TO: Members of the Academic and Research Advancement Committee
of the Board of Visitors

Michael J. Henry, Chair
Toykea S. Jones, Vice Chair
Lisa B. Smith (ex-officio)
Kay A. Kemper (ex-officio)
R. Bruce Bradley
Robert S. Corn
Unwanna B. Dabney
Jerri F. Dickseski
Alton J. Harris
Maurice D. Slaughter
Sebastian Kuhn *(Faculty Representative)*

FROM: Augustine O. Agho
Provost

DATE: April 15, 2019

The purpose of this memorandum is to provide you with background information for our meeting on Thursday, April 25, 2019. The committee will meet from 10:45-12:00 noon in the Kate and John R. Broderick Dining Commons, Committee Room A (Room 2203).

I. Approval of Minutes of the December 6, 2018 Meeting

The minutes of the December 6, 2018 meeting will be presented for approval as previously distributed.

II. Tenure Policies and Procedures

Materials and information related to tenure to be discussed include a summary of the University's policies and procedures on tenure, an outline showing the tenure continuum, instructional faculty tenure trends for 1988-2019, the percentage of tenured full-time faculty, and ethnicity and gender of full-time faculty.

III. Closed Session

The members of the Academic and Research Advancement Committee will receive information related to the items to be discussed in closed session.

IV. Reconvene in Open Session and Vote on Resolutions

V. Consent Agenda

Included in the consent agenda materials are resolutions recommending 41 faculty appointments, 26 administrative appointments, 21 emeritus/emerita appointments, and one posthumous emeritus appointment.

VI. Vote on Consent Agenda Resolutions

VII. Regular Agenda

The regular agenda includes recommendations for approval of a new policy on Course Materials Adoption; a Bachelor of Fine Arts Degree in Graphic Design; Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education; the discontinuation of the Master of Science degree program in Community Health; the reorganization of the College of Continuing Education and Professional Development and renaming the College the School of Continuing Education; and renaming the Department of Modeling, Simulation and Visualization Engineering the Department of Computational Modeling and Simulation Engineering.

VIII. Vote on Regular Agenda Resolutions

IX. Topics of Interest to Board of Visitors Members

Committee members will have an opportunity to discuss topics of interest.

C: John R. Broderick
Donna Meeks

OLD DOMINION UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE
APRIL 25, 2019
AGENDA

10:45 a.m.-12:00 noon – Kate and John R. Broderick Dining Commons, Committee Room A (Room 2203)

I. APPROVAL OF THE MINUTES OF DECEMBER 6, 2018

II. TENURE POLICIES AND PROCEDURES

A. Summary of Policies and Procedures on Tenure (p. 4-5)
B. Tenure Continuum (p. 6)
C. Instructional Faculty Tenure Trends 1988-2019 (p. 7)

III. CLOSED SESSION

IV. RECONVENE IN OPEN SESSION AND VOTE ON RESOLUTIONS

V. CONSENT AGENDA

A. Faculty Appointments (p. 8-16)
B. Administrative Appointments (p. 17-22)
C. Emeritus/Emerita Appointments (p. 23-37)
D. Posthumous Emeritus Appointment (p. 38)

VI. VOTE ON CONSENT AGENDA RESOLUTIONS

VII. REGULAR AGENDA

A. Approval of a New Policy on Course Materials Adoption (p. 39-44)
B. Approval of a Bachelor of Fine Arts Degree in Graphic Design (p. 45-71)
C. Approval of Bachelor of Science Degree Programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education (p. 72-106)
D. Approval to Discontinue the Master of Science Degree Program in Community Health (p. 107)
E. Approval to Reorganize the College of Continuing Education and Professional Development and Rename the College the School of Continuing Education (p. 108-109)
F. Approval to Rename the Department of Modeling, Simulation and Visualization Engineering the Department of Computational Modeling and Simulation Engineering (p. 110-111)

VIII. VOTE ON REGULAR AGENDA RESOLUTIONS

IX. TOPICS OF INTEREST TO BOARD OF VISITORS MEMBERS

SUMMARY OF POLICIES AND PROCEDURES ON TENURE

1. Purpose of tenure

To protect academic freedom
To retain a permanent faculty of distinction in order to carry out the University's mission
To recognize the performance of faculty who have given years of dedicated service to the University

Tenure is awarded only after a suitable probationary period, normally six years.

The decision to award tenure is based both on the merit of the individual faculty member in teaching, research and service and on the long-term needs and mission of the department, the college and the University.

2. Criteria for the award of tenure

Tenure may be awarded only to faculty who hold the rank of associate or full professor or who are being simultaneously appointed or promoted to one of those ranks. The minimum requirements for Associate Professor are:

> Established high quality of performance in teaching, research, and service and pre-eminence in at least one of those areas.
>
> Except under the most unusual circumstances, the highest terminal degree normally attainable in the field is required.

No faculty can be awarded tenure unless the minimum requirements for Associate Professor are met. Faculty members may be considered for tenure only once.

External evaluation of the quality of the faculty member's research performance is required from nationally recognized experts in the faculty member's field. Research and scholarly performance measures include, but are not limited to: publications, presentations at professional meetings, grants and contracts, computer software and educational media, instructional research, interdisciplinary research, creative and artistic productions, translational research including patents awarded, and applied projects in technical and professional fields.

Convincing evidence of effective teaching is obtained using a combination of student opinion surveys, teaching portfolio, peer evaluations, and the chair's assessment of teaching effectiveness. Use of alternative course delivery modes and/or development of new course materials is considered positively.

Evidence of high quality service includes mentoring of students, community engagement,

service to the discipline, and participation on departmental, college or University-level committees and task forces.

The determined long-term needs of the department, college and University are also taken into consideration in the awarding of tenure.

3. Review process

Tenured faculty in the department
Department chair
College tenure committee
Dean of the college
University Promotion and Tenure Committee
Provost
President
Board of Visitors

4. Appeals

If neither the departmental committee nor the chair recommends tenure, the faculty member may request further review by the College Promotion and Tenure Committee and the Dean. If either the decision of the College Committee or the Dean is positive, the faculty member's case is considered. If both decisions are negative, the faculty member may request a further review by the Provost, who makes a final determination concerning further consideration of tenure.

The faculty member may request that the President review a negative decision of the Provost. If the President upholds the decision of the Provost, the faculty member may request a further review by the Board of Visitors or the Academic and Research Advancement Committee. The decision of the Board or the Committee is final.

TENURE CONTINUUM

The following shows the six-year probationary period and timing of the review steps for a typical entering faculty member seeking to achieve tenure.

	Initial tenure-track appointment
Year 1	Annual review for reappointment
Year 2	Annual review for reappointment
Year 3	Annual review for reappointment
End of Year 3	In-depth pre-tenure review
Year 4	Annual review for reappointment
Year 5	Annual review for reappointment
Beginning of Year 6	Tenure review begins
End of Year 6	Tenure decision made
Year 7	Tenured appointment or terminal year begins

Exceptions can be made in the following cases.

- An initial appointment with tenure
- A reduction in the six-year probationary period on the basis of prior service
- A faculty member requests an early decision on tenure
- A faculty member requests that a period of time, not to exceed one year, be excluded from the probationary period as a result of the occurrence of a serious event, such as birth of a child, adoption of a child under the age of six, serious personal illness or care of an immediate family member

OLD DOMINION UNIVERSITY								
				Instructional Faculty				
				Tenure Trends 1988 - 2019				
	Fall	**TOTAL**			**Tenure**			
Academic Year	**Enrollment**	**Faculty**	**Tenured**	**Percentage**	**Eligible**	**Percentage**	**Non-Eligible**	**Percentage**
1988-1989	16,364	587	358	60.99%				
1989-1990	16,239	605	365	60.33%				
1990-1991	16,729	614	376	61.24%				
1991-1992	16,686	603	364	60.36%	162	26.87%	77	12.77%
1992-1993	16,508	589	360	61.12%	160	27.16%	69	11.71%
1993-1994	15,974	611	373	61.05%	159	26.02%	79	12.93%
1994-1995	16,490	611	373	61.05%	143	23.40%	95	15.55%
1995-1996	17,077	592	368	62.16%	139	23.48%	85	14.36%
1996-1997	17,800	594	380	63.97%	137	23.06%	77	12.96%
1997-1998	18,556	604	377	62.42%	133	22.02%	94	15.56%
1998-1999	18,552	600	376	62.67%	130	21.67%	94	15.67%
1999-2000	18,873	615	379	61.63%	125	20.33%	111	18.05%
2000-2001	18,969	616	372	60.39%	126	20.45%	118	19.16%
2001-2002	19,627	628	378	60.19%	115	18.31%	135	21.50%
2002-2003	20,105	614	369	60.10%	113	18.40%	132	21.50%
2003-2004	20,802	627	378	60.29%	115	18.34%	134	21.37%
2004-2005	20,647	594	375	63.13%	100	16.84%	119	20.03%
2005-2006	21,335	619	377	60.90%	110	17.77%	132	21.32%
2006-2007	21,673	691	390	56.44%	144	20.84%	157	22.72%
2007-2008	22,287	704	386	54.83%	149	21.16%	169	24.01%
2008-2009	23,086	719	365	50.76%	164	22.81%	190	26.43%
2009-2010	24,013	710	376	52.96%	150	21.13%	184	25.92%
2010-2011	24,466	729	381	52.26%	167	22.91%	181	24.83%
2011-2012	24,753	746	385	51.61%	177	23.73%	184	24.66%
2012-2013	24,170	764	405	53.01%	168	21.99%	191	25.00%
2013-2014	24,828	802	400	49.88%	179	22.32%	223	27.81%
2014-2015	24,932	830	417	50.24%	180	21.69%	233	28.07%
2015-2016	24,672	847	421	49.70%	181	21.37%	245	28.93%
2016-2017	24,322	828	411	49.64%	169	20.41%	248	29.95%
2017-2018	24,375	838	424	50.60%	168	20.05%	246	29.36%
2018-2019	24,176	856	420	50.12%	173	20.64%	263	31.38%
Faculty data was compiled during Spring Semester for reporting to the Board of Visitors.								

April 25, 2019

FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following faculty appointments.

Name and Rank	Salary	Effective Date	Term
Mr. Shawn D. Altman Lecturer of Information Technology and Decision Sciences	$62,000	12/25/18	10 mos

Mr. Altman received a Master of Business Administration/Information Technology Management from Florida Institute of Technology and a Bachelor of Science in Business Administration/Information Technology from Old Dominion University. Previously, he was an Adjunct Instructor in Information Technology and Decision Sciences at Old Dominion University and an Adjunct Instructor in Business/Information Technology at Tidewater Community College.

Mr. Kedong Chen Instructor of Information Technology and Decision Sciences Tenure Track	$135,000	7/25/19	10 mos

Mr. Chen received an M.S. in Statistics from the University of Minnesota, a B.S. in Management Science from Fudan University, China and is expected to receive a Ph.D. in Business Administration from the University of Minnesota. Previously he was an Instructor and Teaching Assistant in the Department of Supply Chain and Operations at the University of Minnesota. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Mr. Jonathan Kyle Davis Lecturer of Human Movement Sciences	$50,000	7/25/19	10 mos

Mr. Davis received an M.S. in Health and Movement Sciences from Virginia Commonwealth University and a B.S. in Exercise Physiology from East Carolina University. Previously he was Lecturer in the Department of Human Movement Sciences at Old Dominion University.

Dr. Eric De Barros Assistant Professor of English Tenure Track	$63,500	7/25/19	10 mos

Dr. De Barros received a Ph.D. and an M.A. from the Department of English at the University of Illinois at Urbana-Champaign and a B.A. from the Department of English at the University of Virginia. Previously he was a Lecturer in Literatures in English at the University of the West Indies at St. Augustine.

Dr. Michael Deckard Assistant Professor of Sociology and Criminal Justice Tenure Track	$63,000	7/25/19	10 mos

Dr. Deckard received a Ph.D. and an M.A. in Criminology and Criminal Justice from the University of Missouri – St. Louis and a B.S. in Justice Systems from Truman State University. Previously he was a Post-Doctoral Fellow in the Department of Criminology and Criminal Justice at the University of Missouri – St. Louis.

Dr. Rafael Diaz Research Associate Professor Virginia Modeling, Analysis & Simulation Center	$140,000	4/25/19	12 mos

Dr. Diaz received a Ph.D. in Modeling and Simulation and an M.B.A. from Old Dominion University and a B.S. in Industrial Engineering from Jose Maria Vargas University, Venezuela. Previously he was an Associate Professor of Supply Chain Management in the MIT-Zaragoza International Logistics Program at Zaragoza Logistics Center, Spain and a Research Affiliate in the MIT-Center for Transportation and Logistics at the Massachusetts Institute of Technology.

Dr. Krystall Dunaway Senior Lecturer of Psychology	$64,000	7/25/19	10 mos

Dr. Dunaway received a Ph.D. in Applied Experimental Psychology and an M.S. in General/Experimental Psychology from Old Dominion University and a B.A. in Psychology from Christopher Newport University. Previously she was a Program Director and Associate Professor in the Department of Psychology at South University.

Dr. Hong Kim Duong Assistant Professor of Accountancy Tenure Track	$140,000	7/25/19	10 mos

Dr. Duong received a Ph.D. in Accounting and an M.B.A. in Finance from the University of Texas at El Paso and a B.B.A. from Foreign Trade University, Vietnam. Previously she was an Assistant Professor of Accounting in the Department of Accounting and Legal Studies at Salisbury University.

Dr. Sandipan Dutta Assistant Professor of Mathematics and Statistics Tenure Track	$84,500	7/25/19	10 mos

Dr. Dutta received a Ph.D. in Biostatistics from the University of Louisville, an M.Sc. in Statistics from Indian Institute of Technology Kanpur and a B.Sc. in Statistics from the University of Calcutta. Previously he was a Postdoctoral Associate in the Department of Biostatistics and Bioinformatics at Duke University.

Ms. Natalie Edirmanasinghe Instructor of Counseling and Human Services Tenure Track	$59,000	7/25/19	10 mos

Ms. Edirmanasinghe received an M.Ed. in School Counseling from the University of North Florida, a B.A. in Sociology from the University of California at Santa Barbara and is expected to receive a Ph.D. in Counseling and Student Personnel Services from the University of Georgia. Previously she taught courses at Georgia State University and was a Professional School Counselor at Pinckneyville Middle School. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Ms. Lauren Eichler Lecturer of Philosophy and Religious Studies	$48,000	7/25/19	10 mos

Ms. Eichler received an M.A. in Philosophy from Boston College, a B.A. in English and Philosophy from Connecticut College and is a Ph.D. candidate in Philosophy at the University of Oregon. Previously she was an Instructor of Record at the University of Oregon.

Ms. Gena R. Gerstner Instructor of Human Movement Sciences Tenure Track	$60,000	7/25/19	10 mos

Ms. Gerstner received a Master of Science in Performance Enhancement and Injury Prevention from California University of Pennsylvania, a Master of Public Health in Social Behavior and Community Health from the University of Albany, a Bachelor of Science in Biology from State University of New York College at Cortland and is expected to receive a Doctorate of Philosophy in Human Movement Science from the University of North Carolina at Chapel Hill. Previously she was a Teaching Assistant and Research Assistant at the University of North Carolina at Chapel Hill. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Dr. Catherine R. Glenn Assistant Professor of Psychology Tenure Track	$85,000	12/25/19	10 mos

Dr. Glenn received a Ph.D. and an M.A. in Clinical Psychology from Stony Brook

University and a B.A. in Psychology from the University of Virginia. Previously she was Assistant Professor in the Department of Psychiatry in the Center for the Study and Prevention of Suicide at the University of Rochester Medical Center.

Dr. Martin Goossen Assistant Professor of Management Tenure Track	$129,000	7/25/19	10 mos

Dr. Goossen received a Ph.D. in Management from HEC Paris, Department of Strategy, France, an MSc. In Management Research from Oxford University and undergraduate degrees in Information Management and Business Administration from Tiburg University. Previously he was Assistant Professor in the Department of Management at Tiburg University.

Mr. Md Mahmudul Hasan Instructor of Accountancy Tenure Track	$140,000	7/25/19	10 mos

Mr. Hasan received an M.S. in Accounting from the University of Toledo, a Master of Business Administration from the University of Dhaka, Bangladesh, a Bachelor of Business Administration from Jahangirnagar University, Bangladesh, and is expected to receive a Ph.D. in Business Administration, Accounting from the University of Texas at El Paso. Previously he was an Assistant Instructor in the Department of Accounting and Information Systems at the University of Texas at El Paso. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Dr. Emily J. Hawkins Lecturer of Physical Therapy and Athletic Training	$20,000	1/10/19	5 mos

Dr. Hawkins received a Doctor of Physical Therapy from Old Dominion University, a B.S. in Exercise Physiology from East Carolina University and is expected to receive a Ph.D. in Kinesiology and Rehabilitation from Old Dominion University. Previously she was an Adjunct Faculty member in the School of Physical Therapy and Athletic Training at Old Dominion University and an Acute Care Physical Therapist at Sentara Norfolk General Hospital.

Dr. Annemarie Horn Assistant Professor of Communication Disorders and Special Education Tenure Track	$67,000	7/25/19	10 mos

Dr. Horn received a Ph.D. in Special Education and an M.S.Ed. in Special Education from Old Dominion University and a B.S. in Interdisciplinary Studies, K-12 Special Education Teaching Endorsement from Radford University. Previously she was Instructor of Record in the Department of Communication Disorders and Special Education at Old Dominion University.

Ms. Mia D. Joe	$95,000	4/25/19	12 mos

Research Associate
Virginia Modeling, Analysis and Simulation Center

Ms. Joe received an M.S. in Higher Education, a B.S. in Interdisciplinary Studies, Instructional Design Technology and is expected to receive a Ph.D. in Education from Walden University. Previously she was a Senior Instructional Designer at Newport News Shipbuilding. (Rank will be Research Assistant Professor upon completion of all requirements for the Ph.D. degree. Designated as Director of the Digital Shipbuilding and Innovation Lab.)

Dr. Michelle A. Kekeh	$58,000	12/25/18	10 mos
Lecturer of Community and Environmental Health			

Dr. Kekeh received a Ph.D. in Public Health, Epidemiology from Walden University, a Masters of Science in Environmental Sciences from Cheick Anta Diop University, Senegal and a B.S. in Biology from the University of Benin, Togo. Previously she was a Research Coordinator in the Center for Global Health at Old Dominion University. (Designated as Associate Director of the Center for Global Health.)

Mr. Jin Ho Kim	$65,000	12/25/18	10 mos
Senior Lecturer of Information Technology and Decision Sciences			

Mr. Kim received an M.B.A. from the University of Minnesota, a B.S. in Computer Science and Engineering from Hanyang University, Korea and is pursuing a Ph.D. in Business Administration at Old Dominion University. Previously he was an Adjunct Faculty member in the Strome College of Business at Old Dominion University.

Mr. Benjamin Naka-Hasebe Kingsley	$62,000	7/25/19	10 mos
Assistant Professor of English			
Tenure Track			

Mr. Kingsley received an M.F.A. in Creative Writing from the University of Miami and an M.A. in English and Comparative Literature from the University of Pennsylvania. Previously he was the 22nd Reginald S. Tickner Fellow and Writer-in-Residence at Bryn Mawr and the Gilman School.

Dr. Michelle M. Kundmueller	$62,500	7/25/19	10 mos
Assistant Professor of Political Science and Geography			
Tenure Track			

Dr. Kundmueller received a Ph.D. in Political Thought and an M.A. in Political Science from the University of Notre Dame, a J.D. from the University of Notre Dame Law School, and a B.A. in Politics and Law from Flagler College. Previously she was an Assistant Professor of American Studies in the Department of Leadership and American Studies at Christopher Newport University.

Mr. Basim Matrood

Lecturer of STEM Education and Professional Studies	$27,500	12/25/18	5 mos

Mr. Matrood received an M.S. in Engineering, Civil and Environmental Engineering from Old Dominion University, a Bachelor of Engineering Sciences in Mechanical Engineering from Basrah University in Iraq, and is enrolled in a Ph.D. program in Mechanical Engineering at Old Dominion University. He is currently a Lecturer of STEM Education and Professional Studies at Old Dominion University.

Dr. Erin Moore Lecturer of Psychology	$54,000	7/25/19	10 mos

Dr. Moore received a Ph.D. in Psychology and Curriculum and Instruction and an M.A. in Psychology from the University of Missouri and a B.A. in Psychology from the University of Tennessee. Previously she was a Visiting Assistant Professor in the Department of Psychology at Stetson University.

Dr. Robert L. Moore Assistant Professor of STEM Education and Professional Studies Tenure Track	$61,000	7/25/19	10 mos

Dr. Moore received a Ph.D. in Instructional Technology from North Carolina State University, a Masters in Project Management from Western Carolina University, a Masters of Science in Instructional Technology from East Carolina University and a Bachelor of Arts in Political Science from the University of North Carolina at Chapel Hill. Previously he was a Postdoctoral Fellow in Instructional Systems Technology at the University of North Carolina Charlotte.

Dr. Daniel K. Pryce Assistant Professor of Sociology and Criminal Justice Tenure Track	$64,000	7/25/19	10 mos

Dr. Pryce received a Ph.D. in Criminology, Law and Society and an M.P.A. in Public Administration from George Mason University and a B.Sc. in Organizational Leadership and Management from Regent University. Previously he was an Assistant Professor in the Department of Criminal Justice at North Carolina Central University.

Dr. Michelle L. Redmond Lecturer of Human Movement Sciences	$52,000	7/25/19	10 mos

Dr. Redmond received a Ph.D. in Education with a concentration in Human Movement Sciences and an M.S.Ed. in Physical Education from Old Dominion University and a B.S. in Physical Education from the University of Arizona. Previously she was a Lecturer in the Department of Human Movement Sciences at Old Dominion University.

Dr. Jane Roitsch Assistant Professor of Communication Disorders and Special Education Tenure Track	$73,000	7/25/19	10 mos

Dr. Roitsch received a Ph.D. in Education, Special Education from Old Dominion University, an Executive Master of Business Administration from Case Western Reserve University, a Master of Arts in Speech-Language Pathology from the Ohio State University, and a B.A. in Speech-Language Pathology and a B.A. in Public and Corporate Communications from Butler University. Previously she was a Lecturer in the Department of Communication Disorders and Special Education at Old Dominion University.

Ms. Mobina Shafaati Instructor of Finance Tenure Track	$150,000	7/25/19	10 mos

Ms. Shafaati received an M.B.A. from Sharif University of Technology, Iran, a B.Sc. in Industrial Engineering from K. N. Toosi University of Technology, Iran and is expected to receive a Ph.D. in Finance from Louisiana State University. Previously she was an Instructor in the E. J. Ourso College of Business at Louisiana State University. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Dr. Naeem Shaikh Assistant Professor of Counseling and Human Services Tenure Track	$59,000	7/25/19	10 mos

Dr. Shaikh received a Ph.D. from the University of Maryland Baltimore, School of Social Work, an M.S.W. from Edinboro University of Pennsylvania and a BSc. from Mumbai University, India. Previously he was a Graduate Teaching Assistant at the University of Maryland School of Social Work.

Mr. Zachary A. Sievert Lecturer of Human Movement Sciences	$52,000	7/25/19	10 mos

Mr. Sievert received an M.S. in Exercise Science from Old Dominion University, a B.S. in General Studies from the College of Mount St. Joseph and is expected to receive a Ph.D. in Applied Kinesiology from Old Dominion University. Previously he was an Instructor in the Department of Kinesiology and Health Sciences at Virginia Commonwealth University.

Dr. Sinjini Sikdar Assistant Professor of Mathematics and Statistics Tenure Track	$84,500	7/25/19	10 mos

Dr. Sikdar received a Ph.D. in Biostatistics from the University of Florida and an M.Sc. and B.Sc. in Statistics from the University of Calcutta, India. Previously she was a Postdoctoral Fellow in the Epidemiology Branch of the National Institute of Environmental Health Sciences, Research Triangle Park.

Dr. Guohui Song Associate Professor of Mathematics and Statistics Tenure Track	$97,000	7/25/19	10 mos

Dr. Song received a Ph.D. in Mathematics from Syracuse University and a B.S. in Mathematics and Applied Mathematics from Wuhan University, China. Previously he was an Associate Professor and Graduate Committee Chair in the Department of Mathematics at Clarkson University.

Ms. Christine O. Strong Instructor of Economics Tenure Track	$95,000	7/25/19	10 mos

Ms. Strong received a B.A. in International Relations and Economics and is expected to receive a Ph.D. in Economics from the University of Oklahoma. Previously she was a Teaching Assistant in the Department of Economics at the University of Oklahoma. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Mr. David R. Tree Instructor of Accountancy Tenure Track	$140,000	7/25/19	10 mos

Mr. Tree received an M.Acc. in Accounting and a B.S. in Microbiology and Biochemistry from Oklahoma State University and is expected to receive a Ph.D. in Business Administration, Accounting option from Oregon State University. Previously he was an Assistant Lecturer and Sole Instructor in the College of Business at Oregon State University. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2019)

Dr. Ling Tuo Assistant Professor of Accountancy Tenure Track	$140,000	7/25/19	10 mos

Dr. Tuo received a Ph.D. in Accounting from the University of Memphis, an M.S. in Accounting from Marquette University and a B.S. in Accounting and B.A. in Laws from Southwestern University of Finance & Economics, China. Previously she was an Assistant Professor of Accounting at Lawrence Technological University.

Ms. Priya Vashist Assistant Professor of Communication and Theatre Arts Tenure Track	$59,060	7/25/19	10 mos

Ms. Vashist received an M.F.A. in Film/Cinema/Video Studies from San Francisco State University and a Bachelor's of Architecture from the School of Planning and Architecture, India. Previously she was a Graduate Teaching Associate in the School of Cinema at San Francisco State University.

Dr. Allyn Walker Assistant Professor of Sociology and Criminal Justice Tenure Track	$63,000	7/25/19	10 mos

Dr. Walker received a Ph.D. in Criminal Justice from John Jay College of Criminal Justice/Graduate Center, CUNY, an M.S. in Social Work from Columbia University School of Social Work and a B.A. in Social Work from Cedar Crest College. Previously Dr. Walker was Assistant Professor – Administration of Justice at Penn State Wilkes-Barre.

Mr. Kent Wascom Assistant Professor of English Tenure Track	$60,000	7/25/19	10 mos

Mr. Wascom received an M.F.A. in Creative Writing from Florida State University and a B.A. in English from Louisiana State University. Previously he was an Instructor for Creative Writing, Freshman English and World and American Literature at Southeastern Louisiana University. He has published three novels with a fourth under contract.

Ms. Catherine Weiss Lecturer of Nursing	$30,000	1/10/19	5 mos

Ms. Weiss received a Master of Science in Nursing, Family Nurse Practitioner and a Bachelor of Science in Nursing from Old Dominion University. Previously she was an Adjunct Faculty member in the School of Nursing at Old Dominion University and a Nurse Practitioner, SMG Pulmonary and Critical Care Specialist for Sentara Medical Group.

Dr. Jennifer Whytlaw Assistant Professor of Political Science and Geography Tenure Track	$62,000	7/25/19	10 mos

Dr. Whytlaw received a Ph.D. in Geography from Rutgers, The State University of New Jersey, an M.S. in Geographic and Cartographic Sciences from George Mason University and a B.A. in Environmental Policy and Political Science from Albright College. Previously she was a Senior Research Specialist/GIS Manager in the Bloustein School of Planning and Public Policy at Rutgers University. (new position)

April 25, 2019

ADMINISTRATIVE FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following administrative faculty appointments.

Name and Rank	Salary	Effective Date	Term
Mr. David Blackwell Assistant Football Coach – Defensive Coordinator and Assistant Instructor	$200,000	1/4/2019	12 mos

Mr. Blackwell received a B.S. in Exercise Science from East Carolina University. Previously, he worked as the Defensive Coordinator and Linebackers Coach at East Carolina. Mr. Blackwell has also worked as the Defensive Coordinator and Linebackers Coach for Jacksonville State University and as the Defensive Coordinator for Fordham University.

Mr. Grady Brown Assistant Football Coach - Defense and Assistant Instructor	$100,000	3/14/2019	12 mos

Mr. Brown received a B.S. in Mathematics Secondary Education from Alabama A&M University. Previously, he worked as the Assistant Football Coach – Defensive Backs for Ball State University. Mr. Brown has also worked as the Corners Coach for the University of Louisville, the Safeties Coach for Alabama State University, and as the Assistant Defensive Coach for the University of South Carolina.

Dr. Abby Calisch Professional Counselor and Assistant Professor	$51,938	1/25/2019	12 mos

Dr. Calisch received a B.A. in both Sculpture and Sociology from the University of Colorado, an M.A. in Art Therapy from Drexel University, and a Psy.D. from Argosy University. Previously, she worked as a Licensed Clinician for Seaside Behavioral Health.

Mr. Fred Chao Head Women's Volleyball Coach and Instructor	$92,500	2/1/2019	12 mos

Mr. Chao received a B.S. in Psychology and an M.S. in Educational Psychology both from George Mason University. Previously, he worked as the Associate Head Women's Volleyball Coach for Duke University. Mr. Chao also served as the Head Men's Volleyball Coach and as the Assistant Women's Volleyball Coach at George Mason and an Assistant Volleyball Coach for Virginia Tech.

Ms. Luz Diaz Bahena Admissions Counselor and Assistant Instructor	$36,414	1/25/2019	12 mos

Ms. Diaz Bahena received a B.S. in Human Services from Old Dominion University. Previously, she worked as a Co-Teacher for The New E3 School in Norfolk, VA.

Dr. Monti Dutta Agreement Maintenance and Compliance Manager and Assistant Professor Office of Research	$70,000	2/25/2019	12 mos

Dr. Dutta received a B.A. in Economics from the University of Illinois at Urbana-Champaign and a J.D. from the University of Minnesota Law School. Previously, he worked as a Contract Specialist for the Naval Supply Systems Command Fleet Logistics Center in Norfolk, VA. Dr. Dutta has also worked as a Financial Institution Examiner for the Federal Reserve Bank of San Francisco.

Mr. Stuart L. Frazer Deputy University Librarian and Librarian III	$95,000	4/10/19	12 mos

Mr. Frazer received an M.A. in Humanities from Old Dominion University, a Master's in Library Science from Rutgers University and a Bachelor of Arts in Sociology from Tulane University. Previously he was Administrative Services Librarian and Interim Assistant University Librarian for Administration at Old Dominion University.

Mr. Dwight Galt IV Director of Sports Performance and Assistant Instructor	$85,000	1/4/2019	12 mos

Mr. Galt received a B.A. in Family Science from the University of Maryland at College Park. Previously, he worked in various roles at Penn State University, including as the Assistant Director of Strength and Conditioning for Football and as the Head Strength and Conditioning Coach for Lacrosse.

Mr. Joseph Hassell Academic Advisor and Instructor	$45,000	2/25/2019	12 mos

Mr. Hassell received a B.A. in History from Randolph-Macon College and an M.Ed. in Student Affairs from Regent University. Previously, he worked as an Academic Advisor for Virginia Commonwealth University.

Ms. Victoria Kaminski Transfer Admissions Counselor and Assistant Instructor	$40,000	4/10/2019	12 mos

Ms. Kaminski received a B.A. in History from Old Dominion University. Previously, she worked in various roles at Tidewater Community College, including as an Admissions Advisor and as the Dual Enrollment Manager.

Ms. Ragan Killen Professional Counselor and Instructor	$48,500	1/10/2019	12 mos

Ms. Killen received a B.S. in Psychology from James Madison University and an M.S.Ed. in Clinical Mental Health Counseling from Old Dominion University. Previously, she served as a Volunteer Counselor for the University's Office of Counseling Services.

Ms. Kristal Kinloch-Taylor Director of Military Center Connections and Instructor	$60,000	1/10/2019	12 mos

Ms. Kinloch-Taylor received a B.A. in Political Science from the City University of Queens College and an M.A. in Journalism from Regent University. Previously, she worked as the Director of Enrollment Management and Military Affairs at Hampton University.

Ms. Becca Lamb First Assistant Women's Volleyball Coach and Instructor	$45,000	2/10/2019	12 mos

Ms. Lamb received a B.S. in Criminal Justice and an M.S. in Human Development and Leadership both from Murray State University. Previously, she worked as the Assistant Volleyball Coach at Murray State.

Mr. Jefferson Ludvik $67,000 12/10/2018 12 mos
Operations Analyst
and Instructor
Darden College of Education and Professional Studies

Mr. Ludvik received a B.S. in Criminal Justice from Old Dominion University and an M.B.A. from Averett University. Previously, he worked in various roles at Regent University, including as the Associate Dean of Academic Administration and as the Assistant Dean of Graduate Administration.

Mr. Adam McLamb $40,000 2/25/2019 12 mos
Second Assistant Women's Volleyball Coach
and Assistant Instructor

Mr. McLamb received a B.S. in Exercise, Sports, and Health Education from Radford University. Previously, he worked as the Assistant Volleyball Coach for the University at Buffalo.

Ms. Catherine Pedersen $70,000 4/1/2019 12 mos
Director of Student Orientation and Family Programs
and Instructor

Ms. Pedersen received a B.S. in Social Science Secondary Education from Auburn University and an M.Ed. in Student Personnel in Higher Education from the University of Florida. Previously, she worked as the Assistant Director of Student Organizations and Campus Events at the University of Florida. Ms. Pedersen has also worked as the Assistant Director of New Student Orientation for the University of Georgia and as the Associate Director of New Student and Family Programs at Florida State University.

Delegate Kenneth R. Plum $2,000 5/1/19-6/1/19 1 mo
Contributing Researcher for the Old Dominion
University State of the Commonwealth Report
Strome College of Business

Delegate Plum received a B.A. from Old Dominion University and an M.Ed. from the University of Virginia. He is a retired teacher and school administrator with Fairfax County Public Schools. Delegate Plum is a member of the Virginia House of Delegates, representing the 36th District. He has served in the House of Delegates from 1978-80 and 1982-present. He has been a contributing author each year since 2004.

Ms. Nicole Remy $51,000 1//2019 12 mos
Case Manager
and Instructor
Student Engagement and Enrollment Services

Ms. Remy received a B.A. in English Literature from North Central College and an M.S. in College Student Personnel from Western University. Previously, she worked as the Senior Manager of Online Programs for the University of Utah's Department of Executive Education.

Mr. Daric Riley $60,000 1/10/2019 12 mos
Assistant Football Coach - Defense
and Instructor

Mr. Riley received a B.S. in Psychology from Charleston Southern University and an M.S. in Youth Development Leadership from Clemson University. Previously, he worked as a Safeties Coach for East Carolina University. Mr. Riley has also worked as the Special Teams Analyst for Southern Methodist University and as the Special Teams Coordinator for the University of Alabama.

Mr. Aaron Rittgers $44,000 1/10/2019 12 mos
Assistant Director of Sports Performance
and Instructor

Mr. Rittgers received a B.A. in Health and Fitness Management from Capital University and an M.S. in Recreation and Sport Sciences from Ohio University. Previously, he worked as the Performance Enhancement Consultant for Football at Penn State University.

Mr. Austin Shelton $30,000 1/10/2019 12 mos
Assistant Recruiting Coordinator
and Instructor

Mr. Shelton received a B.S. in Sports Management from the University of Tennessee and an M.S. in Sports Administration from Purdue University. Previously, he worked as an Offensive Quality Control Assistant for ODU Athletics.

Mr. Lubbock Smith III $52,000 1/3/2019 12 mos
Director, Student-Athlete Development and Leadership Programs/Academic Advisor
and Instructor

Mr. Smith received a B.A. Sociology and an M.S.Ed. in Higher Education Administration both from the University of Kansas. Previously, he worked as the Athletic Academic Advisor for the University of Southern California.

Ms. Yana Sokolenko-Carollo Associate Women's Tennis Coach and Instructor	$46,256	1/3/2019	12 mos

Ms. Sokolenko-Carollo received a B.A. in Political Science and an M.A. in Economics both from Virginia Commonwealth University. Previously, she worked as the founder and director of Team GP in Marbella, Spain.

Mr. Bryan Stinespring Assistant Football Coach – Tight Ends and Instructor	$35,000	1/16/2019	12 mos

Mr. Stinespring received a B.S. in Political Science from James Madison University and an M.A. in Education Administration from Virginia Tech. Previously, he worked as the Offensive Line Coach for the University of Maryland at College Park.

Ms. Ashleigh Terry Admissions Counselor and Instructor	$36,414	3/10/2019	12 mos

Ms. Terry received a B.S. in Biology from Old Dominion University and an M.P.H. from the University of Lynchburg. Previously, she worked as a Campus Ambassador for the University's Undergraduate Admissions department.

Ms. Kristina Wayne Assessment and Accreditation Analyst and Instructor Darden College of Education and Professional Studies	$56,000	1/3/2019	12 mos

Ms. Wayne received a B.A. in English and an M.A. in Secondary Education from Christopher Newport University and an M.S. in Data Analysis from Southern New Hampshire University. Previously, she worked as the Institutional Effectiveness Coordinator for ECPI University.

April 25, 2019

EMERITUS/EMERITA APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the title of emeritus/emerita for the following faculty members and faculty administrators/faculty professionals. A summary of their accomplishments is included.

Name and Rank	Effective Date
Dianne Carmody, University Professor Emerita and Associate Professor Emerita of Sociology and Criminal Justice	June 1, 2019
Diana L. Deadrick, Associate Professor Emerita of Management	June 1, 2019
Patricia Edwards, Senior Lecturer Emerita of Art	March 1, 2019
Elizabeth Esinhart, Senior Lecturer Emerita of Political Science and Geography	September 1, 2019
Dale Feltes, Director Emeritus of Design and Construction	March 1, 2019
Myron Glassman, Professor Emeritus of Marketing	June 1, 2019
Gail Grisetti, Associate Professor Emerita of Physical Therapy and Athletic Training	June 1, 2019
Michael Hucles, Associate Professor Emeritus of History	June 1, 2019
Arminda Israel, Coordinator Emerita of the Military Transition Program and Academic Advisor Emerita	March 1, 2019
Jeanie Kline, Executive Academic Initiatives Administrator Emerita	July 1, 2019
John Kroll, Associate Professor Emeritus of Mathematics and Statistics	June 1, 2019
Berhanu Mengistu, Professor Emeritus of Public Service	June 1, 2019

Janet Peery, University Professor Emerita and Professor Emerita of English	June 1, 2019
Patricia Pleban, Associate Professor Emerita of Chemistry and Biochemistry	June 1, 2019
Sharon Raver-Lampman, University Professor Emerita and Professor Emerita of Communication Disorders and Special Education	June 1, 2019
June Ritchie, Associate Director Emerita, Center for Learning and Teaching	June 1, 2019
Tim Seibles, Professor Emeritus of English	June 1, 2019
Glen Sussman, University Professor Emeritus and Professor Emeritus of Political Science and Geography	March 1, 2019
Richard Whittecar, University Professor Emeritus and Associate Professor Emeritus of Ocean, Earth and Atmospheric Sciences	June 1, 2019
Barbara Winstead, Professor Emerita of Psychology	June 1, 2019
Konrad Winters, Associate Professor Emeritus of Communication and Theatre Arts	June 1, 2019

DIANNE CARMODY

Dianne Carmody received a B.A. in psychology, an M.A. in sociology and a Ph.D. in sociology/criminology, all from the University of New Hampshire. She joined Old Dominion as an assistant professor of sociology and criminal justice in 1996, and achieved the rank of associate professor in 2001. Recognition of her accomplishments in teaching, research and service include ODU's University Professor Award for Excellence in Teaching, ODU's TELETECHNET Teacher of the Year Award, and the Shining Star Award for commitment to the academic, professional and personal development of ODU students. She was also recipient of the Most Inspirational Professor Award, presented by the outstanding graduate of the ODU College of Arts and Letters. In addition, she was an invited faculty member at Franklin College, Switzerland in 2009 and 2011.

Carmody has served as the major professor for 12 master's and doctoral students at Old Dominion University. Her administrative experience includes graduate program director for the M.A. in applied sociology (2008-2016), chair of the Research Committee, Crisis Intervention Pilot Projects for the City of Virginia Beach (2008-2009), program chair of the Board of Directors for Samaritan House in Virginia Beach (2008-2012), and co-facilitator for court-ordered classes for individuals convicted of domestic violence crimes (1999-2001). In addition, she served as a consultant and expert witness for domestic violence cases with the Judge

Advocate General, United States Navy in Norfolk, VA and Washington, DC (2000-2003) and President of the ODU Women's Caucus (2001-2002).

Carmody's research concerns violence against women, school violence, and the media portrayal of crime and criminals. She has 28 published papers and book chapters, received four grants and contract awards totaling over $16,000 and made 35 presentations at academic conferences or invited seminars.

DIANA L. DEADRICK

Diana L. Deadrick received an M.B.A. (finance concentration) and Ph.D. (human resource management) from Virginia Tech. She joined ODU in 1993 as an assistant professor of management and was promoted to associate professor in 1997. Prior to joining ODU, Deadrick was an assistant professor at the Owen Graduate School of Management at Vanderbilt University.

Deadrick's scholarly research has been published in some of the top-rated human resource management (HRM) and general management-related journals, such as Personnel Psychology, Journal of Management, Human Resource Management Review, and Equal Opportunities International. During her tenure at ODU she received accolades for her research, including the most-cited and downloaded article in Human Resource Management Review (ytd in 2018) and an award for research excellence (2013).

Deadrick has also been active regarding service to the HRM profession. She served for five years in leadership positions for the HR Division of the Academy of Management, and more recently she served for five years as guest editor for Human Resource Management Review. During her time as guest editor, the impact factor for the journal improved from 2.08 to 3.28. Regarding students, Deadrick has taught a variety of courses in the M.B.A. program and the undergraduate management program, and she helped design and redesign HRM tracks for both the M.B.A and the undergraduate programs.

PATRICIA EDWARDS

Patricia Edwards, senior lecturer of art, received an M.F.A. in painting from SUNY New Paltz and a B.F.A. in illustration from the Rhode Island School of Design. She joined the Art Department in 2006 and was promoted to senior lecturer in 2011.

Edwards taught classes in art education and visual communication at both the Norfolk Campus and the Virginia Beach Higher Education Center. She received the Joel S. Lewis Award for Student Mentoring in 2014. Edwards was also involved in many community outreach initiatives related to art education, such as art lessons for children at the Boys & Girls Clubs in Virginia Beach and the Dr. Seuss Day held annually at the ODU Bookstore. She was also an exhibiting artist.

ELIZABETH ESINHART

Elizabeth Esinhart, director of the interdisciplinary studies (IDS)-teacher preparation program and senior lecturer of political science, received a B.A. in history and sociology from Mount Holyoke College and a J.D. from Duke University School of Law. A former partner in the law firm of Willcox and Savage P.C., she joined Old Dominion University in 1994 as a visiting assistant professor of political science and became senior lecturer of political science in 1998. Since 2005, she has served as director of the interdisciplinary studies-teacher preparation program. As well, since 1994, Esinhart has served as the advisor for the pre-law program.

As director of the IDS-teacher preparation program, Esinhart has managed all aspects of the undergraduate programs for early childhood education, elementary education, and special education at the main campus in Norfolk, at ODU's higher education centers, and through its rapidly expanding distance learning program, working in partnership with the Darden College of Education and Professional Studies. Her important contribution to the program is evidenced by the graduation of close to 2,000 students (most of whom have gone on to teaching jobs) during her 14 years as director.

In addition, Esinhart taught numerous law courses, within the Department of Political Science & Geography, including Public Law; Constitutional Law; First Amendment; Communication Law; Judicial Process and Behavior; Women, Politics and the Law; Sports, Politics, and the Law; and Mock Trials. She has also mentored at least 1,000 undergraduate students who have gone on to law school over the past 25 years in her role as the university's pre-law advisor. Esinhart has served on or chaired over 30 different committees at the department, college, and/or university level. At the university level, she served as chair of the student conduct committee for many years, and also served on the patent and copyright committee, policy review committee, undergraduate policy committee and athletics committee. She participated in both NCAA and SACS accreditation matters for the university.

Esinhart was the recipient of the Outstanding Service Award for the College of Arts and Letters, the Joel S. Lewis Faculty Award for excellence in student mentoring, and the 2018 J. Worth Pickering Administrator of the Year award. She has received the most inspiring faculty award 15 times, having been so named by university and college outstanding students and Kaufman honorees and award winners.

DALE FELTES

Dale Feltes, director of design & construction, received an M.B.A. in management and finance from Harvard Business School and a B.S. in naval engineering from the U.S. Naval Academy. He led the Design & Construction organization, which is responsible for coordinating, designing, and constructing campus capital projects and initiatives. Since joining the University in 2004, he led the completion of more than 60 major projects totaling over $250M and initiated the design and construction of another $200M before retiring.

Feltes developed and maintained business relationships based on his credibility and integrity with campus stakeholders, state budgeting and building officials, architectural and engineering firms, and construction contractors to deliver quality facility projects on-time and within budget for Old Dominion University. During a time of rapid growth as a residential campus, he and his modest-sized staff of project managers were able to successfully complete Quad Dorms, Village Bookstore, and the facilities to support restarting football within an extremely tight schedule. Always willing to give back to the University, Feltes shared his knowledge and experience with engineering students. Through his leadership, he developed a high-performing organization capability of delivering projects like the Education Building and the Barry Art Museum.

MYRON GLASSMAN

Myron Glassman received a B.S. in marketing, an A.B. in psychology, an M. S. in advertising, and a Ph.D. in communications all from the University of Illinois. He joined Old Dominion as an untenured assistant professor of marketing in 1976 and ended his career having spent many years at the rank of professor.

Glassman was one of the first faculty members in the Strome College of Business to teach on television and on-line. He helped many faculty make the transition from the traditional classroom to both the televised and the on-line classroom. He has mentored numerous doctoral candidates and virtually every new faculty member in the Department of Marketing, teaching them how to do more than just survive in the classroom, but rather thrive there. Glassman has been active in the Faculty Senate for almost a decade and has served as chair of Committee E, Student Affairs, for many years.

Glassman's research has been application oriented, dealing with problems that marketers face in the real world. As such, over the years he has investigated numerous topics. A sampling of those topics includes the effect of multilingual packaging on product attitudes, how small charities can position themselves against larger ones, the impact of tattoos on attitudes toward salespeople, and the impact of selected names for service companies, e.g., “Economy” on perceptions of the firm. Glassman has written more than 40 published papers and three book chapters. He has also made about 70 presentations at national and international conferences. He has consulted with numerous local firms and has served as an expert witness in court cases dealing with trademark infringement.

GAIL CAROL GRISETTI

Gail Carol Grisetti received a B.A. in dance from Bard College and a Master of Science in physical therapy and an Ed.D. from Columbia University. She joined Old Dominion as an assistant professor of physical therapy in 1986 and was promoted to associate professor six years later. Throughout her time at ODU Grisetti continued to treat patients in the home health and long-term care environments, thereby contributing to healthcare in the area and staying current in her understanding of the healthcare system and emerging treatment patterns.

Of particular note is Grisetti's work in the area of lower limb prosthetic education and rehabilitation. She hosted a major conference on the use of collaborative practice in treating people with amputations. She developed and led many study abroad trips to the Dominican Republic, where she worked with Physicians for Peace to support technicians learning to become certified prosthetists. Grisetti also coordinated training conferences for physical therapists in the Dominican Republic, and she was instrumental in establishing a degree program for physical therapists at Catholica University in the Dominican Republic. She continues as a director of the "Walking Free" program and a Board member of the Mission Gait organization.

Recognition of Grisetti's accomplishments in teaching, research and service include the International Faculty Award in 2008, Community Service Award "Health Care Heroes" from Inside Business in 2010, Physicians for Peace award in 2012, Medical Diplomat/Healthcare Professional Award in 2013, and Best Paper Award from the International Organization of Social Science and Behavior Research in 2014.

MICHAEL HUCLES

Michael Hucles, associate professor of history, received a B.A. in sociology-anthropology from Swarthmore College, an M.A. in history from Virginia State, and a Ph.D. in history from Purdue University. He taught as an instructor at Old Dominion from 1978-1981, before teaching at Hampton University for a time in the 1980s. Hucles returned to ODU as an assistant professor from 1990-1995, and was promoted to associate professor in 1995. He served as director for the Institute for the Study of Minority Issues from 1994-2000.

Hucles taught many highly regarded courses on African American history at all levels, including popular upper-division courses that included attention to genealogy and family history. For decades he was active at ODU participating in Black History Month Celebration activities, programs sponsored by student groups, and community events at local schools and civic associations.

Hucles served as supervisor and committee member for numerous theses at ODU, presented papers at a wide variety of scholarly meetings, and published a variety of articles, books, book chapters, reviews, and encyclopedic entries. He was a consultant to numerous regional institutions, such as the Portsmouth Public Library, the Department of the Navy, the Virginia Foundation for the Humanities and Public Policy, and NEH in collaboration with Hampton University and the Fort Monroe Authority. He is co-author of a forthcoming work called *I, Too Am Norfolk: A History of African Americans in Norfolk*.

ARMINDA ISRAEL

Arminda Israel, coordinator of the Military Career Transition Program and academic advisor, received a Master of Education in counseling from Boston University and a Bachelor of Science in Spanish, secondary education from East Carolina University. She joined Old Dominion University in 1993 as a counselor in Student Support Services. In 1999, Israel became an academic advisor and Pathways to Teaching career counselor in the Office of Teacher Education Services (TES). In this role she advised students in the human services major and minor, the elementary education master's degree with licensure and licensure only programs, and grant participants in the Pathways to Teaching Careers pursuing a teaching license in high need areas. She also coordinated the College's Preview and Orientation sessions for new freshmen and transfer students, and represented the College of Education and the Office of Teacher Education Services and Advising at University Open Houses.

In 2012, Israel was promoted to coordinator of the Military Career Transition Program (MCTP) and Veteran Student Advisor in TES where she served as the program manager and advisor for all students seeking the M.S.Ed. with initial teacher licensure through the Military Career Transition Program. She also served as the veteran/military support liaison for the Darden College of Education and Professional Studies.

Over the course of Israel's career, she has been active with the Association of University Administrators (AUA), serving as its treasurer and secretary, the University Women's Caucus, the Hispanic Latino Employees Association, where she served as its treasurer, the Old Dominion Advising Network, the Virginia Advisor Council on Military Education, and the National Academic Advising Association. She was recognized with the AUA Monarch Professional Award in 2015.

JEANIE KLINE

Jeanie Kline earned a Bachelor of Science in Business Administration from Virginia Tech, an M.B.A. and an M.Ed. from Virginia Commonwealth University, and an Ed.S. and Ed.D. from the College of William and Mary. She also earned a Certificate in the Teaching of Writing from ODU. Kline joined Old Dominion in 1993, and was instrumental in launching the university's distance learning program, TELETECHNET. In addition to opening sites in the Commonwealth of Virginia, she worked on expanding TELETECHNET to Washington, Arizona, North Carolina, Georgia, Illinois, and the District of Columbia during her 12 years in the Office of Distance Learning, where she served as assistant vice president.

In 2005, Kline took a position at the University of Mary Washington as senior associate dean in the College of Graduate and Professional Studies. In 2012, she returned to Old Dominion University in the Office of Academic Affairs, where she has overseen summer scheduling, launched the first Winter Term at ODU, and worked as the liaison to the State Council of Higher Education for Virginia. She also coordinates the Interdisciplinary Studies Leadership major and advises over 150 students in the program. She teaches a core class in the major, an online writing-intensive interdisciplinary theory and concepts course.

Kline has made numerous conference presentations related to distance learning, transfer policies, and adult students over the years. She has also served as President of the ODU Women's Caucus during her first 12 years, and again when she returned to ODU. She was a board member of the American Council on Education's Virginia Network from 2005 to 2018, and served in the role of chair from 2010 to 2013.

JOHN KROLL

John E. Kroll, associate professor of mathematics and statistics, obtained a Ph.D. in applied mathematics from Yale University. After spending two years at Nova Oceanographic Laboratory and one year at MIT, he joined the Department of Mathematics and Statistics in 1976 as an assistant professor of mathematics. During his 43 years at Old Dominion University, Kroll conducted research in the field of oceanography. He spent one year (1985-86) at the Naval Postgraduate School in a National Research Council Senior Associateship. From 1991 to 2000, Kroll served as a principal investigator at the Center for Coastal Physical Oceanography at Old Dominion University. He has published 20 research articles in various professional journals and secured two grants from the National Science Foundation.

Kroll taught several different math courses at the undergraduate as well as at graduate level, including Vector Calculus, Mathematical Modeling, Complex Variables, Biomathematics, Partial Differential Equations and Perturbation Methods. Moreover, he served as the chief departmental advisor from 2003 to 2013.

BERHANU MENGISTU

Berhanu Mengistu, professor of public service, received a Ph.D. in urban affairs from the University of Delaware and an M.P.A. in public administration from Arizona State University. He joined the Old Dominion University in 1985 and attained the rank of professor in 2000. He led the Department of Urban Studies and Public Administration as chair from 1992-1995 and from 2006-2009. In addition, Mengistu served as graduate program director of the M.P.A. program in the department from 1987-1991.

Mengistu has dedicated himself to the scholarship of application. His work on mediation, nonprofit management and governance, public finance and the political economy of privatization had clear impacts on public policy and administration in Virginia and worldwide. He is currently the Vice President of the Consortium for International Management.

Mengistu has influenced the lives and careers of hundreds of students in both the Master of Public Administration program and the doctoral program in public administration and policy. In so doing, he has contributed to strengthening the efficiency and effectiveness of local governments in Virginia and beyond, as well as expanded the pool of academics in the field of public administration.

JANET PEERY

Janet Peery received a B.A. in speech pathology and audiology and an M.F.A. in fiction writing from Wichita State University. She joined Old Dominion University as a visiting assistant professor in English in 1993 and as an assistant professor in 1994. Tenured in 2001, she was awarded the honorific University Professor in 2005 and achieved the rank of professor in 2008.

Institutional recognition of Peery's accomplishments in teaching, research, and service include the Burgess Award from the College of Arts and Letters and the SCHEV Outstanding Faculty Award. She is the author of four award-winning works of fiction, *Alligator Dance, The River Beyond the World, What the Thunder Said,* and *The Exact Nature of Our Wrongs*. Outside honors and awards include fellowships from the National Endowment for the Arts and the John Simon Guggenheim Memorial Foundation, the Mrs. Giles Whiting Writers Award, the Rosenthal Award from the American Academy of Arts and Letters, the Emyl Sexton Jenkins Prize from the Library of Virginia (2008 and 2018), the Willa Award from Women Writing the West, nomination for the International IMPAC/Dublin Literary Award, the Jeanne Charpiot Goodheart Prize from Washington and Lee University, the Seaton Award, inclusion in Best American Short Stories and numerous citations in the series' 100 Distinguished Stories, several Pushcart Prizes, and numerous prizes and honors from the over two dozen literary quarterlies in which her short stories appear. Her novel *The River Beyond the World* was a Finalist for the National Book Award in 1996.

Peery has directed 40-plus master's theses and provided mentoring for graduate students in fiction. She has directed Old Dominion University's renowned Literary Festival four times, and has served as featured reader for this and other festivals across the country. She has given presentations and done master classes at preeminent writers' conferences and programs, including Sewanee Writers Conference, Warren Wilson MFA for Writers, Image West at Ghost Ranch, and Antioch-LA's program and has given over 100 invited talks or readings at universities across the country, from Colgate to Seattle Pacific. She was a participant in the National Book Foundation's American Voices Project, traveling to reservations and tribal colleges throughout the west in order to do dedicated residencies, Rocky Boy's Chippewa-Cree reservation in Montana being the most recent.

PATRICIA A. PLEBAN

Pat Pleban, associate professor of chemistry and biochemistry, received a B.S. in chemistry from Kent State University and an M.S. and Ph.D. in chemistry from Cleveland State University. She received Diplomate status from the American Board in Clinical Chemistry in 1983 with emeritus status since 2005. Pleban joined Old Dominion in 1979, when she was hired in support of the anticipated approval of the ODU-EVMS joint biomedical sciences program. She served as the clinical chemistry program director from 1988-2005, and as biomedical sciences program director for the chemistry tracks between 1991-1998. Additionally, she served as assistant chair of the Department of Chemistry & Biochemistry from 1998-2014.

Pleban published 26 journal articles and more than 80 published abstracts and presentations at national and international meetings, most with ODU graduate and undergraduate students as co-authors. She has mentored three Ph.D. and 19 M.S. thesis graduates. She established and served as director for the ODU Trace Element Laboratory (1988-1995). In addition to providing trace element analyses for several area hospital, the lab was invited to participate in the 2nd and 4th IUPAC Interlaboratory Comparison Programs for measurement of several trace elements (cadmium, selenium, and lead) in human tissues. Pleban also served as an expert panelist in trace element analyses for the National Health and Nutrition Examination Survey (NHANES III) sponsored by the CDC, Division of Health & Injury Control.

In addition to graduate courses in biochemistry and analytical chemistry, Pleban has taught undergraduate courses in analytical chemistry, biochemistry, and large lecture sections of general chemistry for science and engineering majors. In 2016/17 she received the College of Sciences Distinguished Teaching Award for Tenured Faculty.

Pleban has served on numerous departmental, college and university committees and has been the University Alcohol Representative from 1997-present, chair of the University Human Subjects Review Committee (now IRB) from 1998-2000, and a member of the Faculty Senate from 2007-2010. She has been the chair of the Department Chemistry & Biochemistry Undergraduate Studies Committees since 2000.

SHARON RAVER-LAMPMAN

Sharon Raver-Lampman, university professor and professor of communication disorders and special education, received a B.A. in advanced liberal arts from the University of South Florida, an M.A. and Ed.S. in special education from Vanderbilt University, and a Ph.D. in special education with a concentration in early intervention/early childhood special education from the University of South Florida. Before coming to Old Dominion University she taught infants, toddlers, preschoolers and elementary-aged children with special needs, and trained special education teachers with the Peace Corps. She joined Old Dominion University in 1985 achieving the rank of professor of special education in 1997.

While at ODU, Raver-Lampman has received nearly every award available, including the SCHEV Outstanding Faculty Award, the ODU University Professor Award, the Darden College of Education Tonelson Award for Excellence in Teaching, Research and Service Award (two times), the Virginia Educational Research Association Distinguished Research Award, and multiple awards from the Darden College of Education and Professional Studies for publications, teaching, and instruction. She secured funding for the Oral Preschool program, currently housed in the Lions Child Study Center, to provide oral communication instruction for children who are deaf and/or hard of hearing in collaboration with Norfolk Public Schools. For the past eight years, Raver-Lampman has served as faculty director of research for the Oral Preschool, producing a steady flow of research with colleagues and students examining evidence-based educational practices for these young children and their families.

Raver-Lampman's publication record includes more than 120 peer-refereed papers, monographs, and book chapters. She also published five instructional materials and five textbooks, one of which went to a second edition. She has presented her research at more than 100 conferences in the U.S. and internationally. Raver-Lampman is an associate editor for two journals and is on the editorial boards of two other journals in special education. She has received four Fulbright Scholar Awards to the Czech Republic, India, Ukraine and Armenia. Additionally, she received a Fulbright Specialist Award to the Czech Republic to continue research she began during her first term there.

JUNE RITCHIE

June Ritchie joined Old Dominion in 1999. In 2008 she became an assistant director at the Center for Learning and Teaching (CLT) and in 2014 became associate director. Between 2005 and 2011, she also taught both on-campus and online sections of a technology-for-teachers course for what is now the Teaching and Learning Department. She played a key role in developing SCORM-based online courses for the Joint Forces Staff College.

While at CLT, Ritchie worked directly with faculty members across all colleges on more than 170 projects, 122 of which were directly related to face-to-face, hybrid, and online course development. In recent years, she led a team of eight instructional designers working on more than 475 courses to complete or support more than 30 online degree programs. In addition, she has served on the steering and program committees for each of the center's annual Faculty Summer Conferences since 1999. Ritchie has participated in the development, evaluation, and implementation of CLT's annual Faculty Innovator Grant, project management and consultation system, Personal Learning Environment (PLE), and faculty development workshops and events.

Ritchie was recognized in 2007 for her "contribution to nursing excellence at Old Dominion University" by the School of Nursing. The Gene W. Hirschfeld School of Dental Hygiene presented her with a certificate of recognition and appreciation in 2012, and she recently received the Annie Gilstrap Volunteer Service Award for her annual contributions to the Great Computer Challenge sponsored by WHRO, C.I.I., and Old Dominion University. She represented CLT while collaborating with the university libraries on the Desegregation of Virginia Education (DOVE) community project.

Ritchie was instrumental in the development of procedures for implementing, tracking, and updating for CLT's involvement in Distance Learning's synchronous video streaming initiative as well as the asynchronous online teaching initiatives that followed. She was heavily involved in faculty training, staff training, student worker training, identifying and implementing software, creating checklists, and applying quality assurance measures.

TIM SEIBLES

Tim Seibles received a B.A. in English and secondary-level teaching certification in English and psychology from Southern Methodist University and an M.F.A. in poetry writing from Vermont College of Norwich University. He joined Old Dominion University's English and creative writing faculty as an assistant professor in 1995 and achieved the rank of professor in 2015.

Seibles was presented the Robert L. Stern Award "in recognition of excellence in teaching" in 2000. He is the author of six collections of poetry, *Body Moves*, *Hurdy-Gurdy*, *Hammerlock*, *Buffalo Head Solos*, *Fast Animal*, and *One Turn Around the Sun*. He also published two chapbooks, *Kerosene* and *Ten Miles an Hour*. Outside honors include fellowships from the National Endowment for the Arts and the Provincetown Fine Arts Work Center, and an NAACP Image Award for Faculty Member of the Year. Seibles was Poet-in-Residence at Bucknell University in 2010 and received an Honorary Doctorate for Literary Accomplishment from Misericordia University. He has served as judge for the Crab Orchard Review's First Book Award, the Illinois Arts Council Awards, the Autumn House Press First Book Award, and the New Rivers Press Book Award. His works were included in two *Best American Poetry* anthologies (2010, 2013). His book, *Hammerlock*, was a finalist for the Library of Virginia book award. His collection, *Fast Animal*, a finalist for the National Book Award in 2012, won The Pen Oakland Award for Poetry in 2013 as well as The Theodore Roethke Memorial Poetry Prize in 2014. In 2015 he chaired the committee that judged the National Book Award in Poetry.

Seibles has directed many master's theses and provided mentoring for graduate students in poetry. He has directed Old Dominion University's nationally renowned literary festival seven times and has been a featured poet at numerous festivals across the U.S. as well as in Canada, Mexico, and Jamaica. Seibles has been a workshop leader for Cave Canem, the African American Poets Retreat, and visiting faculty for two different low-residential MFA programs, Antioch University in Marina del Rey, California, and the University of Southern Maine's Stone Coast Writing Program. He has done hundreds of readings and related engagements including two different eight-school tours, The Connecticut Poetry Circuit and The Florida Literary Arts Coalition Tour.

GLEN SUSSMAN

Glen Sussman, university professor and professor of political science, received a B.A. in political science from the University of California, Los Angeles, an M.A. in political science from San Francisco State University, and a Ph.D. in political science from Washington State University. He joined Old Dominion as an assistant professor in 1992 and was promoted to associate professor in 1997. In 2002, Sussman was promoted to full professor and was designated a university professor.

As a scholar, Sussman was one of the country's leading experts on the politics of the environment, climate change politics and policy, and the American presidency. During his career, he published six books and numerous journal articles and book chapters. In addition, Sussman was sought out frequently for his expertise by local, regional, and national news

sources. He was the recipient of the College of Arts and Letters Charles O. and Elisabeth Burgess Faculty Research and Creativity Award.

In addition to his research, Sussman received several awards for teaching. He received the Outstanding Teaching Award from the American Political Science Association, the Political Science Scholar Award from the Virginia Social Science Association, and the College of Arts and Letters Robert L. Stern Award for excellence in teaching. In addition, he was twice nominated by ODU as a University Finalist for the SCHEV Outstanding Faculty Award (2003, 2015). Sussman also performed valuable university service, serving, for example, as chair of the Department of Political Science & Geography for six years.

G. RICHARD WHITTECAR

Rich Whittecar received a B.S. in geology from the University of North Carolina-Chapel Hill and an M.S. in geology and a Ph.D. jointly granted in geology and geography from the University of Wisconsin-Madison. He joined Old Dominion as an assistant professor of geological sciences in 1979, achieved the rank of associate professor in 1985 and was designated one of the first university professors in 1998 for outstanding teaching.

During his 40 years at Old Dominion University, Whittecar has served as the major professor for 34 master's and doctoral students at ODU and served on 66 thesis and dissertation committees at four universities. His research concerns two different areas – the flow of groundwater, particularly through wetlands, and the evolution of Pleistocene landforms. He has 125 published papers and technical reports, including eight edited volumes, received 52 grant and contract awards totaling over $7M, and made 155 presentations at scientific meetings or invited seminars. Whittecar has been an active participant and official in the Geological Society of America, as well as several scientific societies within Virginia, and served as a science advisor or expert witness for the Environmental Protection Agency, the U.S. Army Corps of Engineers, and the U.S. Department of Justice.

Whittecar was a University leader in two large multidisciplinary projects. NewPAGE, an innovative course for incoming students, introduced over 9,000 first-year students to a wide array of environmental issues from climate change to economics to engineering and literature. Whittecar led the dozen faculty and 40 graduate students for two years of the course's four-year lifespan as they wrote their own textbook, designed interactive tests and small-group activities, and integrated students into university life. More recently he has been a Co-Director of MonarchTeach, a cooperative program between the College of Sciences and the Darden College of Education and Professional Studies. Designed to allow STEM majors to explore high school and middle school teaching as a career, the program produces highly effective math and science teachers that are recruited vigorously by school systems.

BARBARA WINSTEAD

Barbara Winstead, professor of psychology, received an A.B. in psychology from Wellesley College and a Ph.D. in psychology from Harvard University. She joined the Psychology Department in 1979. Among her many accomplishments, she was the recipient of the 2018 Rufus A. Tonelson Award, which recognizes outstanding achievement in teaching, research, and service to the community.

With respect to leadership, Winstead served as chair of the Department of Psychology for 10 years. She has also served as graduate program director for the Virginia Consortium Program in Clinical Psychology and the graduate program director in the Department of Psychology. In addition to many other university and college committees, she served on the Executive Committee of the University Women's Caucus and helped to create and run workshops designed to inform and support women coming up for tenure and promotion. Winstead has also served on the Women's Studies Advisory Council, the Sexual Harassment Committee, the Faculty Senate, and various university search committees. She served as a board member and president of the Friends of Women's Studies and as the Psychology Department representative on the College of Sciences Faculty Diversity Committee.

Besides her successful record of teaching, mentoring and supervising students, Winstead has published more than 85 books, articles, and chapters primarily in the area of how gender influences relationships, how relationships influence coping, and how relationships contribute to mental health behaviors. Many of these articles have been published in prestigious journals including, *Psychology of Women Quarterly*, *Journal of Health Psychology*, and the *Journal of Social and Clinical Psychology*. Further, she is co-editor of a respected graduate text titled, *Psychopathology: Foundations for a Contemporary Understanding.* Winstead obtained grant funding from the National Institute of Mental Health, the American Psychological Foundation, the American Psychological Association, and the National Institute on Alcohol Abuse and Alcoholism. She serves as a site visitor for the American Psychological Association and is on the editorial board of *the Journal of Social and Clinical Psychology*.

KONRAD WINTERS

Konrad Winters received a B.S. in education from Concordia Teachers College and an M.S. in theatre and an M.F.A in scenic design from Illinois State University. He joined Old Dominion as an assistant professor of theatre in 1986 and achieved the rank of associate professor in 1992. Recognition of his accomplishments in teaching, research and service include election to the National Board of Directors and election as a National Commissioner for Education for the United States Institute of Theatre Technology.

Winters' administrative experience includes serving as chief departmental advisor for the theatre program (2015-2017), director of technical production for theatre and film (2007-2011), director of film and video studies (2001-2007), and director of technical production for theatre (1987-2007). He has served as a consultant for most arts organizations in Hampton Roads including: Attucks Theatre, Governor's School for the Arts, Harrison Opera House, Virginia Waterfront

Arts Festival, Virginia Ballet Theatre, Contemporary Ballet Theatre, Push Comedy Theatre, and Virginia Beach Public Schools.

Winters' creative scholarship explores the nature of the environmental space in theatrical production. His research has resulted in 63 scenic designs, 30 lighting designs, over 35 short films, and 36 conference presentations. By hand, he built the scenic studio in the Stables Theatre – with his design, carpentry and construction skills. This space was the home of the theatre program for over 20 years until the building of the Goode Theatre in 2012. Within the Stables Theatre, Winters carved out a research agenda that included storytelling and new technologies. His interest launched the film program at Old Dominion, which now thrives beyond the original 18 film courses he developed.

April 25, 2019

POSTHUMOUS EMERITUS APPOINTMENT

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the posthumous granting of the title of emeritus to the following faculty member. A summary of his accomplishments is included.

Name and Rank	Effective Date
Steve Yetiv University Professor Emeritus, Louis I. Jaffe Professor Emeritus of Arts & Letters, and Professor Emeritus of Political Science and Geography	Posthumous

Steve Yetiv, university professor emeritus, Louis I. Jaffe professor emeritus of Arts & Letters, and professor emeritus of political science and geography, received a B.A. and M.A. from the University of Akron and a Ph.D. from Kent State University. He taught at Old Dominion from 1993 until 2018.

Yetiv was one of the shining stars of Old Dominion. With expertise in international relations, the politics of oil, and the Middle East, he published 10 books through highly respected academic presses (such as Cornell, Stanford, Johns Hopkins and Oxford University Presses) and scores of academic articles and book chapters during his career. Beyond the academy, Yetiv was a well-regarded public scholar, publishing more than 250 op-eds and commentary pieces, many for leading newspapers and other media across the country and beyond.

As a teacher and mentor, Yetiv directed numerous master's theses and doctoral dissertations, and he was an outstanding instructor both inside and beyond the classroom. His research, teaching, and mentorship efforts were rewarded in 2012 when he received the State Council of Higher Education for Virginia Outstanding Faculty Award, the Commonwealth's highest academic honor for teaching, research and service among professors at Virginia's public and private colleges and universities.

April 25, 2019

APPROVAL OF A NEW POLICY ON COURSE MATERIALS ADOPTION

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the new policy on Course Materials Adoption effective April 25, 2019.

Rationale: Old Dominion University is required to comply with the implementation of Code of Virginia § 23.1-1308, which becomes law on July 1, 2019. The legislation seeks to minimize the cost of course materials for students and states that:

> The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution. Such guidelines may include provisions for low-cost commercially published materials.

The new policy on Course Materials Adoption will replace the existing University policy on Textbook Adoption and Sales, which has been revised to meet the requirements of the legislation.

Course Materials Adoption Policy

I. Policy Statement and Purpose

In accordance with the Code of Virginia §23.1-1038, it is the policy of Old Dominion University to encourage efforts to minimize the cost of course materials for students while maintaining the quality of education and academic freedom. In addition, pursuant to §23.1-1308, Old Dominion University shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at the University.

II. University Compliance

To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number (ISBN) and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes.

Pursuant to § 23.1-1038.3:1 of the Code of Virginia, no employee at Old Dominion University shall demand or receive any payment, loan, subscription, advance, deposit of money, services or anything, present or promised, as an inducement for requiring students to purchase a specific textbook required for coursework or instruction, with the exception that the employee may receive

(i) sample copies, instructor's copies, or instructional material, not to be sold, and

(ii) royalties or other compensation from sales of textbooks that include such instructor's own writing or work.

Faculty members may require course materials they have authored or co-authored for classes they teach. However, the selection of one's own course material should be communicated to the department chair (or the Dean if the faculty member teaching the course is the chair) prior to adoption. The chair should determine that the course materials are appropriate for that class and keep a copy of the communication in the department file.

III. Definitions

A. **Course materials** - For the purpose of this policy, course materials include but are not limited to textbooks, articles, videos, streaming media, software applications, and/or media bundles designed to be used in a course to

introduce students to a subject or continue basic instruction at the intermediate or advanced level. Commonly, although not always, course materials include study questions, discussion topics, study guides or exercises at the end of each chapter and may be published in subsequent editions in order to update information in previous editions. Course materials may be designed for use in undergraduate courses, graduate courses, or for use in professional programs.

B. **Open Education Resources** – For the purposes of this policy, the definition of the U.S. Department of Education is followed. Open education resources (OER) are openly licensed educational resources as teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others.

C. Open Education Resources Committee – The University-level committee that establishes overall policy and guidelines for implementation and expansion of OER course materials in accordance with existing University policies.

IV. Open Education Resources (OER) Adoption Practices

A. To reduce costs and provide access to course materials, faculty and departments are encouraged to use open education materials in their courses to minimize the costs of course materials for students.
B. Faculty are encouraged to adopt or adapt existing, or create new OER, including open textbooks.
C. Faculty and departments who develop OER can have those resources digitally stored at Old Dominion University.
D. The Libraries and Academic Affairs, where feasible, will provide resources and training for faculty to identify and use open education resources.
E. A University OER Committee will be responsible for coordinating the expansion of OER materials across the University.

V. Additional Actions to Minimize the Cost of Course Materials for Students

A. Course materials and related class supplies shall be part of the financial aid Cost of Attendance budget used to award financial aid to students.
B. Faculty are encouraged to utilize the ODU Libraries' collection and electronic books, journals, image databases, audio and video materials, and other supplemental items available.
C. Faculty are encouraged to limit their use of new edition non-OER textbooks when previous editions do not significantly differ in a substantive way. The

appropriate faculty and the University Village Bookstore should ensure adequate supply of the older edition. Faculty members are also encouraged to adopt the best practice of using the same non-OER textbooks for consecutive semesters. Except in unusual circumstances, non-OER textbooks used in sequential courses (e.g., PHYS 101N and PHYS 102N) should not be changed after the first semester.

D. Faculty are encouraged to use new technologies and packaging techniques such as e-text and bundles that reduce the cost of course materials to students.
E. Faculty are encouraged to provide instructional materials for students to use through their respective departments and/or the ODU Libraries.
F. No funds provided for financial aid from University Village Bookstore revenue shall be counted in the calculation for state appropriations for student financial aid.
G. Faculty should avoid requiring students to purchase materials that will not be used for pedagogical purposes in their courses. For instance, faculty are discouraged from requiring students to purchase technology or software simply to track attendance.
H. Courses with zero- or low-cost educational resources should be advertised to students.

VI. Responsibilities of the Faculty

A. Faculty, departments and/or schools should provide required or assigned OER and non-OER course materials information for each particular course to the University Village Bookstore by the specified due date published by the University Village Bookstore. Exceptions will be made for faculty who are hired or assigned after the course adoption due dates. Chairs are encouraged to make the appropriate course adoption adjustments as soon as possible in these cases.
B. Faculty members shall affirmatively confirm their intent to use each item in a bundled package when placing an adoption for such a package. If the faculty member does not intend to use all items in the bundle, he/she shall notify the University Village Bookstore of the items required, and the Bookstore shall order the individualized items when the store's procurement is cost effective for both the institution and students and such items are made available by the publisher.
C. Departments offering courses that have adopted OER course materials should submit an OER course material adoption report to the Assistant Vice President for Auxiliary Services.
D. Instructors of courses adopting OER course materials should post the resources online prior to the beginning of the semester and notify students in the class how to access it.

VII. Responsibilities of the University Village Bookstore

A. The University Village Bookstore Textbook Manager will communicate the requirements and due dates for course adoptions each academic session. Follow-up communications will be sent to the department chairs and the faculty if the requested materials are not available from the publisher or obtained in a timely manner.

1. The University Village Bookstore continuously works directly with instructors and departments to collect adoptions throughout the process.
2. The OER course material adoption report should be submitted prior to the beginning of the semester.
3. Leading up to and after the due date passes, a course material adoption report is sent to the Assistant Vice President for Auxiliary Services and the Provost's Office to be forwarded to the deans and chairs. This process continues through the beginning of classes each semester.
4. Approximately one month after the start of the fall and spring semesters, the University Village Bookstore alerts the Provost's Office about textbook submissions. The Provost's Office sends an email to deans, chairs, and instructors informing them that it is time to submit course material orders for the next semester to the University Village Bookstore.

B. The University Village Bookstore shall provide a convenient course materials adoption process, including a web-based method, to expedite the ordering process for non-OER course materials.

C. The University Village Bookstore shall note courses that utilize OER course materials on the course materials website.

D. Centralized listings of course materials required or assigned for particular courses shall be available from the University Village Bookstore's website after the relevant instructor or academic department notifies the University Village Bookstore. The University Village Bookstore shall post the relevant information received from the faculty in a timely manner. The listings shall be in a standard format and include the International Standard Book Number (ISBN), when applicable, along with other relevant information.

VIII. Responsibilities of the OER Committee

The OER Committee reports to the Provost and Vice President for Academic Affairs on the development and enforcement of the University's Course

Materials Adoption Policy. The Provost appoints Committee members, to include representatives from the faculty, University Libraries, Information Technology Services (ITS), University Bookstore, Institutional Effectiveness and Assessment, Student Engagement and Enrollment Services (SEES) representative (and/or student), Center for High Impact Practices (CHIP) representative, Center for Learning and Teaching (CLT), Center for Faculty Development, and senior University management. The Provost will solicit recommendations from the Deans for the faculty representatives, who will constitute the majority of the committee. The OER Committee may create subcommittees and task forces as needed to carry out its responsibilities.

Other Committee responsibilities include:

A. Guiding updates to this policy.
B. Developing strategies and actions, setting timelines, and determining outcomes that will advance the University's efforts to facilitate adoption of OER.
C. Tracking local, national, and international developments within the area of OER.
D. Implementing and coordinating a training program available to faculty on OER. Stimulating discussion, generating supporting material and developing venues for communication and education.
E. Seeking collaborative ventures internally and with other institutions.
F. Exploring and identifying possible high impact initiatives that the University could either launch or support, such as pilot projects that promote creation and/or adoption of OER.
G. Consulting broadly with individuals, groups, and units as needed.

Contacts:

The Office of the Provost and Vice President for Academic Affairs officially interprets this policy. The President may revise or eliminate any or all parts as necessary to meet the changing needs of Old Dominion University and the Commonwealth of Virginia.

April 25, 2019

APPROVAL OF A BACHELOR OF FINE ARTS DEGREE IN GRAPHIC DESIGN

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed Bachelor of Fine Arts degree in Graphic Design in the College of Arts and Letters effective with the fall 2019 semester.

Rationale: Old Dominion University seeks approval to initiate a Bachelor of Fine Arts (BFA) degree program in Graphic Design to begin fall 2019. The program will be offered through the Department of Art in the College of Arts and Letters.

The proposed Bachelor of Fine Arts in Graphic Design represents an expansion of an existing graphic design major within the BFA in Fine Arts. This expansion to a standalone degree program is needed in order to:

- eliminate the curricular restraints of a major;
- respond to the increasing demand for qualified graphic arts professionals to fulfill job demands; and
- allow students to earn a degree that more clearly matches the curriculum and available job opportunities.

The proposed degree title is becoming the sought after qualification recognized in industry for professionals employed in the field of graphic design.

The purpose of the Bachelor of Fine Arts degree program in Graphic Design will be to prepare students for careers that utilize the design of visual and experiential communication systems that allow organizations to address targeted markets and diverse populations. The program will provide students with knowledge and skills in visual communications and design thinking. Graduates of the program will be prepared to apply these communications with increasing access to technologies and ideas. The program will prepare graduates to work (1) in comprehensive contract design studios, advertising agencies, and marketing firms, providing services for a broad range of industries and institutions; (2) in studios and agencies housed within these organizations; and (3) in specialized contract studios specifically designed for web-based delivery, product, packaging and editorial design.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☐ Spin-off proposal ☒ Certificate document ☐
3. Name/title of proposed program Graphic Design	4. CIP code 50.0409
5. Degree/certificate designation Bachelor of Fine Arts (BFA)	6. Term and year of initiation Fall 2019
7a. For a proposed spin-off, title and degree designation of existing degree program Bachelor of Fine Arts (BFA) in Fine Arts 7b. CIP code (existing program) 50.0701	
8. Term and year of first graduates Fall 2019	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 Department of Art School(s) or college(s) of College of Arts and Letters Campus(es) or off-campus site(s) Main campus, Norfolk	
Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☐	Distance (51% or more web-based) ☐
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. Jeanie Kline, Ed.D., SCHEV Liaison, 757.683.3261	

Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to offer a spin-off of the existing Bachelor of Fine Arts (BFA) degree program in Fine Arts (CIP Code 50.0701). The proposed spin-off, a Bachelor of Fine Arts (BFA) degree program in Graphic Design (CIP Code 50.0409) would begin fall 2019 in Norfolk, Virginia. The program will be offered by the Department of Art within the College of Arts and Letters.

The purpose of the Bachelor of Fine Arts degree program in Graphic Design will be to prepare students for careers that utilize the design of visual and experiential communication systems, which will allow organizations to address targeted markets and diverse populations. The program will provide students with knowledge and skills in visual communications and design thinking. Graduates of the program will be prepared to apply these communications with increasing access to technologies and ideas. Graduates will have the expertise and knowledge to work (1) in comprehensive contract design studios, advertising agencies, and marketing firms, providing services for a broad range of industries and institutions; (2) in studios and agencies housed within these organizations; and (3) in specialized contract studios specifically designed for web-based delivery, product, packaging and editorial design. The program will expose students to strategies, technologies and processes employed in visual communication systems ideation and design, as well as creative problem solving, design integration within corporate product and services development, brand and brand narrative development, the integration of traditional and digital expressions and delivery, and communications research methodologies.

Broad fundamental changes in the scope, practice, production, and organizational integration of graphic design began with the advent of powerful desktop digital tools in the 1980s, and continued with the rise of the Internet in the 1990s. While production of traditional printed communication began a period of decline, these technologies allowed firms to consolidate the work of many outsourced specialists, then expand the services and products that could be offered in-house to clients. As graphic designers began to command a wider skill set, these same technologies facilitated global communications, redefining potential audiences and diversified target markets. Digital delivery of entertainment, social media and advertising began to combine in the 2000s, working in tandem with sophisticated web-based data gathering and marketing to reshape the scope of graphic design to include contemporary branding, content creation, and experience design. The arrival of mobile digital delivery of content and tools has reshaped geographic and corporate restrictions to advertising and design employment, allowing companies without design infrastructure to out-source talent and incorporate design thinking into front-end product and service development.

A major in graphic design within the BFA in Fine Arts began in 1990 at ODU, with a curriculum based on creative problem-solving, technology utilization, and rigorous critical appraisal of the role of design in the dissemination of ideas across cultures. The proposed program will ensure that students have a specific focus on the professional practice of graphic design and visual communication systems to best address the expansion and specialization of the field beyond the traditional art studio practices within the pedagogy and curricular emphasis of the existing major.

Mission

The mission of the institution says: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement."

The proposed Bachelor of Fine Arts degree program in Graphic Design aligns with this mission by providing a "rigorous academic program" that will prepare graduates for professional practice as graphic designers. In addition, students will be "actively engaged" in the local and regional design/advertising communities through internships, professional memberships and events, student group activities, and attendance at design conferences and awards ceremonies.

Admission Criteria

Students seeking admission to ODU will submit the following:

- Online application and associated application fee
- Official high school transcript or GED transcript for freshmen, or transcripts from regionally-accredited institutions/equivalent foreign institutions for transfer students
- Official SAT/ACT scores or Apply Test Optional for freshmen

Students seeking admission into the proposed BFA degree program in Graphic Design must successfully complete required foundational art studio and graphic design coursework. Subsequently, students must pass GDES 370—BFA Continuance Review—in order to be considered for admittance into the program. Within this course, students will submit a portfolio of work (consisting of two pieces from ARTS 202, two pieces from ARTS 231, two pieces from ARTS 279 and a total of six pieces from GDES 280 and GDES 369) and a 500-word essay in which they connect their portfolio of work with their career plans; they must also complete a test-of-skills exam.

Transfer students must demonstrate equivalent preparation at another institution to receive credit for the art studio foundations courses. In order to receive credit for GDES 280—Introduction to Graphic Design—transfer students must submit a portfolio of work from an equivalent course for review by the graphic design faculty. Upon successful completion of foundational art studio and graphic design coursework, transfer students must pass GDES 370—BFA Continuance Review—for admission consideration into the graphic design program.

A faculty admission committee will use a rubric—available to students taking foundational art studio and graphic design coursework—to make admission decisions for those who pass the BFA Continuance Review course. The decisions are based on the entirety of their graphic design coursework and the portfolio review. Students who do not pass the review have the opportunity to resubmit their portfolios the following year, or to pursue another major/degree within or outside of the Department of Art.

Target Population

No specific population will be targeted for the proposed BFA in Graphic Design.

Curriculum

The proposed BFA degree program in Graphic Design will require a total of 120 credit hours.

The program will provide a sequenced curriculum structured to prepare students for successful transition to professional work, designing communications for a wide range of traditional and digital delivery. Graduates' portfolios will represent a rich experience in print design, branding, packaging, interactive media, advertising, typography, and image making.

Further, the program provides a solid foundation of traditional art experiences and design practices to build students' ability to create dynamic visual designs. The curriculum stresses essential competencies in conceptual problem solving, analysis and articulation, aesthetics, design theory, productivity, and the application of technology, all necessary for advanced exploration and entry into professional practice. The elective coursework provides students with concentrated study in specific specializations within design, which gives students the opportunity to craft their career goals by choosing among a range of print and digital deliveries.

Program Requirements

*New course

General Education Courses (38-44 credit hours)	Credit Hours
Written Communication Skills	6
Oral Communication	3
Mathematical Skills	3
Language and Culture	0-6#
Information Literacy and Research	3
Human Creativity	3
Interpreting the Past	3
Literature	3
Philosophy and Ethics	3
The Nature of Science	8
Human Behavior	3
Impact of Technology (met in major)	0

#May be met prior to matriculation.

Art History Foundation Courses (12 credit hours)		
ARTH 150	Art History Global Survey	3
ARTH	200-Level Survey Course	3
ARTH 320W	History of Graphic Design	3

ARTH	300- or 400-Level Elective Course	3

Art Studio Foundations Courses (12 credit hours)

ARTS 202	2D Design + Color Theory	3
ARTS 231	Drawing I	3
ARTS 279	Digital Basics	3
ARTS 203	3D Design	3

Art Studio Required Courses (12 credit hours)

ARTS 211	Introduction to Digital Photography	3
ARTS 261	Introduction to Sculpture	3
ARTS 331	Drawing II	3
ARTS	200-Level Printmaking Course	3

Graphic Design Program Requirements (22 credit hours)

GDES 280	Introduction to Graphic Design	3
GDES 369	Basic Typography	3
GDES 370	BFA Continuance Review	1
GDES 371	Design Concepts	3
GDES 372	Advanced Typography	3
GDES 373	Design Systems	3
GDES 470	Design Seminar	3
GDES 471	Design Capstone	3

Graphic Design Restricted Electives (15 credit hours)

Students may select 15 credit hours, in consultation with advisor.

GDES 374	Web Design	3
GDES 375	Poster Design	3
GDES 376	Typographic Design	3
GDES 377	Illustrative Design	3
GDES 378	Brand Identity	3
GDES 379	Environmental Graphics*	3
GDES 380	Art Direction*	3
GDES 381	Interactive Design*	3
GDES 472	Package Design	3
GDES 473	Book Design*	3
GDES 474	Motion Graphics*	3
GDES 475	Editorial Design	3
GDES 476	Letterpress Design*	3
GDES 390	Internship	3
GDES	300- or 400-Level Topics Course	3
GDES 497/8	Tutorial Work	3

Upper Division General Education (6-30 credit hours)
Four options are available for students in the proposed program, as follows:

Option A
Disciplinary Minor or Second Major or Second Degree
Option B
Interdisciplinary Minor
Option C
An approved certification program such as teaching licensure
Option D
Six (6) credit hours of elective upper division courses from outside the student's major discipline and college.

If needed, students will work with their advisor to select elective coursework sufficient to reach the minimum requirement of 120 credit hours for the baccalaureate degree.

Total Credit Hours: 120

Appendix A provides sample plans of study. Appendix B includes course descriptions.

Spin-Off

The proposed Bachelor of Fine Arts degree program in Graphic Design appears to meet the requirements for spin-off degree programs, with a curriculum that expands the existing major in graphic design within the Bachelor of Fine Arts in Fine Arts. The essential character, integrity, and objectives of the proposed program are identical to the existing major. Further, they both share the first two digits of each CIP Code (50) and more than three-fourths of the coursework. They would both have the identical faculty and are funded through the existing department that offers the graphic design major.

The proposed curriculum will decrease required coursework in art history and art studio in order to increase the graphic design elective coursework requirements from 9 credit hours to 15 credit hours. New graphic design elective courses will be implemented into the proposed program, and will expose students to a more diverse and specialized selection of print and digital deliveries, allowing them to study areas of particular interest.

A comparison of the existing program and the proposed program is available in Appendix C.

Student Retention and Continuation Plan

In order to facilitate student success, retention and graduation, the graphic design faculty will implement the following measures:

- Arrange a majors' meeting during the third week of each fall semester to discuss the curriculum and program requirements, the continuance portfolio review, the ODU Graphic Design Student Organization, design conferences and competitions.
- Institute a once-a-semester advising/mentoring meeting with each student to monitor progress towards degree completion.
- Model professional preparation by introducing students to current design practices, and preparing them for conference attendance, submission to design competitions, and participation in professional design organizations.
- Institute exit interviews for ongoing feedback to foster a supportive environment.

In addition to the majors' meeting at the beginning of each fall semester, students will receive ongoing advisement from the program faculty. If a student is struggling to meet grade requirements, a faculty advisor will work with the student to put a plan of action in place to improve academic performance. This might include recommending a tutor, recommending a change of study habits, offering additional resources for a difficult topic, or referral to the University's Student Success Center.

Faculty

The Department of Art has 3 full-time faculty members who will be dedicated to the proposed program. The faculty include one full professor, one associate professor and one assistant professor, all of whom hold terminal degrees.

Combined, the graphic design faculty have over 50 years of teaching experience in higher education within the field of graphic design. They also have established records as productive scholars and commissioned professional designers for local, regional, national, and international clients. Their collective body of work has been recognized and published in top-tier professional journals and specialized journals, as well as national and international professional competitions and exhibitions. Publications from the faculty represent works in the field related to conceptual, theoretical, and applied aspects of graphic design.

Curriculum vitae (abbreviated) for the faculty may be found in Appendix D.

Program Administration

The program will be housed in the Department of Art within the College of Arts and Letters. A full-time faculty member from the department will serve as the Program Director; this individual will teach in the program, serve on committees, and provide administrative oversight for the proposed Bachelor of Fine Arts in Graphic Design. The Program Director will also ensure program compliance with university policies and procedures.

An administrative assistant, currently housed in the Department of Art, will support the program. The administrative assistant will provide support for purchasing, scheduling of courses, handling registration errors, and updating course offerings.

Student Assessment

Throughout the program, student outcomes will be assessed through a variety of evaluations and measures such as verbal critiques, quizzes, exams, written assignments, design projects, and portfolio reviews. The program is designed to meet the competencies and skill sets identified by NASAD (National Association of Schools for Art and Design, the body that has accredited Old Dominion University's Department of Art) as well as those identified by organizations seeking entry level design professionals. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

1. Solve graphic design problems to address client and audience needs.
2. Construct communication solutions that consider physical, cognitive, cultural, and social human factors.
3. Create visual form in response to principles and elements of design.
4. Apply design-related tools and technology to visual messages.
5. Implement professional standards and business practices to communicate, present, and manage graphic design projects.
6. Analyze design history, theory, and criticism from a variety of perspectives.

Data related to the student learning outcomes will be collected on an annual basis and reported in the university's assessment database, WEAVE. Evidence of student achievement of learning outcomes will be assessed during the program through design projects, written assignments, research papers, and portfolio presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

At completion of the program, students will have had opportunities to demonstrate mastery of each student learning outcome. As a means of ensuring that students are learning the major outcomes of the program, faculty will assess student learning in several ways, including annual evaluations of all courses, tracking students' academic progress each semester, analyzing student learning in coursework by evaluating representative design projects and portfolios submitted at the sophomore and senior years, reviewing faculty evaluations completed by students, and conducting peer evaluations throughout the program.

Below is a map of the student learning outcomes (SLOs) for the proposed BFA degree program in Graphic Design, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and aptitude for mastery of the objectives is a process, rather than a one-time event.

Curricular Map for the Proposed BFA in Graphic Design

Student Learning Outcomes	Courses	Assessment Methods
1. Solve graphic design problems to address client and audience needs.	GDES 280 Intro to Graphic Design; GDES 369 Basic Typography; GDES 371 Design Concepts; GDES 372 Advanced Typography; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	Formative: Studio projects based on graphic design problems, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production Summative: Graphic design campaign project assessed with program-level rubric; final portfolio review assessed with program-level rubric
2. Construct communication solutions that consider physical, cognitive, cultural, and social human factors.	ARTS 202 2D Design + Color Theory; ARTS 203 Digital Basics; GDES 280 Intro to Graphic Design; GDES 369 Basic Typography; GDES 371 Design Concepts; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	Formative: Studio projects analyzing design decisions, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production, written assignments Summative: Graphic design campaign project assessed with program-level rubric; final portfolio review assessed with program-level rubric
3. Create visual form in response to principles and elements of design.	ARTS 202 2D Design + Color Theory; ARTS 231 Drawing I; ARTS 261 Introduction to Sculpture; GDES 280 Intro to Graphic Design; ARTS 311 Drawing II; GDES 369 Basic Typography;	Formative: Studio projects based on the principles and elements of design, graphic design and typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statements, word list, visual conceptualization sketches, design production

	GDES 370 BFA Continuance Review; GDES 371 Design Concepts; GDES 372 Advanced Typography; GDES 373 Design Systems; GDES 471 Design Capstone	 <u>Summative:</u> Continuance portfolio review assessed with program-level rubric; final portfolio review assessed with program-level rubric
4. Apply design-related tools and technology to visual messages.	ARTS 202 2D Design + Color Theory; ARTS 231 Drawing I; ARTS 279 Digital Basics; ARTS 203 3D Design; ARTS 211 Intro to Digital Photography; ARTS 200 Level Printmaking Course; GDES 280 Intro to Graphic Design; ARTS 311 Drawing II; GDES 369 Basic Typography; GDES 370 BFA Continuance Review; GDES 471 Design Capstone	<u>Formative:</u> Technical studio projects based on the principles and elements of design, typographic projects, verbal critiques, peer feedback, creative research and conceptual strategies statement, visual conceptualization sketches, design production <u>Summative:</u> Continuance portfolio review assessed with program-level rubric; final portfolio review assessed with program-level rubric
5. Implement professional standards and business practices to communicate, present, and manage graphic design projects.	GDES 280 Intro to Graphic Design; GDES 369 Basic Typography; GDES 371 Design Concepts; GDES 372 Advanced Typography; GDES 373 Design Systems; GDES 470 Design Seminar; GDES 471 Design Capstone	<u>Formative:</u> Client-based studio projects and portfolios, typographic projects, peer feedback, creative research and conceptual strategies statements, visual conceptualization sketches, design production, written assignments, group presentations, in-class presentations <u>Summative:</u> Graphic design campaign project assessed with program-level rubric; final

		portfolio review assessed with program-level rubric
6. Analyze design history, theory, and criticism from a variety of perspectives.	ARTH 150 Art History Global Survey; ARTH 200 Level Survey; ARTH 320W Graphic Design History; ARTH 435W Modern Architecture GDES 369 Basic Typography; GDES 370 BFA Continuance Review; GDES 470 Design Seminar	Formative: Research papers, written assignments, exams, quizzes, essays, class discussions, independent projects Summative: Continuance portfolio review assessed with program-level rubric; research paper assessed with disciplinary writing skills rubric

Employment Skills/Workplace Competencies

Graduates of the proposed BFA degree program in Graphic Design will have the ability to:

1. Conceive and design visual communications and systems involving various integrations of the elements of professional practice.
2. Understand and use basic visual communication principles and processes.
3. Incorporate research and findings regarding people and contexts into communication design decision-making.
4. Collaborate and work effectively in interdisciplinary or multidisciplinary teams to solve complex design problems.
5. Effectively and efficiently use technology for print and digital deliveries.
6. Use basic research and analysis procedures and skills to develop research-supported design decisions.
7. Demonstrate knowledge of professional design practices and processes.

Program Assessment

The program will be assessed by the Department of Art, the College of Arts and Letters, and the Office of Academic Affairs. The department review will be completed annually in the fall of each year, and the program review will start with the graphic design continuance portfolio review and end with the design capstone course. The reviews will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion; and

- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the field, and to evaluate the program's ability to meet market demands.

Results from these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The program review may result in strategic decisions about the program, may identify areas of potential improvement, may make resource recommendations, and may consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections including consideration of 5-year benchmarks and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the College of Arts and Letters' annual review. The dean and associate dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met and excellence is maintained. Similarly, the college's annual review/report will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

It is important to note that ODU does not have a set cycle for reviews, but rather has ongoing annual evaluations, assessment and a planning system. Information provided on the annual evaluations would be collected by the graduate program coordinator each semester and reported in September of each year to the Office of Institutional Effectiveness and Assessment. Because data are collected on an annual basis, it allows for flexibility in reporting. NASAD (National Association of Schools for Art and Design) requires annual reporting for each program so that the Department of Art maintains its accreditation status.

Benchmarks of Success

Benchmarks of success for this program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- Approximately 55 students will be admitted into the program each year;
- 80% of the students who begin the program will successfully complete the program in 4 years;

- 80% of the students will have earned jobs in the design profession within six months of program completion;
- 50% of the students will advance in their jobs within 3-5 years of completing the program; and
- 80% of students who complete the program will be satisfied with the program as determined by the university's Senior Assessment Survey.

Faculty and administrators will conduct an evaluation of the success of the program in meeting these benchmarks. Methods of benchmark-related data collection will include surveys, interviews, and consultations with interested parties. If the proposed BFA in Graphic Design has not met one or more of the benchmarks of success, the Program Director will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Department Chair and Associate Dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of Existing Program

The proposed Bachelor of Fine Arts in Graphic Design represents an expansion of an existing graphic design major within the Bachelor of Fine Arts (BFA) in Fine Arts. This expansion to a standalone degree program is necessary in order to:

- eliminate the curricular restraints of a major; and
- respond to the increasing demand for qualified graphic arts professionals to fulfill job demands and allow students to earn a degree that more clearly matches the curriculum and available job opportunities.

First, increased demands for graphic design programs has resulted in a gradual shifting and separation of program goals and core coursework within the fine arts majors in the existing BFA. The faculty determined that the graphic design major does not offer a sufficient number of credit hours to cover curricular needs and to prepare students with the skill level required by employers looking to hire a graphic design graduate. In a stand-alone degree program, the curriculum can be expanded to include all didactic, experiential learning, and capstone coursework needed to fully and adequately educate students as undergraduates in graphic design. These graduates would then have the knowledge and skills to be competitive for employment and to fulfill their career aspirations.

Second, the need for graphic design practitioners and places of employment are increasing. A stand-alone BFA in Graphic Design allows for a core curriculum focused on graphic design work applicable in a variety of settings, and extends the knowledge, skills and competencies mastered in the core to the more specific and in-depth requirements of the graphic design workplace. Thus, a stand-alone degree program in graphic design will provide students with a degree title that more accurately reflects the completed curriculum and achieved competencies. The curriculum for the proposed degree program represents a variation of the existing curriculum within the BFA in fine arts (graphic design major). The degree title is also becoming the sought after qualification recognized in industry for professionals employed in the field of graphic design.

If the proposed BFA in Graphic Design is approved, the university will discontinue the existing graphic design major in the BFA in Fine Arts.

Relationship to Existing ODU Degree Programs

The proposed Bachelor of Fine Arts degree program in Graphic Design is not similar or related to other baccalaureate programs at the university.

Compromising Existing Programs

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

Collaborative or Standalone Program

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 field of graphic design has no requirement for licensure or certification as a representation of preparedness for employers. Designers have generally been hired on the basis of a review of a creative portfolio with anecdotal representation of proficiencies in process or practice. As expectations on the part of employers have shifted to a more comprehensive practice-ready model, there has been increasing concern within the industry for a consistent standard which designates an appropriate level of achievement and preparedness. The American Institute for Graphic Arts (AIGA, also known as the Professional Association for Design) is the largest and most highly regarded organization of professional graphic designers in the U.S. and is working to promote a credential such as the BFA in Graphic Design as a standard for employers who seek professionals in this field. In addition, NASAD (National Association of Schools of Art and Design) is promoting the BFA in Graphic Design as a key credential for those wishing to enter or advance in the field. Both organizations have worked together, as well, to support BFA in Graphic Design programs across the country.

The two organizations have consistently stated that, “the presence of graphic design content in college courses or curricula, or even its designation as an area of emphasis or concentration, does not

automatically indicate that the degree program adequately prepares students for professional practice."[1] The statement goes on to identify the BFA in Graphic Design as the recognized "professional" degree while designating the BFA with emphases or concentrations in Graphic Design as "pre-professional."

In their briefing paper for students, "Making Choices About the Study of Graphic Design," the two organizations state, "these programs provide students with a little, some, or a significant amount of pre-professional preparation for practice in graphic design." They conclude by advising students to expect to "pursue additional study at the bachelor's or master's level to qualify for practice careers."[2] The degree promoted by these organizations as "designed for students who know they want to become graphic designers," and meeting NASAD standards for proper career preparation is titled "Bachelor of Fine Arts in Graphic Design or Bachelor of Graphic Design" [3] with "the overwhelming majority of credits (at least 65%) dedicated to design-related coursework with at least 25% in graphic design."[4] They go on to state that "specific coursework may also make them qualified for subspecialties (examples: electronic multimedia, print media, exhibition, packaging, environmental, or advertising design). Further, these students should possess the education necessary to move toward management and/or leadership positions within the field and also be ready for advanced graduate study in the field of graphic design."[5]

As technology advances and new forms of communication are developed, the designer of today is expected to have a thorough understanding of both print and digital platforms, and the various communication experiences that can be derived from the interchange of the two. Concurrently, new perspectives on the advantages of the inclusion of designers in front end development has changed the scope of designers' involvement with clients, business units within companies, and related design disciplines. As the financial value of design to business has become better understood, top performing companies have begun to "break down functional silos and integrate designers with other functions,"[6] building demand for more versatile designers. The proposed BFA degree program in Graphic Design has been developed in response to ongoing changes in the design processes and final deliverables that graphic designers deploy, as well as changes in the role of designers within product and service development.

Two large groundbreaking studies, conducted by the Design Management Institute (DMI Design-Centric Index) and prominent design management consultancy, McKinsey & Company (McKinsey Design Index or MDI), demonstrate the need for, and value of, highly-trained flexible designers. Both studies first set out to quantify the financial value of design to business and the importance of integrating design at all levels by tracking financial performance against design indexes measuring best design practices. Results from both studies found "the revenue and returns to shareholders to companies that scored high in the (design) index outperformed competitors" and "a strong correlation between high MDI scores and superior business performance." [7]

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[1] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/
[2] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/.
[3] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/.
[4] https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2016/03/AIGA_NASAD_GD_degree_programs.pdf
[5] https://nasad.arts-accredit.org/publications/assessment-policy/briefing-paper-graphic-design/.
[6] https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design
[7] https://www.forbes.com/sites/forbesproductgroup/2018/10/26/ignore-design-at-your-companys-peril/amp/

Based upon these findings, the MDI further promotes a set of actions across the industry which demonstrated the greatest correlation with improved financial performance. The actions include "cross-functional talent"[8] to support the impulse to provide a greater range of experiences for design students through expanded and more diverse course offerings focused upon the skills necessary to nurture "T-shaped" hybrid designers, who work across functions while retaining their depth of design savvy."[9]

Natalie Norcross, CEO of A Design Partnership, has stated that "it goes without saying that technology and creativity never take on a steady form, so it is inevitable for graphic design to change as we move forward. The rise of content marketing and good design is going to continue to make an impact on businesses' bottom-line revenue."[10] While "graphic design will always be a necessary tool for artistic, economic, marketing and architectural expression, it will continue to evolve as a result of advances in technology and online mediums."[11] Graphic designers will be expected to expand their mastery at translating messages into visual forms, and become core participants in content creation which not only adds "visual integrity and consistency to your brand," but also "creative thinking skills that help innovate your business."[12]

To prepare students to function effectively within these larger systems, "design education for the future is not one in which technology is simply a tool for the design or display of information but a data-rich, data-aware landscape that is reading and responding to everything we do."[13] This enhanced profile of a contemporary designer requires students to gain mastery of a rapidly evolving skillset to conceive, design and produce within a data enabled marketplace and "evaluate design solutions in terms of their social, cultural, technological, economic, and environmental impact."[14] These changes in the design landscape reflect a continuation of trends which originated with the advent of connected desktop computing in the early 1990s. Ultimately, undergraduate curricula in graphic design within Virginia and nationally have shifted from credit hours that included traditional art studio and art history to content that offers more focused technical training, broader experiences across disciplines, and discipline-specific creative and critical thinking.

Graduates of the proposed BFA in Graphic Design will be well suited to assume the responsibilities of practice and leadership in the field based on a curriculum that will prepare them to (1) utilize and apply knowledge of visual communications systems; (2) apply technological advances in tools, processes, and media to research and conceive design solutions; (3) perform collaboratively within complex systems to solve design problems that are typified by interdependent physical, psychological, social, technological, and economic relationships; and (4) engage in active critical analysis of design and communication products for feedback and evaluation of the consequences of design actions.

Letters of support for the proposed spin-off degree program are provided in Appendix E.

[8] https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design
[9] https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design
[10] https://www.forbes.com/sites/forbesagencycouncil/2017/10/09/how-graphic-design-is-evolving/#29fcf1d11ff3
[11] https://www.forbes.com/sites/forbesagencycouncil/2017/10/09/how-graphic-design-is-evolving/#29fcf1d11ff3
[12] https://idesigni.co.uk/blog/hire-a-graphic-designer-now/
[13] https://educators.aiga.org/wp-content/uploads/2017/08/DESIGNER-2025-SUMMARY.pdf
[14] https://educators.aiga.org/wp-content/uploads/2017/08/DESIGNER-2025-SUMMARY.pdf

Employment Demand

According to Bureau of Labor Statistics (BLS) data, employment of graphic design specialists within all listed occupations addressed by program curriculum (Graphic Design, Art Director, Multimedia Artists and Animators, Front-end Web Developers, Experiential Designers, and Advertising, Promotions and Marketing Managers) are projected to grow an average of just over 8%, slightly above the average for all occupations. While the BLS projects that the demand for graphic designers will remain steady over the next seven years, the 2018 data indicate "graphic designers are expected to face strong competition for available positions."[15] The BLS notes that the employees usually require a bachelor's degree in graphic design. They also state that, "Candidates for graphic design positions should demonstrate their creativity and originality through a professional portfolio that features their best designs."[16]

Occupation	**2016-2026 Employment Projections**
Art Director	5% (as fast as average)
Multimedia Artists and Animators	8% (as fast as average)
Front-end Web Developers	15% (much faster than average)
Experiential Designers	8% (as fast as average)
Advertising, Promotions and Marketing Managers	10% (faster than average)

The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of graphic designers and related occupations is expected to increase, as shown below.[17]

Occupation	**2016-2026 Employment Projections**
Art Director	12.63%
Graphic Designer	9.99%
Multimedia Artists and Animators	8.70%
Web Developers	16.33%
Advertising and Promotions Managers	11.29%

Graphic design is a field with steady employment demand. Graphic designers can be found in design studios, advertising agencies, marketing firms, and in-house design departments within large corporations and non-profits, working as full-time employees and freelancers. With the rise of digital media over the last 25 years, the field has expanded beyond a focus on printed materials to address design for multimedia communication, either via the Internet including websites and apps, or in stand-alone kiosk and instructional applications. During the same period, graphic designers have seen expanded opportunities within user interface and experience design including product design, packaging, and exhibition design.

Job announcements commonly indicate that a degree in graphic design is a required qualification, despite the abundance of resources available to those who prefer to be self-taught. "Many large companies like Amazon and Starbucks, for example, have highly automated application processes that

[15] https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm
[16] https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm
[17] https://data.virginialmi.com/vosnet/analyzer/

weed out applicants who do not have their college degree" regardless of experience.[18] As Collegis Education writer, Brianna Flavin, stated in *Is a Graphic Design Degree Worth it or Worthless?* "We used real-time job analysis software to examine more than 43,306 graphic design job postings from the past year. The data revealed that 88 percent of employers prefer candidates to have a graphic design associate's degree or higher."[19] Salary data was also analyzed, revealing that "The average salary of those requiring a degree was $65,011, compared to the $54,749 average offered for those with no degree needed."[20] Employers find more value in a candidate with a degree, as it presents more concrete evidence of expertise and knowledge in a specific field. Flavin also talked to professionals in the field "who say if they were making a hiring decision between two skilled designers, they would choose the degree holder over the self-taught designer."[21]

A number of employers in the field have suggested the need for a baccalaureate degree. Among them, as noted by Flavin, include:[22]

> Lisa Chu, CEO of Black N Bianco, who says "Obtaining a degree in graphic design validates your dedication and brings credibility to your occupation." She believes a graphic designer with a degree will be hired over one without a degree 9 out of 10 times.
>
> Steven Annese, who frequently hires graphic designers for EliteFixtures.com, an eCommerce retailer. He also favors formally educated designers because they require less training and explanation and are more efficient overall.
>
> Kathy Riemer, president of Full Circle Communications, who says "You get what you pay for. Formally-educated designers can demand a higher salary because they have the skills, experience and training to back it up. I will pay more for a well-trained designer, if necessary.

Job announcements may be found in Appendix F.

Student Demand

Two areas of evidence demonstrate strong student demand for the proposed Bachelor of Fine Arts (BFA) degree program in Graphic Design:

1. Enrollment from the past five years in the graphic design major within the existing BFA in Fine Arts, based on data from the Office of Institutional Research at Old Dominion University.

YEAR	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
HEADCOUNTS	42	52	24	39	62

[18] http://thedeependdesign.com/graphic-design-education/
[19] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/
[20] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/
[21] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/
[22] https://www.rasmussen.edu/degrees/design/blog/graphic-design-degree-worth-it/

2. A survey conducted among art students at Tidewater Community College and Thomas Nelson Community College. There were 62 responses from the two institutions, with 28 indicating they were very interested and 21 somewhat interested in pursuing a baccalaureate degree. When asked about their interest in pursuing the proposed Bachelor in Fine Arts degree program in Graphic Arts, 12 were very interested and 18 were somewhat interested. Approximately two-thirds of the respondents said that the proposed program would refine their creative skills (43), improve their knowledge of the field (42), and expand their portfolio (40).

The survey and survey results are presented in Appendix G.

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 55	FTES 50	HDCT 55	FTES 50	HDCT 55	FTES 50	HDCT 55	FTES 50	GRAD _____	HDCT 55	FTES 50	GRAD 13

Assumptions:
Retention percentage: 80%
Full-time students: 90% / Part-time students: 10%
Full-time student average credits hours per semester: 15
Part-time student average credits hours per semester: 6-9
Full-time students graduate in 4 years
Part-time students graduate in 8 years

Duplication

Two public institutions, Longwood University and Virginia Commonwealth University, offer degree programs that are similar or related to the proposed program. In addition, James Madison University, Norfolk State and Virginia Tech offer majors that are similar to the proposed degree program within their BFA in Art or BA in Fine Arts.

Longwood University (LU) offers a BFA in Graphic Design and Animation (GAND) that requires 120 credit hours.

Similarities:
The LU program has three required courses in its core that are similar to three courses in the ODU core. Common content is covered in History of Western Art, Modern Art and History of Graphic Design. There are some similarities between the graphic design courses offered at LU and those offered in the proposed program at ODU, such as Typography 1 and 2, and Illustration.

Differences:
At LU, students are not required to take art foundations or art studio courses, and ODU students will be required to take such courses in the proposed program. LU students take two art history courses, while students in the proposed program at ODU will take four art history courses. ODU's core includes art studio and art history courses. As a graduation requirement, all students in the LU program must participate in, and pass, five annual portfolio assessments. They also have a student-run agency course, Design Lab, which students can take up to four times. ODU does not offer a student-run agency course.

Virginia Commonwealth University (VCU) offers a BFA in Graphic Design, requiring 120 credit hours.

Similarities:
The VCU program has three required courses in its core that are similar to three required courses in the ODU core. Common content is covered in two art history survey courses and a drawing studio course. There are some similarities between the graphic design required courses offered at VCU and in the proposed ODU program, such as Typography 1 and 2, Design Systems, Interaction, Seminar and Capstone.

Differences:
The VCU program has two portfolio reviews, one at the end of the second year and another at the end of the junior year. These reviews determine whether the student can continue in the program. ODU has one review at the end of the second year. VCU has a professional studio called Design Center that students can take as a course up to 4 times. ODU does not have a professional studio course. VCU students take 51 credit hours in required graphic design coursework, and 12 credit hours in graphic design elective credits. In the proposed program, ODU students will take 22 credit hours in required graphic design coursework and 15 credit hours in graphic design elective credits.

James Madison University (JMU) offers a BFA in Art with a major in graphic design that requires 120 credit hours.

The program is similar to ODU's existing Bachelor of Fine Arts in Fine Arts with a major in graphic design. Both programs offer similar required courses like typography, design methods and capstone, and elective courses like packaging, poster and illustration. Both programs require application to the program during the second year of study, and accept a specific number each year. The major is not a stand-alone degree program and does not offer the full depth and breadth of the coursework offered in the proposed ODU degree program.

Norfolk State University (NSU) offers a BA in Fine Arts with a track in graphic design that requires 120 credit hours.

The program is similar—in foundational coursework only—to ODU's existing Bachelor of Fine Arts in Fine Arts with a major in graphic design. The programs differ significantly in their graphic design course offerings. The track is not a stand-alone degree program and does not offer the full depth and breadth of the coursework offered in the proposed ODU degree program.

Virginia Tech (VT) offers a BFA in Art with a major in visual communication design that requires 120 credit hours.

The program is similar to ODU's existing Bachelor of Fine Arts in Fine Arts with a major in graphic design. Both programs offer similar required courses such as typography, Introduction to Graphic Design, History of Graphic Design, and elective courses that include packaging and web design. The major is not a stand-alone degree program; however, VT students take a significant number of credit hours in graphic design coursework.

Fall headcounts[23] and graduates[24] are available for the LU and VCU degree programs in the chart below.

Headcounts	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
Longwood		82	87	98	104
VCU	226	208	213	238	251
Graduates	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Longwood			5	13	16
VCU	72	70	72	53	66

Projected Resources for the Proposed Program

Resource Needs

Old Dominion University has adequate faculty, staff, equipment, space, and library resources to launch and maintain the proposed BFA degree program in Graphic Design. The following subsections detail the resources required to operate the program from its initiation through the target year. The proposed program allocates 1.0 FTE of instructional effort for every 18.0 FTE of enrollment. The proposed program will therefore require a total of 2.75 FTE of instructional effort in 2019-20, and remain the same through the target year 2023-2024.

Full-time Faculty

All three existing faculty members will teach in this proposed program, and will dedicate 100% of their teaching load to this program. Full-time faculty represent 2.75 FTE in the first year and into the target year.

Part-time Faculty

No part-time faculty are required to launch and sustain the proposed program.

Adjunct Faculty

[23] http://research.schev.edu/enrollment/E16_report.asp

[24] http://research.schev.edu/Completions/C1Level2_Report.asp

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

Graduate Assistants
No graduate assistantships are being requested to launch and sustain the proposed program.

Classified Positions
One classified position in the Department of Art, an Administrative Office Specialist, will provide support for students and faculty in the proposed degree program. It is estimated that 20% ($6,000 in salary; $2,314 in benefits) of the individual's time will be devoted to this program when it is launched and into the target year.

Equipment (including computers)
No new equipment resources are needed to launch and sustain this proposed program.

Library
No additional resources are needed to launch and sustain the proposed degree program. The University Libraries have a comprehensive collection in the graphic design discipline ranging from foundational to advanced design topics. Many current journals, such as *Communication Arts* and *EYE Magazine*, are found in the library or on online databases, and the library has a robust interlibrary loan program for resources outside of the current collection.

Telecommunications
No new telecommunication resources are needed to launch and sustain the proposed program.

Space
No additional space is required to launch and sustain the proposed program.

Targeted Financial Aid
Financial aid will not be required to launch and sustain the proposed program.

Other Resources (specify)
No other resources are needed to initiate and sustain this proposed program.

Resource Needs: Parts A-D

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes ☐ No ☒
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes ☐ No ☒
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes ☐ No ☒

- Will each type of space for the proposed program be within projected guidelines? Yes ☒ No ☐

- Will a capital outlay request in support of this program be forthcoming? Yes ☐ No ☒

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

	Program Initiation Year 2019-2020		Expected by Target Enrollment Year 2023- 2024	
	On-going and reallocated	**Added (New)**	**Added (New)*** **	**Total FTE positions**
Full-time faculty FTE*	2.75			2.75
Part-time faculty FTE**				0.00
Adjunct faculty				0.00
Graduate assistants (HDCT)				0.00
Classified positions	0.20			0.20
TOTAL	2.95	0.00	0.00	2.95

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

*** Added **after** initiation year

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	2.75	0.00	0.00	2.75
salaries	$173,250			$173,250
fringe benefits	$66,823			$66,823
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	$6,000			$6,000
fringe benefits	$2,314			$2,314
Personnel cost				
salaries	$179,250	$0	$0	$179,250
fringe benefits	$69,137	$0	$0	$69,137
Total personnel cost	$248,387	$0	$0	$248,387
Equipment				$0
Library				$0
Telecommunication costs				$0
Other costs				$0
TOTAL	**$248,387**	**$0**	**$0**	**$248,387**

Part D: Certification Statement(s)

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

____ Yes _____
Signature of Chief Academic Officer

_X_ No _____
Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

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

Funding Source	Program initiation year 2019 - 2020	Target enrollment year 2023 - 2024
Reallocation within the department *(Note below the impact this will have within the department.)*	$248,387	$248,387
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department
The Department of Art will be the primary funding source to initiate and sustain the proposed degree program. Department funding includes reallocation of resources used for the existing major in graphic design within the BFA in Fine Arts.

Specifically, faculty, administrative support, laboratory and clinical space, library holdings, and other resources that are currently available to the graphic design major will be available

for the proposed BFA in Graphic Design. No adverse impact is anticipated in the Department of Art or to programs offered by the department as a result of opening the proposed degree program.

3. Secondary Certification.

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

X Agree _____
Signature of Chief Academic Officer

___ Disagree _____
Signature of Chief Academic Officer

April 25, 2019

APPROVAL OF BACHELOR OF SCIENCE DEGREE PROGRAMS IN EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, SPECIAL EDUCATION, AND CAREER AND TECHNICAL EDUCATION

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed Bachelor of Science degrees in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education in the Darden College of Education and Professional Studies effective with the fall 2019 semester.

Rationale: Old Dominion University seeks approval to initiate degree programs in the following areas to begin fall 2019.

- Bachelor of Science (BS) in Early Childhood Education
- Bachelor of Science (BS) in Elementary Education
- Bachelor of Science (BS) in Special Education
- Bachelor of Science (BS) in Career and Technical Education

The proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation.

All of the programs will be housed in the Darden College of Education and Professional Studies. The BS in Early Childhood Education and the BS in Elementary Education will be offered by the Department of Teaching and Learning. The BS in Special Education will be offered by the Department of Communication Disorders and Special Education. The BS in Career and Technical Education will be offered by the Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS).

The special education, early childhood education and elementary education offerings have been housed in the College of Arts and Letters since the 1990s. If the proposed programs are approved, these offerings will shift to the Darden College of Education and Professional Studies. Currently enrolled students in the interdisciplinary teacher preparation program may complete their program of study, or they may transition into

one of the proposed BS degree programs in Early Childhood Education, Elementary Education, or Special Education.

In October 2017, former Governor Terry McAuliffe held a Governor's Summit on Teaching in Virginia. At this summit, Superintendent of Schools, Dr. Stephen Staples, noted that the shortage of teachers in Virginia had increased from 800 in 2016 to more than 1,000 in 2017. The summit prompted action from the Commonwealth, and in December 2017, Governor McAuliffe issued Executive Directive 14, which included the following: budget actions for new investments and language targeting teacher recruitment and retention, and a request to the Virginia Board of Education to issue emergency regulations giving colleges and universities the option to offer undergraduate majors in education.

The proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education have been developed in response to the Governor's Directive (2017) calling for the conferral of bachelor's degrees in education for teacher candidates. The proposed programs address three of the critical shortage teaching areas identified by the Virginia Department of Education (special education, elementary education PreK-6, and career and technical education). They will provide the necessary pedagogy for current and future students entering the teaching profession.

The proposed Bachelor of Science degree programs will require 120 credits, including general education, core pedagogy courses, program/concentration courses, field work and a capstone student teaching experience. The curriculum for each of the degree programs has been designed to meet the academic requirements for licensure as specified by the Virginia Department of Education standards, effective August 23, 2018. These requirements include competencies identified for teachers in early childhood through adult education as well as specifically in each teaching concentration. The degree also incorporates accreditation requirements set forth by the Council for the Accreditation of Educator Preparation (CAEP).

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☒ Spin-off proposal ☐ Certificate document ☐
3. Name/title of proposed program Early Childhood Education	4. CIP code 13.1210
5. Degree/certificate designation Bachelor of Science (BS)	6. Term and year of initiation Fall 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 2020	9. Date approved by Board of Visitors April 25, 2019
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 Department of Teaching and Learning School(s) or college(s) of Darden College of Education and Professional Studies Campus(es) or off-campus site(s) Main Campus, Norfolk	
Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☒	Distance (51% or more web-based) ☒
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. Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261	

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☒ Spin-off proposal ☐ Certificate document ☐
3. Name/title of proposed program Elementary Education	4. CIP code 13.1202
5. Degree/certificate designation Bachelor of Science (BS)	6. Term and year of initiation Fall 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 2020	9. Date approved by Board of Visitors April 25, 2019
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 Department of Teaching and Learning School(s) or college(s) of Darden College of Education and Professional Studies Campus(es) or off-campus site(s) Main Campus, Norfolk	
Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☒	Distance (51% or more web-based) ☒
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. Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261	

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☒ Spin-off proposal ☐ Certificate document ☐
3. Name/title of proposed program Special Education	4. CIP code 13.1001
5. Degree/certificate designation Bachelor of Science (BS)	6. Term and year of initiation Fall 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 2020	9. Date approved by Board of Visitors April 25, 2019
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 Department of Communication Disorders and Special Education School(s) or college(s) of Darden College of Education and Professional Studies Campus(es) or off-campus site(s) Main Campus, Norfolk	
Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☒	Distance (51% or more web-based) ☒
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. Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261	

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☒ Spin-off proposal ☐ Certificate document ☐
3. Name/title of proposed program Career and Technical Education	4. CIP code 13.1309
5. Degree/certificate designation Bachelor of Science (BS)	6. Term and year of initiation Fall 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 2020	9. Date approved by Board of Visitors April 25, 2019
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 Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS) School(s) or college(s) of Darden College of Education and Professional Studies Campus(es) or off-campus site(s) Main Campus, Norfolk	
Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☒	Distance (51% or more web-based) ☒
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. Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261	

Description of the Proposed Programs

Program Background

Old Dominion University (ODU) seeks approval to initiate degree programs in the following areas, to begin fall 2019 in Norfolk, Virginia.

- Bachelor of Science (BS) in Early Childhood Education (CIP Code 13.1210)
- Bachelor of Science (BS) in Elementary Education (CIP Code 13.1202)
- Bachelor of Science (BS) in Special Education (CIP Code 13.1001)
- Bachelor of Science (BS) in Career and Technical Education (CIP Code 13.1309)

All of the programs will be housed in the Darden College of Education and Professional Studies. The BS in Early Childhood Education and the BS in Elementary Education will be offered by the Department of Teaching and Learning. The BS in Special Education will be offered by the Department of Communication Disorders and Special Education. The BS in Career and Technical Education will be offered by the Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS).

This proposal has been prepared according to specialized SCHEV guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation.

Accreditation

The current professional education preparation programs at Old Dominion University are accredited by the National Council for Accreditation of Teacher Education (NCATE), which has been reformed as the Council for the Accreditation of Educator Preparation (CAEP). These proposed Bachelor of Science degree programs will continue to meet the same standards as all existing teacher preparation programs at ODU.

At the state level, the Virginia Department of Education specifies licensure regulations and competencies for the endorsement and licensure of classroom teachers. The licensure areas covered by the proposed programs are early childhood education, elementary (PreK-6 grades) education, special education, technology education, and marketing education. The proposed programs fully meets the standards of the Virginia Department of Education for the preparation of teachers in each of the programs.

Online Delivery

Courses in the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education are taught in both online and traditional face-to-face formats. Within both formats, students will be able to access course materials through Blackboard, the University's course management system. Further,

faculty-student interaction is available via email, phone, in-person meetings, and WebEx-interface meetings.

Faculty members who teach in the web-based format are trained in course development and delivery through the Center for Learning and Teaching (CLT). There, instructional designers and technologists work individually with each faculty member to convert course content, assignments, testing, and other course work to a web-based platform. Faculty work closely with the designers to ensure web-based content is the same as content taught in face-to-face settings, and that rigor in each class is maintained.

Admission Criteria

Applicants for the proposed Bachelor of Science degree programs will submit the following credentials to Old Dominion University for consideration.

- An online admission application and associated application fee
- Official transcripts from secondary institution(s) and/or General Education Development (GED) work

Transfer students are required to submit official transcripts from all regionally-accredited post-secondary institutions or equivalent foreign institutions attended, with a minimum GPA of 2.5 in prior coursework.

Non-native English speakers are required to provide official scores of 550 on the paper-based, or 79-80 on the iBT, Test of English as a Foreign Language (TOEFL).

Other factors such as co/extra-curricular activities, community service, personal statements, recommendations, and special talents and leadership may also be submitted.

Curriculum

The proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education will each require 120 credits, including general education, core pedagogy courses, program/concentration courses, field work and a capstone student teaching experience.

The curriculum for each of the degree programs has been designed to meet the academic requirements for licensure as specified by the Virginia Department of Education standards, effective August 23, 2018. These requirements include competencies identified for teachers in early childhood through adult education as well as specifically in each teaching area. The degree also incorporates accreditation requirements set forth by the Council for the Accreditation of Educator Preparation (CAEP).

The core pedagogy courses are to be completed by all majors pursuing these degrees. These courses have been mapped to the VDOE professional studies requirements (8VAC20-543-90 requirements for early/primary education, elementary education, and middle education, and 8VAC20-543-140 requirements for preK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education) and address foundational, developmental, and theoretical knowledge applicable across teaching levels.

The courses meet all VDOE endorsement competencies related to each program area and focus on building knowledge and skills specific to technology education, marketing education, special education, early childhood education, and elementary education. The field work and capstone student teaching experiences provide opportunities for students to apply their knowledge of teaching under supervision in the school setting. They meet VDOE standards for experiential learning.

*New course

Program Requirements

Lower-Division General Education+ (35-41 credit hours)	
Written Communication	6 credits
Oral Communication	3
Mathematics (MATH 102M or 103M required)	3
Language and Culture (may be met prior to matriculation)	0-6
Information Literacy and Research (met in the major)	0
Human Creativity	3
Interpreting the Past	3
Literature	3
Philosophy and Ethics	3
The Nature of Science	8
Human Behavior (PSYC 203S required)	3
Impact of Technology (met in the major)	0

+Faculty and professional advisors will provide information to students in each program, and will guide them to the appropriate general education courses required for the program based on VDOE guidelines.

Core Courses (24 credit hours)	
FOUN 301 Learning and Development	3 credits
FOUN 302 Assessment of Learning	3
STEM 370T Technology and Society	3
TLED 315 Foundations of Education: Historical and Contemporary Issues	3
TLED 325 Communication and Collaboration in Education Settings*	3
TLED 326 Socio-Cultural Perspectives in Education	3
TLED 425 Creating and Managing Learning Environments	3
TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom	3

Bachelor of Science in Early Childhood Education
Prepares individuals with the knowledge, skills, and dispositions needed to support the work of young children and their families within a variety of learning environments. Coursework, supervised field work, and teacher candidate internships facilitate the integration of theory and evidence-based practice resulting in an understanding of learning, teaching, and the role of research in promoting a vision of early childhood education that is deep, rigorous, and relevant to all children. Prepares students for licensure endorsement for early childhood education grades pre-K-3.

Didactic/Practicum Coursework (34 credit hours)

GEOG 100S Cultural Geography	3 credits
HPE 327: Teaching of Health & Physical Ed	3
LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy	3
MATH 302 Geometry	3
TLED 320 Perspectives on the Young Child and the Family	3
TLED 330 The Arts in Early Childhood and Elementary Education*	3
TLED 337 Literature for Young Children*	3
TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K	4
TLED 483: Seminar in Teacher Education	1
TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum	4
TLED 493 Integrating Children's Literature, Language Arts and Social Studies Across the Early Childhood Curriculum	4

Field Work (15 credit hours)

TLED 328 Observation and Assessment in Early Childhood*	3 credits
TLED 487 Teacher Candidate Internship for Early Childhood Education	12

Bachelor of Science in Elementary Education
Prepares professionals to support the academic and socio-emotional development of children. Cross-disciplinary course work, supervised field experiences, and teacher candidate internships facilitate the integration of theory and evidence-based practice that promotes an understanding of teaching and learning for effective approaches to elementary education. Prepares students for licensure endorsement for elementary education grades pre-K-6.

Didactic Coursework (24 credit hours)

GEOG 100S Cultural Geography	3 credits
LIBS 110G Info Lit for the Digital Age	3
MATH 302 Geometry	3
STEM 433 Developing Instructional Strategies PreK-6: Mathematics	3
STEM 434 Developing Instructional Strategies PreK-6: Science	3
TLED 330 The Arts in Early Childhood and Elementary Education*	3
TLED 432 Developing Instructional Strategies PreK-6: Language Arts	3
TLED 435 Developing Instructional Strategies PreK-6: Social Studies	3

Field Work (18 credit hours)

TLED 478 Integrating Instruction Across the Curriculum	3 credits
TLED 479 Classroom Management and Practice	3
TLED 485 Teacher Candidate Internship	12

Bachelor of Science in Special Education

Prepares professionals to develop and implement appropriate educational programs for individuals who manifest a range of disabling conditions. Coursework, supervised field work, and teacher candidate internships facilitate the integration of theory and evidence-based practice in the development of innovative interventions applicable for individuals aged infant to adult in schools, clinics, hospitals, and agency settings. Prepares students for licensure endorsement for special education general curriculum K-12.

Didactic Coursework (24 credit hours)

LIBS 110G Information Literacy for the Digital Age or STEM 251G Computer Literacy	3 credits
SPED 400 Foundations of Special Education: Legal Aspects & Characteristics	3
SPED 402 Instructional Design I: Learner Characteristics & Assessment	3
SPED 411 Classroom & Behavior Management Techniques for Students with Diverse Needs	3
SPED 417 Collaboration & Transitions	3
SPED 418 Instructional Strategies to Meet Diverse Learning Needs in Math	3
SPED 440 Assistive Technology for Diverse Students	3
TLED 408 Reading and Writing in the Content Areas	3

Field Work (18 credit hours)

SPED 403 Directed Field Experience in Special Education	2 credits
SPED 415 Instructional Design II: Curricular Procedures & Individualized Education Planning	3
SPED 483 Field Experience Seminar in Special Education	1
SPED 486 Teacher Candidate Internship for Special Education	12

Bachelor of Science in Career and Technical Education

1. Marketing Education Concentration
   Prepares individuals to teach a variety of marketing courses including marketing, management, fashion marketing, sports/entertainment marketing, travel and tourism, hotel/motel marketing, internet marketing, and personal finance. Coursework, work-based learning, and internships facilitate the integration of theory and evidence-based practice that leads to careers as marketing teachers in high schools or careers in marketing, business and industry. Prepares students for licensure endorsement for career and technical studies with an industry certification credential in marketing education.

Didactic Coursework (36 credit hours)

ECON 200S Basic Economics	3 credits
MGMT 325 Contemporary Organization and Management	3
MKTG 311 Marketing Principles and Problems	3
MKTG 402 Consumer Behavior	3
SEPS 100 Sales Techniques	3
SEPS 102 Advertising and Promotion	3
SEPS 401 Foundations of Career and Technical Education	3
SEPS 400 Instructional Systems Development	3
SEPS 402 Instructional Methods in Occupational Studies	3
SEPS 415 Advanced Merchandising	3
STEM 251G Computer Literacy: Communication and Information	3
STEM 351 Communication Technology	3

Field Work (17 credit hours)

SEPS 297 Observation and Participation	1 credits
SEPS 405 Directed Work Experience	4
SEPS 485 Student Teaching	12

2. Technology Education Concentration

Prepares professionals for careers as middle and high school technology teachers or curriculum coordinators addressing technological systems, processes, and artifacts. Course work, work-based learning, and teacher candidate internships facilitate student understanding of the tools, materials, and principles associated with medical, agricultural, biological, energy and power, communication, transportation, manufacturing, and construction technologies. Prepares students for licensure endorsement for career and technical studies with an industry certification credential in technology education.

Didactic Coursework (36 credit hours)

MET 120 Computer Aided Drafting	3 cr
SEPS 401 Foundations of Career and Technical Education	3
SEPS 400 Instructional Systems Development	3
SEPS 402 Instructional Methods in Occupational Studies	3
STEM 110T Technology and Your World	3
STEM 221 Industrial Materials	3
STEM 231 Materials and Processes Technology	3
STEM 241 Energy Systems: Basic Electricity	3
STEM 242 Technological Systems Control	3
STEM 251G Computer Literacy: Communication and Information	3
STEM 351 Communication Technology	3
STEM 382 Industrial Design	3

Field Experiences (13 credit hours)

SEPS 297 Observation and Participation	1 cr
SEPS 485 Student Teaching	12

Upper Division General Education
This component is not required due to the licensure nature of the proposed program.

Students will work with their advisor to select elective coursework sufficient to reach the minimum requirement of 120 credit hours for the baccalaureate degree.

Requirements for graduation include a minimum cumulative—and major—grade point average of 2.75, along with a minimum of 120 credit hours.

Total credit hours for each degree program: 120

Capstone Experience
The capstone internship experience provides students with the foundation to make a smooth transition from being a student to becoming a professional educator. It is the culminating experience of all teacher education programs and is completed in the last semester of a candidate's program. Teacher candidates begin by observing and analyzing the operation of schools, the implementation of curricula and instructional strategies, and the development of learners. They transition to assisting with classroom instruction and extracurricular activities. Ultimately, they assume responsibility for the learners and instructional activities.

The purpose of the capstone experience is to expose teacher candidates to all roles of a professional educator (instructional and non-instructional) through planned, sequenced activities as a means to assess suitability for teaching, apply knowledge and theory to practice, and gain experience working with learners from diverse cultural, linguistic, and socioeconomic backgrounds. All candidates must successfully meet program requirements and complete all Virginia Department of Education licensure tests for their teaching discipline prior to student teaching orientation.

Student Retention and Continuation Plan

Old Dominion University requires all new undergraduate students to participate in an orientation program when they enter the university. This program provides information about avenues for success, introduces students to college advisors, and offers opportunities for connecting with others in their programs. Transfer-focused orientation programs are also provided to students who have previously attended postsecondary institutions. Throughout their time at ODU, students are offered support through orientation programs, advising in the Darden College of Education and Professional Studies' Career and Academic Resource Center (CARC), faculty outreach, and general university assistance for successful completion of the degree program.

Pre-emptive approaches will be adopted to ensure students succeed in the proposed programs. Specific plans for student retention and continuation include:

- Requiring a meeting with an advisor in the Career and Academic Advising Center (CARC) to review the student's program and its general policies and procedures for

continuance, discuss the curriculum and program requirements, review expected student dispositions, describe relevant resources, and answer questions.
- Providing an up-to-date curriculum and a long-range course schedule to help students plan their semester-by-semester enrollment and time to completion;
- Requiring a minimum of one advising session per semester (online or face-to-face) with a CARC advisor and providing personalized advising with program faculty throughout students' program of study;
- Holding special advising sessions in CARC for transfer students;
- Providing test preparation for the required assessments; and
- Encouraging students to join ODU's Student Virginia Education Association, which hosts regular meetings for students to share success stories, talk about strategies to complete the program, discuss future career pathways and serve students in public education throughout Hampton Roads. This is a means of building a community of student teachers who can support each other throughout the program.

When individual student performance demonstrates a lack of success, faculty will explore ways to encourage success. These include:

- Individualized advising and mentoring to help the student pass the course(s);
- Connecting to a successful local teacher to motivate the student to understand the importance of teaching, appreciate the work of teaching professionals, and develop pride in becoming a teacher;
- Involvement in projects and efforts through partnerships with local school systems to stimulate students' interest to become motivated and excited to study teaching and learn beyond classroom instruction; and
- Creating a cohort to increase interactions and peer learning.

Faculty

There are 23 faculty members who will teach core courses in the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education when they are initiated in fall 2019. These faculty members come from the Department of Teaching and Learning, the Department of Educational Foundations and Leadership, the Department of Communication Disorders and Special Education, and the Department of Science, Technology, Engineering and Mathematics Education and Professional Studies. Combined, they have over 180 years of postsecondary teaching in their respective fields. They also contribute to their fields with scholarly work and conference presentations.

Adjunct faculty with expertise in each of the programs and/or concentrations will help to teach and to oversee field experiences. In a typical academic year, 15-18 adjunct faculty members will be engaged to supervise students enrolled in student teaching and practica among the four programs. Adjunct professors are drawn from Hampton Roads schools and divisions, ensuring that curriculum is tied closely to the current needs and priorities

of the school communities where they may work. Adjuncts are required to have a minimum of a master's degree and 18 graduate credits in the content they teach.

Student Assessment

Students who complete the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education will possess the appropriate knowledge, skills, and abilities needed to effectively teach in preK-secondary school levels within the particular program chosen.

Student learning outcomes cover the pedagogical and content-specific skills that are required for teaching. Specifically, graduates will be able to:

1. Adapt teaching practices based on students' developmental and learning needs.
2. Apply curriculum development and instructional strategies to create lesson plans and teaching materials.
3. Develop appropriate assessments to determine impact on student learning.
4. Relate the foundations of education and the teaching profession to current practice
5. Utilize appropriate classroom and behavior management strategies to create a positive learning environment.
6. Choose language acquisition and literacy practices to develop linguistic and reading skills in students.
7. Implement specific content knowledge and skill in the areas of early childhood, elementary, marketing, technology, or special education to the teaching practices developed for preK-secondary school levels.

In addition to the broader set of learning outcomes described above that cut across all of the Bachelor of Science programs, each of the four program areas (Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education) has specific student learning outcomes aligned with the VDOE general and endorsement-specific competencies as well as the guiding national standards for each professional licensure area (e.g., National Association for the Education of Young Children—NAEYC—for early childhood).

In addition to the assessments required for licensure, the proposed degree programs employ university-created assessments of student content knowledge, pedagogical skill, and dispositions. Content courses use faculty-created assessments that are aligned to the target competencies. Pedagogical content and other professional studies courses use faculty-created assessments that are aligned to both the target competencies and to the guiding national standards for each professional licensure area. Student learning will be evaluated through exams, project-based assignments, research projects, observations of clinical practice, and presentations. All assessments are completed by the individual faculty member teaching a particular course, with the exception of clinical field placements. Students are assessed in these placements by both a site supervisor/mentor teacher and a university-based supervisor. These clinical field placement assessments are based on multiple observations and conversations over the course of a semester, and students receive both formative and summative assessments. The programs use several

assessments that are common across all initial licensure programs to enable the college to monitor and analyze performance within and across different licensure areas.

The student learning outcome data will be used individually to monitor and support student progress and collectively to inform ongoing programmatic improvement. Data related to the student learning outcomes will be collected on an annual basis and reported in the University's assessment database, WEAVE, which supports regional SACSCOC accreditation efforts. These data will also be used to support national CAEP accreditation and monitoring reports.

Each course will have objectives that need to be met in order for the student to successfully pass that course. The student learning outcomes are provided in the following assessment map. Each of them is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is a process rather than a one-time event.

Curriculum Map for BS degree programs in Early Childhood Education, Elementary Education, Special Education, Career and Technical Education

Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency**	**Assessment Methods**
1. Adapt teaching practices based on students' developmental and learning needs.	Core PSYC 203S Lifespan Development FOUN 301 Learning and Development FOUN 302 Assessment of Learning TLED 326 Socio-Cultural Perspectives in Education Courses related to field experiences and student teaching for all programs	Formative: Quizzes to assess comprehension of course content; reflection papers based on student observations of student development and learning; student goals setting activities applying human development; case studies; discussion board assignments; student teaching midpoint evaluation Summative: Midterm and final exams assessing knowledge of student development and learning; professional teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric
2. Apply curriculum development and instructional strategies to create	Core: TLED 326 Socio-Cultural Perspectives in Education	Formative: Development of assessment plans and grading rubrics for Standards of Learning (SOL) topics; case-based curriculum development

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
lesson plans and teaching materials	TLED 315 Foundations of Educ: Historical and Contemporary Issues FOUN 302 Assessment of Learning TLED 425 Creating and Managing Learning Environments TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom FOUN 301, Learning and Development Courses related to field experiences and student teaching for all programs <u>Special Education:</u> LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy SPED 402 Instructional Design I: Learner Characteristics and Assessment SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning TLED 408 Reading and Writing in the Content Areas SPED 418 Instructional Strategies to Meet Diverse Learning Needs in Math SPED 440 Assistive Technology for Diverse Students <u>Early Childhood Education</u> LIBS 110G Info Lit for the Digital Age or STEM 251G Computer Literacy	activities; SOL lesson plan development and class presentations; written reflections on teaching practices; student teaching midpoint evaluation <u>Summative:</u> Midterm and final exam focused on curriculum development and instructional strategies; lesson plan project assessed with a rubric for skills in curriculum development and instruction; professional teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	TLED 493 Integrating Children's Literature, Language Arts and Social Studies across the Early Childhood Curriculum TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum HPE 327 Teaching of Health & Physical Ed TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K TLED 330 The Arts in Early Childhood and Elementary Education <u>Elementary Education</u> LIBS 110G Info Lit for the Digital Age TLED 432 Developing Instructional Strategies PreK-6: Language Arts STEM 433 Developing Instructional Strategies PreK-6: Mathematics STEM 434 Developing Instructional Strategies PreK-6: Science TLED 435 Developing Instructional Strategies PreK-6: Social Studies TLED 330 The Arts in Early Childhood and Elementary Education <u>Career and Technical Education</u> STEM 251G Computer Literacy	

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	SEPS 402 Instructional Methods in Occupational Studies SEPS 400 Instructional Systems Development	
3. Develop appropriate assessments to determine impact on student learning	<u>Core</u> FOUN 302 Assessment of Learning TLED 326 Sociocultural Perspectives in Ed TLED 315 Foundations of Education and Contemporary Issues FOUN 301 Learning and Development Courses related to field experiences and student teaching for all programs <u>Special Education</u> SPED 402 Instructional Design I: Learner Characteristics and Assessment SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning TLED 408 Reading and Writing in the Content Areas SPED 418 Instructional Strategies to Meet Diverse Learning Needs in Math SPED 440 Assistive Technology for Diverse Students <u>Early Childhood Education</u> TLED 493 Integrating Children's Literature, Language Arts and Social	<u>Formative:</u> Observation of assessment strategies utilized in schools and written reflection assignments; class presentations on equitable and socially just assessments; written reviews of teacher evaluation strategies; lesson plan and assessment plan activities; student teaching midpoint evaluation <u>Summative:</u> Midterm and final exam to assess student assessment strategies; final assessment plan and grading rubric project evaluated with a rubric; professional teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	Studies across the Early Childhood Curriculum TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K TLED 330 The Arts in Early Childhood and Elementary Education <u>Elementary Education</u> TLED 432 Developing Instructional Strategies PreK-6: Language Arts STEM 433 Developing Instructional Strategies PreK-6: Mathematics STEM 434 Developing Instructional Strategies PreK-6: Science TLED 435 Developing Instructional Strategies PreK-6: Social Studies <u>Career and Technical Education:</u> SEPS 402 Instructional Methods in Occupational Studies SEPS 400 Instructional Systems Development	
4. Relate the foundations of education and the teaching profession to current practice	<u>Core</u> TLED 315 Foundations of Educ: Historical and Contemporary Issues TLED 326 Sociocultural Perspectives in Ed STEM 370T Technology and Society	<u>Formative:</u> Educational timeline activities; discussions on education laws governing abuse and neglect; interviews and reflection papers; personal philosophy of teaching paper; student teaching midpoint evaluation

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	Courses related to field experiences and student teaching for all programs <u>Special Education</u> SPED 400 Foundations of Special Education: Legal Aspects and Characteristics	<u>Summative:</u> Midterm and final exam focused on education foundations and current practice; statement for professional teaching portfolio assessed with a rubric for application of educational foundations and inclusion of ethical principles of teaching; student teaching final evaluation assessed with a program-level rubric
5. Utilize appropriate classroom and behavior management strategies to create a positive learning environment	<u>Core</u> TLED 425 Creating and Managing Learning Environments TLED 326 Socio-Cultural Perspectives in Education TLED 315 Foundations of Educ: Historical and Contemporary Issues TLED 325 Communication and Collaboration PSYC 203S, Lifespan Development FOUN 301 Learning and Development Courses related to field experiences and student teaching for all programs <u>Special Education</u> SPED 411 Classroom and Behavioral Management Techniques for Students with Diverse Needs	<u>Formative:</u> Article readings on diversity, ethics and socially responsible students in the classroom; written papers focusing on positive classroom environments; in-class case studies; personal philosophy of teaching paper; student teaching midpoint evaluation <u>Summative:</u> Midterm and final exam focused on classroom management; behavior management project assessed with rubric; professional teaching portfolio assessed with a program-level rubric; student teaching final evaluation assessed with a program-level rubric
6. Choose language acquisition and literacy practices to develop linguistic	<u>Core</u> TLED 325 Communication and Collaboration	<u>Formative:</u> Classroom observations of communication skills; written reflections; course readings and reflections; class presentations of

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
and reading skills in students.	TLED 426 Introduction to Literacy Research, Theory and Practice in the Classroom FOUN 301 Learning and Development PSYC 203S Lifespan Development STEM 370T Technology and Society Courses related to field experiences and student teaching for all programs <u>Special Education</u> TLED 408 Reading and Writing in the Content Areas <u>Early Childhood Education</u> TLED 337 Literature for Young Children <u>Elementary Education</u> TLED 432 Developing Instructional Strategies PreK-6: Language Arts	language arts instructional plans; assessment of children's literature activities; student teaching midpoint evaluation <u>Summative:</u> Midterm and final exam focused on literacy practices; extended literacy instruction plan assessed with a rubric; professional teaching portfolio assessed with a program-level rubric; Virginia Communication and Literacy Assessment; student teaching final evaluation assessed with a program-level rubric
7. Implement specific content knowledge and skill in the areas of early childhood, elementary, marketing, technology, or special education to the teaching practices developed for preK-secondary school levels.	<u>Core:</u> Courses related to field experiences and student teaching for all programs <u>Special Education</u> SPED 400 Foundations of Special Education: Legal Aspects and Characteristics SPED 411 Classroom & Behavior Management Techniques for Students with Diverse Needs SPED 417 Collaboration and Transitions	<u>Formative:</u> Quizzes; in-class discussions; group assignments; in-class activities; written assignments; oral presentations; readings; observations; written reflections; student teaching midpoint evaluation <u>Summative:</u> Midterm and final exams assessing knowledge of the content areas; professional teaching portfolio assessed with a program-level rubric; Praxis I/Praxis Core; Praxis II Subject Assessment; Virginia

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	SPED 440 Assistive Technology for Diverse Students SPED 402 Instructional Design I: Learner Characteristics and Assessment SPED 415 Instructional Design II: Curricular Procedures and Individualized Education Planning SPED 418 Instructional Strategies to Meet Diverse Learning Needs in Math TLED 408 Reading and Writing in the Content Areas <u>Early Childhood Education</u> TLED 337 Literature for Young Children TLED 493 Integrating Children's Literature, Language Arts and Social Studies across the Early Childhood Curriculum TLED 492 Integrating Mathematics and Science across the Early Childhood Curriculum HPE 327 Teaching of Health & Physical Ed TLED 320 Perspectives on the Young Child and the Family TLED 338 Integrated Methods & Curriculum in Early Childhood Ed: Birth-Pre-K TLED 330 The Arts in Early Childhood and Elementary Education MATH 302 Geometry GEOG 100S Cultural Geography	Communication and Literacy Assessment; student teaching final evaluation assessed with a program-level rubric

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	TLED 483: Seminar in Teacher Education <u>Elementary Education</u> TLED 432 Developing Instructional Strategies PreK-6: Language Arts STEM 433 Developing Instructional Strategies PreK-6: Mathematics STEM 434 Developing Instructional Strategies PreK-6: Science TLED 435 Developing Instructional Strategies PreK-6: Social Studies TLED 330 The Arts in Early Childhood and Elementary Education MATH 302 Geometry GEOG 100S Cultural Geography <u>Career and Technical Education—Marketing Education</u> STEM 251G Computer Literacy: Communication and Information SEPS 400 Instructional Systems Development SEPS 401 Foundations of Career and Technical Education SEPS 402 Instructional Methods in Occupational Studies SEPS 100 Sales Techniques SEPS 102 Advertising and Promotion ECON 200S Basic Economics MKTG 311 Marketing Principles and Problems	

Student Learning Outcomes	Courses & Co-Curricular Activities that Develop Competency	Assessment Methods
	MGMT 325 Contemporary Organization and Management MKTG 402 Consumer Behavior MKTG 411 Multi-National Marketing SEPS 415 Advanced Merchandising STEM 351 Communication Technology <u>Career and Technical Education—Technology Education</u> STEM 251G Computer Literacy SEPS 401 Foundations of Career and Technical Education MET 120 Computer Aided Drafting STEM 110T Technology and Your World STEM 221 Industrial Materials STEM 231 Materials and Processes Technology STEM 241 Energy Systems: Basic Electricity STEM 242 Technological Systems Control STEM 382 Industrial Design STEM 351 Communication Technology SEPS 400 Instructional Systems Development SEPS 402 Instructional Methods in Occupational Studies	

Program Assessment

Old Dominion University requires that each academic program be assessed through multiple ongoing, integrated, and institution-wide researched-based planning and evaluation processes. This systematic review will result in continuing program improvement and demonstration of accomplishing the institution's mission. With assistance from the Office of Institutional Effectiveness and Assessment, the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education will be assessed by the Departments of Teaching and Learning, Communication Disorders and Special Education, Educational Foundations and Leadership, and the Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS), along with the Darden College of Education and Professional Studies and the Office of Academic Affairs. The review will be based on each program's defined goals and outcomes and will include data from surveys, interviews and consultations with constituents.

The program reviews by the departments will be completed annually in the fall of each year and will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and improve the negative ones that affect program completion
- Analyzing the results of the Old Dominion University Student Satisfaction Survey for areas where additional student support is needed
- Analyzing graduate job placement to assess if the programs are preparing students with the knowledge, skills and abilities for jobs as teachers, and evaluate the program's ability to meet market demands (following initial graduates' completion)

Results of these assessments will be used to evaluate the quality of the programs, to stimulate program development, and to assess the role of the programs in fulfilling Old Dominion University's institutional mission. The program review may (a) result in strategic decisions about the program, (b) identify areas of improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities and equipment;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to action items for the future.

The results of the program annual review will be incorporated into the college's annual review. The Dean and Associate Dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met, and excellence is maintained. Similarly, the college's annual review will be

sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

Benchmarks of Success

Benchmarks of success for the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education will include the following goals:

- Approximately 210 FTE students will be admitted to these four programs in the initiation year, 2019-2020; by the target year, 2023-24, 750 FTE students will be admitted to the programs;
- The combined programs will graduate a minimum of 160 students annually by the target year; this is a 20% increase over the number of graduates (133) in 2018; estimates by program are provided in the chart below:

Degree Program	**5-Year Average Graduates (2014-2018)**	**Projected Graduates (by target year)**
Early Childhood Education	1	10
Elementary Education	106	120
Special Education	23	30
Career and Technical Education	3	10
Total	**133**	**160**

    - Old Dominion University anticipates initiating a Master of Arts in Teaching in summer 2020 for individuals who have a baccalaureate degree but did not pursue a teaching license during their studies. This program will also help to meet the shortage of teachers in the Commonwealth.
    - Old Dominion University will maintain the MSEd for those who plan to continue in the 5-year program into the target year, as well as for those who wish to earn this graduate level credential; this will add to the number of those graduating with licensure to teach;
- 80% of the students who begin the program will successfully complete the program;
- 80% of the students will have earned teaching jobs within six months of program completion;
- 80% of students who complete the program will be satisfied with the program as determined by the University's Senior Student Satisfaction Survey;
- 80% of alumni will be satisfied with the program as determined by the university's Alumni Survey, administered within one year of completion;
- 80% of employers will be satisfied with the level of education and skill of graduates, as measured by an employer survey administered within one year of hire.

After the first year, periodic evaluations of the success of the programs in meeting these benchmarks will be undertaken. If program benchmarks are not achieved, the department chairs, program directors, and program faculty will examine the programs' admissions policies, curriculum, instructional methods, advising practices, and course evaluations to determine where changes need to be made.

Teacher preparation programs are accredited through CAEP, which necessitates ongoing evaluation of programs' quality of preparation for content knowledge, pedagogical skills, and dispositions; depth, breadth, and diversity of clinical experiences; impact on their professional communities after graduating; and advising and monitoring of students throughout the span of the programs. Faculty and the Department Chair will maintain the quality standards of the programs as stated by CAEP.

Relationship to Existing Degree Programs

Stemming from the 2017 Governor's Directive to have institutions in Virginia offer undergraduate degrees in education, Old Dominion University has worked to establish the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education that are intended to address teacher shortages in the Commonwealth.

The special education, early childhood education and elementary education offerings have been housed in the College of Arts and Letters since the 1990s. If the proposed programs are approved, these offerings will shift to the Darden College of Education and Professional Studies. Currently enrolled students in the interdisciplinary teacher preparation program may complete their program of study, or they may transition into one of the proposed BS degree programs in Early Childhood Education, Elementary Education, or Special Education. This will result in a decline in enrollment within the College of Arts and Letters and a corresponding increase in enrollment in the Darden College of Education and Professional Studies.

This will impact resources in the College of Arts and Letters, primarily in the Department of English. Because fewer courses will be needed from this department, the chair of the department will need less funding for adjunct faculty who often teach general education courses. Full-time faculty will, instead, be scheduled for many of those courses. The adjunct funding will be shifted to the Darden College of Education and Professional Studies. The Provost anticipates that these resources will be comparable, and his office will maintain records of the shifts.

There will also be a decline in those enrolled in the Master of Science in Education—the fifth year of the current 4+1 teacher preparation curriculum.

Additionally, the coursework deemed necessary to meet VDOE content areas within the programs will continue to utilize existing courses currently completed in Arts and Letters and Sciences (including general education requirements, history, English, and others). Since VDOE offers options for early childhood and elementary education, several courses from the College of

Arts and Letters will be replaced with pedagogy coursework. Therefore, student credit hours will decline to some degree in the College of Arts and Letters.

Justification for the Proposed Programs

Response to Current Needs
(Specific Demand)

In October 2017, former Governor Terry McAuliffe held a Governor's Summit on Teaching in Virginia. At this summit, Superintendent of Schools, Dr. Stephen Staples, noted that the shortage of teachers in Virginia had increased from 800 in 2016 to more than 1,000 in 2017. The summit prompted action from the Commonwealth, and in December 2017, Governor McAuliffe issued Executive Directive 14[1] which included the following: budget actions for new investments and language targeting teacher recruitment and retention, and a request to the Virginia Board of Education to issue emergency regulations giving colleges and universities the option to offer undergraduate majors in education. The directive was informed by two statewide taskforces established by the Governor that offered the following recommendations:

- The Governor's Taskforce on Diversifying Virginia's Educator Pipeline recommended that there be education majors in teaching/education through the development of a four-year undergraduate major in teaching.
- The Governor's SCHEV Advisory Committee on Teacher Shortages recommended to allow education-based majors in teaching/education through the development of a four-year undergraduate major in teaching.

Following the Governor's Executive Directive, the Editorial Board of The Virginian-Pilot (2017) published a column[2] calling for attention to this critical teacher shortage in the Commonwealth. The worsening teacher shortage is both a national and statewide trend in recent years.

Specifically, as documented by the Department of Education in their annual report to the General Assembly, the following were deemed critical shortage teaching endorsement areas in Virginia for the 2018-2019 school year:

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12

[1] Commonwealth of Virginia, Office of the Governor. (2017). Governor McAuliffe signs executive directive 14 and announces budget actions to address Virginia's teacher shortage [Press release]. Retrieved from https://governor.virginia.gov/newsroom/newsarticle?articleId=21943

[2] Virginian-Pilot Editorial Board. (2017, December 29). Get to work on tackling teacher shortage. The Virginian-Pilot. Retrieved from https://pilotonline.com/opinion/editorial/article_deb102e0-8681-5d8b-9fc8-0a0404d98e82.html

7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

The proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education, and Career and Technical Education have been developed in response to the Governor's Directive (2017) calling for the conferral of bachelor's degrees in education for teacher candidates. The proposed programs address three of the critical shortage areas noted above. They will provide the necessary pedagogy for current and future students entering the teaching profession.

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 245	FTES 210	HDCT 380	FTES 335	HDCT 490	FTES 450	HDCT 640	FTES 700	GRAD _____	HDCT 840	FTES 800	GRAD 200

Assumptions
Retention percentage: 80%
Percentage of full-time students: 75%
Percentage of part-time students: 25%
Full-time student credit hours per semester: 15
Part-time student credit hours per semester: 6
Full-time students graduate in 4 year
Part-time students graduate in 6-8 years

Projected Resources for the Proposed Programs

Resource Needs

Old Dominion University will shift resources related to adjunct faculty from the College of Arts and Letters to the Darden College of Education and Professional Studies for the proposed Bachelor of Science degree programs in Early Childhood Education, Elementary Education, Special Education or Career and Technical Education. All other resources (education faculty, classroom space, equipment, support staff, library holdings) will remain steady in support of the proposed programs.

Adjunct faculty resources that have previously funded content courses in the College of Arts and Letters will be shifted to the Darden College of Education and Professional Studies. These resources will be added to the Darden College to supplement the pedagogy course offerings in the four proposed baccalaureate degree programs. Adjunct faculty with a minimum of a master's degree in curriculum and instruction, special education, technology education, or any area in which they will teach will be hired with these funds.

Resource Needs: Parts A-D

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

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

Part B: Fill in the number of FTE and other positions needed for the program				
	Program Initiation Year 2019- 2020		Expected by Target Enrollment Year 2023- 2024	
	On-going and reallocated	**Added (New)**	**Added (New)*** **	**Total FTE positions**
Full-time faculty FTE*				0.00
Part-time faculty FTE**				0.00
Adjunct faculty	1.00		1.00	2.00
Graduate assistants (HDCT)				0.00
Classified positions				0.00
TOTAL	1.00	0.00	1.00	2.00
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added **after** initiation year				

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year 2019- 2020		Expected by Target Enrollment Year 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Adjunct faculty	1.00	0.00	1.00	2.00
salaries	$25,000		$25,000	$50,000
fringe benefits	$1,913		$1,914	$3,826
Graduate assistants	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Classified Positions	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Personnel cost				
salaries	$25,000	$0	$25,000	$50,000
fringe benefits	$1,913	$0	$1,914	$3,826
Total personnel cost	$26,913	$0	$26,914	$53,826
Equipment				$0
Library				$0
Telecommunication costs				$0
Other costs				$0
TOTAL	**$26,913**	**$0**	**$26,914**	**$53,826**

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain the programs.

_____ Yes _____
Signature of Chief Academic Officer

X_____ No _____
Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

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

Funding Source	Program initiation year 2019 - 2020	Target enrollment year 2023 - 2024
Reallocation within the department *(Note below the impact this will have within the department.)*		
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*	$26,913	$53,826
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

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

Adjunct faculty resources will be shifted from the College of Arts and Letters to the Darden College of Education and Professional Studies to launch and sustain the proposed programs. No adverse impact is anticipated in the College of Arts and Letters or to programs offered by the College as a result of launching and sustaining the proposed degree programs.

3. Secondary Certification.

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

X Agree _____
Signature of Chief Academic Officer

___ Disagree _____
Signature of Chief Academic Officer

APPROVAL TO DISCONTINUE THE MASTER OF SCIENCE DEGREE PROGRAM IN COMMUNITY HEALTH

COLLEGE OF HEALTH SCIENCES

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the discontinuation of the Master of Science in Community Health in the College of Health Sciences effective spring 2020.

Rationale: Old Dominion University seeks approval to discontinue the Master of Science (MS) degree program in Community Health effective spring 2020. The degree program is located in the College of Health Sciences, School of Community and Environmental Health.

The request to discontinue the MS degree program is the result of approval from the State Council of Higher Education for Virginia (SCHEV) in February 2019 to initiate a Master of Public Health (MPH) degree program. The Master of Science in Community Health degree has a nearly duplicate curriculum to the Global Environmental Health Track of the MPH program, and faculty believe it is more efficient to consolidate courses and enrollment by discontinuing the MS program in favor of the MPH program. The discontinuation of the MS in Community Health upon approval of the Master of Public Health degree was endorsed by faculty, the Dean of the College of Health Sciences, and administrators in Academic Affairs and the Graduate School.

All current students have been notified about the program's closing pending SCHEV approval. The final cohort accepted into the existing Master of Science in Community Health degree program began their studies in fall 2018 and will complete the program by May 2020. Students will also be offered the option to move to the MPH. The University will ensure these students have all required coursework needed for their degrees to be awarded.

April 25, 2019

APPROVAL TO REORGANIZE THE COLLEGE OF CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT AND RENAME THE COLLEGE THE SCHOOL OF CONTINUING EDUCATION

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the reorganization of the College of Continuing Education and Professional Development and renaming the College the School of Continuing Education, effective July 1, 2019.

Rationale: The proposal to reorganize the College of Continuing Education and Professional Development and rename the College the School of Continuing Education is the result of a comprehensive review of the College and its subsequent reorganization.

The College of Continuing Education and Professional Development has been in operation since 2014 and provided professional and continuing educational opportunities for nontraditional and adult learners seeking credit-bearing certificates and non-credit programs at the pre- and post-baccalaureate level. The College was successful in demonstrating ODU's commitment to continuing education, creating interdisciplinary leadership certificates, and supporting the University's participation in the Online Virginia Network. Despite those successes, the College did not meet its overarching goals. Because the University is committed to providing continuing education opportunities to Hampton Roads and the Commonwealth, an Ad Hoc Committee was formed to review financial and enrollment data and assist in identifying options regarding the future of the College.

After extensive review of information and reorganization options, the Committee supported "downsizing the College into a centralized service unit and reallocating staffing and programming to other academic units." In response to the Committee's report, the College has been downsized by moving the English Language Center to the Office of International Programs, the Prior Learning Assessment unit to the University Testing Center, and the Community Music program to the Department of Music in the College of Arts and Letters.

The downsized School will continue to function as a revenue-generating unit by offering a wide range of credit and non-credit certificate programs aimed at helping adult learners secure employment, advance in their current careers, and/or achieve their educational goals. The University remains fully committed to working with businesses, industries, and government agencies in providing continuing education opportunities to adult learners. In order to sustain ODU's commitment to offering non-credit career courses, workshops for professional development and personal enrichment in real-time, certificates relevant to changing community needs, and lifelong learning, distinctive features of the refreshed operations, in addition to changing the name of the unit to the School of Continuing Education, will be as follows:

- The School will be led by an Assistant Vice President for Academic Initiatives and Continuing Education who will report to the Vice Provost for Academic Affairs.
- The School will establish cooperative arrangements with academic departments to offer non-credit courses and credit-bearing certificate programs with expectations of fair and equitable distribution of revenue.
- Marketing, promotion, and registration of non-credit courses, professional development workshops and seminars will be administered and coordinated by the School.
- The School will secure a registration system/customer relations management system (CRM) to track enrollment and project cost of programs.
- The School will not function as a degree-granting unit.
- A standing committee of faculty and administrators will be established to provide fiscal and programmatic oversight and ensure compliance with University policies.
- The School will collaborate with the Associate Vice President for Academic Affairs to develop and implement a business plan.
- A comprehensive review of the School will be conducted every three years.

April 25, 2019

APPROVAL TO RENAME THE DEPARTMENT OF MODELING, SIMULATION AND VISUALIZATION ENGINEERING TO THE DEPARTMENT OF COMPUTATIONAL MODELING AND SIMULATION ENGINEERING

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves renaming the Department of Modeling, Simulation and Visualization Engineering to the Department of Computational Modeling and Simulation Engineering effective July 1, 2019.

Rationale: The Department of Modeling, Simulation and Visualization Engineering provides a full range of degree and certificate programs including the Bachelor of Science degree in Modeling and Simulation Engineering, which is unique in the nation. Modeling and simulation engineering is a discipline where students utilize basic science principles and concepts not primarily to create and analyze a physical, mechanical or electrical system but to create and analyze a model of that system. Different skills and abilities are required for the latter, i.e. comprehending and applying basic first principles to formulate solutions to complex problems and also breaking complex problems into simpler parts in order to model complex processes.

The curriculum and coursework required of students is consistent with a program of study in Computational Science and Engineering that focuses more on the following:

- The processes involved in developing a model;
- Different types of modeling methodologies where some involve artificial intelligence (AI) techniques;
- Verification and validation; and
- Training and decision support.

The current name of the department does not recognize the computational component of the curricula. Since this in the only department of its kind in the nation, it is important to make the name more current and aligned with related programs of study. Including the word “computational” in the name connotes both mathematics and software programming, which is what most of the courses in modeling and simulation are about.

Additionally, modeling and simulation implies the use of visualization and, therefore, the inclusion of the word visualization is unnecessary. The proposed name – Computational Modeling and Simulation Engineering – reflects more accurately the activities of the department.