washington Metro, DC)

Category Science

Group Science and Space

Location DC-Washington Metro (STE).

Schedule Full Time

### Job Description

Position contingent upon contract award.

The Certified Athletic Trainer will provide and facilitate injury prevention, basic acute care, effective rehabilitative care, performance enhancement and provide services in support of POTFF's Human Performance program for SOF personnel, with the priority on SOF Operators and Direct Combat Support personnel.

### Essential Duties & Responsibilities

- Provide HP services within the ATC's scope of practice as defined by the National Athletic Trainers Association (NATA).
- Design and fabricate protective pads, equipment and braces to help prevent and treat injuries, including the use of taping techniques within the ATC's scope of practice.
- Provide instruction and guidance within the ATC's scope of practice.
- Participate in periodic meetings to review the care provided to patients and identifies opportunities for improvement. Should a

meeting occur outside of regular working hours, the ATC is responsible for reviewing the information disseminated at the meeting.

- Serve as an advisor to the HP Manager and/or Coordinator in matters related to injury prevention, sports medicine, rehabilitation, and bridging.
- Serve as an advisor to the HP program Manager and/or Coordinator for administrative matters, purchasing of supplies and equipment, and supplemental fiscal requests.
- Collaborate throughout the HP program to enhance the quality of patient care delivered.
- Conduct equipment, product, and literature reviews to ensure HP stays current with the provision of care.
- Participate in quarterly peer (record) reviews for non-privileged healthcare providers.
- Attend and participate in meetings with other POTFF staff members and medical personnel as requested and/or required.
- Assist the HP program Manager and/or Coordinator in developing and updating criteria based job descriptions and performance standards.
- Assist the HP program Manager and/or Coordinator in developing and maintaining clinical practice guidelines to ensure consistency of care across all Human Performance Training

#### Certified I Centers (HPTCs).

- Assist with the preparation of short and long-term fiscal plans.
- Submit input to the HP program Manager and/or Coordinator.
- Develop and promulgate training materials as requested and required by the HP program Manager and/or Coordinator.
- Document care provided, work performed, utilization, referrals, and all other information in the Military's Electronic Health Record (i.e., AHLTA, GENESIS, etc.) and/or the HP Enterprise-



wide database (i.e., SPEAR), as directed by HP program Manager and/or Coordinator.

### Required Education/Experience \*\*

- Bachelor's degree in Athletic Training.
- NATABOC certified.
- Possess and maintain current certification by the National Strength and Conditioning Association (NSCA) as a Certified Strength and Conditioning Specialist (CSCS), or shall obtain the certification within the first year of employment.

• Minimum of 5 years or more of demonstrable accumulated experience (continuous and sustained experience preferred) as an ATC with individual athletes and groups of athletes at the levels of NCAA Division I, Olympic, professional, and/or SOF Operators in the accompanying, respective settings.

- Maintain credentialing requirements in good standing at a local MTF where applicable.

### Required Skills/Training\*\*

- Fluent oral and written communication skills in English.
- Capable of meeting physical demands of training with SOF including the ability to hike over rough terrain and function in austere environments to observe SOF training evolutions and the ability to assist with strength and conditioning testing and training protocols, and lift and manipulate loads or weights up to 25 kilograms. Desired Education, Experience, Skills or Training

\*\*

- Master's degree in Athletic Training.
- Prior military and/of SOF experience.
- Experience in the field of strength and conditioning.

### Standard Company Requirements \*\*

- Position requires U.S. Citizenship or Permanent Resident Status.
- Applicant must include desired salary in application submission.

- Must comply with Safety, Health and Environmental plan, policies and procedures.
- Must comply with the Quality Assurance plan, policies and procedures.
- Must maintain regular and acceptable attendance.
- Responsible for completing all required training.
- Perform other assignments and duties, as required.

This position does not offer relocation.

This position is not eligible for the internal recruiting incentive program.

KBRwyle is an Equal Opportunity Employer of Minorities, Females, Protected Veterans, and Individuals with Disabilities. All qualified applicants will receive consideration for employment without regard to race, color, ethnicity, religion, sex, national origin, disability, veteran status or other legally protected status.

## **Health and Human Performance Faculty/Athletic Trainer, Certified/Licensed**

Concordia University Wisconsin/Ann Arbor 3 reviews - Ann Arbor,  
MI

x

This new full-time, exempt position is responsible for teaching, scholarship, and service for the Athletic Training Education Program in the Department of Health and Human Performance at Concordia University Ann Arbor. This 12-month position is located in Ann Arbor, MI.

To apply please complete the online application and submit cover letter, resume/CV, statement of teaching philosophy and 3 letters of reference.

### **Responsibilities**

This position is directly responsible for assisting the Athletic Training Program Director and the Chair of the Health and Human Performance Department. This individual will:

- Teach designated courses within the Athletic Training Education Program, as assigned by the Athletic Training Program Director
- Serve as an academic advisor to students in the Athletic Training Education Program
- Assist with the recruitment of Athletic Training Students
- Assist with CAATE accreditation
- Assist with the management, organization, coordination, and supervision of the Athletic Training Education Program
- Perform scholarship and service activities for the HHP Department and University
- Perform other related duties as assigned by the Athletic Training Program Director, Department Chair or Dean

## Education and Qualifications

- Master's degree in a related field is required; a terminal degree, or progress toward a terminal degree, is preferred
- Must have certification through the NATA BOC and a Michigan license or eligible for licensure
- Minimum of two years of college teaching experience preferred
- Minimum of five years of experience as a practicing NATA BOC Certified Athletic Trainer preferred
- Prior supervision of Athletic Training students required
- Knowledge of the Commission on Accreditation of Athletic Training Education (CAATE) accreditation requirements preferred
- Excellent organizational abilities and professional written and oral communication skills
- Knowledge and skill in the use of Microsoft Office including Outlook, Excel, Word, and other academic software
- Ability to work independently and within a team

## Compensation and Benefits

This is a full-time position. Starting range is dependent upon individual qualifications and experience. Concordia health, disability and retirement plan enrollment is available to full-time employees and their eligible dependents. Tuition benefits are available for employees and their qualified dependents.

## Physical Demands/Equipment

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the

employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls. The employee frequently is required to sit, reach with hands and arms, and talk or hear. The employee is required to stand; walk; climb or balance; and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 50 pounds, and occasionally lift and/or move 75 pounds. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, and depth perception. The noise level in the work environment is usually moderate.

The above statements are intended to describe the general nature and level of the position. It is not intended to be all-inclusive. Administration reserves the right to adjust the duties and responsibilities.

### Equal Opportunity Employer

Concordia University does not discriminate in employment on the basis of race, color, national or ethnic origin, disability, gender or age. However, Concordia University is a Christian educational institution operated by The Lutheran Church Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Concordia University is a Higher Learning Commission accredited, co-educational, liberal arts school offering over 70 undergraduate majors of study, over 40 master's degrees, and 4 doctoral programs.

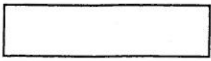
Concordia is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and in the world.

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## **Assistant Athletic Trainer**

Wellesley College 14 reviews - Wellesley, MA

x



The Department is seeking an individual with experience in working within a community of diverse students and colleagues. Successful candidates will by their administrative, professional skills, leadership and service demonstrate they can contribute to the diversity and excellence of athletics, the department and our community.

The duties of this position include, but are not be limited to, providing prevention and care of injuries/illnesses, development and implementation of treatment and rehabilitation programs, maintaining medical records, medical coverage for most sport practices and competition which may require travel, assisting with electronic medical record maintenance and the daily operations in the athletic training room, oversight of work student workers and preceptor for athletic training students from Lasell College and Boston University (including hiring and scheduling), liaison for sports dietitian and refueling station, and other duties as assigned by the Director of Sports Medicine .

### **Requirements**

Bachelor's degree from a CAATE accredited program required; Masters preferred in related occupational field of study. Preferred two years of college-level athletic training experience. Must hold or be eligible for Massachusetts licensure, have current advanced life support/first aid certification, possess a valid driver's license.

### **Knowledge/Skills/Abilities:**

- Possession of NATABOC Athletic Trainer Certification
- Effective interpersonal and communication skills (verbal and written).
- Ability to work with diverse populations, as part of a team, and collaborate with others.

- Demonstrated ability to work independently, to maintain confidentiality.
- Ability and desire to meet the irregular hours and travel schedule required by the position
- Instructor for CPR /First Aid or interest in becoming an instructor

Start Date: August 1, 2018. The successful candidate will have to pass a background check as a condition of employment. This includes a driver's license check.

Posting Date

03/05/2018

Close Date

Open Until Filled

Yes

EEO/Affirmative Action Statement

Wellesley College is an Equal Opportunity Employer, and we are committed to increasing the diversity of the college community and the curriculum. Wellesley College and all its subcontractors shall abide by the requirements of 41 CFR 60–1.4(a), 60–300.5(a) and 60–741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that Wellesley College and all of its subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability or veteran status. Candidates who believe they can contribute to that goal are encouraged to apply.

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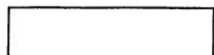
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## **Assistant Athletic Trainer**

Louisiana State University 253 reviews - Baton Rouge, LA

x



**Job Posting Title:** Assistant Athletic Trainer **Position**

**Type:** Professional / Unclassified **Department:** LSUAM Athletics - Ops - Training Room (Jacob J Marucci (00001562)) **Work**

**Location:** LSU - Baton Rouge **Pay Grade:** Professional

75% Provide daily medical coverage to the Men's & Women's program including: injury prevention, recognition and assessment, injury treatment and rehabilitation as well as referrals for athletic and non-athletic injuries and ailments, maintaining accurate records of injuries; Coordinate or provide transportation to medical appointments; maintain current knowledge base with regards to modes of rehabilitation and therapy; assist with Pre-Participation Exams; work collaboratively with Director of Wellness, Director of Sport Psychology and the Nutritionist in the thoughtful evaluation and referral to ADAP Services; serve as Medical Coordinator for any post-season Tennis regional and championship events hosted by LSU; assist in the evaluation and supervision of 1 Graduate Assistant Athletic Trainer as well as 2-3 Athletic Training Students; assist in the evaluation and supervision of monthly rotation of 5-6 Pre-Professional Athletic Training Students assigned to the Tennis program.

15% Responsible for mentorship and supervision and the quarterly evaluation of one Graduate Assistant Athletic Trainer overseeing the medical needs of the Men's & Women's Tennis Program. Assist them with issues related to medication, rehabilitation and illness as well as psychological wellness for the student-athletes; serve as mentor and supervising Preceptor for approximately 2 athletic training students working with the Men's & Women's Program; attend home Tennis matches as requested; keep in direct communication with Head Coach and Assistant Coaches with a variety of issues related to student-athlete

readiness in addition to medical needs and Graduate Assistant expectations. Additional athletic training duties to include serving as the general medical contact with Cheerleading/Spirit Squads.

5% Schedules all doctor's nights with team physicians, pharmacists and x-ray technicians; schedules Graduate Assistants and Athletic Training Students for dictation purposes for doctor's night; schedules students to aid in pharmacy; schedules doctor's on-call; maintains all copy machines including ordering supplies, updating users and managing usage; orders all-access passes for all staff athletic trainers, graduate assistants and team physicians; contacts and coordinates proper disposal of medical biohazard waste via BFI.

5% Preceptor of Athletic Training Students; assist in the recruitment and interview process of Graduate Assistant Athletic Trainers and Pre-Professional Athletic Training Students to the program.

**Minimum Qualifications:** Master's degree with two years experience in athletic training at the collegiate or professional level; NATA certified for at least 2 years and eligibility for Louisiana state licensure; CPR/AED Certification.

**Preferred Qualifications:** Experience with a D1 tennis program.

**Special or Physical Qualifications:** Ability to work extended days, weekends and holidays. Travel is required.

**Additional Job Description: Special Instructions:** A copy of your transcript(s) may be attached to your application (if available). However, original transcripts are required prior to hire.

Please provide three professional references including name, title, phone number and e-mail address. **Posting Date:** February 28, 2018 **Closing Date (Open Until Filled if No Date Specified):** March 14, 2018 **Additional Position Information:**

**Background Check** - An offer of employment is contingent on a satisfactory pre-employment background check.

**Benefits** - LSU offers outstanding benefits to eligible employees and their dependents including health, life, dental, and vision insurance; flexible spending accounts; retirement options; various leave options; paid holidays; wellness benefits; tuition exemption for qualified positions; training and development opportunities; employee discounts; and more!

**Essential Position (Y/N): No EEO Statement:**  
**LSU is committed to diversity and is an equal opportunity / equal access employer.**

**HCM Contact Information:**

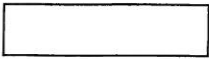
Questions or concerns can be directed to the LSU Human Resources Management Office at 225-578-8200 or emailed [HR@lsu.edu](mailto:HR@lsu.edu)

19 hours ago - [save job](#)  
- [original job](#)

## **Certified Athletic Trainer**

Hamilton Health Care System, Inc. - Dalton, GA

x



Hamilton Health Care Systems is a comprehensive, nonprofit health care system that serves as the parent corporation for nine affiliate organizations. Located in Dalton, Georgia and nestled in the foothills of the Blue Ridge Mountains, we have been serving the health care needs of northwest Georgia communities since 1921. If patient and family-centered care and customer satisfaction is what drives you, we encourage you to join us today!

The Certified Athletic Trainer (ATC) assists in the operations of the Sports Medicine Program. Duties include, but are not limited to, providing athletic training services to the local community college and/or area high schools. The ATC works with team physicians, coaches, parents, athletes as well as other allied health professionals to prevent, evaluate, treat, and rehabilitate all sports related injuries. He/she will promote Hamilton Sports Medicine throughout the community as a quality service of Hamilton Medical Center. The ATC strives to achieve the goals and mission of Hamilton Sports Medicine and Hamilton Medical Center in all daily responsibilities.

### **JOB QUALIFICATIONS**

- Minimum of a Bachelor's Degree in Sports Medicine/Athletic Training from a CATTE program; Masters degree preferred
- American Heart Association BLS CPR & AED for Healthcare provider required
- Georgia State Licensed for Athletic Training
- Nationally Certified by the NATABOC
- Must have valid driver's license and automobile insurance coverage in accordance with Hamilton Health Care System Driver Requirements policy

- One year experience in Sports Medicine/Athletic Training preferred
- Comprehensive knowledge of sports related injuries and advanced application of therapy intervention
- First Aid, CPR & AED for the AHA Healthcare Provider technique
- Ability to render prevention, injury recognition, modalities treatment, and rehabilitation that progresses the recovery of injury at an accelerated rate

## **PHYSICAL, MENTAL, ENVIRONMENTAL AND WORKING CONDITIONS**

Work environment will vary depending on the athletic season. Time will be spent on the playing fields for practice/event coverage, i.e. football, baseball, etc, as well as working with indoor sports i.e. basketball, cheerleading. Outside of covering high school athletics the ATC may spend time inside a wellness/therapy setting. The schedule of the ATC is required to be flexible in nature as evening and weekends are required. The ATC is required to display characteristics and ethics consistent with licensure/certification requirements. Frequent tilting, bending and reaching are required. Substantial amount of walking and standing are required. Moderate amount of stress associated with a busy schedule during peak athletic seasons. Good communication skills are required.

In addition to a robust array of traditional benefits such as health care, dental care and retirement, Hamilton offers a wide range of other benefits to attract, support and reward the skilled associates that help Hamilton remain a premier health care organization. *EOE M/F/D/V Drug-Free Workplace.*

Job Type: Full-time

Required experience:

- Sports Medicine/Athletic Training: 1 year

Required education:

- Bachelor's

Required licenses or certifications:

- AHA BLS CPR & AED certifications
- Georgia State Licensed for Athletic Training
- Nationally Certified by the NATABOC

Indeed - 30+ days ago - [save job](#)  
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**Appendix G – Student Survey**

Radford University is developing a Master's degree in Athletic Training for implementation in Summer, 2019. The program is intended to prepare students to become entry-level athletic trainers. After completing this program, students will be able to sit for the Board of Certification exam to become a certified athletic trainer.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at [mmoore@radford.edu](mailto:mmoore@radford.edu) if you would like more information about the proposed program.

Thank you.

1. If a Master's degree program in Athletic Training were required for you to become a certified athletic trainer, and it were offered in the Department of Health and Human Performance, how likely would you be to enroll?
  - a. Extremely Likely
  - b. Somewhat Likely
  - c. Undecided
  - d. Somewhat Unlikely
  - e. Extremely Unlikely
2. How interested are you in pursuing an entry-level master's degree in Athletic Training in the next two years?
  - a. Extremely Likely
  - b. Somewhat Likely
  - c. Undecided
  - d. Somewhat Unlikely
  - e. Extremely Unlikely
3. What is your current academic classification?
  - a. Freshman or Sophomore
  - b. Junior or Senior

### Survey responses

Students in the Department of Health and Human Performance and athletes at Radford University were asked to complete an interest survey regarding a prospective Master of Science program in Athletic Training. Fifty-two students completed the survey.

1. If a Master's degree program in Athletic Training were required for you to become a certified athletic trainer, and it were offered in the Department of Health and Human Performance, how likely would you be to enroll?  
Extremely Likely or Somewhat Likely = 28
2. How interested are you in pursuing an entry-level master's degree in Athletic Training in the next two years?  
Extremely Likely or Somewhat Likely = 25



## SECTION II: DEMOGRAPHIC INFORMATION

3. What is your current academic classification?  
Freshman or Sophomore =14  
Junior or Senior = 38

**RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE**

**RESOLUTION FOR APPROVAL OF  
MASTER OF SCIENCE (M.S.) IN ATHLETIC TRAINING**

**MAY 3, 2018**

**WHEREAS**, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Master of Science (M.S.) in Athletic Training; and

**WHEREAS**, the proposed M.S. degree in Athletic Training program will coincide with the discontinuance of the undergraduate major in Athletic Training; and

**WHEREAS**, the proposed M.S. degree in Athletic Training program is to prepare students to serve as certified athletic trainers in the Commonwealth and beyond; and

**WHEREAS**, the proposed M.S. degree in Athletic Training program will prepare students to prevent, diagnose and treat muscle and bone injuries and illnesses and provide students with the specific course work so they will develop the knowledge, skills and abilities to 1) promote injury/illness prevention and wellness; 2) examine, assess, and diagnose injuries; 3) provide emergency care; 4) provide therapeutic interventions; and 5) demonstrate professional responsibility and health care administration; and

**WHEREAS**, the proposed M.S. degree in Athletic Training program responds to the demand for certified athletic trainers;

**NOW, THEREFORE, BE IT RESOLVED**, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the program for the Master of Science (M.S.) in Athletic Training; and it is further

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
PROPOSAL FOR ORGANIZATIONAL CHANGE  
COVER SHEET**

<p>1. Institution Radford University</p>			
<p>2. Nature of Proposed Change (i.e., to establish, reorganize, or terminate/close an institutional unit). Please indicate the change here. Attach a detailed description of the change as a separate document. Attach copies of the institution's current and resultant organizational charts. Change the name of the Honors Academy to the Honors College</p>			
<p>3. Purpose of Proposed Change. Please indicate the reason(s) for the change here. Attach a detailed description of the rationale for the change on a separate page. Implement the recommendation from the honors implementation committee to change the name of the existing Honors Academy to the Honors College to one that is more easily recognizable and consistent with existing naming norms.</p>			
<p>4. Type of Proposed Change (check one).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>SIMPLE</b> <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution's mission, curriculum, and funding on a separate page.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>COMPLEX</b> <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p> </td> </tr> </table>	<p><b>SIMPLE</b> <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution's mission, curriculum, and funding on a separate page.</p>	<p><b>COMPLEX</b> <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p>	
<p><b>SIMPLE</b> <input checked="" type="checkbox"/></p> <p>Please explain how the change fits with the institution's mission, curriculum, and funding on a separate page.</p>	<p><b>COMPLEX</b> <input type="checkbox"/></p> <p>Please complete and submit Part I Supplemental Information and Part II Information for Non-exempt off-campus site.</p>		
<p>5. Does this proposed change involve the establishment of an off-campus instructional site?</p> <p style="text-align: center;"> <b>NO</b> <input checked="" type="checkbox"/>                      <b>YES</b> <input type="checkbox"/> </p> <p>If yes, does the proposal fit the criteria for a partially-exempt, non-exempt, or fully-exempt instructional site?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><b>PARTIALLY-EXEMPT</b> <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><b>NON-EXEMPT</b> <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p><b>FULLY-EXEMPT</b> <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p> </td> </tr> </table>	<p><b>PARTIALLY-EXEMPT</b> <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p>	<p><b>NON-EXEMPT</b> <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p>	<p><b>FULLY-EXEMPT</b> <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p>
<p><b>PARTIALLY-EXEMPT</b> <input type="checkbox"/></p> <p>If partially-exempt, please attach documentation to support this status.</p>	<p><b>NON-EXEMPT</b> <input type="checkbox"/></p> <p>If non-exempt, please complete and submit Part II and Part III of this form.</p>	<p><b>FULLY-EXEMPT</b> <input type="checkbox"/></p> <p>If fully-exempt, please attach documentation to support this status.</p>	
<p>6. Date of Approval by Board of Visitors. (MM/DD/YYYY) <input type="checkbox"/> Check box if BOV approval is not needed.</p>			
<p>7. Proposed Effective Date of Organizational Change. (MM/DD/YYYY) 07/01/2018</p>			

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

## Table of Contents

Proposal for an Organizational Change .....	1
Institution .....	1
Nature of the Proposed Change .....	1
Background .....	1
Purpose of the Proposed Change .....	2
Mission.....	2
Rationale for the Proposed Change.....	2
Academic Programs .....	3
Space .....	3
Resources .....	3
Administration .....	3
Faculty.....	4
Other Costs.....	4
Miscellaneous .....	4
Budget .....	5
Attachment 1 Current organizational chart	
Attachment 2 Proposed organizational chart	

## Proposal for an Organizational Change

### Institution

Radford University

### Nature of the Proposed Change

Radford University requests permission to establish an Honors College to replace the current Honors Academy. The new Honors College would maintain the current organizational structure of being located within the Office of Academic Programs, which is a division of Academic Affairs.

### Background

In 1921, The State Normal and Industrial College for Women at Radford first instituted an honors distinction for graduates based on their academic performance.<sup>1</sup> Evidence for honors as an actual part of the curriculum can be found as early as 1957-58, when two honors courses were introduced. The 1962-63 school year witnessed the opening of the first honors residence hall, but the Honors Program itself was not officially founded until May 15th, 1980.<sup>2</sup> The 2001-02 undergraduate catalog notes the name change from Honors Program to Honors Academy. With the new name came an admissions requirement – previously the program had been open to any interested student.

In 2012, Radford University formed an ad hoc Honors Transformation Committee that was charged with changing honors education at the institution. Following a detailed report from external consultant, Dr. Robert Spurrier, the committee recommended developing a structure aligned with national guidelines for honors colleges. Along with this structural shift was a recommendation to consider changing the name to one that is more easily recognizable and consistent with existing naming norms. This committee was quickly followed by the 2013 ad hoc Honors Implementation Committee, which formally charted most of the recent changes to the program.

Using the plan developed by the 2013 Honors Implementation Committee, the Honors Academy has witnessed dramatic changes in the curriculum, faculty involvement, and student body. Curricular changes include an honors prefix with five stand-alone honors courses, which helped institute a curricular identity beyond the disciplinary honors courses. Faculty involvement has deepened through the appointment of eight honors faculty fellows, who both teach and mentor honors students. Finally, the admissions process has become more competitive, which has intensified student engagement and commitment. Honors freshmen are now required to live in the honors residence (Floyd Hall) and all honors students are required to participate in honors-specific programming throughout the year. Given the breadth and depth of these changes, the profile of the Honors Academy is now consistent with national criteria for Honors Colleges.

Colleges of the university are composed of academic units: departments, schools and interdisciplinary programs, except for the College of Graduate and Professional Studies. The proposed Honors College would be similar to the College of Graduate Studies and Research in

<sup>1</sup> Lewis-Smith, L. G. (1970). *Radford College: A sentimental chronicle through its first half-century*. Radford College Alumnae Association, Radford, VA.

<sup>2</sup> *Celebrating the Century* (2010). Retrieved from [www.radford.edu/centennial/thismonth/index.html](http://www.radford.edu/centennial/thismonth/index.html).

that it does not have its own faculty or departments but rather serves an administrative function that supports students completing the honors curriculum.

### **Purpose of the Proposed Change**

The purpose of the proposed organizational change is to fully develop honors education at Radford University by elevating the Honors Academy to establish an Honors College.

### **Mission**

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

The proposed Honors College reflects the university's continual commitment to providing a wide range of academic programs that emphasize the process of learning. The proposed change promotes a sense of caring for students seeking the benefits of an honors-level education and increases meaningful interaction among students and faculty in both teaching and research.

### **Rationale for the Proposed Change**

The proposed Honors College would provide increased clarity for several important external audiences. Such clarity is vital for a range of stakeholders, including new students (e.g., prospective students, their families, and high school guidance counselors), honors alumni (e.g., with graduate programs and employers), and university benefactors.

#### Prospective Students

Well-qualified high school seniors and transfer students typically receive admission offers from multiple institutions. As such, accurate institutional communication is necessary to successfully recruit these honors-level applicants. The establishment of an Honors College at Radford University will more clearly articulate the depth and breadth of offerings provided to honors students. In turn, prospective students who learn about the strength of the honors experience should have increased matriculation and retention rates.

#### Employers and Graduate Programs

As college students approach graduation they often need efficient strategies to communicate their qualifications to potential employers or graduate programs. The proposed Honors College would allow our honors alumni to efficiently convey the depth of their educational experiences in their resumes or cover letters. Although such short-hand can never fully describe the richness of honors classes and the honors community, it can provide a tipping point for competitive jobs or graduate programs that have large applicant pools.

## University Benefactors

Foundations and private donors have the potential to make a meaningful impact on the lives of students through grants and gifts. As with other external audiences, the Honors College would provide potential benefactors a more accurate understanding of what their donations could support. That is, honors activities at Radford University include the full range of residential, curricular, travel, research, mentorship, and community experiences. With the ongoing financial challenges across higher education, making the donor communications clear and affirmative would be a notable strength of the proposed Honors College.

## **Academic Programs**

Although the Honors Academy does not offer a degree, certificate, or minor, it does provide a 27-credit curriculum to achieve the *Highlander Scholar* distinction at graduation. The honors curriculum comprises a first-year experience course (HNRS 103), numerous honors courses in the Core Curriculum (e.g., HNRS 201 and HNRS 202), upper-level honors seminars (HNRS 310), and preparation for the honors capstone (HNRS 300). The Honors College would continue to offer this breadth of courses, which allows students from any major the opportunity for an honors education within the requirements of their chosen discipline.

## **Space**

The current Honors Academy is located in a suite of offices in Floyd Hall, which is the honors residence. This location includes space for the director, associate director, administrative specialist, and student workers. In addition, the suite includes a small conference room that is used to meet with prospective students, to hold meetings of the Honors Faculty Fellows, and for some small honors seminars. The suite is located at the entrance of Floyd Hall, which houses nearly all honors freshmen and a cohort of upper-level honors students. Floyd Hall also includes a full classroom that is used almost exclusively for honors courses. No new space would be necessary to accommodate the proposed Honors College.

## **Resources**

The Honors College budget and organizational structure would be identical to the current provisions for the Honors Academy. The honors budget was expanded in 2014 to meet the goals outlined by the 2013 Honors Implementation Committee. This budget accommodates the administrative salaries, stipends for the Honors Faculty Fellows, and experiences for honors students (both inside and outside of the honors courses). This budget is administered by the Honors Academy within the structure of the Office of Academic Programs and Academic Affairs.

## Administration

The current organizational structure of the Honors Academy will remain the same in the proposed Honors College. The Honors Academy is currently led by a Director (full-time, 12-month) and Associate Director (half-time reassigned to honors administrative work and a summer stipend). The Director reports to the Assistant Provost for Academic Programs. The Director manages the honors budget, maintains connections with other campus offices, leads selection and coordination of the Honors Faculty Fellows, oversees the honors admissions process, and conducts honors assessments. The Associate Director coordinates honors programming, facilitates outreach activities, and assists with daily operations. Because these two

positions were fully developed and budgeted in conjunction with the 2013 Honors Implementation Committee, no new leadership resources are necessary.

The Administrative Specialist who reports to the director and provides logistical support for the current Honors Academy will provide logistical support for the proposed Honors College.

The work of the honors administration is supported by two graduate assistants and two undergraduate work-study positions. These student workers provide clerical, data entry, and correspondence support for the office. The graduate assistants are paid from the budget of the College of Graduate Studies and Research. The work-study positions are paid from the Office of Financial Aid. Each of the student-worker positions is assigned to the honors office on an annual basis. This arrangement would continue in the proposed Honors College.

### Faculty

No faculty positions are permanently located in the Honors Academy. The Honors Academy currently includes eight Honors Faculty Fellows who would continue in the proposed Honors College. Honors Faculty Fellows are selected in a competitive application process and serve three-year terms. The role of the Honors Faculty Fellow is three-fold: teaching, advising, and community-building. Each Fellow agrees to teach at least one honors course per year. Second, each Fellow is assigned 20-25 honors students for honors advising. Honors advising does not replace primary academic advising in the student's major, but provides an opportunity to mentor honors students on achieving an exceptional program of study (e.g., undergraduate research, internships, nationally-competitive scholarships). Finally, each Fellow participates in honors community activities and takes a lead role on one event per year. The funds for the Honors Faculty Fellows were included in the honors budget starting in 2014 and would continue going forward.

In addition to the Honors Faculty Fellows, numerous faculty from across campus teach honors classes, guide honors 'contracts' in non-honors classes, and mentor honors capstone projects. This ad hoc participation of faculty in the education of honors students would continue following the proposed name change.

### Other Costs

The current Honors Academy budget includes funds that support a host of student experiences, including field trips for honors courses, honors-community events, and travel to honors conferences. The Honors Academy hosts over thirty honors events – both large and small – throughout the year. Many of these events are honors-specific (e.g., orientations, retreats), whereas others are open to the entire campus community (e.g., annual honors speaker). The honors budget also supports student and faculty to travel to the annual conferences of the National Collegiate Honors Council, the Southern Regional Honors Council, and the Virginias Collegiate Honors Council. The budget for these activities is in place now and would continue following the proposed change to Honors College.

### Miscellaneous

Because the honors budget was expanded in 2014 to accommodate the goals of the Honors Implementation Committee, only minimal new costs are expected for the establishment of the Honors College. Miscellaneous expenses for the proposed organizational change include the costs for signage, new business cards, and replacing stationery. These costs are not projected to exceed \$500.



### Budget

Radford University has adequate resources to support the proposed change. No new state support will be requested to initiate or sustain the establishment of the Honors College. The current budget of the Honors Academy would be reallocated to the budget for the proposed Honors College.

The below budget includes the previously allocated funds for the honors administration personnel (Director, Associate Director, and Administrative Specialist), stipends and course reassigned time for eight Honors Faculty Fellows, salaries for student workers, and support for student engagements (course activities, programming, and travel).

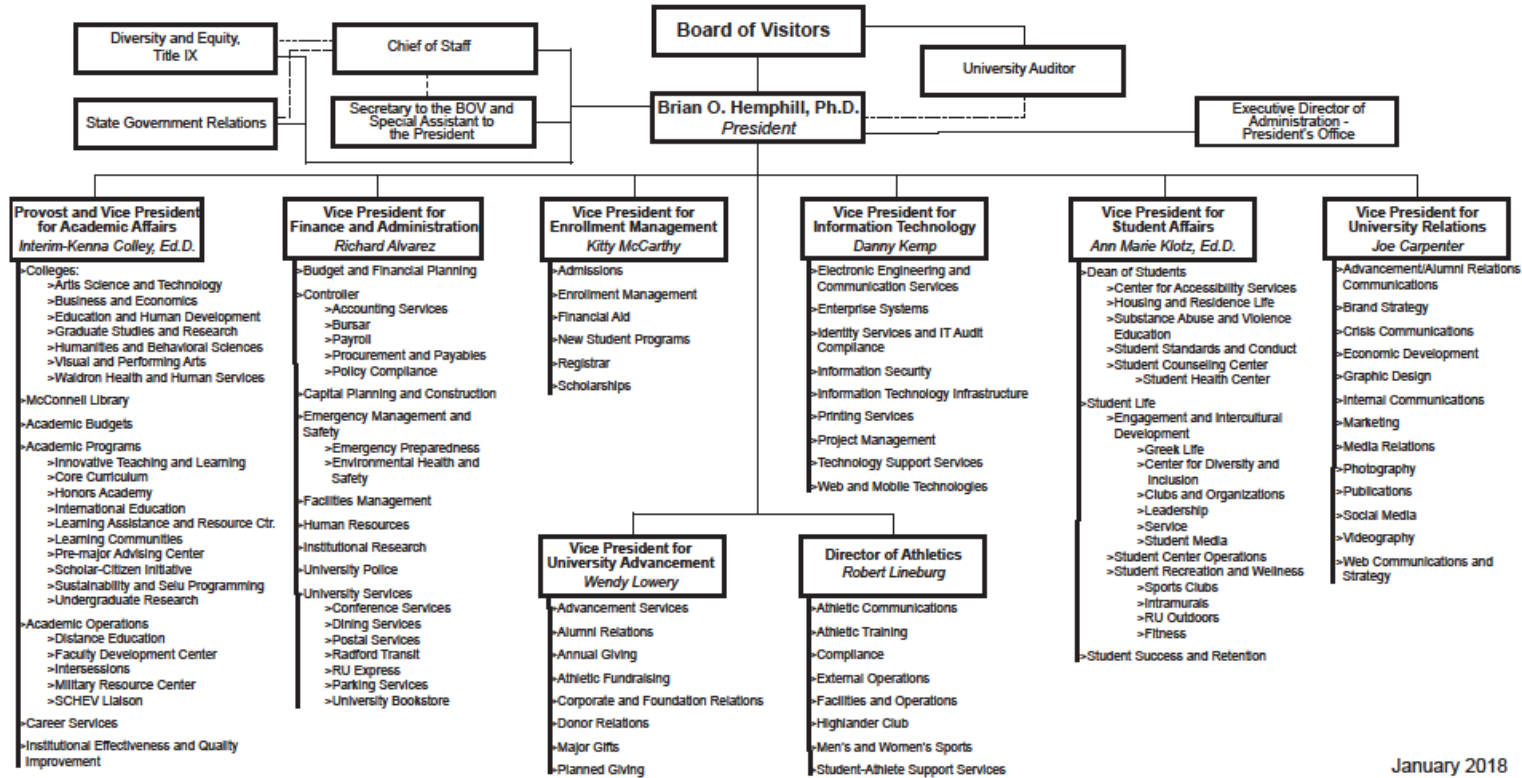
See Attachment 1 for the current organizational chart.

See Attachment 2 for the proposed organizational chart

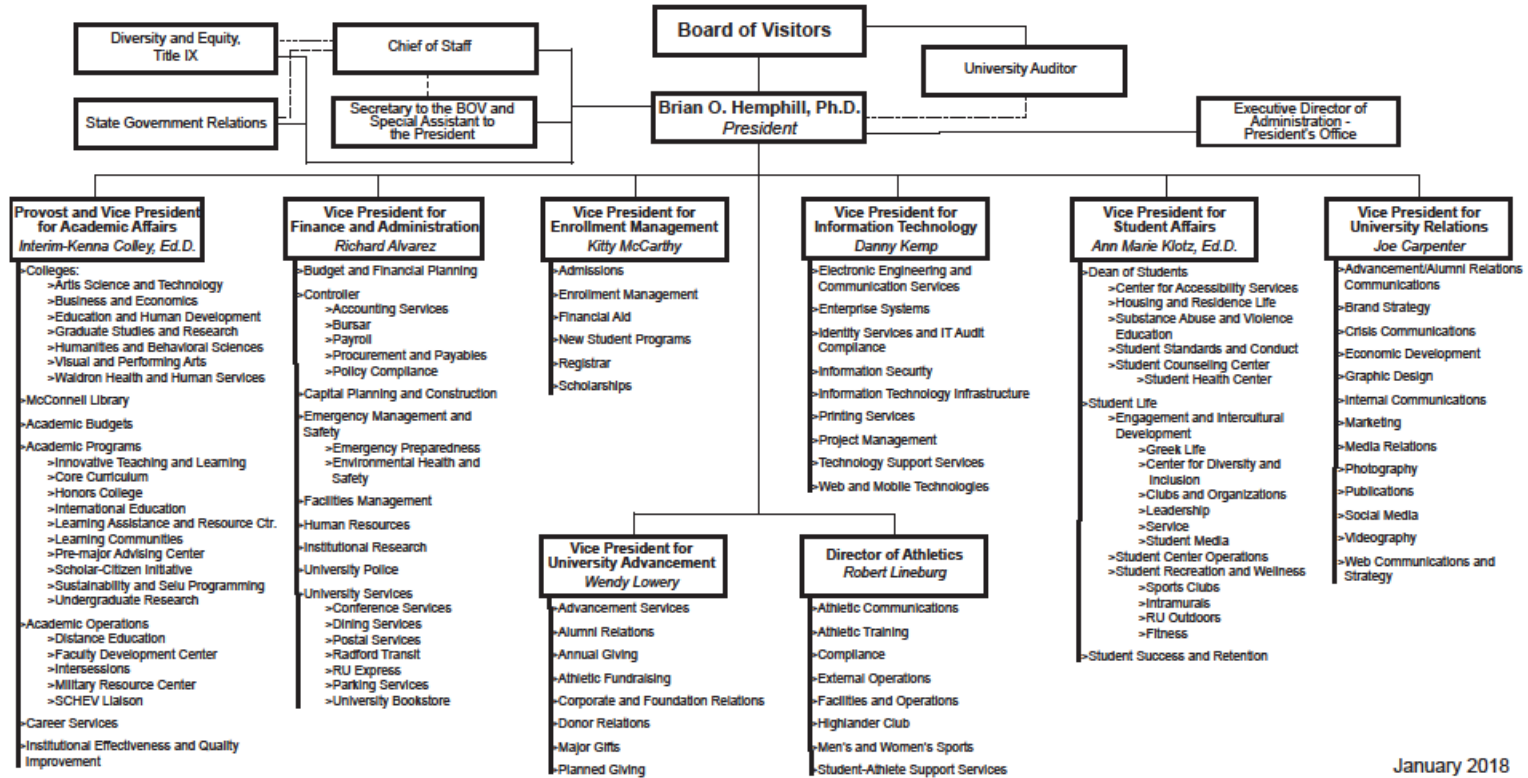
New Academic Unit - Honors College  
Existing Program Name - Honors Academy

Expenditure Category	Current HDCT	Current Program Cost	New Unit HDCT	Proposed Budget		
				2018 - 2019	2019-2020	2020-2021
<b>Personnel Salary</b>						
Director	1	\$121,574	1	\$121,574	\$121,574	\$121,574
Fringe Benefits		\$35,864		\$35,864	\$35,864	\$35,864
Associate Director	1	\$10,000		\$10,000	\$10,000	\$10,000
Fringe Benefits		\$765		\$765	\$765	\$765
Administrative Specialist	1	\$29,146		\$29,146	\$29,146	\$29,146
Fringe Benefits		\$8,598		\$8,598	\$8,598	\$8,598
Honors Faculty Fellows	8	\$54,400		\$54,400	\$54,400	\$54,400
Fringe Benefits		\$4,162		\$4,162	\$4,162	\$4,162
Faculty						
Fringe Benefits						
<b>Personnel Subtotal</b>	<b>11</b>	<b>\$264,509</b>	<b>1</b>	<b>\$264,509</b>	<b>\$264,509</b>	<b>\$264,509</b>
<b>Student Support</b>						
Student Helpers/Workers		\$4,000		\$4,000	\$4,000	\$4,000
Graduate Teaching Assistant						
Graduate Research Assistant		\$9,000		\$9,000	\$9,000	\$9,000
<b>Student Support Subtotal</b>	<b>0</b>	<b>\$13,000</b>	<b>0</b>	<b>\$13,000</b>	<b>\$13,000</b>	<b>\$13,000</b>
<b>Operating Expenses</b>						
Office Supplies		\$8,230		\$8,230	\$8,230	\$8,230
Instructional Supplies		\$9,942		\$9,942	\$9,942	\$9,942
Travel		\$10,000		\$10,000	\$10,000	\$10,000
Marketing		\$2,547		\$2,547	\$2,547	\$2,547
Conference/Professional Development		\$13,812		\$13,812	\$13,812	\$13,812
Other Costs		\$5,112		\$5,112	\$5,112	\$5,112
<b>Operating Expenses Subtotal</b>		<b>\$49,643</b>		<b>\$50,143</b>	<b>\$49,643</b>	<b>\$49,643</b>
<b>Total</b>	<b>11</b>	<b>\$327,152</b>	<b>1</b>	<b>\$327,652</b>	<b>\$327,152</b>	<b>\$327,152</b>

# Attachment 1 Current Organizational Chart



# Attachment 2 Proposed Organizational Chart



January 2018

**RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE**

**RESOLUTION FOR APPROVAL OF  
RADFORD UNIVERSITY HONORS COLLEGE**

**MAY 3, 2018**

**WHEREAS**, Radford University requests permission to establish an Honors College to replace the current Honors Academy; and

**WHEREAS**, the new Honors College would maintain the current organizational structure of being located within the Office of Academic Programs in the Division of Academic Affairs; and

**WHEREAS**, the proposed Honors College would provide increased clarity for several important external audiences. Such clarity is vital for a range of stakeholders, including new students, honors alumni and university benefactors; and

**WHEREAS**, the proposed Honors College reflects the university's continual commitment to providing a wide range of academic programs that emphasize the process of learning;

**NOW, THEREFORE, BE IT RESOLVED**, that the Academic Affairs Committee approve and submit the proposal to the Board of Visitors for approval of the establishment of an Honors College; and it is further

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

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

**MAY 3, 2018**

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

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

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

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

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

**ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY**

<u>Name</u>	<u>Department</u>
Caleb L. Adams	Department of Mathematics & Statistics
Anthony M. Dove	Department of Mathematics & Statistics

**COLLEGE OF BUSINESS AND ECONOMICS**

<u>Name</u>	<u>Department</u>
Daniel F. Farhat	Department of Economics

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

<u>Name</u>	<u>Department</u>
Pamela Y. Frasier	Department of Health and Human Performance
Darren W. Minarik	School of Teacher Education & Leadership
Brad E. Bizzell	School of Teacher Education & Leadership
Terry K. Smith	School of Teacher Education & Leadership

**COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

<u>Name</u>	<u>Department</u>
Brock W. Cutler	Department of History

**WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES**

<u>Name</u>	<u>Department</u>
Virginia K. Weisz	School of Nursing
Iris L. Mullins	School of Nursing
Deneen L. Evans	School of Social Work
Mashooq A. Salehin	School of Social Work

**THEREFORE, BE IT RESOLVED**, it is recommended that the Academic Affairs Committee approve the faculty Tenure recommendations listed above to be presented to the full Board of Visitors at its next meeting, to become effective the beginning of the 2018-2019 academic year.

## 16-17.01—Motion to Create Rank of Senior Instructor

Referred by: Governance Committee

### MOTION:

The Faculty Senate recommends the creation of the rank of Senior Instructor for Special Purpose faculty who have not attained their terminal degree.

#### 1.6.1.1 Minimum Criteria for Faculty Promotion

*(INSERT)* Senior Instructor

~~Holds a Bachelor's degree in the discipline or field in which he or she will be employed to teach and has at least 18 hours of graduate credit in the field, or holds the Master's degree in the discipline or field in which he or she will be employed to teach.~~  Holds an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the Southern Association of Colleges and Schools. Must be special purpose faculty and have six years of service at Radford University as an instructor.

### RATIONALE:

The creation of new position of Senior Instructor allows instructors the opportunity for applying for promotion during their sixth year of teaching. The rank of Senior Instructor rewards teaching excellence and recognizes their significant contributions to Radford University.

Passed October 13, 2016

[Return to Table of Contents.](#)

[Go to 16-17.02—Motion to Amend Language Regarding Adjunct Faculty.](#)



TO: E. Carter Turner, Ph.D.  
Faculty Senate President

FROM: Brian O. Hemphill, Ph.D.  
President

DATE: April 21, 2017

RE: Response to 16-17.01  
*Motion re: Create Rank of Senior Instructor*

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I have reviewed the motion by the Faculty Senate, which was referred by the Governance Committee and passed on October 13, 2016, with a recommendation to create the rank of Senior Instructor. Based on discussion by the Cabinet and the Leadership Council, the motion is conditionally approved, as outlined below, with an established increase of \$1,500 upon receiving the rank of Senior Instructor.

In accordance with the existing promotion and tenure process, it is critically important that individuals be carefully evaluated to determine teaching, scholarship, and service prior to awarding the rank of Senior Instructor. Therefore, this approval will not be effective until a process has been developed and approved by the Faculty Senate to ensure a consistent and thorough review, resulting in a fair and equitable determination of academic credentials and submitted materials. The process will require review and approval by the administration through the same process that is followed for Faculty Senate motions.

Please share this response with the full Faculty Senate.

## 17-18.06—Motion to Institute a Process for Promotion of Special Purpose Faculty to the Position of Senior Instructor

Referred by: Faculty Issues Committee

### MOTION:

The Faculty Senate recommends that the FT&R Handbook statement on p. 28, 1.6.2.2 be used as the basis for a promotion process for special purpose faculty with some modifications reflecting departmental differences in the role of the special purpose faculty member. These modifications would take the form of **a statement explicitly referring to the department's expectations for role performance of the special purpose faculty member with respect to variations in the importance of service, professional accomplishments and teaching in this role.** It is recognized that in some departments, teaching performance may be the only ~~criteria~~ **criteria** for evaluation for promotion, and that this expectation varies across campus. **A statement to this effect, specifically describing departmental expectations for promotion of the special purpose faculty member, should be included in each department's handbook of policies and procedures.**

*Current version: 1.6.2.2 The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years including a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member's application and documentation to the Chair of the appropriate Department Promotion Committee.*

**Add: 1.6.2.3 Special purpose faculty members will likewise follow the process as described above. Areas of evaluation will be weighted to accord with this faculty member's contract letter, expectations as described in departmental documents, and ~~ongoing~~ annual evaluations.**

### RATIONALE:

Whereas the motion creating the rank of senior instructor did not provide a process for promotion; and whereas a process for faculty promotion to the ranks of associate and full professor is included in the FT&R Handbook, a model for promotion to other faculty positions does exist. No changes to the current wording in section 1.6.2.2 appear to be necessary. However, because the role of the special purpose faculty member varies from one department to another, we recommend that each department must use criteria for promotion that are consistent with handbook and departmental expectations for time spent in teaching, professional activities and service and other functions assigned to the special purpose faculty in that department. We therefore propose the addition of the two sentences as noted above to the handbook. **It is recommended that these sentences or the like be added to the department's handbook.**

[Return to Table of Contents](#)

**Attachment F**  
**Resolution to Amend the**  
**Teaching and Research Faculty Handbook**

**May 3, 2018**

**WHEREAS**, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

**WHEREAS**, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

**WHEREAS**, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

**WHEREAS**, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

**WHEREAS**, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

**WHEREAS**, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Affairs Committee who will in turn make recommendations to the member of the full Board of Visitors.

**NOW, THEREFORE, BE IT RESOLVED**, that the Academic Affairs Committee of the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.6.1.1: Minimum Criteria for Faculty Promotions** and **Section 1.6.2: Procedures for Recommending Promotions** of the *Teaching and Research Faculty Handbook* is hereby amended to permit the rank of Senior Instructor for Special Purpose faculty. Said sections are to now read as follows (additions are in **red**):

**1.6.1.1 Minimum Criteria for Faculty Promotion**

(INSERT) Senior Instructor

~~Holds a Bachelor's degree in the discipline or field in which he or she will be employed to teach and has at least 18 hours of graduate credit in the field, or holds the Master's degree in the discipline or field in which he or she will be employed to teach.~~ **Holds an advanced, non-terminal degree consistent with the accreditation criteria of the discipline and the**

**Southern Association of Colleges and Schools.** Must be special purpose faculty and have six years of service at Radford University as an instructor.

### **1.6.2: Procedures for Recommending Promotions**

The Faculty Senate recommends that the FT&R Handbook statement on p. 28, 1.6.2.2 be used as the basis for a promotion process for special purpose faculty with some modifications reflecting departmental differences in the role of the special purpose faculty member. These modifications would take the form of **a statement explicitly referring to the department's expectations for role performance of the special purpose faculty member with respect to variations in the importance of service, professional accomplishments and teaching in this role.** It is recognized that in some departments, teaching performance may be the only ~~criteria~~ **criterion** for evaluation for promotion, and that this expectation varies across campus. **A statement to this effect, specifically describing departmental expectations for promotion of the special purpose faculty member, should be included in each department's handbook of policies and procedures.**

*Current version: 1.6.2.2 The faculty member shall initiate an application for promotion to the Department Chair and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the faculty member from the Department Chair from the past six years including a summary of students evaluations and peer evaluations (if applicable), current curriculum vita, and any additional information appropriate to support a recommendation for promotion. The Department Chair shall submit the faculty member's application and documentation to the Chair of the appropriate Department Promotion Committee.*

**Add: 1.6.2.3 Special purpose faculty members will likewise follow the process as described above. Areas of evaluation will be weighted to accord with this faculty member's contract letter, expectations as described in departmental documents, and ongoing annual evaluations.**

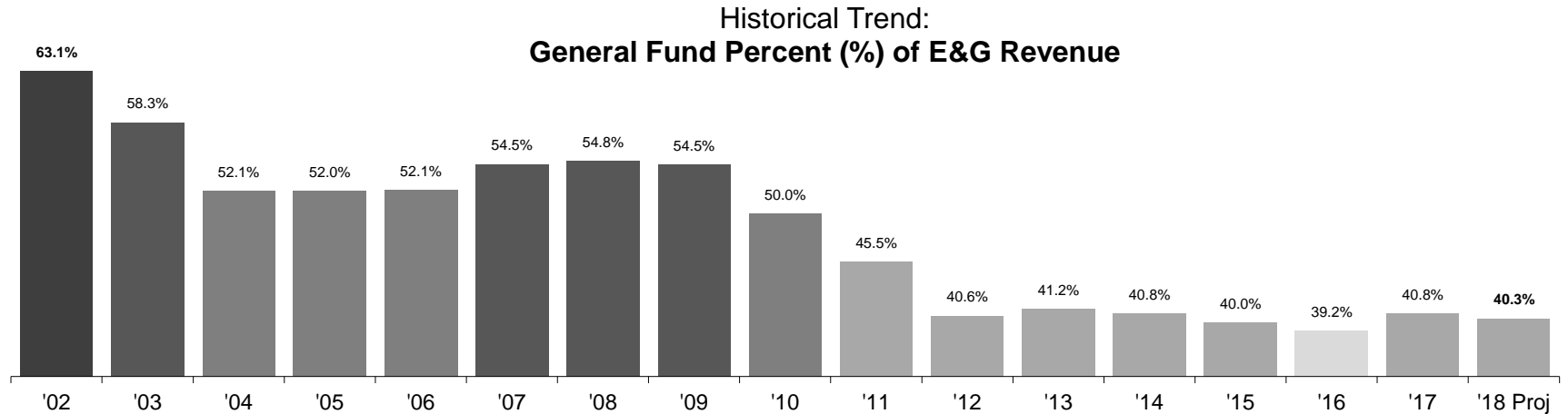
# 2018-19 Higher Education Environmental Factors

**RADFORD**  
UNIVERSITY

- 
- 1) **General Fund Stability** - the university is tasked with further leveraging internal funding sources to drive institutional priorities.  
*\* The impending 2018-20 biennial budget is without concurrence on a final fiscal plan.*
  - 2) **Projected Enrollment Trends** - competition for in-state undergraduate students has become increasingly more competitive in recent years.
  - 3) **Mandatory Cost Increases** - in addition to state mandated items, the University must also address mandatory cost pressures including contractual commitments, operation and maintenance of facilities, escalators, etc.
  - 4) **Implementation of Strategic Plan** - budget development sought to align divisional priorities with the efforts identified in the 2018-2023 strategic plan.

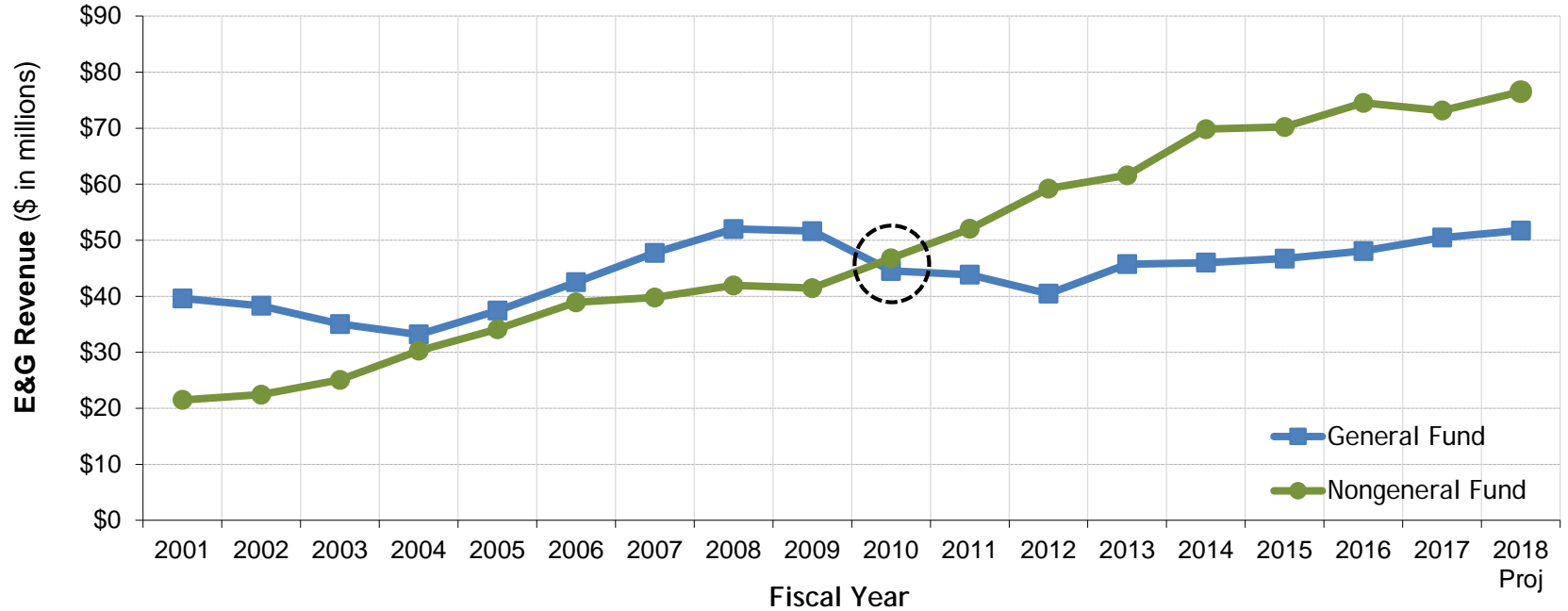
# 1) General Fund Stability

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# Shift in Higher Education Funding

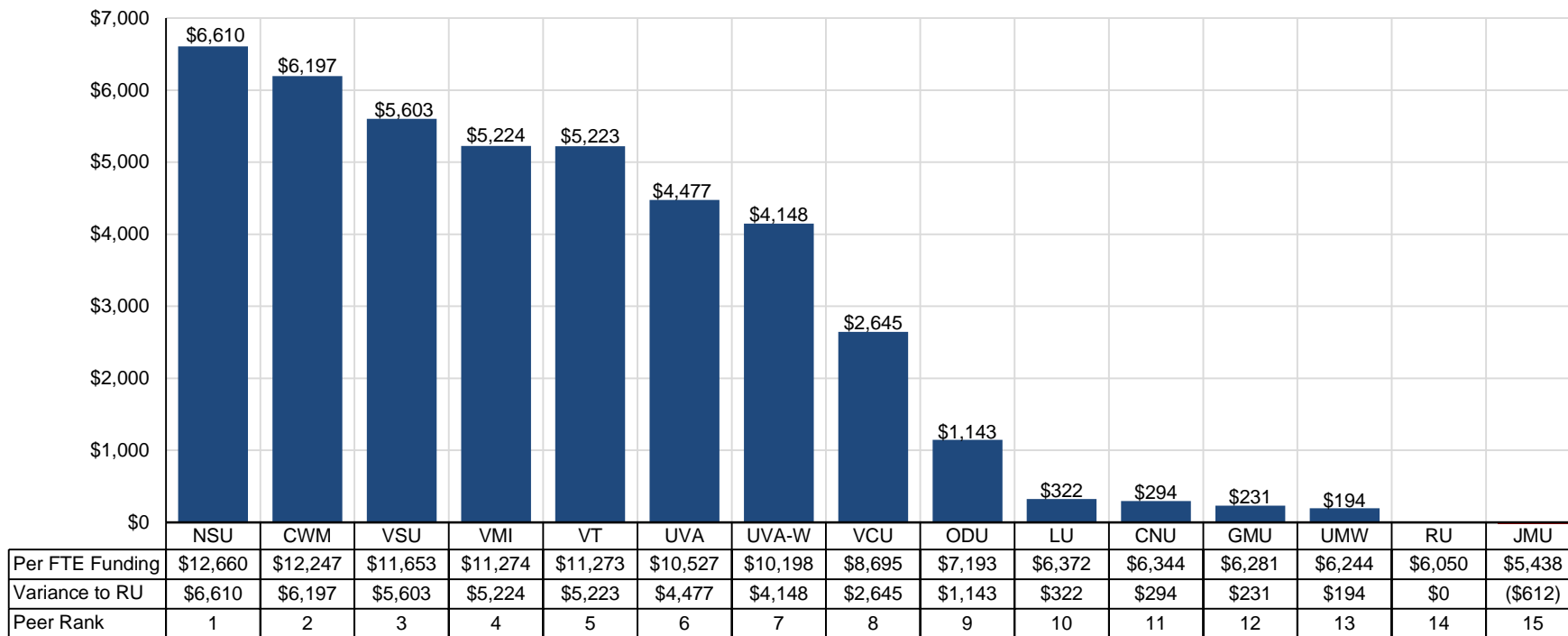
## Radford University E&G Funding Trend



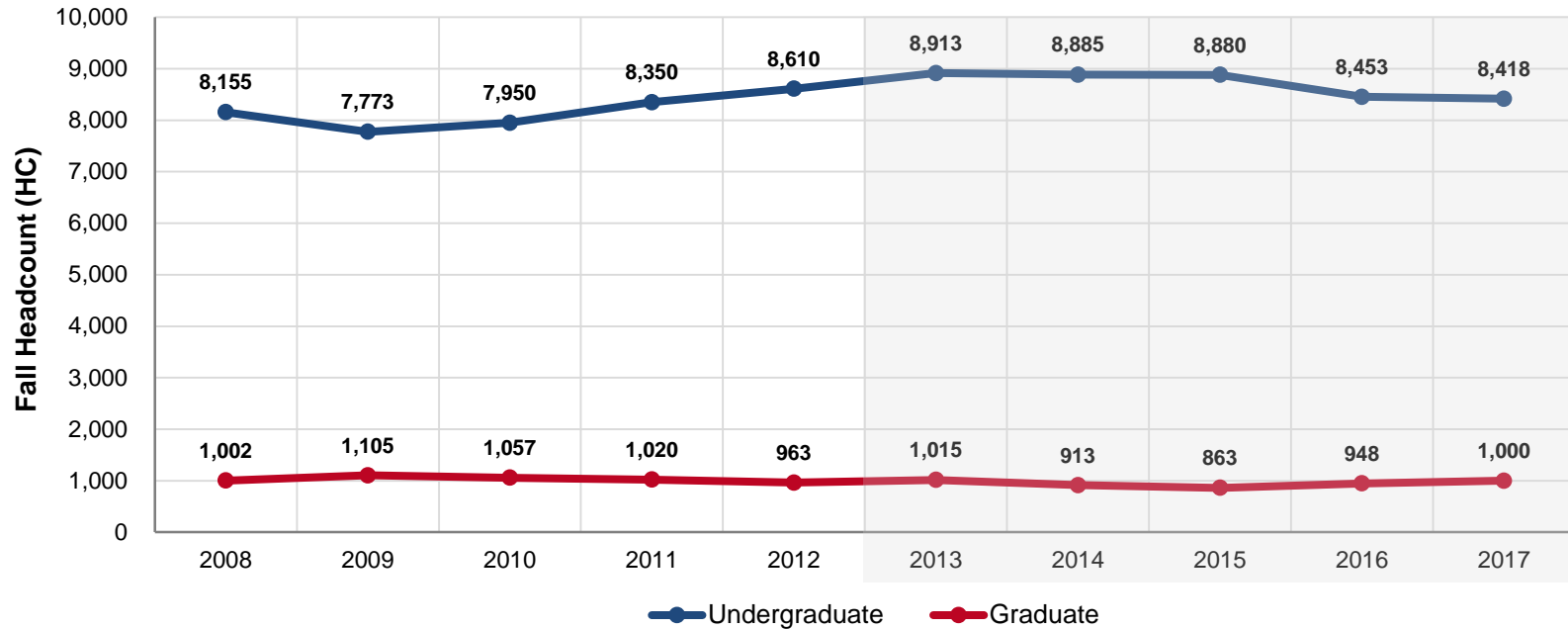


# General Fund per In-State FTE: Variance to RU

Source: IPEDS (2015-16) - Four Year Publics



### Radford University Fall Enrollment Trend

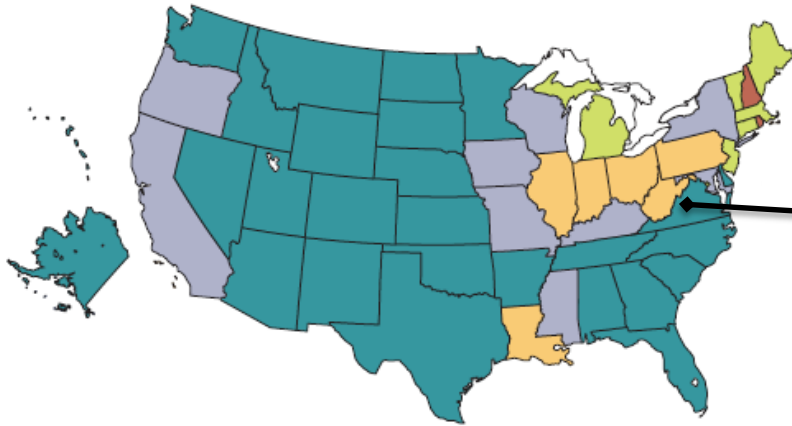


# Total FTE Enrollment

## FY 2017 In-State vs. Out-of-State

	2016-17 Enrollment FTE			Percent of Inst. Total		2016-17 UG Tuition	
	IS FTE	OoS FTE	Total	% IS	% OoS	\$ IS	\$ OoS
UVA - W	1,553	93	1,646	94%	6%	\$5,369	\$22,079
CNU	4,676	310	4,986	94%	6%	\$7,870	\$19,496
LU	4,407	299	4,706	94%	6%	\$7,350	\$21,780
RU	8,552	613	9,165	93%	7%	\$7,045	\$19,126
UMW	3,914	383	4,297	91%	9%	\$7,948	\$22,538
ODU	17,830	2,201	20,031	89%	11%	\$6,348	\$23,328
VCU	23,788	4,709	28,497	83%	17%	\$10,989	\$30,146
NSU	3,977	824	4,801	83%	17%	\$5,318	\$17,680
GMU	23,166	6,211	29,377	79%	21%	\$8,204	\$29,486
JMU	15,375	5,463	20,838	74%	26%	\$5,896	\$21,670
VSU	3,321	1,185	4,506	74%	26%	\$5,386	\$15,916
VT	22,109	11,566	33,675	66%	34%	\$10,941	\$28,064
CWM	5,233	3,377	8,610	61%	39%	\$15,810	\$36,850
VMI	1,180	773	1,953	60%	40%	\$8,461	\$32,770
UVA	14,028	10,301	24,329	58%	42%	\$13,515	\$42,859

# High School Graduation Trends (2014-2024)

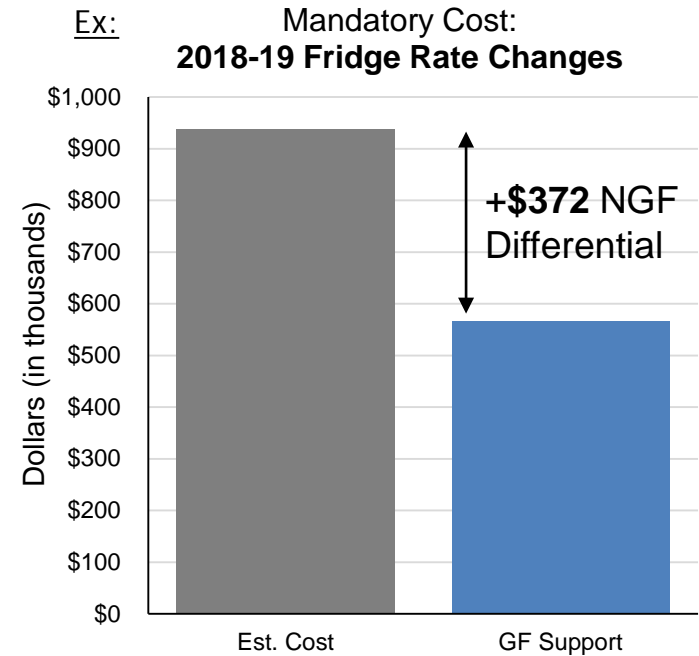


Enrollment Demographic	10-Yr. Changes	Percent Increase
Total Virginia	10,375	12.7%
White, Non-Hispanic	(778)	-1.7%
Hispanic	6,820	99.1%
Black, Non-Hispanic	1,653	10.1%
Asian/Pacific Islander	3,821	65.9%

- States that will have severe overall declines in high school graduates (decreases greater than or equal to 10 percent)
- States that will have a moderate overall decrease in high school graduates (decreases between 3 and 10 percent)
- States that will have a minimal overall change in high school graduates (less than 3 percent change, up or down)
- States that will have a moderate overall increase in high school graduates (increases between 3 and 10 percent)
- States that will have large overall increases in high school graduates (increases greater than or equal to 10 percent)

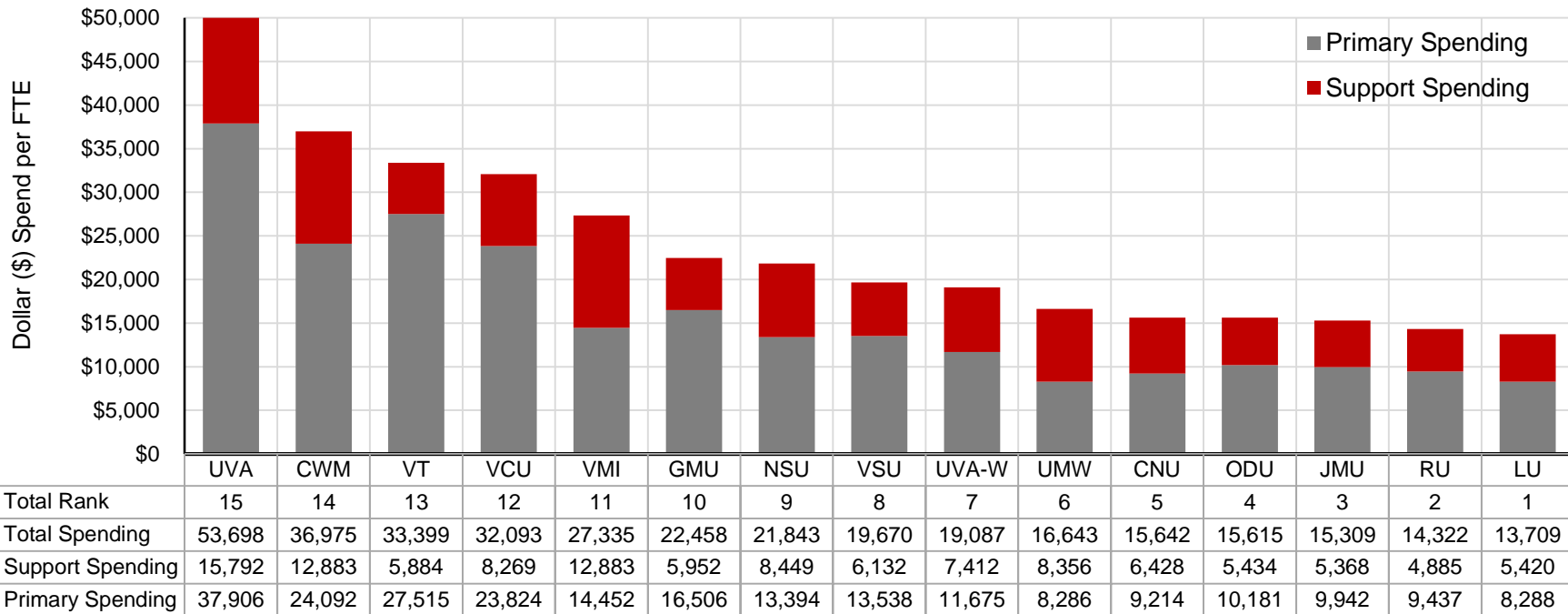
### 3) Mandatory Cost Increases

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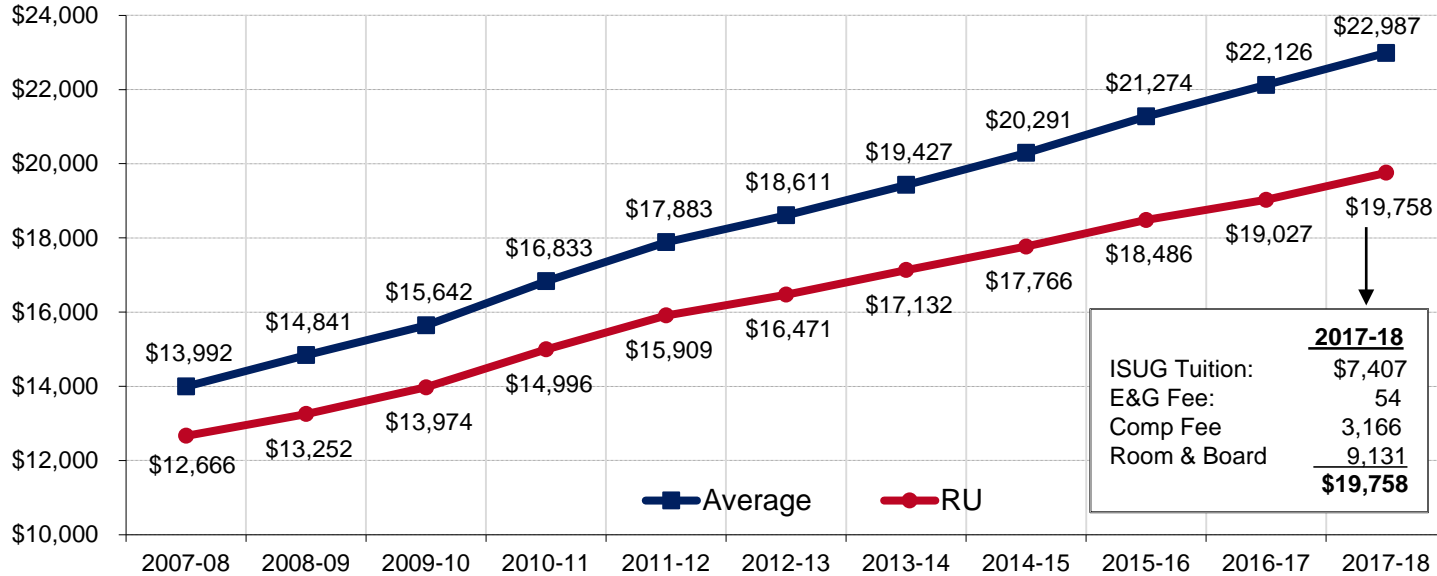


# VA Institutions Functional Spend per FTE:

*Source: IPEDS (2015-16) - Four Year Publics*



### Comparison, In-State Undergraduate RU and Average 4-year VA Public Institutions of Higher Education



Rank	Inst.	2017-18
1	CWM	\$33,843
2	VMI	\$27,450
3	UVA	\$27,060
4	CNU	\$24,878
5	VCU	\$23,811
6	LU	\$23,138
7	GMU	\$23,014
8	UMW	\$22,344
9	VT	\$21,920
10	JMU	\$20,990
11	ODU	\$20,472
12	UVA-W	\$20,139
13	RU	\$19,758
14	VSU	\$19,606
15	NSU	\$18,902

**Average = \$22,987**

## 4) Implement Strategic Plan

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*It is imperative the University is focused on the future. Where we want to be as an institution, not where we are, should drive our strategic focus.*

### Focal Areas:

1. Academic Excellence & Research (4)
2. Brand Identity (2)
3. Economic Development & Community Partnership (2)
4. Philanthropic Giving & Alumni Engagement (3)
5. Strategic Enrollment Growth (8)
6. Student Success (3)

( ) = Denotes the number of goals for each area



# 2018-19 Tuition & Fee Recommendations

**RADFORD**  
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	2018-19 Assumptions
<b>REVENUE</b>	
<b>General Fund Changes</b>	
2017-18 Central Fund Alignment	\$118,006
2018-19 Interest Earnings & CC Rebates	180,000
2018-19 Fringe Rate Changes	566,064
2018-19 Central Systems & Other Changes	38,152
<b>Total General Fund Changes</b>	<b>\$902,222</b>
<b>Nongeneral Fund Changes</b>	
Tuition & Fees	\$3,999,840
Sales & Services	(60,000)
Private Support	201,653
VRS Recoveries	344,731
Need Based Scholarships	(472,225)
<b>Total Nongeneral Fund Changes</b>	<b>\$4,013,999</b>
<b>Total Revenue Changes</b>	<b>\$4,916,221</b>

Limited available resources. The general assembly continues to remain focused on strengthening the overall fiscal position of the Commonwealth.

Giving full consideration to legislative actions, economic outlook, and enrollment related factors for the upcoming 2018-19 fiscal year, a **tuition increase** has been proposed for both in-state and out-of-state students.

# 2018-19 Proposed Resource Allocation - Expense

	2018-19 Assumptions
<b><u>EXPENSES</u></b>	
<b>Non-Discretionary Cost Increases</b>	
<b>Mandatory Costs</b>	
2018-19 Fringe Rate Changes	\$938,101
<b>Central Cost Commitments</b>	
AA Promotion & Tenure	220,670
Contracts & Compliance	337,421
Contract Payouts	100,000
One-Time Operating Restoration	344,731
Recovery Rate Changes	202,981
<b>Sub-Total Central Commitments</b>	<b>\$2,143,904</b>
<b>Division Recurring Requirements</b>	
Academic Affairs	\$612,775
Finance & Administration	29,778
Information Technology	35,000
Central Administration	8,147
Student Affairs	13,441
University Relations	14,915
University Advancement	435,663
Enrollment Management	178,339
General Strategic Plan Implementation	1,444,260
<b>Sub-Total Division Requirements</b>	<b>\$2,772,317</b>
<b>Total Non-Discretionary Cost Increases</b>	<b>\$4,916,221</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$0</b>

Each funded item is required to align with the goals and objectives of the 2018-23 strategic plan. Resources are to fund the absolute highest priorities across each division.

# 2018-19 Tuition & Fee Rate Proposals

**RADFORD**  
UNIVERSITY

# Proposed In-State Undergraduate Rates

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Undergraduate</b>				
<b><u>In-state Undergraduate (full-time) –</u></b>				
Tuition	\$7,407	\$7,922	\$515	
Mandatory Technology Fee	54	58	4	
Mandatory Comprehensive Fee	3,166	3,230	64	
<b>Total In-state Undergraduate</b>	<b>\$10,627</b>	<b>\$11,210</b>	<b>\$583</b>	
Room - Standard Double	5,127	5,281	154	
Board - 19 Meal Plan	4,105	4,229	124	
<b>Total In-state Undergraduate Living in University Housing</b>	<b>\$19,859</b>	<b>\$20,720</b>	<b>\$861</b>	<b>4.34%</b>

## Proposed Out-of-State Undergraduate Rates

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Undergraduate</b>				
<b><u>Out-of-state Undergraduate (full-time) –</u></b>				
Tuition	\$19,042	\$19,557	\$515	
Mandatory Capital Fee	447	447	0	
Mandatory Technology Fee	54	58	4	
Mandatory Comprehensive Fee	3,166	3,230	64	
<b>Total Out-of-state Undergraduate</b>	<b>\$22,709</b>	<b>\$23,292</b>	<b>\$583</b>	
Room - Standard Double	5,127	\$5,281	154	
Board - 19 Meal Plan	4,105	\$4,229	124	
<b>Total Out-of-state Undergraduate Living in University Housing</b>	<b>\$31,941</b>	<b>\$32,802</b>	<b>\$861</b>	<b>2.70%</b>

## Proposed Traditional Graduate Program Rates

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Undergraduate</b>				
<b><u>In-state Graduate (full-time) –</u></b>				
Tuition	\$8,336	\$8,915	\$579	
Mandatory Technology Fee	54	58	4	
Mandatory Comprehensive Fee	3,166	3,230	64	
<b>Total In-state Graduate</b>	<b>\$11,556</b>	<b>\$12,203</b>	<b>\$647</b>	<b>5.60%</b>
<b><u>Out-of-State Graduate (full-time) –</u></b>				
Tuition	\$16,862	\$17,441	\$579	
Mandatory Capital Fee	447	447	0	
Mandatory Technology Fee	54	58	4	
Mandatory Comprehensive Fee	3,166	3,230	64	
<b>Total Out-of-state Graduate</b>	<b>\$20,529</b>	<b>\$21,176</b>	<b>\$647</b>	<b>3.15%</b>

# Questions?

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**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs and Audit Committee**  
**May 3, 2018**

**Action Item**  
**Recommendation for 2018-19 Tuition and Fees**

**Executive Summary:**

At the spring meeting of the Board of Visitors, tuition and fee recommendations are considered for the upcoming fiscal year. Many factors are reviewed when preparing the proposed tuition and fee rates including: legislative actions by the General Assembly, enrollment projections, mandatory cost increases, the Virginia Plan for Higher Education, the University's strategic plan, critical programmatic needs, institutional priorities, and the economic outlook. The proposed resolution covers undergraduate and graduate tuition rates, required fees, and room and board charges for the upcoming 2018-19 academic year.

As required, the University must first address all unavoidable cost increases for the next fiscal year prior to pursuing programmatic opportunities. This includes fringe benefit and health insurance changes, promotion and tenure compensation adjustments, safety and security, contractual escalators, technology infrastructure support, and the operating and maintenance of new facilities coming online. Therefore, the proposed tuition and fee recommendations are not only necessary to cover the aforementioned increases, but also to maintain essential levels of instructional support and student support services.

The State's financial outlook has improved significantly since the beginning of the current 2016-18 biennium, and this year's legislative session continues to remain focused on strengthening the overall fiscal position of the Commonwealth. Recommended contributions to this effort include the establishment of a Revenue Cash Reserve which would serve in aggregate of the Revenue Stabilization Fund, also known as the *Rainy Day Fund*, and would seek to maintain the broader fiscal integrity of the Commonwealth.

At this time, however, the impending 2018-20 biennial budget remains at a legislative stalemate. The initial session officially concluded on March 10, 2018 without a concurrence on the final fiscal plan. Although both the Executive and House budget proposals contain similar funding allocations, the Senate provides an alternative approach to provide a different path toward the long-term financial health of the Commonwealth. Central to the dispute remains funding associated with Medicaid expansion. In an effort to reach an agreement, legislators are expected to return to Richmond on April 11, 2018.

The University's total enrollment is anticipated to improve over the next four years. While the University continues to do well in recruiting, in spite of flat high school graduation rates, competition for in-state undergraduate students has become progressively more competitive. Projections will continue to be monitored over the summer as potential students finalize their selections, and actual enrollments will not be confirmed until the Fall 2018 census.

Based on the aforementioned legislative, economic, and enrollment related factors for the 2018-19 fiscal year, tuition, mandatory fees, and room and board charges are in aggregate recommended to increase \$861 (or 4.34 percent) for full-time in-state undergraduates and \$861 (or 2.70 percent) for full-time out-of-state undergraduates. This recommendation represents a conservative, sufficient, and prudent funding approach for the University in 2018-19.

**Authority for Setting Tuition and Fees:**

The current tuition policies identified in the 2017 Acts of Assembly, Chapter 836, Section 4-2.01.b (Higher Education Tuition and Fees) state:

*2. a) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all resident student groups based on, but not limited to, competitive market rates, provided that the total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in this act.*

*b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: i) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies, and ii) the total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in this act.*

*8. a) Except as provided in Chapters 933 and 943 of the 2006 Acts of Assembly, Chapters 594 and 616 of the 2008 Acts of Assembly, and Chapters 675 and 685 of the 2009 Acts of Assembly, mandatory fees for purposes other than educational and general programs shall not be increased for Virginia undergraduates beyond five percent annually, excluding requirements for wage, salary, and fringe benefit increases, authorized by the General Assembly. Fee increases required to carry out actions that respond to mandates of federal agencies are also exempt from this provision, provided that a report on the purposes of the amount of the fee increase is submitted to the Chairmen of the House Appropriations and Senate Finance Committees by the institution of higher education at least 30 days prior to the effective date of the fee increase.*

*b) This restriction shall not apply in the following instances: fee increases directly related to capital projects authorized by the General Assembly; fee increases to support student health services; and other fee increases specifically authorized by the General Assembly.*

The 2016-18 Biennial Budget contains additional language in Item 185-1c related to the Board approval of tuition rates during the 2016-18 biennium. Specifically, the language states:

*C. Out of this appropriation, \$1,482,976 the first year and \$2,163,111 the second year from the general fund is designated to support the goals of access, affordability, quality, and increased degrees. Given the increased investment from the general fund during this biennium, it is the expression of the General Assembly that the institution seeks to minimize tuition and fee increases for in-state undergraduate students. This language shall be in effect for the 2016-18 biennium only. The Board of Visitors shall set the tuition rates for the institution, and forward their action to the State Council of Higher Education for Virginia within three business days of such action. The Council shall analyze the Board's actions and report such analysis to the Chairmen of House Appropriations and Senate Finance Committees within three days of receipt, at which point, the Board's action shall be final. The Director of the Council shall report the final Board actions to the Chairmen by August 1, 2016 and August 1, 2017.*

Additionally, in accordance with Section 23.1 – 307 (D) public institutions of higher education are required to give at least 30 days advanced public notice of any vote by the Board to increase undergraduate tuition or mandatory fees:

*D. No governing board of any public institution of higher education shall approve an increase in undergraduate tuition or mandatory fees without providing students and the public a projected range of the planned increase, an explanation of the need for the increase, and notice of the date and location of any vote on such increase at least 30 days prior to such vote.*

As an additional reference, a historical summary of tuition and fee policy trends is outlined in the State Council of Higher Education for Virginia's (SCHEV) 2017-18 Tuition and Fees at Virginia's State-Supported Colleges and Universities annual report dated July 2017.

<http://www.schev.edu/docs/default-source/Reports-and-Studies/2017/tuition-and-fees-report-2017-18d557ba50bece61aeb256ff000079de01.pdf>

### **Development of Proposed Tuition and Fee Rates:**

The proposed tuition and fee recommendations consider the legislative requirements outlined above, the University's Strategic Plan: *Embracing the Tradition and Envisioning the Future*, projected enrollment, the 2018-20 biennial budget proposals, mandatory cost drivers, programmatic directives, and the overall economic outlook.

On April 3, 2018, in accordance with Section 23.1 – 307(D) of the Code of Virginia, a 30-day public notification was issued for undergraduate tuition and mandatory fee increase ranging between 3.95 and 7.95 percent. It is recommended that full consideration be given to the potential tuition and fee assessments for the upcoming 2018-19 academic year. If approved, the revenue generated from the increase, in combination with state appropriations, will be used to address personnel costs, state mandated items, health benefit changes, student financial assistance, and select institutional initiatives.

The following depicts the process used to derive the 2018-19 tuition and fee recommendations and outlines the impact of each variable as it relates to the specific recommendation. Please refer to Schedule A for a summary of the necessary resource outlay for 2018-19.

### **Educational & General (E&G) Program:**

#### **University Strategic Plan: “*Embracing the Tradition and Envisioning the Future*”**

Following a year-long intensive planning process and recent adoption by the Board of Visitors, Radford University has a renewed strategic direction for 2018–2023: *Embracing the Tradition and Envisioning the Future*. The goals identified within the five-year plan reflect not only the institution of Radford University but those it proudly serves; including our students, faculty, staff, alumni, and community. The plan is expected to chart the course for ongoing strategic action and will focus its efforts on serving both current and future generations of Highlanders.

The 2018-19 budget development cycle seeks to align divisional priorities with the efforts identified in the strategic plan. This included a comprehensive list of strategic goals within focus areas such as: Academic Excellence & Research, Brand Identity, Economic Development & Community Partnerships, Philanthropic Giving & Alumni Engagement, Strategic Enrollment Growth, and Student Success. Only those initiatives that aligned were considered during the current budget cycle. This will continue to be a point of fiscal relevance through the coming years.

#### **Six-Year Planning Processes and 2017-18 Budget Development**

The Virginia Higher Education Opportunity Act of 2011 (TJ21) was passed by the 2011 General Assembly and is based on recommendations from the Governor’s Commission on Higher Education Reform, Innovation and Investment formed through Executive Order No. 9 issued in March 2010. The TJ21 legislation requires institutions of higher education to prepare and submit a “Six-Year Plan” by July 1<sup>st</sup> each year in accordance with criteria outlined by the Higher Education Advisory Committee (HEAC). This landmark legislation also codifies a funding framework for higher education and identifies specific goals such as 100,000 new undergraduate degrees by 2025, increased retention and degree completion, optimal year-round utilization of resources, and investments in STEM-H programs.

As an integral part of the six-year planning process, the University’s internal annual budget development cycle provides the opportunity to reevaluate the essential needs for the upcoming fiscal year and outline divisional priorities for the outlying years. The budget development review engages key personnel and provides a consistent mechanism to prioritize funding requests and strategically aligns the institution’s long-range goals with projected resources.

The University submitted the 2018-20 Six-Year Plan to SCHEV this fiscal year. The University will be required to submit any updates to the 2018-20 plan to SCHEV by July 1, 2018. The University’s Six-Year Plan identifies the targeted objectives and strategies to achieve both state and institutional goals and provides a foundation for preparing tuition and mandatory fee recommendations for consideration by the Board of Visitors.

## **Enrollment Trend**

In recent history, Radford University has experienced enrollment gains in total student population. Between 2009-10 and 2013-14 the University increased 1,144 full-time equivalent (FTE) students; however, since 2014-15 total enrollment has stabilized. Enrollment for 2018-19 is conservatively projected to be aligned with prior year levels. Considering Fall 2017 census data, guidance from SCHEV on enrollment trends, and demographic changes in the high school student pipeline, the 2018-19 proposed tuition and fees rates are based on a conservative enrollment target at this point in the year. These projections are closely aligned with prior year budget expectations; a prudent decision given the challenges of the current recruitment landscape. Actual enrollments will not, however, be confirmed until the Fall 2018 census.

While increases in tuition and fee revenue, whether receipted from enrollment growth or rate increases, reflect a significant portion of the resources needed to support a student's cost of education, general fund support is also needed to cover the remaining portion. In the past, as enrollments have grown specifically from in-state undergraduates, state general fund support for "new in-state seats" has not been allocated at the same proportion. This constrains the institution's ability to fully fund the needs of the institution. While enrollment is a significant part of the discussion, so too is state general fund support.

Radford University is very reliant upon state general fund support due to the significant number of in-state undergraduate students served (93.6 percent as of Fall 2017). SCHEV's calculation identifies that the University's E&G program should be funded 62 percent from state general fund support and 38 percent through institutional nongeneral fund sources (i.e. tuition, E&G fees, etc.). However, SCHEV's most recent calculation reflects an inversion with Radford University funding 61 percent from institutional nongeneral fund sources and 39 percent from state general funds.

## **Mandatory Cost Increases**

### ***2018 General Assembly Session Action –***

As previously mentioned, the 2018 General Assembly Session was largely focused on strengthening the fiscal position of the Commonwealth. With some variation, the Governor, House of Delegates, and Senate all proposed creating safeguard reserves to protect against future hardship and maintain broader fiscal integrity. Unfortunately, the 2018-20 biennial budget remains unsigned. The initial legislative session concluded without an approved fiscal plan. The House and Senate budget proposals remained at odds with funding associated with Federal Medicaid program expansion. While both the Executive and House budget proposal have significant overlap, the Senate remains hesitant with regard to expansion efforts and requests an alternative approach to spending in lieu of accepting additional funding.

Contrary to prior years, the federal funds awarded from Medicaid expansion were ingrained into the framework of the Executive budget proposal. While institutional differences manifest between the competing budget proposals, the most significant impact to Radford University in 2018-19 is the uncertainty associated with funding the increase in undergraduate financial aid. This appropriation is critical in assisting a public mission of making undergraduate higher education more affordable for all Virginians. In an effort to reach an agreement, legislators will return to

Richmond to address a bipartisan compromise. Additional information will be known in the coming weeks; however, regardless of the outcome, Radford University is expected to remain prudent in tempering its ongoing fiscal outlook.

Minimal variation exists in the first year of the biennium related to direct funding allocations to Radford University. In 2018-19 employer contributions for health insurance benefits are expected to increase by 6.1 percent, or \$938,101. The estimated incremental general fund support to be received for health and other fringe benefit rate changes is \$566,064. This will assist in defraying a portion of the cost; however, the University must address the remaining \$372,037 to fully fund the mandated changes. In addition, each of the budget proposals called for the restoration of interest earnings and credit card rebates. It is estimated this would provide an additional \$180,000 in support for programmatic initiatives.

The House budget proposal included funding to increase degree production in data science, technology, science, engineering, healthcare, and education. The expectation is to increase 1,320 degree awards in these fields, across all institutions, over the next biennium. If the proposal is included in the Conference budget, it would provide \$514,230 in 2018-19 and \$1,028,460 in 2019-20 to Radford University for such purposes. All funding associated with this proposal would be directed to support the increased degree production as requested.

There are no base salary adjustments proposed in any of the three budget proposals for 2018-19; however, the House proposal does call for a 2 percent bonus for classified employees only. This proposal is based on the expectation of nongeneral fund savings at the State level and would have no recurring impact on future fiscal budgets.

Undergraduate student financial assistance, under both the Executive and House budget proposals, is planned to increase by \$807,335 in 2018-19 and \$1,375,857 in 2019-20. The Senate budget proposal redirected 50 percent of the allocations in each of the biennium years. This allocation of financial aid resources is important for the University and will assist in lowering the cost of higher education for students of deserving need.

The following schedule reflects the anticipated funding from the 2018 General Assembly Session providing additional general fund support for the University in 2018-19:

**2018 General Assembly Funding Summary:**

	<b>Proposed 2018-19 Funding</b>
<b>E&amp;G - Educational &amp; General</b>	
2017-18 Central Fund Alignment	\$118,006
2018-19 Interest Earnings/CC Rebates	180,000
2018-19 Fringe Rate Changes (*)	566,064
2018-19 Central System & Other Charges	38,152
<b>Total E&amp;G General Fund Recommendations</b>	<b>\$902,222</b>
<b>SFA - Student Financial Assistance</b>	
2018-19 In-State Undergraduate Financial Aid	807,335
<b>Total E&amp;G and SFA (combined) General Fund</b>	<b>\$1,709,557</b>

Notes:

(\*) Central Appropriation amounts are not included in the University's line item appropriation. Instead they are held centrally by the state and allocated after the start of the fiscal year. For this reason estimates have been provided.

**Other Mandatory Costs**

In addition to the state mandated items, the University must also address teaching and research faculty promotion and tenure contractual commitments, operation and maintenance of new and existing facilities, contractual escalators for technology and maintenance contracts, escalating utilities, and committed costs for previously approved projects. These initiatives, referred to as central cost commitments, combine to total \$2,143,598. For additional details, Schedule A provides a breakdown of the mandatory cost requirements.

**Division Program Requirements**

After an extensive review of division programmatic requirements and requests that were submitted by each Vice President, the total amount of funding needed across all operating divisions for programmatic needs in 2018-19 totals \$1,328,057. While many requests were submitted to further operational priorities in support of implementing the strategic plan, only a handful of critical items were able to be addressed. Each funded item is required to align with the goals and objectives of the 2018-23 strategic plan. Therefore, the allocation of these resources are deemed necessary to fund the absolute highest priorities across each division and address the most critical of needs.

## **Out-of-State Tuition Outlook**

For the last several years, out-of-state tuition rate increases have varied from the in-state increases because it was believed that the University was reaching a point of diminishing returns relative to out-of-state tuition rates exceeding 150 percent of actual cost of education. For 2018-19, the University proposes to increase out-of-state undergraduate and graduate tuitions by \$515 (or 2.70 percent) and \$579 (or 3.43 percent), respectively. This equitable approach will ensure a comparable dollar differential between in-state and out-of-state tuition when compared to the prior year. Out-of-state students are required to cover 100 percent of the calculated cost of education. The University's rates are within and exceed this requirement. The most recent SCHEV calculation (2017-18) indicated out-of-state students (undergraduate and graduates) were covering 144 percent of the average cost at Radford University (SCHEV July 2017 Agenda Book, page 89).

Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for further details on the proposed rates.

## **E&G Summary**

Taking all of the above into consideration, the following represents the major factors considered in the proposed 2018-19 tuition rates by respective full-time student classification. The proposed recommendation considers (1) state guidelines outlined in the six-year plan, (2) mandatory cost increases such as salary, fringe benefit and health insurance adjustments, (3) the implantation of the University's strategic plan, and (4) essential programmatic needs of the University to sustain critical instructional support and student services, especially given projected enrollment.

Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rates. Part-time tuition rates are derived from the respective full-time tuition rate and can also be referenced in the Summary of Tuition and Fees for 2018-19.

## **Virginia Educator Tuition:**

The Virginia Educator rate is a reduced tuition rate for Virginia elementary and secondary school personnel, regardless of residency status, and assists with maintaining certification and supporting continued improvement in the quality of education provided to the citizens of the Commonwealth. This policy was implemented by the University in recognition of the importance for Virginia educators to enhance their professional knowledge and skills through recertification.

To be eligible for the reduced tuition rate, educators (including teachers, administrators, counselors, librarians, coaches, and other instructional support staff) must be a full-time contractual employee in a K-12 public or private school in the Commonwealth of Virginia. The courses must be for professional development (e.g. graduate degree, additional endorsements, or for re-licensure), not for planned career changes outside of education. Students pay approximately 77 percent of the approved standard in-state graduate per credit hour tuition rate.

Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rate.



### **Differential Tuition:**

Differential tuition is recommended for specialized, high-demand, and/or costly programs. The current programs approved to charge differential tuition rates include: Master of Occupational Therapy (MOT), Doctor of Nursing Practice (DNP), Doctor of Physical Therapy (DPT), and Master of Fine Arts (MFA) in Design Thinking. Differential tuition was identified in the proposals submitted to the State Council for Higher Education (SCHEV) to support these programs.

Consistent with the traditional tuition rate changes proposed for 2018-19, a tuition increase is proposed for each differential tuition program. The comprehensive and other applicable fees will be in addition to the per-credit-hour fee unless otherwise noted. Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rate.

### **Competency Based Education:**

During the 2017-18 academic year, Radford University piloted two certificate programs based on the competency-based education model: Cybersecurity and Geospatial Intelligence. The asynchronous curriculum of these programs grant students more control in completing requirements beyond the scope of the standard credit hour measurement. Students are required to achieve certain skills or competencies in a designated subject matter, regardless of time, before they can complete the program. Therefore, it is an outcome, or competency, driven model that allows students the flexibility to manage program workloads at their desired pace.

Tuition rates are recommended to remain unchanged from prior year. While tuition is proposed at an annual rate, students will receive a pro-rated assessment on an ongoing six-month basis for as long as they are enrolled in the program. Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rates.

### **Technology Fee:**

A technology fee was first approved in 2010-11 to assist with covering increasing costs associated with supporting technology services provided to students. This fee facilitates standardized student software requirements, such as Microsoft Office and antivirus protection. It also supports the increased demand on the campus network infrastructure, incremental cost for the student enterprise system, and emerging classroom technologies.

To cover the increasing costs associated with maintaining these technology requirements the fee is recommended to increase \$4 (or 7.41 percent) in 2018-19. Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rate.

### **Online Program Fee:**

In the fall of 2010, the University offered its first, fully online degree program with the Doctor of Nursing Practice (DNP). Programs offered wholly online require specialized technology support and infrastructure. The online program fee is used to assist with supporting hardware, software, network infrastructure, and technical personnel costs associated with administering online

programs. In 2012-13, the Master of Fine Arts (MFA) in Design Thinking became the second program authorized to require the online program fee.

The online program fee is recommended to remain at \$25 per credit hour in 2018-19. As both the DNP and MFA degree programs are assessed the online program fee, they do not receive a comprehensive fee assessment. Additionally, this fee is not intended to be assessed to individual courses taught through distance education or other online channels. Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rate.

### **Out-of-State Capital Fee:**

The 2003 General Assembly required the establishment of a capital fee to be assessed to all out-of-state students at institutions of higher education in Virginia. This is required to pay a portion of the debt service on bonds issued under the 21<sup>st</sup> Century Program. The out-of-state capital fee is proposed to remain unchanged. The General Assembly previously increased the per credit hour fee in 2007, 2009, 2010, 2012, and 2017. Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document for the proposed rate.

### **Auxiliary Enterprises Program:**

#### **Comprehensive Fee**

The comprehensive fee is used to support certain student services and programs and is paid by all enrolled students, except select fully online programs of study identified as exclusions. These auxiliary enterprise activities are required to be self-supporting and, as such, do not receive any state support. Therefore, they must also maintain sufficient fund balances to provide their own operating support, renewal and replacement of equipment, and capital reserves.

The recommended 2.02 percent increase in the comprehensive fee is necessary to fund required increases in state mandated salary increases, fringe benefit and health insurance rate adjustments, maintenance and operating expenses, contract escalators, transit services, programmatic requirements, scholarships, and all associated indirect cost charges. The proposed increase also considers enrollment projections for the coming year and is below the 5.00 percent limit allowed in the state appropriations act.

Following is a description of each component of the comprehensive fee:

Athletics: The student fee supports the intercollegiate athletic program which includes athletic administration, intercollegiate varsity sports teams, travel, scholarships, operation and maintenance of facilities, auxiliary indirect cost, and equipment. This fee entitles students to free admission into all sporting events.

Auxiliary Building/Facilities: The student fee supports auxiliary operation and maintenance of facilities, facilities staff, maintenance reserve projects, leased properties, insurance, auxiliary indirect cost, and equipment.

Auxiliary Support: The student fee supports auxiliary support personnel, operations, and direct student cost associated with the student RU Express/I.D. office, technology support, photocopying services, and student wages.

Debt Service: The student fee supports debt service payments for auxiliary construction and renovation projects such as the Student Recreation and Wellness Center.

Recreation: The student fee supports the personnel, operations, maintenance, and equipment of all student recreation and intramural facilities and fields.

Student Activities: The student fee supports student programs, clubs, organizations, activities, and events for groups such as R-Space, Student Government Association, Greek Life, Student Organization Assistance and Resources (SOAR), LEAD Scholars Program, etc. Students can attend most events free of charge or at greatly reduced rates, depending on the type of event.

Student Health: The student fee supports general medical services provided by the Radford University Student Health Center, normal counseling services provided by Radford University Student Counseling Center, the Disability Resource Office (DRO), and educational and support services provided by the Substance Abuse and Violence Education Support (SAVES) Office.

Student Services: The student fee supports student professional development through career, advising, and other resource services.

Student Union: The student fee supports administrative and student personnel, operations, maintenance, programmatic events, and equipment for the Bonnie Hurlburt Student Center and Heth Hall meeting rooms.

Transportation: The student fee supports unlimited access to the Radford Transit bus service for enrolled Radford University students. Connections to other transit services (e.g. Smart Way Bus, Blacksburg Transit, etc.) may have separate user fees.

Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for the proposed rate.

## **Room Rates**

During the previous academic year, Radford University realigned room charges to better account for the diverse array of housing options available. Standard occupancy accommodations were split into three different categories: **Phase I** consisting of the seven standard halls that have not been recently renovated, **Phase II** consisting of the seven residence halls that have been recently renovated, and **Super Suites** which are upgraded Phase II accommodations providing a shared kitchen space for the occupants. This change eliminated the ‘one-size-fits-all’ approach to the standard room type, and the cost of the facilities are aligned with students who occupy those respective rooms.

As a result of the aforementioned phased approach, the proposed 2018-19 room rates are recommended to increase a proportional 3.00 percent across all categories. This will alleviate any disparity in the already tiered pricing structure. The increase is necessary to cover increased costs associated with scholarships, maintenance and operations, programmatic requirements, debt service payments, fringe benefit and health insurance rate adjustments, student support services, and all associated indirect cost charges.

Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for further details on the proposed rates.

### **Board/Off-Campus Meal Plans**

The proposed average 2018-19 board and off-campus meal plan rate increase of 3.02 percent is necessary to cover costs associated with the annual dining services contractual agreement and indirect cost charges. Students living on campus must select one of the residential board plans as part of their housing agreement. Off-campus students may elect to participate in any of the approved meal plan options.

To support the increase in apartment housing options offered by the University, a new Apartment Block meal plan is recommended at a rate of \$2,160 for the 2018-19 academic year (or \$1,080 per semester). The dining option will be required, at minimum, for those living in University apartment style housing. Refer to the Summary of Tuition and Fees for 2018-19, Schedule B at the end of this document, for further details on the proposed rates.

### **Reference Material:**

For reference, Schedule C is an excerpt from the 2017-18 Operating Budget Plan and Financial Overview which includes comparative charts and graphs of tuition and fees at Virginia's public four-year institutions of higher education. Radford University is a best value as the third lowest total cost (tuition, fees, room and board) provider among Virginia's four-year public institutions.

Schedule A:  
2018-19 Resource Allocation Analysis

	2018-19 Assumptions		2018-19 Assumptions
<b>REVENUE</b>		<b>EXPENSES</b>	
<b>General Fund Changes</b>		<b>Non-Discretionary Cost Increases</b>	
2017-18 Central Fund Alignment	\$118,006	<b>Mandatory Costs</b>	
2018-19 Interest Earnings & CC Rebates	180,000	2018-19 Fringe Rate Changes	\$938,101
2018-19 Fringe Rate Changes	566,064	<b>Central Cost Commitments</b>	
2018-19 Central Systems & Other Changes	38,152	AA Promotion & Tenure	220,670
<b>Total General Fund Changes</b>	<b>\$902,222</b>	Contracts & Compliance	337,421
<b>Nongeneral Fund Changes</b>		Contract Payouts	100,000
Tuition & Fees	\$3,999,840	One-Time Operating Restoration	344,731
Sales & Services	(60,000)	Recovery Rate Changes	202,981
Private Support	201,653	<b>Sub-Total Central Commitments</b>	<b>\$2,143,904</b>
VRS Recoveries	344,731	<b>Division Recurring Requirements</b>	
Need Based Scholarships	(472,225)	Academic Affairs	\$612,775
<b>Total Nongeneral Fund Changes</b>	<b>\$4,013,999</b>	Finance & Administration	29,778
<b>Total Revenue Changes</b>	<b>\$4,916,221</b>	Information Technology	35,000
		Central Administration	8,147
		Student Affairs	13,441
		University Relations	14,915
		University Advancement	435,663
		Enrollment Management	178,339
		General Strategic Plan Implementation	1,444,260
		<b>Sub-Total Division Requirements</b>	<b>\$2,772,317</b>
		<b>Total Non-Discretionary Cost Increases</b>	<b>\$4,916,221</b>
		<b>SURPLUS / (DEFICIT)</b>	<b>\$0</b>

Schedule B:  
Summary of Proposed 2018-19 Tuition and Fees

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Undergraduate</b>				
<b><u>In-state Undergraduate (full-time) –</u></b>				
Tuition	\$7,407	\$7,922	\$515	6.95%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total In-state Undergraduate</b>	<b>\$10,627</b>	<b>\$11,210</b>	<b>\$583</b>	<b>5.49%</b>
Room - Standard Double	5,127	5,281	154	3.00%
Board - 19 Meal Plan	4,105	4,229	124	3.02%
<b>Total In-state Undergraduate Living in University Housing</b>	<b>\$19,859</b>	<b>\$20,720</b>	<b>\$861</b>	<b>4.34%</b>
<b><u>Out-of-state Undergraduate (full-time) –</u></b>				
Tuition	\$19,042	\$19,557	\$515	2.70%
Mandatory Capital Fee	447	447	0	0.00%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total Out-of-state Undergraduate</b>	<b>\$22,709</b>	<b>\$23,292</b>	<b>\$583</b>	<b>2.57%</b>
Room - Standard Double	5,127	\$5,281	154	3.00%
Board - 19 Meal Plan	4,105	\$4,229	124	3.02%
<b>Total Out-of-state Undergraduate Living in University Housing</b>	<b>\$31,941</b>	<b>\$32,802</b>	<b>\$861</b>	<b>2.70%</b>

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Graduate</b>				
<b><u>In-state Graduate (full-time) –</u></b>				
Tuition	\$8,336	\$8,915	\$579	6.95%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total In-state Graduate</b>	<b>\$11,556</b>	<b>\$12,203</b>	<b>\$647</b>	<b>5.60%</b>

<b><u>Out-of-State Graduate (full-time) –</u></b>				
Tuition	\$16,862	\$17,441	\$579	3.43%
Mandatory Capital Fee	447	447	0	0.00%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total Out-of-state Graduate</b>	<b>\$20,529</b>	<b>\$21,176</b>	<b>\$647</b>	<b>3.15%</b>

<b>Differential Tuition &amp; Fees</b>				
<b><u>Master of Occupational Therapy (MOT) In-State (per credit hour)</u></b>				
Tuition	\$352	\$376	\$24	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total In-state Graduate MOT</b>	<b>\$487</b>	<b>\$514</b>	<b>\$27</b>	<b>5.63%</b>

<b><u>Master of Occupational Therapy (MOT) Out-of-State (per credit hour)</u></b>				
Tuition	\$943	\$967	\$24	2.59%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total Out-of-state Graduate</b>	<b>\$1,097</b>	<b>\$1,124</b>	<b>\$27</b>	<b>2.50%</b>

<sup>1</sup> For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,615 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b><u>Doctor of Nursing Practice (DNP) In-State (per credit hour)</u></b>				
Tuition	\$471	\$504	\$33	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total In-state Graduate DNP</b>	<b>\$499</b>	<b>\$532</b>	<b>\$33</b>	<b>6.56%</b>

<b><u>Doctor of Nursing Practice (DNP) Out-of-State (per credit hour)</u></b>				
Tuition	\$964	\$997	\$33	3.40%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total Out-of-state Graduate DNP</b>	<b>\$1,011</b>	<b>\$1,044</b>	<b>\$33</b>	<b>3.24%</b>

<b><u>Doctor of Physical Therapy (DPT) In-State (per credit hour)</u></b>				
Tuition	\$449	\$480	\$31	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total In-state Graduate DPT</b>	<b>\$584</b>	<b>\$618</b>	<b>\$34</b>	<b>5.85%</b>

<b><u>Doctor of Physical Therapy (DPT) Out-of-State (per credit hour)</u></b>				
Tuition	\$935	\$966	\$31	3.34%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total Out-of-state Graduate DPT</b>	<b>\$1,089</b>	<b>\$1,123</b>	<b>\$34</b>	<b>3.14%</b>

<sup>1</sup> For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,615 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

<sup>2</sup> The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.



	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b><u>Master of Fine Arts in Design Thinking In-State (per credit hour)</u></b>				
Tuition	\$696	\$744	48	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total In-state Graduate DNP</b>	<b>\$724</b>	<b>\$772</b>	<b>\$48</b>	<b>6.68%</b>

**Master of Fine Arts in Design Thinking Out-of-State (per credit hour)**

Tuition	\$696	\$744	48	6.95%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total Out-of-state Graduate DNP</b>	<b>\$743</b>	<b>\$791</b>	<b>\$48</b>	<b>6.51%</b>

**Competency Based Certificate Program (per year)**

Tuition	\$6,000	\$6,000	\$0	0.00%
Mandatory Capital Fee <sup>1</sup>	0	0	0	0.00%
Mandatory Technology Fee <sup>1</sup>	0	0	0	0.00%
<b>Total Competency Certificate</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$0</b>	<b>0.00%</b>

<sup>1</sup> For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,615 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

<sup>2</sup> The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

**Part-time, 2018 Wintermester and Summer<sup>3</sup> Rates**

<b><u>Tuition</u></b>	<b><u>Approved 2017-18</u></b>	<b><u>Proposed 2018-19</u></b>	<b><u>Dollar Increase</u></b>	<b><u>Percent Increase</u></b>
<i>Undergraduate</i>				
In-state	\$308	\$329	\$21	6.95%
Out-of-state	793	814	21	2.70%
<i>Graduate</i>				
In-state	347	371	24	6.95%
Out-of-state	702	726	24	3.43%
In-state MOT	352	376	24	6.95%
Out-of-state MOT	943	967	24	2.59%
In-state DPT	449	480	31	6.95%
Out-of-state DPT	935	966	31	3.34%
In-state DNP	471	504	33	6.95%
Out-of-state DNP	964	997	33	3.40%
In-state MFA	696	744	48	6.95%
Out-of-state MFA	696	744	48	6.95%
Virginia Educator	266	284	18	6.95%
<b><u>Other Mandatory Fees</u></b>				
Technology Fee	\$3	\$3	\$0	0.00%
Out-of-state Capital Fee	19	19	0	0.00%
Online Program Fee <sup>2</sup>	25	25	0	0.00%
Comprehensive Fee	132	135	3	2.26%

<sup>2</sup>The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

<sup>3</sup>Summer III only - full-time students taking 12 to 18 credit hours are charged the annualized rate schedule instead of the per credit hour rate schedule.

## Comprehensive Fee

	<b>Approved 2017-18</b>	<b>Proposed 2018-19</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>
<b>Mandatory Comprehensive Fee</b>				
Athletics	\$1,180	\$1,180	\$0	0.00%
Auxiliary Building/Facilities	258	263	5	1.94%
Auxiliary Support	209	216	7	3.35%
Debt Service	299	299	0	0.00%
Recreation	282	287	5	1.77%
Student Activities	127	127	0	0.00%
Student Health	322	342	20	6.21%
Student Services	75	90	15	20.00%
Student Union	286	296	10	3.50%
Transit	128	130	2	1.56%
<b>Total Comprehensive Fee</b>	<b>\$3,166</b>	<b>\$3,230</b>	<b>\$64</b>	<b>2.02%</b>

## Fall & Spring Annual Room Rates<sup>4</sup>

	<b>Approved 2017-18</b>	<b>Proposed 2018-19</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>
<b>Room</b>				
Traditional Double	\$4,540	\$4,676	\$136	3.00%
Standard Double - Phase I	5,127	5,281	154	3.00%
Standard Double - Phase II	5,281	5,439	158	2.99%
Traditional Single	6,627	6,826	199	3.00%
Standard Single - Phase I	7,294	7,513	219	3.00%
Standard Single - Phase II	7,513	7,738	225	2.99%
Standard - Super Suite	5,545	5,711	166	2.99%
University Managed Apartments	5,909	6,086	177	3.00%

<sup>4</sup> Notes:

a) Double occupancy rooms which remain tripled after the census date will receive a weekly 25 percent prorated credit on their respective room rate.

b) Summer rates are prorated based on the approved annualized rate for a standard room.

## Fall & Spring Annual Board & Meal Plan Rates<sup>5</sup>

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Residential Board Plan</b>				
Flex Plan	\$3,982	\$4,102	\$120	3.01%
19 Meal Plan	4,105	4,229	124	3.02%
15 Meal Plan	3,994	4,114	120	3.00%
Apt Block	---	2,160	---	---
<b>Non-Residential Meal Plan (<i>optional</i>)</b>				
Flex Jr. Plan	\$2,012	\$2,074	\$62	3.08%
65 Meal Plan	1,003	1,034	31	3.09%
90 Meal Plan	1,389	1,431	42	3.02%

<sup>5</sup>Notes:

- a) Summer rates are prorated on the approved annualized rate.
- b) Select board and meal plans may not be available each term.

Schedule C:  
**2017-18 Operating Budget Plan and Financial Overview**

**2017-18 Tuition and Fees Overview**

Source: 2017-18 Operating Budget Plan and Financial Overview

Students are charged tuition that supports the Educational & General (E&G) program and comprehensive, room, and board fees that support the Auxiliary Enterprises program.

**Tuition:** Radford University’s tuition, approved annually by the Radford University Board of Visitors, is divided into the following four major classifications:

- **In-state undergraduate**
- **Out-of-state undergraduate**
- **In-state graduate**
- **Out-of-state graduate**

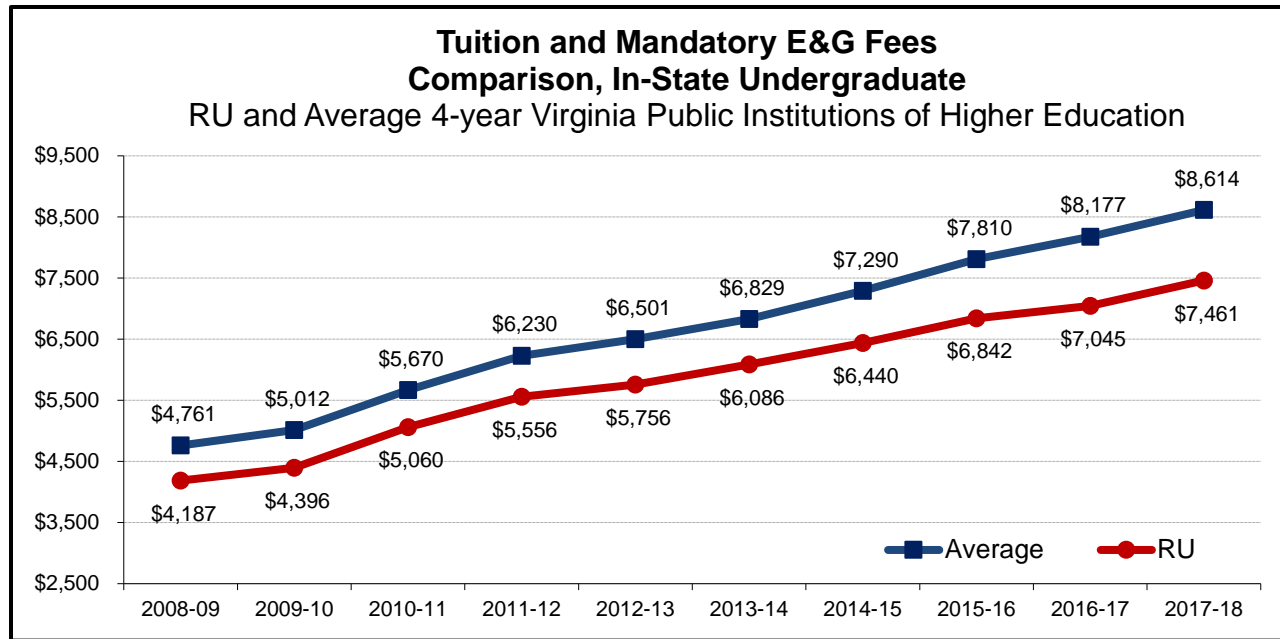
Radford University’s Tuition and Mandatory Fee rates from fiscal years 2014 through 2018 are as follows:

<b>Total Tuition and Mandatory Fees</b>								
<b>In-State, Undergraduate Students</b>								
<b>Rank</b>	<b>Institution</b>	<b>FY14</b>	<b>FY15</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>\$ Change From FY17</b>	<b>% Change From FY17</b>
1	College of William & Mary <sup>1</sup>	\$10,531	\$12,564	\$14,114	\$15,810	\$16,506	\$696	4.4%
2	University of Virginia	\$10,460	\$10,932	\$12,347	\$13,515	\$13,810	\$295	2.2%
3	Virginia Commonwealth University <sup>1</sup>	\$9,960	\$10,356	\$10,719	\$10,989	\$11,483	\$494	4.5%
4	Virginia Tech	\$9,703	\$10,197	\$10,628	\$10,941	\$11,263	\$322	2.9%
5	Virginia Military Institute	\$7,080	\$7,498	\$8,136	\$8,461	\$8,884	\$423	5.0%
6	George Mason University	\$7,220	\$7,562	\$7,976	\$8,204	\$8,672	\$468	5.7%
7	University of Mary Washington	\$6,758	\$7,146	\$7,716	\$7,948	\$8,306	\$358	4.5%
8	Christopher Newport University	\$6,554	\$6,962	\$7,642	\$7,870	\$8,270	\$400	5.1%
9	Longwood University	\$6,450	\$6,930	\$7,170	\$7,350	\$7,620	\$270	3.7%
<b>10</b>	<b>Radford University</b>	<b>\$6,086</b>	<b>\$6,440</b>	<b>\$6,842</b>	<b>\$7,045</b>	<b>\$7,461</b>	<b>\$416</b>	<b>5.9%</b>
11	Old Dominion University	\$5,492	\$5,813	\$6,193	\$6,348	\$6,648	\$300	4.7%
12	James Madison University	\$5,104	\$5,406	\$5,724	\$5,896	\$6,250	\$354	6.0%
13	Virginia State University	\$4,906	\$5,078	\$5,230	\$5,386	\$5,547	\$161	3.0%
14	University of Virginia at Wise	\$4,801	\$5,012	\$5,210	\$5,369	\$5,529	\$160	3.0%
15	Norfolk State University	\$3,810	\$4,536	\$5,162	\$5,318	\$5,478	\$160	3.0%
<b>Average<sup>2</sup></b>		<b>\$6,829</b>	<b>\$7,290</b>	<b>\$7,810</b>	<b>\$8,177</b>	<b>\$8,614</b>	<b>\$437</b>	<b>5.3%</b>

<sup>1</sup> The institution adopted a new guaranteed tuition plan for incoming in-state undergraduates in 2013-14. The tuition charged in their freshman year is frozen for all four years of their undergraduate attendance.

<sup>2</sup> Weighted average as calculated by SCHEV in order to account for variable increases at CWM and VCU

**Tuition and Mandatory Fees:** The charts and graphs shown reflect a multi-year comparison of tuition and mandatory fees for in-state undergraduate students among the 15 four-year public institutions in Virginia. Radford University’s tuition and mandatory E&G fees for in-state undergraduate students for 2017-18 is **13.4 percent (\$1,153)** lower than the average tuition and mandatory E&G fees at the other Virginia four-year public institutions of higher education.

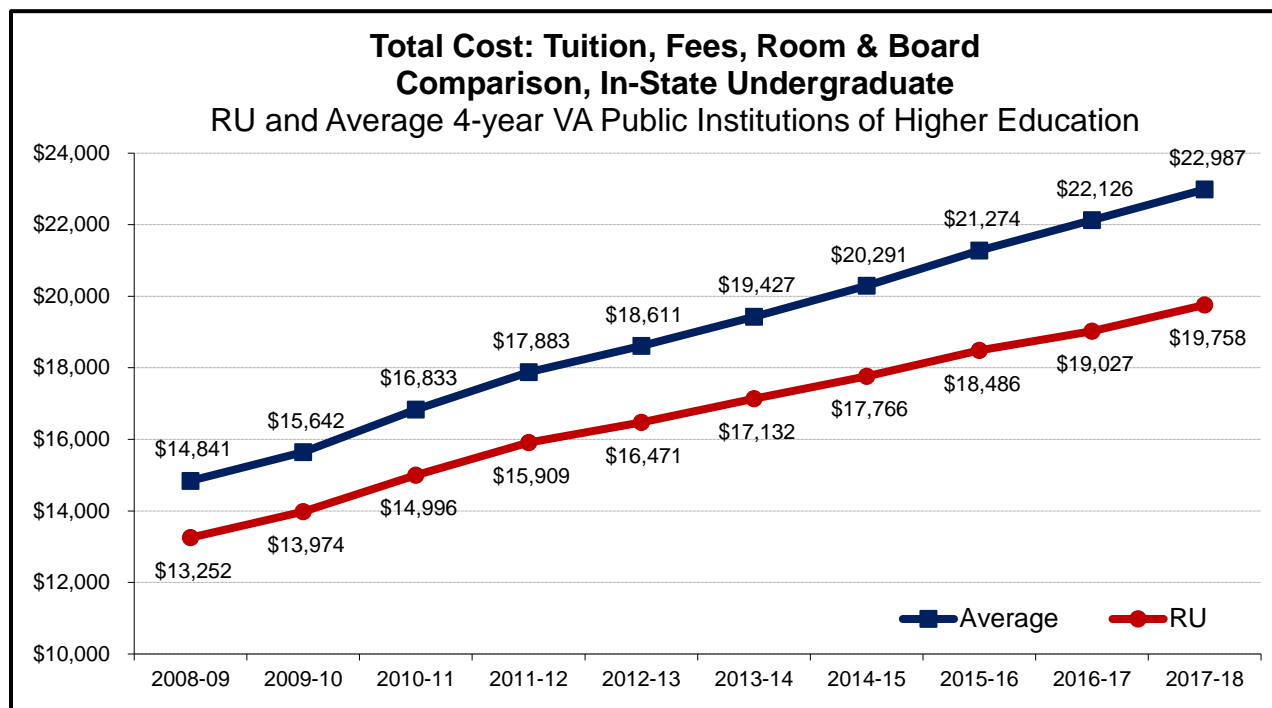


### TOTAL PRICE (TUITION, MANDATORY FEES, ROOM AND BOARD)

The charts, graphs, and tables below display the total price for in-state undergraduate students compared to the state average and other Virginia four-year public colleges and universities.

For the 2017-18 academic year, Radford University’s total cost (tuition, mandatory fees, room and board) is **14.0 percent (or \$3,229)** lower than the average total cost at the other Virginia public four-year institutions of higher education.

In-State, Undergraduate Students	2017-18 State Average	2017-18 RU Total Cost	\$ RU Below Average	% RU Below Average
Tuition and Mandatory E&G Fees	\$8,614	\$7,461	(\$1,153)	-13.4%
Comprehensive Fee	\$4,088	\$3,166	(\$922)	-22.6%
Room & Board	\$10,285	\$9,131	(\$1,154)	-11.2%
<b>Total</b>	<b>\$22,987</b>	<b>\$19,758</b>	<b>(\$3,229)</b>	<b>-14.0%</b>



Total Tuition, Comprehensive Fees, Room & Board Fees In-State, Undergraduate Students								
Rank	Institution	FY14	FY15	FY16	FY17	FY18	\$ Change From FY17	% Change From FY17
1	College of William & Mary <sup>1</sup>	\$25,279	\$28,000	\$30,350	\$32,616	\$33,843	\$1,227	3.8%
2	Virginia Military Institute	\$22,492	\$23,890	\$25,202	\$26,460	\$27,450	\$990	3.7%
3	University of Virginia	\$22,175	\$23,050	\$24,869	\$26,440	\$27,060	\$620	2.3%
4	Christopher Newport University	\$21,050	\$21,960	\$23,140	\$23,968	\$24,878	\$910	3.8%
5	Virginia Commonwealth University <sup>1</sup>	\$21,084	\$21,716	\$22,358	\$23,049	\$23,811	\$762	3.3%
6	Longwood University	\$20,216	\$20,836	\$21,468	\$22,184	\$23,138	\$954	4.3%
7	George Mason University	\$18,898	\$19,814	\$21,462	\$22,030	\$23,014	\$984	4.5%
8	University of Mary Washington	\$18,782	\$19,682	\$20,764	\$21,508	\$22,344	\$836	3.9%
9	Virginia Tech	\$19,105	\$19,941	\$20,711	\$21,276	\$21,920	\$644	3.0%
10	James Madison University	\$18,049	\$18,858	\$19,462	\$20,118	\$20,990	\$872	4.3%
11	Old Dominion University	\$17,732	\$18,518	\$19,214	\$19,870	\$20,472	\$602	3.0%
12	University of Virginia at Wise	\$18,499	\$19,208	\$19,476	\$19,885	\$20,139	\$254	1.3%
13	<b>Radford University</b>	<b>\$17,132</b>	<b>\$17,766</b>	<b>\$18,486</b>	<b>\$19,027</b>	<b>\$19,758</b>	<b>\$731</b>	<b>3.8%</b>
14	Virginia State University	\$17,792	\$18,130	\$18,478	\$19,034	\$19,606	\$572	3.0%
15	Norfolk State University	\$15,600	\$16,176	\$17,336	\$18,228	\$18,902	\$674	3.7%
<b>Average<sup>2</sup></b>		<b>\$19,427</b>	<b>\$20,291</b>	<b>\$21,274</b>	<b>\$22,126</b>	<b>\$22,987</b>	<b>\$861</b>	

<sup>1</sup> The institution adopted a new guaranteed tuition plan for incoming in-state undergraduates in 2013-14. The tuition charged in their freshman year is frozen for all four years of their undergraduate attendance.

<sup>2</sup> Weighted average as calculated by SCHEV in order to account for variable increases at C.M and VCU

**RADFORD UNIVERSITY BOARD OF VISITORS**

**Resolution  
May 4, 2018**

**Approval of 2018-19 Tuition and Fees**

**NOW, THEREFORE, BE IT RESOLVED** that the Radford University Board of Visitors approves tuition and fees for the 2018-19 academic year as reflected in the Summary of Proposed 2018-19 Tuition and Fees beginning with the Fall 2018 semester and thereafter until otherwise adjusted by the Board of Visitors.



**Summary of Proposed 2018-19 Tuition and Fees**

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Undergraduate</b>				
<b><u>In-state Undergraduate (full-time) -</u></b>				
Tuition	\$7,407	\$7,922	\$515	6.95%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total In-state Undergraduate</b>	<b>\$10,627</b>	<b>\$11,210</b>	<b>\$583</b>	<b>5.49%</b>
Room - Standard Double	5,127	5,281	154	3.00%
Board - 19 Meal Plan	4,105	4,229	124	3.02%
<b>Total In-state Undergraduate Living in University Housing</b>	<b>\$19,859</b>	<b>\$20,720</b>	<b>\$861</b>	<b>4.34%</b>
<b><u>Out-of-state Undergraduate (full-time) -</u></b>				
Tuition	\$19,042	\$19,557	\$515	2.70%
Mandatory Capital Fee	447	447	0	0.00%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total Out-of-state Undergraduate</b>	<b>\$22,709</b>	<b>\$23,292</b>	<b>\$583</b>	<b>2.57%</b>
Room - Standard Double	5,127	\$5,281	154	3.00%
Board - 19 Meal Plan	4,105	\$4,229	124	3.02%
<b>Total Out-of-state Undergraduate Living in University Housing</b>	<b>\$31,941</b>	<b>\$32,802</b>	<b>\$861</b>	<b>2.70%</b>

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Graduate</b>				
<b><u>In-state Graduate (full-time) -</u></b>				
Tuition	\$8,336	\$8,915	\$579	6.95%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total In-state Graduate</b>	<b>\$11,556</b>	<b>\$12,203</b>	<b>\$647</b>	<b>5.60%</b>

<b><u>Out-of-State Graduate (full-time) -</u></b>				
Tuition	\$16,862	\$17,441	\$579	3.43%
Mandatory Capital Fee	447	447	0	0.00%
Mandatory Technology Fee	54	58	4	7.41%
Mandatory Comprehensive Fee	3,166	3,230	64	2.02%
<b>Total Out-of-state Graduate</b>	<b>\$20,529</b>	<b>\$21,176</b>	<b>\$647</b>	<b>3.15%</b>

### **Differential Tuition & Fees**

#### **Master of Occupational Therapy (MOT) In-State (per credit hour)**

Tuition	\$352	\$376	\$24	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total In-state Graduate MOT</b>	<b>\$487</b>	<b>\$514</b>	<b>\$27</b>	<b>5.63%</b>

#### **Master of Occupational Therapy (MOT) Out-of-State (per credit hour)**

Tuition	\$943	\$967	\$24	2.59%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total Out-of-state Graduate</b>	<b>\$1,097</b>	<b>\$1,124</b>	<b>\$27</b>	<b>2.50%</b>

<sup>1</sup> For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,615 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b><u>Doctor of Nursing Practice (DNP) In-State (per credit hour)</u></b>				
Tuition	\$471	\$504	\$33	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total In-state Graduate DNP</b>	<b>\$499</b>	<b>\$532</b>	<b>\$33</b>	<b>6.56%</b>

<b><u>Doctor of Nursing Practice (DNP) Out-of-State (per credit hour)</u></b>				
Tuition	\$964	\$997	\$33	3.40%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total Out-of-state Graduate DNP</b>	<b>\$1,011</b>	<b>\$1,044</b>	<b>\$33</b>	<b>3.24%</b>

<b><u>Doctor of Physical Therapy (DPT) In-State (per credit hour)</u></b>				
Tuition	\$449	\$480	\$31	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total In-state Graduate DPT</b>	<b>\$584</b>	<b>\$618</b>	<b>\$34</b>	<b>5.85%</b>

<b><u>Doctor of Physical Therapy (DPT) Out-of-State (per credit hour)</u></b>				
Tuition	\$935	\$966	\$31	3.34%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>1</sup>	132	135	3	2.26%
<b>Total Out-of-state Graduate DPT</b>	<b>\$1,089</b>	<b>\$1,123</b>	<b>\$34</b>	<b>3.14%</b>

<sup>1</sup> For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,615 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

<sup>2</sup> The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b><u>Master of Fine Arts in Design Thinking In-State (per credit hour)</u></b>				
Tuition	\$696	\$744	48	6.95%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total In-state Graduate DNP</b>	<b>\$724</b>	<b>\$772</b>	<b>\$48</b>	<b>6.68%</b>

**Master of Fine Arts in Design Thinking Out-of-State (per credit hour)**

Tuition	\$696	\$744	48	6.95%
Mandatory Capital Fee <sup>1</sup>	19	19	0	0.00%
Mandatory Technology Fee <sup>1</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>2</sup>	25	25	0	0.00%
<b>Total Out-of-state Graduate DNP</b>	<b>\$743</b>	<b>\$791</b>	<b>\$48</b>	<b>6.51%</b>

**Competency Based Certificate Program (per year)**

Tuition	\$6,000	\$6,000	\$0	0.00%
Mandatory Capital Fee <sup>1</sup>	0	0	0	0.00%
Mandatory Technology Fee <sup>1</sup>	0	0	0	0.00%
<b>Total Competency Certificate</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$0</b>	<b>0.00%</b>

<sup>1</sup> For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,615 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

<sup>2</sup> The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

**Part-time, 2018 Wintermester and Summer<sup>3</sup> Rates**

<b><u>Tuition</u></b>	<b><u>Approved 2017-18</u></b>	<b><u>Proposed 2018-19</u></b>	<b><u>Dollar Increase</u></b>	<b><u>Percent Increase</u></b>
<i>Undergraduate</i>				
In-state	\$308	\$329	\$21	6.95%
Out-of-state	793	814	21	2.70%
<i>Graduate</i>				
In-state	347	371	24	6.95%
Out-of-state	702	726	24	3.43%
In-state MOT	352	376	24	6.95%
Out-of-state MOT	943	967	24	2.59%
In-state DPT	449	480	31	6.95%
Out-of-state DPT	935	966	31	3.34%
In-state DNP	471	504	33	6.95%
Out-of-state DNP	964	997	33	3.40%
In-state MFA	696	744	48	6.95%
Out-of-state MFA	696	744	48	6.95%
Virginia Educator	266	284	18	6.95%
<b><u>Other Mandatory Fees</u></b>				
Technology Fee	\$3	\$3	\$0	0.00%
Out-of-state Capital Fee	19	19	0	0.00%
Online Program Fee <sup>2</sup>	25	25	0	0.00%
Comprehensive Fee	132	135	3	2.26%

<sup>2</sup>The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

<sup>3</sup>Summer III only - full-time students taking 12 to 18 credit hours are charged the annualized rate schedule instead of the per credit hour rate schedule.

## Comprehensive Fee

	Approved 2017-18	Proposed 2018-19	Dollar Increase	Percent Increase
<b>Mandatory Comprehensive Fee</b>				
Athletics	\$1,180	\$1,180	\$0	0.00%
Auxiliary Building/Facilities	258	263	5	1.94%
Auxiliary Support	209	216	7	3.35%
Debt Service	299	299	0	0.00%
Recreation	282	287	5	1.77%
Student Activities	127	127	0	0.00%
Student Health	322	342	20	6.21%
Student Services	75	90	15	20.00%
Student Union	286	296	10	3.50%
Transit	128	130	2	1.56%
<b>Total Comprehensive Fee</b>	<b>\$3,166</b>	<b>\$3,230</b>	<b>\$64</b>	<b>2.02%</b>

## Fall & Spring Annual Room Rates<sup>4</sup>

	Approved 2017-18	Proposed 2018-19	Dollar Increase	Percent Increase
<b>Room</b>				
Traditional Double	\$4,540	\$4,676	\$136	3.00%
Standard Double - Phase I	5,127	5,281	154	3.00%
Standard Double - Phase II	5,281	5,439	158	2.99%
Traditional Single	6,627	6,826	199	3.00%
Standard Single - Phase I	7,294	7,513	219	3.00%
Standard Single - Phase II	7,513	7,738	225	2.99%
Standard - Super Suite	5,545	5,711	166	2.99%
University Managed Apartments	5,909	6,086	177	3.00%

<sup>4</sup> Notes:

a) Double occupancy rooms which remain tripled after the census date will receive a weekly 25 percent prorated credit on their respective room rate.

b) Summer rates are prorated based on the approved annualized rate for a standard room.

### Fall & Spring Annual Board & Meal Plan Rates<sup>5</sup>

	<u>Approved 2017-18</u>	<u>Proposed 2018-19</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<b>Residential Board Plan</b>				
Flex Plan	\$3,982	\$4,102	\$120	3.01%
19 Meal Plan	4,105	4,229	124	3.02%
15 Meal Plan	3,994	4,114	120	3.00%
Apt Block	---	2,160	---	---
 <b>Non-Residential Meal Plan (<i>optional</i>)</b>				
Flex Jr. Plan	\$2,012	\$2,074	\$62	3.08%
65 Meal Plan	1,003	1,034	31	3.09%
90 Meal Plan	1,389	1,431	42	3.02%

<sup>5</sup>Notes:

- a) Summer rates are prorated on the approved annualized rate.
- b) Select board and meal plans may not be available each term.

# Student Representative Report

RADFORD  
UNIVERSITY



# Environmental Awareness

- Sustainability Signage Proposal - Submitted Fall 2018
- Earth Week – SGA
- Food Recovery Network - SILT



**EARTH WEEK**

Reduce. Reuse. Recycle.

**Events**

**Monday: RU Sustainability Taste Test**  
Bonnie Plaza 11am - 2pm

**Wednesday: R-SPACE DIY Terrariums**  
Bonnie Plaza 11am - 3pm

**Thursday: Earth Week Celebration**  
Heth Lawn 12 pm - 3pm

**Saturday: River Paddle Clean up**  
Bonnie Plaza 10:30am

**Sunday: Adopt-A-Spot**  
Trash Clean up  
Bonnie Plaza 12pm - 2pm

**RADFORD UNIVERSITY**  
Sustainability



**RADFORD UNIVERSITY**  
Student Government Association

# Building Highlander Spirit

- March Madness!
- Unity Photo



Follow

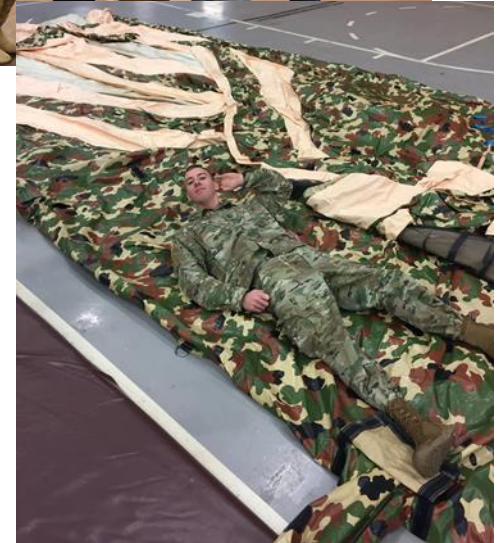
Radford wants Nova.

#MarchMadness #FirstFour



5:43 PM - 13 Mar 2018

# 2nd Unity Fest



# Student Activities

- Halfway There – April 17
- Spring Fever Bash – April 18
- Russell Hall Block Party - April 19
- SGA Baseball Tailgate – April 29



*Spring*  
**FEVER**

---

**BASH**  
APRIL 18  
HETH LAWN  
11:00 a.m. - 2:00 p.m.

MUSIC  
FREE FOOD  
RAFFLE PRIZES  
LAWN GAMES  
T-SHIRTS

During Spring Fever (April 16-20), Radford University's seven colleges go head-to-head to see who has the most supporters. Your gifts will decide the winner! Don't miss your chance to support the college you are most passionate about. Make your Spring Fever gift at the Bash to get your Spring Fever T-shirt!

[www.radford.edu/springfever](http://www.radford.edu/springfever)



**HALF WAY**  
THERE!

**APRIL**  
17th, 2018  
4PM - 7PM

**FEATURING**

- 1 Scholarship Presentation (Must be presented to win)
- Free T-shirts
- DJ G-Wiz
- Pizza & More

**EXCITING**



**TRADITIONS**

Beginning at the McConnell Library  
&  
Concluding at the Bonnie Plaza

www.radford.edu

**RADFORD UNIVERSITY**

# Student Activities

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- Spring Fever Bash – April 18
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www.radford.edu

**RADFORD UNIVERSITY**

# Questions?

# February 2018 Minutes

**RADFORD UNIVERSITY**

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Board of Visitors

# RADFORD UNIVERSITY

Board of Visitors

## QUARTERLY MEETING

9:00 A.M.

FEBRUARY 16, 2018

MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM  
THIRD FLOOR, MARTIN HALL, RADFORD, VA

### **DRAFT** **MINUTES**

#### **BOARD MEMBERS PRESENT**

Mr. Mark S. Lawrence, Rector  
Mr. Randy J. Marcus, Vice Rector  
Mr. Robert A. Archer  
Mr. Gregory A. Burton  
Ms. Krisha Chachra  
Dr. Rachel D. Fowlkes  
Dr. Susan Whealler Johnston  
Dr. Debra K. McMahon  
Ms. Georgia Anne Snyder-Falkinham  
Ms. Lisa Throckmorton  
Dr. Jason Fox, Faculty Representative (Non-voting Advisory Member)  
Ms. Jessica Wollmann, Student Representative (Non-voting Advisory Member)

#### **BOARD MEMBERS ABSENT**

Dr. Jay A. Brown  
Mr. James R. Kibler, Jr.  
Ms. Karyn K. Moran  
Mr. Steve A. Robinson  
Dr. Javaid Siddiqi

#### **OTHERS PRESENT**

President Brian O. Hemphill  
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer  
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer  
Ms. Karen Castele, Secretary to the Board of Visitors/Special Assistant to the President  
Dr. Kenna Colley, Interim Provost and Vice President for Academic Affairs  
Ms. Lisa Ghidotti, Director of State Government Relations  
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer  
Dr. Ann Marie Klotz, Vice President for Student Affairs  
Mr. Robert Lineburg, Director of Athletics  
Ms. Wendy Lowery, Vice President for University Advancement  
Ms. Kitty McCarthy, Vice President for Enrollment Management  
Ms. Margaret McManus, University Auditor  
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning  
Ms. Ashley Schumaker, Chief of Staff, Office of the President



Dr. Dietra Trent, Former Secretary of Education, Commonwealth of Virginia  
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia  
Radford University Faculty and Staff

### **CALL TO ORDER**

Mr. Mark S. Lawrence, Rector, called the Board of Visitors quarterly meeting to order at 9:03 a.m. in the Mary Ann Jennings Hovis Memorial Board Room, Third Floor, Martin Hall, Radford University, Radford, Virginia.

### **APPROVAL OF AGENDA**

Rector Lawrence asked for a motion to approve the Board of Visitors agenda for the February 16, 2018 meeting, as published. Vice Rector Randy Marcus so moved and Ms. Georgia Ann Snyder-Falkinham seconded the motion. The agenda was unanimously approved.

### **APPROVAL OF MINUTES**

Rector Lawrence requested two amendments to the December 8, 2017 minutes, specifically: During Closed Session, Rector Lawrence “exited” the room and in the Reconvened Session, “Vice Rector Marcus” reconvened the meeting. With these corrections, Rector Lawrence asked for a motion to approve the December 8, 2017 minutes of the Board of Visitors. Mr. Marcus so moved and Ms. Snyder-Falkinham seconded the motion. The minutes were unanimously approved.

### **PRESIDENT’S REPORT**

President Brian O. Hemphill, Ph.D. reported on several items including staffing updates, the proposed merger of Jefferson College of Health Sciences, and the University’s annual Advocacy Day. President Hemphill welcomed Dr. Ann Marie Klotz, Vice President for Student Affairs, and Karen Castelee, Secretary to the Board of Visitors and Special Assistant to the President. President Hemphill provided updates regarding the proposed merger of Jefferson College of Health Sciences into the Radford University family of colleges and departments. He noted that the off campus and on campus reaction has been very positive. President Hemphill also highlighted Radford University’s annual Advocacy Day in Richmond, which was held on January 24 and 25, 2018. The 40 students joined senior administrators and visited over 60 members of the general Assembly to share their Radford experiences. The group also met with Governor Ralph Northam, Lieutenant Governor Justin Fairfax and Secretary of Public Safety and Homeland Security Brian Moran.

A copy of the report is hereto attached as *Attachment A* and is made a part hereof.

### **REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE**

Dr. Susan Whealler Johnston, Chair, stated that the Academic Affairs Committee met on February 15, 2018 and reported on the following items:

- Academic colleges and departments are engaged in early implementation of the 2018-2023 Strategic Plan.
- Revision of the Internal Governance Committees and curriculum pathway approvals have made excellent progress and are close to being finalized.

- For the sixth year in a row, the School of Nursing has exceeded both the state and national averages on the NCLEX licensure exam.
- Highlighted IMPACT Program one-year accomplishments.
- Faculty Senate initiatives and issues currently include considering long-term plans for the Quadrennial evaluation of Chairs, Intellectual Property Policy and facilitating efforts for a long-term evaluation and revision of Core/General Education.

### **ACTION ITEM FROM THE ACADEMIC AFFAIRS COMMITTEE**

Dr. Johnston presented a recommendation from the Committee for a revision to the Teaching and Research Faculty Handbook, Section 1.1.5. Following discussion, Dr. Johnston asked for a motion to approve the Resolution to Amend the Teaching and Research Faculty Handbook. Mr. Marcus made the motion and Ms. Snyder-Falkinham seconded. The motion passed and the resolution is hereby attached as *Attachment B* and is made a part thereof.

### **REPORT FROM THE UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE**

Ms. Krisha Chachra, Chair, stated that the University Advancement, University Relations and Enrollment Management Committee met on February 15, 2018 and had the following items to report:

- Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer, provided an update on marketing and media relations. He also provided a summary of media coverage of the Jefferson College of Health Sciences merger.
- Wendy Lowery, Vice President for University Advancement, reported that total giving is up 42 percent compared to the same date last fiscal year. The number of donors increased 3 percent. She also discussed the role of the 2018-2023 strategic plan regarding engagement with all constituents.
- Ms. Kitty McCarthy, Vice President for Enrollment Management, provided an update regarding new student recruitment for fall 2018, as of February 13, 2018. New freshman applications are at 12,864 compared to 13,304 for fall 2017, a decrease of 440 or 3.3 percent. Data indicates that fall 2018 application activity represents progress in building a stronger and more engaged pool of candidates. Out-of-state freshman applications are up 122 or 4 percent. Applications from across the Commonwealth are down about 5 percent or 562 applications. Admitted applicants are up 154 or almost 2 percent.

### **REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE**

Mr. Robert A. Archer, Chair of the Business Affairs and Audit Committee, stated that the Committee met on February 15, 2018 and had the following items to report:

- Mr. Mike Reinholtz, Project Manager, with the Auditor of Public Accounts, presented information regarding the upcoming audit of the University's financial statements for the fiscal year ending June 30, 2017. He discussed the responsibilities of the auditors and management, as well as the planned scope and timeline of this year's audit.
- Ms. Margaret McManus, University Auditor, presented an oral report on the University Discretionary Fund review for the quarter ending December 31, 2017. One hundred percent of University Discretionary Fund expenditures were reviewed, and all were found in compliance

with the Board of Visitors' guidelines. Ms. McManus also updated the Committee on the department's Quality Assurance and Improvement Program.

- Mr. Richard S. Alvarez, Chief Financial Officer and Vice President for Finance and Administration, provided an update on capital projects currently in progress.
- Mr. Alvarez presented an overview of the incremental funding included for Radford University in the Governor's 2018-2020 Executive Budget Proposal. He reported the Governor's proposed budget included contributions to increase need-based student financial aid and maintenance reserve. The Biennial Budget proposal also includes a two percent salary increase for state employees effective November 10, 2019. An update will be provided at the May Board of Visitors meeting.

### **ACTION ITEMS FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE**

#### **Approve Updated Delegation of Authority for Approval of Fees**

Mr. Archer presented background of the recommendation and following discussion, asked for a motion to approve the Resolution delegating authority for approval of fees to the Chief Financial Officer and Vice President for Finance and Administration. Mr. Marcus made the motion and Ms. Snyder-Falkinham seconded. The motion passed and copy of the Resolution is attached hereto as *Attachment C* and is made a part hereof.

#### **Approve Resolution Certifying Compliance with the Radford University Debt Management Policy**

Mr. Archer presented background of the recommendation and following discussion, asked for a motion to approve the Resolution Certifying that the University is in Compliance with its Debt Management Policy. Mr. Marcus made the motion and Ms. Snyder-Falkinham seconded. The motion passed and copy of the Resolution is attached hereto as *Attachment D* and is made a part hereof.

#### **Recommendation to Board to Approve Internal Control Policy**

Mr. Archer presented background of the recommendation and following discussion, asked for a motion to adopt the Resolution to approve the Internal Control Policy. Mr. Marcus made the motion and Ms. Snyder-Falkinham seconded. The motion passed and copy of the Resolution is attached hereto as *Attachment E* and is made a part hereof.

#### **Recommendation to Board to Approve Internal Audit Charter**

Mr. Archer presented background of the recommendation and following discussion, asked for a motion to adopt the Resolution to approve the Internal Audit Charter. Mr. Marcus made the motion and Ms. Snyder-Falkinham seconded. The motion passed and copy of the Resolution is attached hereto as *Attachment F* and is made a part hereof.

### **REPORT FROM THE GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE**

Dr. Rachel D. Fowlkes, Chair, stated that the Governance, Administration and Athletics Committee met on February 15, 2018 and had the following items to report:

- Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer, announced notification of changes to the following policies: Information Technology Infrastructure, Architecture, and Ongoing Operations Policy; Information Technology Project

Management Policy; Information Technology Security Policy; and Information Technology Accessibility Policy.

- Robert Lineburg, Director of Athletics, reported on the student-athlete experience, culture, academic excellence, resource development, branding and upcoming special events. Frazier Colmer, former student-athlete, and Stephanie Ballein, Senior Associate Athletic Director, presented information on GAMEPLAN, a new comprehensive platform for student-athlete development.
- Dr. Fowlkes reminded Board members of the upcoming Association of Governing Boards of Universities and Colleges' National Conference on Trusteeship to be held in San Francisco, California from April 21-24, 2018.
- Dr. Fowlkes announced to Board members that nominations for Rector and Vice Rector will be open for ten days. Nominations should be sent directly to Dr. Fowlkes, and they will be presented at the May Committee and Board meetings.

### **REPORT FROM THE STUDENT AFFAIRS COMMITTEE**

Dr. Debra McMahon, Chair of the Student Affairs Committee, stated that the Committee met on February 15, 2018 and had the following items to report:

- Ms. Julianna Stanley, President of the Student Government Association (SGA), updated the Committee on events that the SGA will host during spring semester.
- Ms. Kelly Rubin, Director of Student Counseling Services and Substance Abuse and Violence Education Support (SAVES), provided a report on integrating health and wellness on campus. The Health and Wellness Task Force was established to create a positive and active campus by addressing both physical and mental health.
- Mr. LaShan Lovelace, Director of Diversity and Inclusion, provided a report on Greek Life. He outlined for the committee the structure of Greek Life. There are currently 24 recognized sororities and fraternities with over 800 members in three governing councils.
- Dr. Ann Marie Klotz, Vice President for Student Affairs, provided a report for the Division of Student Affairs. Dr. Klotz updated the Committee on her vision for Student Affairs to include creating a sophomore experience program, increasing collaborative partnerships, establishing a parent program and telling the many positive Radford stories. Several new retention initiatives have been implemented this semester including a Traditions and Affinity Task Force and adding retention components to several position descriptions.

### **REPORT FROM THE ADVISORY (NON-VOTING) STUDENT REPRESENTATIVE TO THE BOARD**

Ms. Jessica Wollman, Student Representative, updated the Board on initiatives that she has focused on this year. This included the Environmental Awareness Initiatives, Building Highlander Spirit and the second Unity Fest. Ms. Wollmann also outlined the many community service projects that the students have been involved with, including MLK Day of Service, Bobcat Backpacks program, Feeding America, Beans and Rice After School Program, Radford Animal Shelter, Women's Resource Center of the NRV, Radford Clothing Bank and the Linus Fleece Program.

### **REPORT ON THE RADFORD UNIVERSITY FOUNDATION**

Ms. Georgie Anne Snyder-Falkinham, Representative to the Radford University Foundation Board of Directors, provided an update to recent Foundation news and activities. Ms. Snyder-Falkinham distributed an asset summary report and it is hereby attached as *Attachment G* and made a part hereof. Rector Lawrence thanked Ms. Snyder-Falkinham for her report.

### **FEDERAL AND STATE GOVERNMENT RELATIONS UPDATE**

Ms. Lisa Ghidotti, Director of State Governmental Relations, provided an update of the 2018 General Assembly session, which convened on January 10, 2018 and is expected to adjourn on March 10, 2018. Radford University submitted a budget amendment requesting authorization to use Non-General Funds to conduct detailed planning for the Center for Adaptive Innovation and Creativity. The Center is the single largest capital need of the University and will address an array of significant existing programmatic and building deficiencies across a number of academic colleges. Ms. Ghidotti also updated the Board members on the numerous meetings with key government officials and General Assembly members that she and the President have visited.

### **CLOSED SESSION**

Vice Rector Randy Marcus made a motion to move into closed session pursuant to Section 2.2-3711 (A) Items 1., 3, 9 and 29 under the Virginia Freedom of Information Act for the discussion of personnel, the acquisition of real property; related gifts, bequests and fund raising activities; and the award of the public contract involving the expenditure of public funds on behalf of Radford University. Mr. Archer seconded the motion. The motion passed unanimously. The Board of Visitors went into closed session at 11:31 a.m. The following were asked to remain, and the public was invited to leave:

Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer  
Ms. Heather Miano, Executive Director of Administration, Office of the President  
Ms. Ashley Schumaker, Chief of Staff, Office of the President

### **RECONVENED SESSION**

Vice Rector Marcus reconvened the meeting at 1:31 p.m. and requested a motion to come out of closed session and for a Certification of Executive Meeting. Dr. Johnston so moved the following resolution:

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board 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. Mr. Archer seconded the motion.

<u>Roll Call</u>	<u>Vote</u>
Mr. Mark S. Lawrence, Rector	Yes
Mr. Randolph “Randy” J. Marcus, Vice Rector	Yes
Mr. Robert A. Archer	Yes
Mr. Gregory A. Burton	Yes
Ms. Krisha Chachra	Yes
Dr. Rachel D. Fowlkes	Yes
Dr. Susan Whealler Johnston	Yes
Dr. Debra McMahon	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes
Ms. Lisa Throckmorton	Yes

**Approval of Resolution for Lease of Foundation Properties**

Rector Lawrence requested a motion to approve the resolution for Lease of Foundation Properties. Ms. Snyder-Falkinham made the motion and Mr. Marcus seconded. The motion passed unanimously and is hereto attached as *Attachment H* and is made a part thereof.

**Ratify Prior Partnership Opportunities Resolution**

Vice Rector Marcus requested a motion to ratify the resolution for partnership opportunities. Ms. Chachra made the motion and Mr. Archer seconded. The motion passed with Rector Mark Lawrence abstaining. The Resolution is hereto attached as *Attachment I* and is made a part thereof.

**ANNOUNCEMENTS**

Board members were reminded that Spring Commencement will be held on May 5, 2018.

**ADJOURNMENT**

With no further business to come before the Board, Rector Lawrence thanked everyone for attending and requested a motion to adjourn. Mr. Marcus so moved and Ms. Snyder-Falkinham seconded. The meeting adjourned at 1:36 p.m.

Respectfully submitted,

Karen Castele  
Secretary to the Board of Visitors and Special Assistant to the President



Brian O. Hemphill, Ph.D.  
President

TO: Members of the Board of Visitors

FROM: Brian O. Hemphill, Ph.D.  
President

DATE: February 16, 2018

RE: President's Report

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I want to thank you for the opportunity to update you and share my perspective about our University.

#### **Secretary to the Board of Visitors**

As you know, Karen Castele '79 assumed new duties as the Secretary to the Board and Special Assistant to the President. Many of you know Karen and are familiar with her tireless commitment to Radford University. I quickly learned, as many others have similarly witnessed, that if you want to know anything about Radford University, make connections with any local, regional or statewide official, or see any high visibility University project through to completion, the go-to person is Karen. Karen, we are pleased to have you contributing to the University in this new capacity.

#### **Advocacy Day**

Thanks to the extensive planning efforts of Karen Castele, Susan Trageser, the Student Affairs team and others, on January 24 & 25, we had more than 40 students, joined by senior staff members, visit Richmond for this year's Advocacy Day. Our students met with Lt. Governor Justin Fairfax and Secretary of Public Safety and Homeland Security Brian Moran and members of his team. Representing the University's position on a number of initiatives and their fellow students' concerns, they visited 63 legislative offices to meet with General Assembly members and their aides, including all of the new members of the House of Delegates. Delegate Chris Hurst provided a private tour of the Capitol. Before departing Richmond, the Radford contingent assembled in front of the George Washington monument on Capitol Square for a photo and brief meet-and-greet with Governor Northam. I want to thank the members of the Board who were able to join us.

### **Legislative Affairs**

The Board will be receiving a more detailed government relations update from Lisa Ghidotti, but I want to provide some highlights regarding activities with the General Assembly and new administration. At this point, we have met with almost every single member of the House Appropriations and Senate Finance Capital Outlay Subcommittees. In addition, we have also met with the Speaker of the House, the Chairman and Vice Chairman of the House Appropriations Committee, one of the Co-Chairmen of the Senate Finance Committee, and numerous other legislators and money committee staff to discuss the University's priorities. I also met with Governor Northam; Secretary of Education Atif Qarni and Deputy Secretary of Education Fran Bradford; Secretary of Finance Aubrey Layne; Secretary of the Commonwealth Kelly Thomasson; Speaker of the House Kirk Cox; Delegate Chris Jones, Chairman of the House Appropriations Committee; Delegate Steve Landes, Vice Chairman of the House Appropriations Committee and Chairman of the House Education Committee; Senator Emmett Hanger, Co-Chairman of the Senate Finance Committee; Senator Dick Saslaw, Senate Minority Leader; 6 of 8 members of the House Appropriations Capital Outlay Subcommittee; and 8 of 10 members of the Senate Finance Capital Outlay Subcommittee.

Radford University submitted a budget amendment requesting authorization to utilize Non-General Funds to conduct detailed planning for the renovation and construction of campus facilities to create the Center for Adaptive Innovation and Creativity. We are pleased to have Senator Bill Carrico and Delegate Nick Rush serving as patrons for Radford's budget amendment.

### **Jefferson College Merger**

On January 18<sup>th</sup>, we coordinated a joint announcement to the respective campuses of Radford University, Jefferson College of Health Sciences, and Carilion Clinic about our intent to merge Jefferson College into primarily the Waldron College of Health and Human Services. The rollout on campus included presentations by Interim Provost Kenna Colley, Dean Ken Cox and myself to several faculty internal governance groups and the Waldron College faculty and staff. Prior to the public announcement, I joined Jefferson College's President N.L. Bishop, his senior leadership team, and senior representatives of Carilion Clinic in making joint notifications to the faculty and staff of Jefferson College. Concurrent with our internal notification plan, an extensive notification plan was implemented with key state executives and General Assembly members, as well as regional and local officials.

The public announcement was followed by a series of Roanoke regional media interviews with senior leadership. Immediate and subsequent coverage have been positive. In many cases, the coverage has emphasized this proposal's long term economic and workforce development benefits to Virginia. This coverage included an extensive Roanoke Times article and supportive editorial positioning the merger in a positive light.



As we announced during the rollout, we are anticipating that the merger process may take 18-24 months to complete. We are finalizing details with Carilion Clinic and Jefferson College on the merger process, specifically the establishment of the merger structure that includes a steering committee, subcommittees and task assignments. The subcommittees will address functional areas including academic programs, student services, finance, human resources, legal accreditation and communications.

With energy, strategic insight and an enthusiasm for the future, the University has been hard at work in leading and charting the course to realize the vision to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research, and service.

This concludes my report.

**RADFORD UNIVERSITY BOARD OF VISITORS**

**RESOLUTION**

**Amend the  
Teaching and Research Faculty Handbook**

**WHEREAS**, all proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook; and

**WHEREAS**, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University; and

**WHEREAS**, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it; and

**WHEREAS**, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language; and

**WHEREAS**, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate; and

**WHEREAS**, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Affairs Committee who will in turn make recommendations to the member of the full Board of Visitors; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Academic Affairs Committee of the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, Section 1.1.5 - Adjunct Faculty of the *Teaching and Research Faculty Handbook* is hereby amended to permit the employment of part-time special purpose faculty. Said section is to now read as follows (additions are in **red**):

### 1.1.5 Adjunct Faculty

Adjunct faculty positions supplement the faculty of a department wherever additional faculty are needed. Adjunct faculty include those employed for part-time teaching and those who serve a department or college in a significant capacity without compensation. Adjunct faculty hold appointments for ~~one semester or one academic year~~ three years during which they are eligible for but not guaranteed teaching assignments, as defined by their letter of appointment, without eligibility for tenure; where authorized by the Dean and approved by the Provost and Vice President of Academic Affairs, adjunct appointments may be renewed. Such reappointments should be made anytime during the last semester of the previous appointment period. ~~Such~~ Appointments carry rank without the opportunity for promotion during the appointment period; however, promotion may be recommended at subsequent appointments subject to the Criteria for Awarding Rank at Appointment. Adjunct faculty members receiving compensation also receive limited benefits as described in Personnel Information Manual. A terminal degree in the discipline is not required for appointment, but adjunct faculty must hold an advanced degree or equivalent credentials based on experience consistent with accreditation criteria of the discipline and the Southern Association of Colleges and Schools. Specific responsibilities of adjunct faculty are given in their letter of appointment.

In the event that an adjunct faculty member is subsequently hired in a tenure-track position, the time employed as an adjunct faculty member cannot count toward the probationary period.

Adopted: February 16, 2018



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board /Special Assistant  
to the President  
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS**

**RESOLUTION**

**Approval of Updated Delegation of Authority for Approval of Fees**

**WHEREAS**, Code of Virginia § 23.1-1301.A.5. Code of Virginia § 23.1-1301.A.5. states, “the board of visitors of each baccalaureate public institution of higher education or its designee may fix the rates charged to students for tuition, mandatory fees, and other necessary charges; and

**WHEREAS**, the Radford University Board of Visitors has historically exercised this power by approving undergraduate and graduate tuition rates, required fees, and room and board charges for each upcoming academic year; and

**WHEREAS**, at its February 27, 1992, meeting, the Radford University Board of Visitors approved “the proposal to delegate to the administration the authority for approving minor fees, and changes thereto”. This action having been taken to document the Board’s position relative to the rates for minor fees, such as parking fines, returned check charges, and fees associated with Continuing Education courses; and

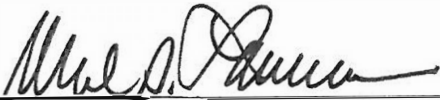
**WHEREAS**, effective October 16, 2013, Radford University instituted the University’s *Fee Policy*, which centralized the administration’s delegated authority for approval and modification of fees to the Chief Financial Officer & Vice President for Finance and Administration; and


**WHEREAS**, Radford University needs greater flexibility in regards to establishing and negotiating rates to respond to market conditions regarding the development and implementation of competency based education programs;

**NOW THEREFORE BE IT RESOLVED**, the Radford University Board of Visitors approves the delegation of authority to the Chief Financial Officer & Vice President for Finance and Administration to approve the establishment, modification, or waiver of any and all fees other than tuition, mandatory educational and general (E&G), comprehensive, room, and board fees charged to all students.

**BE IT FURTHER RESOLVED**, the delegation of authority by the Radford University Board of Visitors to the Chief Financial Officer & Vice President for Finance and Administration includes the establishment and negotiation of rates, including the offering of volume discounts to businesses and organizations, for limited educational programs.

Adopted: February 16, 2018

  
\_\_\_\_\_  
Mark S. Lawrence  
Rector  
Radford University Board of Visitors

  
\_\_\_\_\_  
Karen Castele  
Secretary to the Board /Special Assistant  
to the President  
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS**

**RESOLUTION**

**Compliance with Debt Management Policy**

**WHEREAS**, the 2005 Session of the General Assembly adopted, and the Governor signed, legislation that provides Radford University and all other public colleges and universities in the Commonwealth the opportunity to attain certain authority and autonomy to manage its academic and administrative affairs more efficiently and effectively through implementation of the Restructured Higher Education Financial and Administrative Operations Act, and

**WHEREAS**, on June 30, 2005, the Radford University Board of Visitors approved a Resolution of Commitment allowing the University to exercise restructured financial and operational authority as identified in the Restructuring Act, and

**WHEREAS**, the Governor has established financial and management measures on which annual assessment and certification of institutional performance will be evaluated, and

**WHEREAS**, the financial and management measures require the Radford University Board of Visitors to approve a Debt Management Policy, and

**WHEREAS**, the Radford University Board of Visitors approved such Debt Management Policy at its March 30, 2007, meeting; revisions to this policy were approved by the Board of Visitors at its August 23, 2007, November 12, 2010, and February 8, 2012 meetings, and

**WHEREAS**, Schedule A demonstrates that the University meets the requirements outlined in the Debt Management Policy; and

**WHEREAS**, the Board of Visitors must annually certify Radford University's compliance with the approved Debt Management Policy to the Secretary of Finance for the Commonwealth of Virginia;

**NOW, THEREFORE, BE IT RESOLVED**, this resolution approved by the Radford University Board of Visitors certifies that the University is in compliance with its Debt Management Policy.

Adopted: February 16, 2018



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board /Special Assistant  
to the President  
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS**

**RESOLUTION**

**Approval of Internal Control Policy**

**WHEREAS**, the Radford University Board of Visitors approved the Policy Statement on Internal Control in February 1999; and

**WHEREAS**, the Policy Statement on Internal Control for Radford University served as the foundation for the Internal Audit Charter and set forth the responsibilities as it relates to control of Radford University, including responsibilities of the Board, management, and the internal audit function; and

**WHEREAS**, the proposed Internal Control Policy, which replaces the Policy Statement on Internal Control, establishes the “tone-at-the-top” and incorporates concepts of the Internal Control Framework published by the Committee on Sponsoring Organizations of the Treadway Commission; and

**WHEREAS**, the proposed Internal Control Policy also encompasses the requirements of the State Comptroller’s Agency Risk Management and Internal Control Standard (ARMICS) to ensure compliance with the State Comptroller’s directive and the Commonwealth Accounting Policies and Procedure (CAPP) Manual, Topic 10305, Internal Control; and

**WHEREAS**, Radford University now has a standard framework for establishing, approving, and communicating University Policies to the campus community; and

**WHEREAS**, the proposed Internal Control Policy has been integrated into the University Policy template, which will increase the visibility of the Internal Control Policy and assist in ensuring the campus community understands the requirements, principles, and responsibilities involved in ensuring an adequate system of internal control is maintained for Radford University;

**NOW THEREFORE BE IT RESOLVED**, the Radford University Board of Visitors approves the Internal Control Policy (University Policy GEN-PO-1006) as presented.

Adopted: February 16, 2018



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board /Special Assistant  
to the President  
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS**

**RESOLUTION**

**Approval of Revised Internal Audit Charter**

**WHEREAS**, the Internal Audit Charter for Radford University was first approved by the Radford University Board of Visitors in 1985 with the initial establishment of the internal audit function, which is now known as the Office of Audit and Advisory Services; and

**WHEREAS**, the Internal Audit Charter describes the general purpose, authority, and responsibility of the Office of Audit and Advisory Services; and

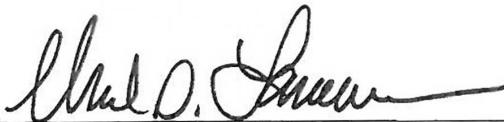
**WHEREAS**, the Internal Audit Charter also acts as a foundational guide to assist the Office of Audit and Advisory Services with conforming to the mandatory elements of the Institute of Internal Auditors' International Professional Practices Framework, including the Core Principles for the Professional Practice of Internal Auditing, and the Definition of Internal Auditing; and

**WHEREAS**, Radford University now has a standard framework for establishing, approving, and communicating University Policies to the campus community; and

**WHEREAS**, the revised Internal Audit Charter has been integrated into the University Policy template, which will increase the visibility of the Internal Audit Charter and assist in ensuring the campus community understands the authority, role, and responsibilities of the Office of Audit & Advisory Services as well as each employee's responsibility to cooperate with the Office in accordance with its authority;

**NOW THEREFORE BE IT RESOLVED**, the Radford University Board of Visitors approves the revised Internal Audit Charter (University Policy GEN-PO-1005) as presented.

Adopted: February 16, 2018

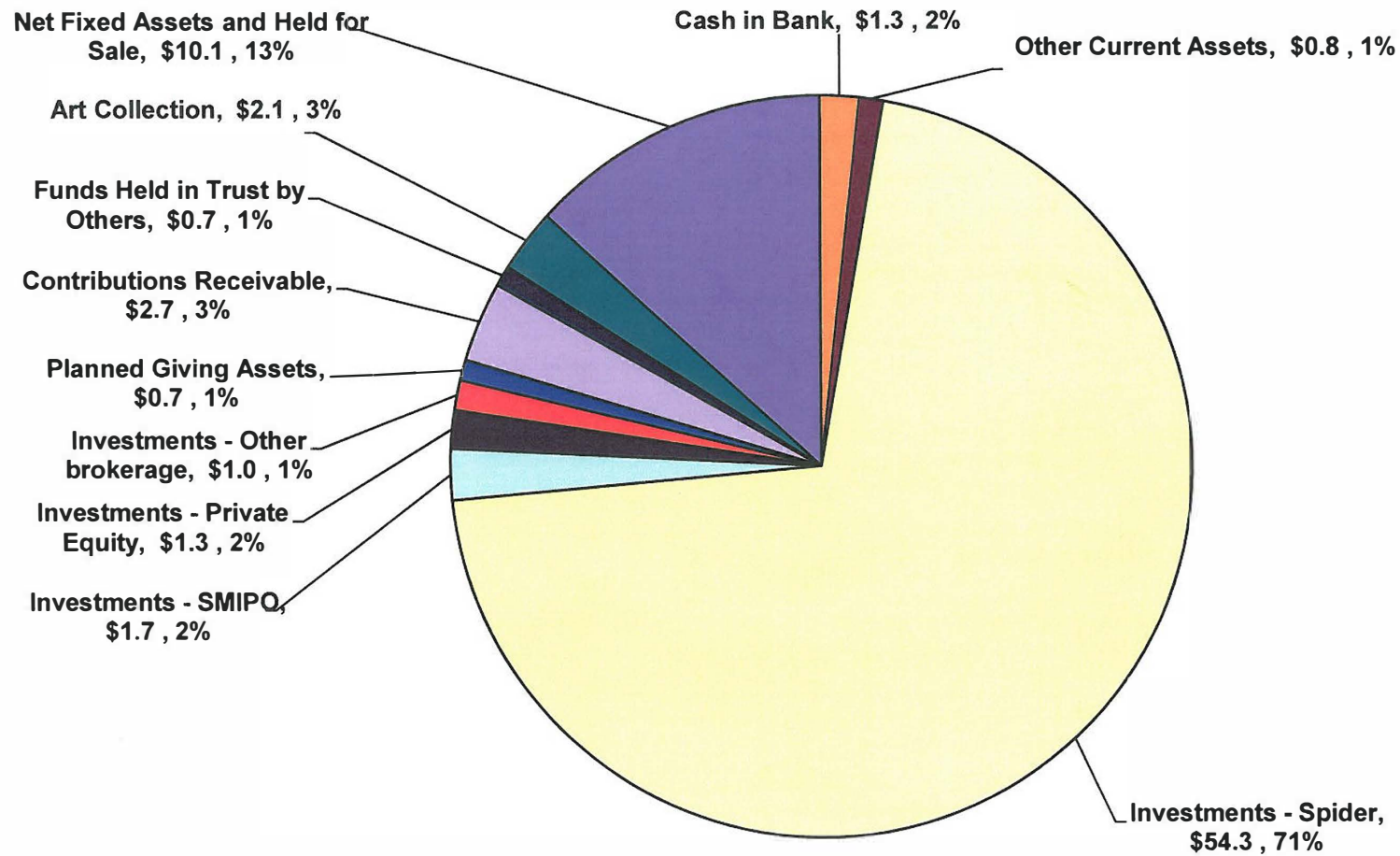


Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board /Special Assistant  
to the President  
Radford University

## Radford University Foundation Asset Composition as of 12/31/17



(in millions)  
**Total Assets: \$76.7M**



**RADFORD UNIVERSITY BOARD OF VISITORS  
RESOLUTION TO APPROVE CAPITAL LEASE FOR  
THE STUDENT RESIDENTIAL HOUSING EXPANSION PROJECT  
FEBRUARY 16, 2018**

**WHEREAS**, the University is in need of additional student residential housing in order to meet current student housing policy requirements and demand; and

**WHEREAS**, the University and Radford University Foundation, Incorporated (“RUF”) have a longstanding relationship with regard to meeting campus needs through strategic property acquisition for the betterment of the entire Radford community; and

**WHEREAS**, RUF has been approached to purchase existing student residential housing operations in close proximity to campus (the "Housing Properties") that would satisfy existing University needs; and


**WHEREAS**, RUF plans to purchase the Housing Properties through a wholly-controlled limited liability company (the "Purchaser"); and

**WHEREAS**, the Purchaser will need to obtain financing in order to purchase the Housing Properties, which financing will be supported by rent under a long term capital lease with the University; and

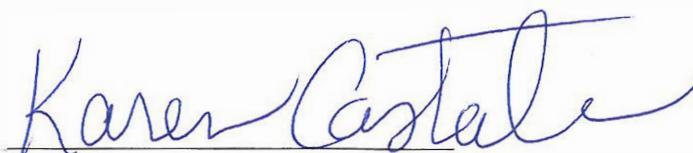
**NOW, THEREFORE, BE IT RESOLVED:**

1. The Board hereby authorizes and directs the University, through the President, to enter into and execute a Capital Lease with the Purchaser consistent with the terms presented to the Board; and
2. The President and Vice President for Finance and Administration, either of whom may act, are hereby authorized and directed to execute and deliver the Capital Lease and all related certificates and instruments and to take all such further action as may be considered necessary or desirable in connection with the Capital Lease or the Purchaser's financing; and
3. All action heretofore taken by the President and Vice President for Finance and Administration in connection with the Capital Lease are ratified and approved; and
4. This resolution shall take effect immediately.

Adopted: February 16, 2018



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board/Special Assistant to the President  
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS  
RESOLUTION TO RATIFY PRIOR PARTNERSHIP OPPORTUNITIES RESOLUTION FOR  
JEFFERSON COLLEGE OF HEALTH SCIENCES MERGER  
FEBRUARY 16, 2018**

**WHEREAS**, Radford University is continuously examining potential partnerships in order to provide greater opportunities and enhanced outreach in the region and across the Commonwealth through the expansion of educational offerings and service delivery; and

**WHEREAS**, the University has a long-standing history of collaboration and partnership with Carilion Clinic and Jefferson College of Health Sciences; and

**WHEREAS**, Carilion Clinic owns and operates Jefferson College and has provided student health services to Radford University since 1999; and

**WHEREAS**, Carilion Clinic employs hundreds of Radford University graduates, including more than 350 Radford University nursing graduates on its staff – 40 of whom were hired in 2016 alone; and

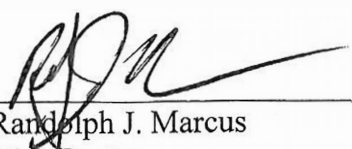
**WHEREAS**, Jefferson College brings 35 years of excellence as an accredited institution, has grown from 200 students to 1,150 students, and is one of the top producers of nursing and allied health professionals in the region and in the top 10 in the Commonwealth of Virginia; and

**WHEREAS**, Radford University, Carilion Clinic, and Jefferson College of Health Sciences have publically announced the intent to merge Jefferson College of Health Sciences into the Radford University family of colleges and departments, primarily the Waldron College of Health and Human Services; and

**NOW, THEREFORE, BE IT RESOLVED:**

1. The Board hereby authorizes and directs the University, through the President, to move forward with the merger over the next 18 to 24 months during which time Radford University, Jefferson College, and Carilion Clinic officials will work closely to develop processes and procedures to facilitate the integration of the institutions; and
2. The President is hereby authorized and directed to enter into any agreements related to the merger; and
3. All action heretofore taken by the President in connection with the merger are ratified and approved; and
4. This resolution shall take effect immediately.

Adopted: February 16, 2018

  
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Randolph J. Marcus  
Vice Rector  
Radford University Board of Visitors

  
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Karen Castele  
Secretary to the Board/Special Assistant to the President  
Radford University

# End of Board of Visitors Materials

