



MEETING AGENDA

April 23, 2010

David Hendrickson, Esq., Chair

Bruce Berry, MD, Vice Chair

Kathy Eddy, Secretary

Bob Brown, Ex-Officio

John Estep

Kay Goodwin, Ex-Officio

John Leon, MD

Steven Paine, Ex-Officio

David Tyson, Esq.

Brian Noland, Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

APRIL 23, 2010

**West Virginia University Institute of Technology
Montgomery, West Virginia**

SCHEDULE OF EVENTS

April 23, 2010

11:30 A.M.	Lunch Tech Center Activities Room
Noon	Commission Meeting Tech Center Ballroom
3:00 P.M.	Adjournment

Driving Directions to West Virginia University Institute of Technology

West Virginia University Institute of Technology is located in Montgomery, West Virginia, which is thirty miles southeast of Charleston, the state capital, and situated between the Kanawha River and the picturesque Appalachian Mountains.

Tech's campus is highly accessible from several major roadways including I-64, I-77, and I-79 with U.S. Route 60 serving as a major artery.

BECKLEY TO MONTGOMERY

- Proceed NORTH on I-64/I-77 (toll road).
- Travel approximately 29 miles to Exit 74 (Paint Creek Road).
- At end of exit ramp, turn right, and then left onto Paint Creek Road.
- Travel approximately 6 miles to WV 61.
- Turn right onto WV 61 towards Montgomery and travel 3 miles.
- WVU Tech is on the right.

HUNTINGTON TO MONTGOMERY

- Proceed on I-64 EAST to Charleston.
- Merge onto I-77 SOUTH/I-64 EAST.
- Continue on I-77 SOUTH/I-64 EAST (WV Turnpike) to Chelyan/Cedar Grove (Exit 85).
- Proceed across Admiral T.J. Lopez Bridge to ROUTE 60 EAST.
- Turn right onto US ROUTE 60 EAST.
- Continue on US 60 for approximately 12 miles.
- Turn right at Montgomery exit and cross the bridge to ROUTE 61.
- Turn left at the end of the ramp off bridge onto ROUTE 61. WVU Tech is on the left.

CHARLESTON TO MONTGOMERY

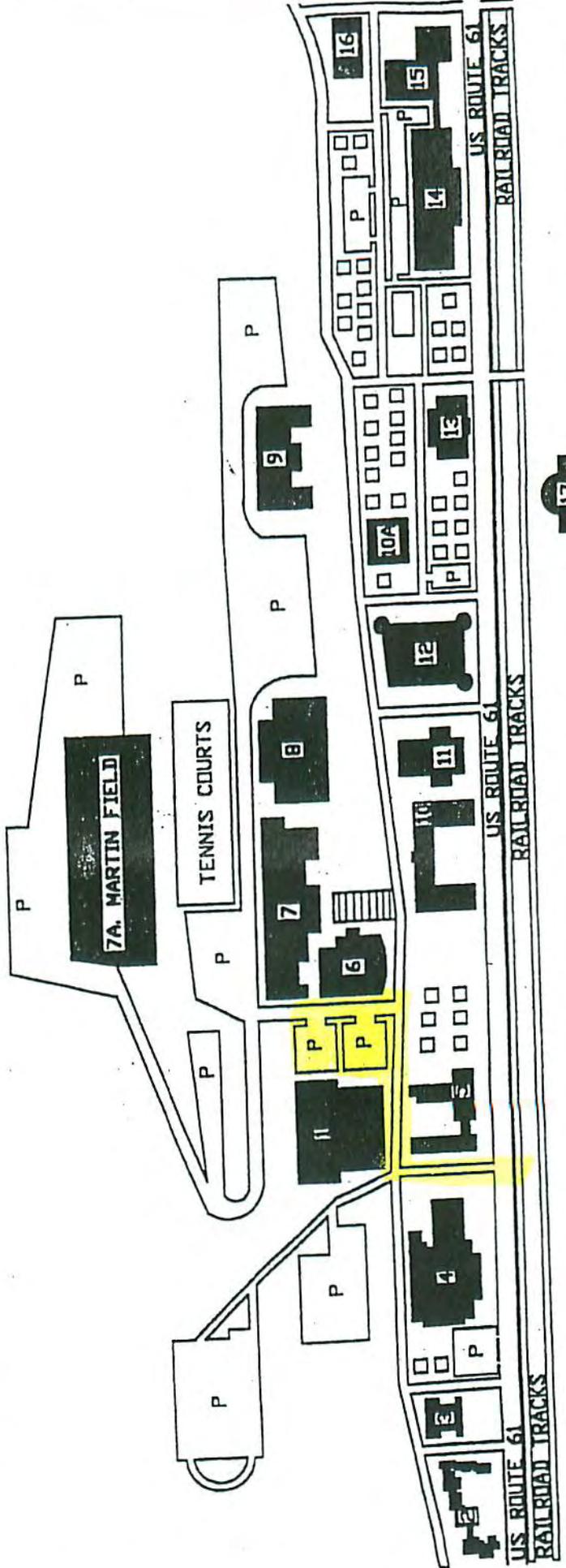
- Proceed on I-77 SOUTH/I-64 EAST to Chelyan/Cedar Grove (Exit 85).
- Proceed across Admiral T.J. Lopez Bridge to ROUTE 60 EAST.
- Turn right onto US ROUTE 60 EAST.
- Continue on US 60 for approximately 12 miles.
- Turn right at Montgomery exit and cross the bridge to ROUTE 61.
- Turn left at the end of the ramp off bridge onto ROUTE 61. WVU Tech is on the left.

MORGANTOWN TO MONTGOMERY

- Proceed on I-79 SOUTH to Charleston.
- Merge onto I-77 SOUTH and continue to I-77 SOUTH/I-64 EAST
- Continue on I-77 SOUTH/I-64 EAST to Chelyan/Cedar Grove (Exit 85).
- Proceed across Admiral T.J. Lopez Bridge to ROUTE 60 EAST.
- Turn right onto US ROUTE 60 EAST.
- Continue on US 60 for approximately 12 miles.
- Turn right at Montgomery exit and cross the bridge to ROUTE 61.
- Turn left at the end of the ramp off bridge onto ROUTE 61. WVU Tech is on the left.

WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY CAMPUS MAP

- | | | |
|------------------------------------|---|------------------------------------|
| 1. Vining Library | 8. College of Business, Humanities and Sciences | 14. Engineering Laboratories |
| 2. Co-ed Residence Hall | 9. Welcome Center | 15. Engineering Classroom Building |
| 3. Hirise Residence Hall/Cafeteria | 10. Maclin Residence Hall | 16. Lanham Maintenance Building |
| 4. Neal D. Baisi Athletic Center | 10A. Westmoreland Hall/Day Care Center | 17. Alumni Center (David S. Long) |
| 5. Ratliff Residence Hall | 11. Conley Hall | |
| 6. Tech Center | 12. Orndorff Hall | |
| 7. Old Main | 13. Davis Hall | |
| 7A. Martin Field | | |



**MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

APRIL 23, 2010

**West Virginia University Institute of Technology
Montgomery, West Virginia**

12:00

AGENDA

- I. Call to Order**
- II. Campus Welcome: Dr. Scott Hurst, Provost, West Virginia University Institute of Technology**
- III. Chairman's Report**
 - A. Formation of a Nominating Committee
 - B. 2011 Meeting Schedule
- IV. Chancellor's Report**
 - A. Report on 2010 Legislative Session
 - B. Update on West Virginia Education, Research and Technology Park
 - C. Report on West Virginia Network and Collaboration with the Governor's Office of Technology
- V. Approval of Minutes – Tab 1**
- VI. Consent Agenda**
 - A. Approval of Bachelor of Arts in Music at Fairmont State University – **Tab 2**
 - B. Approval of Bachelor of Social Work at West Liberty University – **Tab 3**
 - C. Approval of Bachelor of Music at West Liberty University – **Tab 4**
 - D. Approval of Master of Science in Physician Assistant Studies at West Liberty University – **Tab 5**
 - E. Approval of Bachelor of Arts in International Studies at West Virginia State University – **Tab 6**
 - F. Approval of Master of Business in Entrepreneurship at West Virginia State University – **Tab 7**

- G. Approval of Master of Science in Law Enforcement and Administration at West Virginia State University – **Tab 8**

VII. Access

- A. Approval of Summer Awards, Eligibility Requirements, and Annual Award Amount for the PROMISE Scholarship Program – **Tab 9**
- B. Approval of Fiscal Year 2011 Distribution Plan for the West Virginia Higher Education Grant Program – **Tab 10**
- C. Approval of Final Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students – **Tab 11**
- D. Report on Adult Learner Task Force and RBA Today Initiative – **Tab 12**
- E. Update on West Virginia GEAR UP and College Foundation of West Virginia – **Tab 13**

VIII. Cost and Affordability

- A. Approval of Final Series 51, Bookstores and Textbooks – **Tab 14**
- B. Approval of Allocations of Fiscal Year 2011 State Appropriations to Institutions and Other Entities – **Tab 15**
- C. Approval of Fiscal Year 2011 Institutional Capital Assessments – **Tab 16**
- D. Approval of Fiscal Year 2011 Higher Education Resource Assessment – **Tab 17**
- E. Approval of Bond Projects – **Tab 18**
- F. Approval of Approval of Tuition and Fees for 2010-11 Academic Year – **Tab 19**

IX. Learning and Accountability

- A. Approval of 2009 Institutional Compact Update for Marshall University – **Tab 20**
- B. Approval of Authorization of National College to Operate in West Virginia – **Tab 21**
- C. Approval of Authorization of Tri-State College of Pharmacy to Operate in West Virginia – **Tab 22**

X. Additional Board Action and Comment

XI. Adjournment

MINUTES

HIGHER EDUCATION POLICY COMMISSION

January 18, 2010

1. Call to Order

Chancellor Brian Noland convened a work session of the Higher Education Policy Commission at 10:00 AM in the Presidents' Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Kathy Eddy, David Hendrickson, Cindy Largent-Hill, Steven Paine, and David Tyson. Absent: Bob Brown, John Estep, Kay Goodwin, and John Leon.

2. Review of January 22 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the January 22, 2010 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

January 22, 2010

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 9:00 AM in the Walker Theater at The Clay Center for the Arts and Sciences in Charleston, West Virginia. The following Commission members were present: Bruce Berry, Kathy Eddy, Kay Goodwin, David Hendrickson, Cindy Largent-Hill, John Leon, and David Tyson. Absent: Bob Brown, John Estep, and Steven Paine. Also in attendance were institutional presidents, higher education staff, and others.

At the request of Chairman Hendrickson, Ashley Schumaker conducted a roll call of Commissioners and institutional representatives.

2. Chairman's Report

Chairman Hendrickson introduced Dr. Clifford Trump, Chancellor Emeritus of the State College System of West Virginia. Dr. Trump provided an overview of the recent evaluations of the Chancellor and the Commission. Dr. Trump provided information regarding the evaluation method and results. Chairman Hendrickson requested that the full report be provided to those who responded to the survey request and participated in the evaluation process.

3. Chancellor's Report

Dr. Brian Noland, Chancellor, thanked the Commission and the institutional presidents for their work to advance the state's higher education system. He noted work on the state's P-20 longitudinal data system, Adult Learner Task Force, National Governors' Association grant, capital construction projects, and the state's new college access web portal and associated statewide media campaign. Chancellor Noland showed the billboards and television commercial that will be utilized to promote the web portal and upcoming financial aid deadlines.

Chancellor Noland discussed Governor Manchin's request to keep tuition and fees constant for in-state, undergraduate students for the upcoming academic year. Chancellor Noland requested that all institutions submit reports regarding the potential impact of the tuition freeze no later than February 7, 2010.

Chancellor Noland provided an overview of the 2010 regular legislative session and noted that a full report will be provided at the April 23, 2010 Commission meeting.

4. Approval of Minutes

Dr. Berry moved approval of the minutes of the meetings held on November 12, 2009 and November 20, 2009, as provided in the agenda materials. Ms. Largent-Hill seconded the motion. Motion passed.

5. Access

A. Presentation Regarding Retention

This item was tabled for a future meeting. Chancellor Noland noted that the Southern Regional Education Board will hold a regional conference focusing on college completion this Spring in Charleston. After the conference, Commission staff will provide a briefing regarding the conference discussion and outcomes.

B. Open Forum Regarding Retention

As noted above, this item was tabled for a future meeting.

6. Cost and Affordability

A. Fiscal Year 2009 Consolidated Audit Presentation

Mr. Terry Hess, Assistant Director of Finance and Facilities, introduced Mr. Dennis Juran of Deloitte & Touche, who made the annual audit presentation of the Higher Education Fund. Mr. Juran noted that the audit includes four-year and two-year institutions as well as the Commission and the Council. Mr. Juran discussed the 2009 Consolidated Audit and the management letter findings and indicated that the overall financial condition of the Higher Education Fund is strong.

Commissioner Eddy noted that the level of net assets were considerably low at two institutions and inquired if there was a plan in place to increase those numbers before the next audit. Mr. Richard Donovan, Chief Financial Officer, reported that the institutions are working to rebuild reserves and reduce the amount of debt.

Commissioner Tyson inquired as to why the Erma C. Byrd Higher Education Center located in Beckley was deemed not financially significant to the audit. Mr. Donovan responded that the audit did not include the Center due to the level of net assets and liabilities. Chancellor Noland noted that the Center receives operational support from multiple entities including the Legislature, the Governor's Office, the Commission, the Council, and participating institutions. Commissioner Tyson requested a copy of the Center's financial report. Secretary Goodwin also requested information regarding the Center's governance structure.

Commissioner Eddy inquired about the level of internal controls currently in place at the Commission and the institutions. Mr. Juran advised that internal controls are an important part of the audit process and that he believes significant controls currently exist. Chairman Hendrickson indicated the Commission's intent for staff to develop a systemwide policy regarding internal controls. Dr. Kevin Walthers, Vice Chancellor for Administration, commented that this matter will be addressed in the coming months.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission accepts the audited financial reports for the Higher Education Fund for the Fiscal Year ending June 30, 2009.

Dr. Berry seconded the motion. Motion passed.

B. Overview of Proposed Funding Formula

Chancellor Noland reviewed the proposed funding formula. He indicated that the funding formula includes the work of many individuals over a long period of time in an effort to bring a logical and systematic approach to the funding process for the state's higher education system.

Chairman Hendrickson requested that the model more specifically integrate retention and graduation rates in the amount of state funding provided to institutions. The Commission designated Commissioner Kathy Eddy to work with Commission staff and institutional representatives to finalize the funding formula for presentation to the Commission at a later date.

C. Approval of Series 51, Bookstores and Textbooks

Mr. Bruce Walker, General Counsel, provided an overview of the work of the Statewide Task Force on Textbook Affordability. Mr. Walker stated that the proposed rule is intended to implement the work of the Task Force as outlined in the final report. Mr. Walker noted that staff worked with various institutional representatives in providing an informal comment period and, contingent upon Commission approval, the rule will be filed with the Secretary of State for a formal thirty-day comment period.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 51, Bookstores and Textbooks, for submission to the Secretary of State's Office for a thirty-day public comment period and that if no substantive comments are received that the Commission extend final approval.

Mr. Tyson seconded the motion. Motion passed.

D. Approval of Series 7, PROMISE Scholarship Program, Emergency and Legislative Rules

Mr. Jack Toney, Director of State Financial Aid Programs, provided an overview of the comments received during the thirty-day comment period for the proposed legislative rule as required by the Secretary of State. Mr. Toney noted that, based on the comments received, changes were made to allow for summer school eligibility and part-time enrollment during a student's last two semesters of scholarship eligibility. Mr. Toney noted that, if approved by the Commission, the rule will be forwarded to the Legislative Oversight Commission on Education Accountability for approval and final filing with the Secretary of State.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 7, PROMISE Scholarship Program, as an emergency rule for submission to and approval from the Legislative Oversight Commission on Education Accountability and filing with the Secretary of State.

Further Resolved, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 7, PROMISE Scholarship Program, as a legislative rule to be forwarded to the Legislative Commission on Education Accountability for approval and further legislative action as well as filing with the Secretary of State.

Mr. Tyson seconded the motion. Motion passed.

7. Learning and Accountability

A. 2009 Higher Education Report Card

Mr. Rob Anderson, Senior Director of Policy and Planning, presented highlights from the 2009 Higher Education Report Card. Mr. Anderson noted that the report contains sections on statewide, regional, and national data and implications as well as detailed information and analysis about the state's public four-year colleges and universities under the jurisdiction of the Commission and the state's public two-year colleges under the jurisdiction of the Council for Community and Technical College Education. Mr. Anderson stated that the full report is available online.

Vice Chairman Berry expressed his appreciation for the exceptional work and encouraged everyone to review the report.

B. 2009 Health Sciences and Rural Health Report Card

Dr. Bob Walker, Vice Chancellor for Health Sciences, presented highlights from the 2009 Health Sciences and Rural Health Report Card. Dr. Walker noted that the report contains various sections including enrollment, retention, graduation, loan indebtedness, and job placement.

Dr. Walker also provided an overview of the transition of medical education in the state. Dr. Walker cited the increasing class size and the changing proportion of in-state and out-of-state students. Dr. Walker indicated that the Division of Health Sciences will be working with leadership from the state's three medical schools to engage in dialogue regarding statewide efforts to study these issues.

C. 2009 Research Trust Fund Annual Report

Chancellor Noland provided an overview of the research plans for Marshall University and West Virginia University. Chancellor Noland also provided information regarding pledges and gifts received to date by Marshall University and West Virginia as part of the Research Trust Fund. Chancellor Noland noted that, due to the economic downturn, the amount of pledges and gifts are less than projected. However, Chancellor Noland stated that fundraising has increased in recent months and is expected to increase over the course of the next year.

D. Approval of 2009 Institutional Compact Updates

Dr. Bruce Flack, Director of Academic Affairs, provided information regarding institutional involvement in the implementation of the Commission's Master Plan. Dr. Flack stated that the original institutional compacts were approved by the Commission on January 23, 2009 and the 2009 updates are the first in a series of required yearly updates regarding progress in meeting the goals outlined in the compacts. Dr. Flack provided an overview of the process utilized to evaluate the compact updates. A team of internal and external higher education officials participated in the review.

Vice Chairman Berry inquired as to why Marshall University's 2009 institutional compact update was not included in the agenda item. Dr. Flack responded that Marshall University did not respond by the deadline.

At the request of the Commission, Layton Cottrill from Marshall University addressed the Commission. Mr. Cottrill reported that Marshall University was unable to meet the deadline due to other pending deadlines and responsibilities. Mr. Cottrill apologized for the delay and assured the Commission that Marshall University will make every effort to submit the update as soon as possible and, in the future, will make every effort to meet all deadlines.

Chairman Hendrickson stated that requests from Marshall University will not be approved until the compact update is submitted. He further stated that all financial transitions, including matching funds from the Research Trust Fund, will be withheld until such time as Marshall University complies with this request.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2009 institutional compact updates for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University that have been submitted in conjunction with the Master Plan, *Charting the Future, 2007-2012*.

Ms. Eddy seconded the motion. Motion passed.

E. Report on Institutional Graduation Rates

Chancellor Noland led a discussion on graduation rates across the state's higher education system compared to national and regional averages. Chancellor Noland provided a ten-year history for all institutions and compared the rates to those at the respective peer institutions. Chairman Hendrickson expressed the Commission's concern regarding the low graduation rates at various institutions and the Commission's commitment to increasing those rates.

F. Approval of Revision to Series 19, Guidelines for the Offering of College Courses for High School Students

Dr. Flack provided an overview of the proposed revisions to Series 19, the Commission's rule for offering of college courses (early enrollment) primarily for high school students. Dr. Flack noted that the proposed revisions are the result of the work of an Early Enrollment Task Force consisting of representatives from the state's four-year and two-year institutions. Dr. Flack commented that the goal of the recommended changes regarding coursework, faculty selection, student admission, and general accountability is to assure greater academic integrity of early enrollment courses.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 19, Guidelines for the Offering of College Courses for High School Students, as revised, for submission to the Secretary of State for a thirty-day public comment period and that if no substantive comments are received, that the Commission extend final approval.

Mr. Tyson seconded the motion. Motion passed.

G. Approval of Bachelor of Science in Health Services Management at Bluefield State College

Dr. Flack presented proposals from Bluefield State College to implement a Bachelor of Science in Health Services Management, West Virginia State University to implement a Bachelor of Science in Sports Studies, and from Concord University to implement a Bachelor of Arts in Spanish. Dr. Flack noted that limited or no additional budgetary resources will be necessary to initiate the programs. Dr. Flack also noted that the programs will be subject to a post-audit review conducted by the Commission during the 2012-2013 academic year.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Health Services Management at Bluefield State College, effective August 2010.

Ms. Largent-Hill seconded the motion. Motion passed.

H. Approval of Bachelor of Science in Sports Studies at West Virginia State University

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Sports Studies at West Virginia State University, effective August 2010.

Ms. Largent-Hill seconded the motion. Motion passed.

I. Approval of Bachelor of Arts in Spanish at Concord University

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Spanish at Concord University, effective August 2010.

Ms. Largent-Hill seconded the motion. Motion passed.

8. Possible Executive Session

Dr. Berry moved to go into Executive Session under the authority of WV Code §6-9A-4 to discuss personnel issues and possible property acquisition. The motion was seconded by Ms. Eddy. Motion passed.

Dr. Berry moved to rise from Executive Session. Ms. Largent-Hill seconded the motion. Motion passed.

A. Approval of Presidential Contract Extension and Compensation Changes at Glenville State College

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the extension of the presidential contract and compensation changes proposed by the Glenville State College Board of Governors.

Dr. Berry seconded the motion. Motion passed.

B. Discussion of Chancellor's Evaluation Process

Chairman Hendrickson reported that the Commission discussed the process for the Chancellor's evaluation during Executive Session, but no action was taken.

C. Discussion of Possible Property Acquisition

Chairman Hendrickson reported that the Commission discussed the possible property acquisition during Executive Session, but no action was taken.

9. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

March 4, 2010

1. Call to Order

Chairman David Hendrickson convened a special meeting of the Higher Education Policy Commission at 2:00 PM in the 9th Floor Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia, and by conference call. The following Commission members were present: Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, and David Tyson. Absent: Bob Brown, John Leon, and Steven Paine. Also in attendance were institutional presidents, higher education staff, and others.

2. Possible Executive Session under the Authority of WV Code §6-9A-4

A. Approval of Possible Property Acquisition

Chairman Hendrickson announced that the Commission will discuss and vote on the possible property acquisition in the public meeting and not go into Executive Session.

Chairman Hendrickson requested that Chancellor Noland provide an overview of the details of the possible property acquisition. Chancellor Noland described the buildings and land included in the proposed donation from The Dow Chemical Company, also referred to as the Union Carbide Corporation, to the West Virginia Higher Education Policy Commission. Chancellor Noland reported on the occupancy, leasing, and future plans for Buildings 740, 770, and 2000.

Chancellor Noland indicated that Chuck Lawrence, Executive Director of the Real Estate Division, was in attendance and available to answer questions regarding the proposed timeline or budgetary items. Chancellor Noland noted the important work of Mr. Lawrence and his staff over the course of the past few months in working with state and company officials regarding a detailed assessment of the donation and transition plans.

Commissioner Eddy inquired if the funds needed to implement the timeline are in hand or in process through grant applications. Dr. Paul Hill, Vice Chancellor for Science and Research, responded that the Commission has acquired a planning grant from the Economic Development Authority and intends to apply for additional grants. Dr. Hill noted that, in order to qualify for most grants, the Commission needs to own the property.

Commissioner Eddy also inquired about the proposed timeline and the ability to meet the deadlines associated with assessment and renovation. Mr. Lawrence responded that the state is hoping to use The Dow Chemical Company for some of the work including the demolition of old structures that will not be utilized for office or lab space.

Vice Chairman Berry inquired about the savings of \$4.4 million by mothballing Building 770 and whether there would be any on-going costs for the building. Mr. Lawrence responded that the degree to which Building 770 will be mothballed will be determined in the planning and transition period. Depending upon the course of action, Mr. Lawrence stated that there will be limited or no on-going costs associated with Building 770.

Chancellor Noland indicated that the Donation Agreement provides protection for the state regarding any environmental issues that existed prior to the state accepting the property. Chairman Hendrickson thanked Bruce Walker, Ellen Cappellanti, Jonathan Deem, and others regarding their work on securing the environmental language in the Donation Agreement. Chairman Hendrickson advised that the state is fully protected from any unknown environmental issues that existed during the period of ownership by The Dow Chemical Company. Commissioner Tyson agreed that the proposed language will eliminate the state's liability.

Chancellor Noland noted that the Governor, members of the Commission, city, county, and state government have been working with Dow officials for months to reach an agreement regarding the proposed donation. Chancellor Noland recommended approval of the proposed donation and execution of the Donation Agreement.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the "Final Amendment to Donation Agreement" between Union Carbide Corporation and the Commission and authorizes it's Chairman to execute the document accepting the donation.

Ms. Eddy seconded the motion. Motion passed.

3. Additional Board Action and Comment

Chancellor Noland provided a brief overview of discussions with the Governor's Office of Technology to examine efficiencies regarding the delivery of technology services to state government agencies including higher education institutions. Chancellor Noland stated that a full report will be provided at the April 23, 2010 Commission meeting.

Chairman Hendrickson indicated that the Commission is looking forward to receiving the report and exploring options to increase efficiencies. Secretary Goodwin advised that no decisions should be made until the Commission has an opportunity to review the proposed plan for creating such efficiencies.

4. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Bachelor of Arts in Music

INSTITUTION: Fairmont State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the establishment of the Bachelor of Arts in Music at Fairmont State University, effective August 2010. As a condition of approval, the institution will initiate immediate efforts to attain accreditation for the program from the National Association of Schools of Music.

STAFF MEMBER: Bruce Flack

BACKGROUND:

Fairmont State University identifies several objectives in its proposal to establish a new degree program, Bachelor of Arts in Music. The program is designed to provide focused study in the major content area; to offer the individual student choices to pursue coursework in music that include applied performance experiences leading to a general competency but not to a professional performance level; and to enable students to pursue graduate degrees in music and other disciplines. Admission requirements are those that are standard to the institution, but students applying for a music scholarship are also required to audition. Students continuing in the program will perform several recitals, including a senior recital as a capstone experience.

The B.A. in Music will require completion of 128 credit hours with 53 in music theory and music performance and 32 in general studies. The addition of this degree will offer Fairmont State University students, who are interested in a music field, the opportunity for degree attainment. At present, the only degree option is in education with a concentration in music. The B.A. in Music by expanding degree options should help improve student retention and graduation rates for the university. While much of the instruction will involve traditional course delivery, the institution will also utilize online instruction, specialized directed study, and internships as part of the instructional program.

The new baccalaureate music program also provides for a substantial number of elective credits. The intent is for music majors to select coursework in complementary fields such as business or theater that will enhance employment opportunities following graduation.

While the proposal incorrectly lists other West Virginia institutions offering music

degrees, three other public institutions in West Virginia including West Virginia University, Shepherd University, and Glenville State College offer the B.A. in Music. West Virginia University also offers the Bachelor of Music, a professional performance degree. West Liberty University also seeks to offer the latter degree. By adding the B.A. in Music, Fairmont State University should be able to attract more students into the program.

A number of years ago, Fairmont State University had a baccalaureate program in music, along with art and theater. All three programs were eliminated due to financial exigencies. Since then, the theater and art programs have been restored. The institution now seeks to restore music. All necessary courses for the B.A. in Music remain in the curriculum. No new courses need to be created to offer the degree.

There appears to be sufficient interest in establishing a music degree. In 2008, the institution conducted a needs survey of Fairmont State University music students and prospective high school students. Over 90 percent of students currently enrolled in music at the institution indicated their preference was for a discrete music degree. Response from high school music departments and prospective students was also positive. Other surveys, including a study by the U.S. Department of Labor, indicate growing employment opportunities in music fields.

The B.A. in Music will be housed in the School of Fine Arts. The dean will be the head of the administration, followed by the department coordinator and faculty. Currently, the Music Department has six full-time faculty and eight part-time adjunct faculty. No new faculty will be necessary to offer the program.

Plans are to upgrade library resources and computer labs in support of the program. However, no new additional space or facilities will be needed. Current budget resources are also adequate.

The national accrediting agency for music programs is the National Association of Schools of Music (NASM). While the proposed program was prepared in accordance with NASM guidelines, the institution does not hold NASM accreditation. As a condition of approval of the new program, Fairmont State University has committed to undertaking immediately the steps necessary for attaining accreditation. A three-year post-audit review by Commission staff in 2013-14 will assess progress on program implementation and efforts to attain accreditation.

FAIRMONT STATE UNIVERSITY

DECEMBER, 2009

NEW PROGRAM PROPOSAL

BACHELOR OF ARTS IN MUSIC

FAIRMONT, WEST VIRGINIA

EFFECTIVE DATE: FALL, 2010

This document proposes a Bachelor of Arts degree in Music. The degree is in addition to the Bachelor of Arts in Education, Comprehensive Music Pre K-Adult degree currently offered by the Fairmont State University Department of Music. The Bachelor of Arts degree in Music consists of 128 hours (32 hours in General Education, 53 hours in Music and 43 hours in electives).

133-11-3. Submission Procedures.

3.9. Program Description

3.9. 1. Program Objectives: State the program objectives so that they can be related to the criteria in the evaluation plans (See Section 7).

- The Bachelor of Arts in Music program will provide a focused study in the major content area supplemented by interdisciplinary free electives and General Education requirements prescribed by the University.
- The program will offer the individual student choices to pursue course work in music as well as a complementary course of study determined by the student's career goals. It should be noted that B.A. degrees in Music traditionally include applied performance experience leading to a general competency but not to a professional performance level.
- The program will enable students to pursue graduate degrees in Music and other disciplines, including the Master of Arts in Teaching degree (M.A.T.).

3.9.2 Program Identification

50.0901 Music, General

3.9.3 Program Features

3.9.3.1 Admission and Performance Standards

The Department of Music maintains an open enrollment policy in line with the Fairmont State University admissions policy. Applicants at Fairmont State University must have at least a 2.0 GPA and an 18 ACT composite or 870 SAT composite or at least a 3.0 GPA regardless of ACT and SAT scores.

Students who wish to apply for a music scholarship are required to audition for merit-based financial aid from the Department of Music. Criteria for scholarships include a performance audition for faculty members, skills testing in reading rhythms and sight singing, a faculty interview, and ACT/SAT scores. Students who receive music scholarships must maintain a 3.0 GPA and participate in two performing ensembles each semester.

Every semester students will be evaluated on their applied instrument performance by a faculty jury. These juries will be convened in Voice, Piano, Woodwinds, Brass, Strings, and Percussion instruments. After four semesters of study in the degree program, students will be required to perform a Sophomore Evaluation Jury before the entire music faculty. This jury will assess performing ability that demonstrates sufficient progress for advanced study, keyboard proficiency requirements, satisfactory classroom progress and ensemble participation, and a minimum 2.00 GPA overall and a "C" in every music course. In the final year of course work, the BA in Music student will perform a senior recital as the capstone experience. The senior recital will be a public performance which serves as the culminating assessment tool.

These admission and performance standards are based upon universal norms for undergraduate music students in the above B.A. degree program objectives.

3.9.3.2 Program Requirements

Catalog Description

The Bachelor of Arts in Music degree program offers academic course work in music content areas, balanced with elective and general studies courses selected by individual students based on their career goals. The degree program is organized to provide a thorough background for various careers in music. The department provides excellent musical instruction for its students through a highly qualified professional faculty, a curriculum that includes current trends in the field, and a series of sequential musical experiences and studies. The department believes in exposing music students to many new and innovative educational and musical ideas as well as emphasizing the musical heritage of the past. The B.A. in Music degree requires 128 credit hours for graduation.

Required Music Curriculum (53 hours)

Course Number and Title		
Music Theory		18 hours
MUSI 1109	Theory, Comprehensive	4 hours
MUSI 1110	Theory, Comprehensive	4 hours
MUSI 2209	Theory, Comprehensive	4 hours
MUSI 2220	Theory, Comprehensive	4 hours

MUSI 3311 Form and Analysis	2 hours
Music Appreciation and History	9 hours
MUSI 1101 Concerts, Recitals	0 hours
MUSI 2206 Music Apprec for Majors	3 hours
MUSI 3313 Music in West Civ to 1750	3 hours
MUSI 3314 Music in West Civ since 1750	3 hours
Conducting	2 hours
MUSI 2245 Fundamentals of Conducting	2 hours
Ensemble Participation	8 hours
MUSI 1167 Collegiate Singers, or	
MUSI 1168 Marching Band, or	
MUSI 1169 Wind Ensemble, or	
MUSI 1172 Univ-Comm Symphony Orchestra	8 semesters
Applied Music	13 hours
Major Instrument or Voice	8 hours
MUSI 1104 Functional Piano I	1 hour
MUSI 1105 Functional Piano II	1 hour
MUSI 2204 Functional Piano III	1 hour
MUSI 2205 Functional Piano IV	1 hour
MUSI 4440 Senior Recital	1 hour
Technology	3 hours
MUSI 1111 Intro to Music Technology	3 hours
Total required for a Music Major	53 hours
Free Elective Courses	43 hours

Students will consult with faculty advisors to discuss their course of study. Students may choose to take courses in any academic subject area in order to prepare them for potential careers. Subject areas may include but are not limited to business, *foreign* language, literature, fine arts, behavioral sciences, natural sciences, mathematics and technology, and health careers. Students may also elect to arrange independent study courses with individual faculty.

General Studies Requirements 32 hours

These credit hours will follow the curriculum for all other Bachelor of Arts degrees in accordance with Fairmont State University policy. General Studies include course work in English Composition, Communication, Scientific Discovery,

Cultural/Civilization Exploration, and Society/Human Interaction. The Artistic/Creative Expression, Technology, and the University Writing Intensive Course requirements are met by courses within the major.

TOTAL required for graduation.

128 hours

3.9.4. Program Outcomes: Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.

The current degree program produces a relatively small number of Music Education graduates through a highly structured curriculum with few elective choices. The unintended outcome of the current degree program in Music education is that some students discover that they do not wish to pursue the professional education course work requirements. These students have no other degree option to continue studying music at Fairmont State.

The expected results of the proposed program include addressing this unintended outcome by providing an opportunity for students to remain in a music degree program at Fairmont State. The degree will provide free elective choices to broaden their liberal arts experience and allow students to pursue individual career interests. The program will provide a focused study in the major content area supplemented by interdisciplinary free electives and General Education requirements prescribed by the University. The program will also enable students to pursue graduate degrees in music and other disciplines.

With 43 hours of free electives, students select courses from other disciplines to tailor their degree to meet individual needs. By selecting courses from the School of Business, students can prepare themselves for a career in Music Business. Combined with courses in Theatre Arts, students begin their preparation for Musical Theatre. Courses in Psychology position students for admission to a graduate Music Therapy degree. Students also have the option to add more music and/or Music Education courses if they plan on getting their certification through the M.A.T. This latter option results in a certified music teacher with more content courses than the B.A. Music Education Degree.

Whereas the current B.A. degree in Music Education is intended to prepare music teachers, this proposed degree will allow students to pursue other career options with

music as the core component. Providing more options for students interested in music will result in increased retention and graduation rates in the Department of Music.

3.9.5. Program Delivery: Describe any instructional delivery methodologies to be employed, such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology-based activities.

Delivery methods employed for the B.A. in Music will be consistent with those currently used many of which include on-line, technology resources and Blackboard/Vista enhancement. In addition to traditional classroom instruction, methods include the option of specialized directed studies courses, cooperative classes, internships, and on-line courses offered at FSU and/or by other accredited institutions of higher education. Fairmont State University has a strong technological infrastructure which would support development of additional online instruction without need for additional financial resources.

§133-11-4. Program Need and Justification.

4.1. Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the statewide master plan.

Fairmont State University's vision statement focuses on "comprehensive education and excellent teaching, flexible learning environments, and superior services." The Bachelor of Arts in Music degree will provide a comprehensive education and at the same time a flexible learning environment allowing students to choose the focus of their music degree.

Fairmont State University's mission statement is "to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good." The only music degree we currently offer is a Bachelor of Arts in Education, Comprehensive Music Pre K-Adult. This is a very marketable degree and our graduate job placement rate is high. 100% of FSU music graduates from May, 2004, through May, 2009, are employed regionally in music fields or attending graduate school. However, many music students discover that they have no interest in becoming educators. We have had music students opt to receive Regents Bachelor of Arts degrees, change majors, or transfer to other institutions because they were not interested in pursuing a

career in Music Education. In the past five years, four students graduated with a Regents Bachelor of Arts degree, and eighteen students changed their majors or transferred to other institutions. Seventeen students withdrew from college, some of whom may have elected to pursue the Bachelor of Arts in Music degree had the option been available. In order to assist all individuals in achieving their professional and personal goals, we must offer the Bachelor of Arts in Music degree.

The core values of Fairmont State University are Scholarship, Opportunity, Achievement, and Responsibility. Students have opportunities to achieve in scholarship through responsibility with this degree.

Goal one of Fairmont State University's strategic plan seeks to "integrate the development of . . . communication, critical analysis, problem solving, decision making, social interaction, global perspective, effective citizenship, and aesthetic engagement." The Bachelor of Arts in Music degree would offer a balanced load of course work which would give students multiple opportunities to develop all of these abilities prior to graduation.

Goal two of Fairmont State University's strategic plan seeks to "enhance and capitalize upon the intellectual and cultural environment of the region." Within its service region, the Fairmont State Department of Music offers free public performances to enhance the cultural quality of life. 67.1% of the Fairmont State student body currently comes from the North Central West Virginia area (i.e. 27% from Marion Co.; 21% Harrison; 9.1% Monongalia; 3.5% Lewis; 3.3% Taylor; 3.2% Preston) Many of these students are first-generation college students who may need or prefer a small campus environment with individualized attention. Attracting more music students through this degree program would increase our capacity for outreach to the community and the state.

4.2. Existing Programs: List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

The Bachelor of Arts Degree is the common degree offered by most Music Programs. Currently, area private institutions such as Alderson-Broadus College, Bethany College, Davis and Elkins College, West Virginia Wesleyan College, and public institutions Shepherd University and West Virginia

University offer a B.A. degree in Music. Shepherd University's degree has specific concentrations in performance, composition or piano pedagogy. West Virginia University's degree is described on their website as "a broader, liberal arts-oriented, non-professional program . . . offered jointly with the Eberly College of Arts and Sciences."

Although the BA in Music is a commonly offered degree (College Navigator lists 883 institutions offering a degree under CIP 50.0901), West Virginia can hardly be said to be saturated with the degree. Fairmont State seeks to offer a degree under CIP code 50.0901, "Music, General." According to the most recent Integrated Postsecondary Education Data System (IPEDS), only three state institutions presently offer a BA in Music-- Bluefield College, Shepherd University, and West Virginia University--and we believe that it is with state institutions that we compete most directly. Predictably, West Virginia University, with a student population several times that of Fairmont State or other state institution offering the BA degree, awarded the most BA in Music degrees of any state institution: 48 BA in Music degrees in 2005-06, 28 in 2006-07, and 43 in 2007-08, according to IPEDS data.

But otherwise, IPEDS data for the latest three years available (2005-06, 2006-07, and 2007-08) show that BA in Music degrees awarded at state institutions have been modest in number. Bluefield awarded a total of three over that three year period, Shepherd a total of 10. It should be noted that Shepherd's degree specifies concentrations in performance, composition, or piano pedagogy, an approach that is considerably different from the degree which we propose to offer.

Glenville State began a similar program several years ago (this is not reflected in the IPEDS data above if their CIP code is 50.0901) and Professor Lloyd Bone reports that the number of majors in the Music Department have increased. He also indicates they have students who would not have enrolled there had they not had the degree. As part of the process of preparation of this document, Professor Bone reviewed it and commented that it documents the many strengths of adding the B.A. in Music.

Fairmont State music students have requested this degree program for several years. As stated in item 4.1 above, the Department of Music loses potential students who choose to

attend other schools which offer degrees other than Music Education. We also have students who begin the Bachelor of Arts in Education Comprehensive Music Pre K-Adult degree and choose not to remain at Fairmont State because they find that they wish to pursue areas in music other than education. By not providing the liberal arts degree in music, Fairmont State University is out of the mainstream of institutions of higher education.

Conversely, for students who enter college believing they do not want to pursue a career in Music Education, then after graduation with the Bachelor of Arts in Music degree, decide they want to teach, Fairmont State offers a Master of Arts in Teaching degree.

4.3. Program Planning and Development: Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?

The Bachelor of Arts in Music degree has been discussed by the music faculty since 2004 when the M.A.T. program was instituted. Several students who are currently enrolled in the Bachelor of Arts in Education Comprehensive Music Pre K-Adult degree have expressed their interest in changing to a Bachelor of Arts in Music should such a degree program be offered during their tenure at Fairmont State.

Approximately thirty years ago, Fairmont State College offered a B.A. in Music degree. It, along with two other degrees (Art and Theatre), was eliminated in order to reduce faculty due to economic exigencies. Since then, the other two academic areas have regained their B.A. degrees. Because many of the music electives in the catalog remain the same from those years, a Bachelor of Arts in Music degree would not require creating any new courses.

Although our department currently offers only an education degree, our focus has always been on developing the artist-scholar-teacher. All of our music majors perform on a regular basis, most in multiple ensembles, and give a required senior recital. All of our majors and minors are expected to enroll in private applied lessons every semester. All of our students take four semesters of music theory, three semesters of music history, and an orchestration class. We offer upper-level electives in composition, history, education, and performance areas. We also recently added Introduction to Music Education and

Introduction to Music Technology courses to our first-year music major experience. Our department brings in guest artists every year to perform and present master classes to our students. Fairmont State also has an artist-in-residence program which includes the disciplines of art, music, theater, folklife, and literature.

The Department of Music has made strides to repair and maintain our instrument inventory as well as update our technology. We have implemented Smart Music software (built-in musical accompaniment) for our students to practice with and perform with in applied lessons. We are in the process of updating our piano laboratory instruments. We have continued to upgrade our notation software program in the computer lab (Finale 2009). We have installed Practica Musica music theory software in the computer lab, as well as numerous other music software and sequencer programs in the Smart Music Lab for students' use. The Department of Music houses a five-station MIDI Lab with Dell computers and PSR-1500 Synthesizers. The computers have Finale notation software, SONAR sequencing software, and Pyware marching band drill software installed for student use. The lab also holds two Macintosh computers with Garage Band sequencing software. The Department of Music has acquired several Zoom H2 digital recorders and Q3 video cameras for use in conjunction with the lab and for other department uses.

4.4. Clientele and Need: Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of industry, research and other institutions, government agencies, or other indicators justifying the need for the program.

The student population at Fairmont State University is comprised primarily of West Virginians. Traditionally, students who enter the music program here are average college-age, with several non-traditional students. Many students are transfer students who have started their music degrees at other institutions and have come to Fairmont State for various reasons. Several of our students hold full-time or almost full-time jobs in order to fund their education themselves. For students who live in the neighboring communities and would prefer a small public school environment and wish to live at home while they work and study music, there is no option available.

In Fall 2008, Fairmont State Department of Music conducted a survey (see appendix for a copy of the survey) of current music students and alumni to determine the level of interest in offering a B.A. in Music degree program. 93.5% of students currently enrolled in Fairmont State's Department of Music said that they would have considered enrolling in a B.A. in Music degree program had it been offered. 66.7% of alumni said that they would have considered enrolling in a B.A. degree in Music program had it been offered when they attended Fairmont State. When both groups were asked what career fields they might have pursued, the largest areas of interest were music business (52.3%), composing/songwriting (52.3%), music therapy (40.9%), and recording industry (40.9%).

Also in Fall 2008, high school music programs in the Fairmont State service area were surveyed (see appendix for a copy of the survey) to determine level of interest in a B.A. in Music degree program. There was a 75% response rate for the survey. Out of 186 students responding, 58% of the students had considered studying music beyond high school. The main factors in deciding which college they would attend were: 62.3% financial considerations, 60.2% academic degree programs offered, and 46% geographical location considerations. Size and reputation of the university were tied at 44.6% each, fourth and fifth on the list of considerations.

Based upon the survey data from both constituent groups, it becomes apparent that the B.A. in Music degree will be attractive to prospective college students in the Fairmont State University service region as well as to students currently attending Fairmont State. Offering a degree with flexibility and job market potential in our rapidly changing society will be attractive to students who have financial concerns.

The B.A. in Music degree serves to foster quality of life in the state on a broader scope as well as to supply a workforce in diverse areas of music.

4.5. Employment Opportunities: Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.

Employers from many fields seek out graduates of B.A. in Music degree programs based on the following characteristics

developed throughout the degree: creativity, motivation, teamwork and flexibility.

A study done by Americans for the Arts in 2007, Arts & Economic Prosperity III, showed that nationally, the nonprofit arts and culture industry generates \$166.2 billion in economic activity annually, which is a 24 percent increase from 2002-2007. This supports 5.7 million full-time jobs in the United States, an increase of 850,000 jobs since 2002. Because arts and culture organizations are usually strongly rooted in their community, these are jobs that necessarily remain local. Allegheny County, PA is one of 156 communities that participated in the study. This includes 85 nonprofit arts and culture organizations. In Allegheny County alone, they calculated that these organizations generate 10,192 Full-Time Equivalent jobs.

Graduates with a B.A. in Music have many employment and career opportunities. The U.S. Department of Labor gives these statistics on their Occupational Outlook Handbook 2007-2008 website (<http://www.bls.gov/oco/ocos095.htm#employ>):

Musicians, singers, and related workers held about 249,000 jobs in 2004. Around 40 percent worked part time; almost half were self-employed. Many found jobs in cities in which entertainment and recording activities are concentrated, such as New York, Los Angeles, Las Vegas, Chicago, and Nashville.

Overall employment of musicians, singers, and related workers is expected to grow about as fast as the average for all occupations through 2014. Most new wage and salary jobs for musicians will come from religious organizations. Slower-than-average growth is expected for self-employed musicians, who generally perform in nightclubs, concert tours, and other venues. Growth in demand for musicians will generate a number of job opportunities, and many openings also will arise from the need to replace those who leave the field each year because they are unable to make a living solely as musicians or for other reasons.

Many musicians go into related occupational fields, such as:

- Studio/private teaching
- Church musician
- Composer/arranger/orchestrator

- Staged musical/theatre
- Musicologist/Ethnomusicologist
- Editing & publishing
- Computer software industry
- Instrument repair & design
- Retail music sales
- Attorney (music business)
- Television, movie and radio industries
- Entertainment industry
- Library arts
- Piano tuning
- Arts management/administration
- Community development specialist
- Music reporter or critic
- Author
- Arts Advocate
- Sound & recording engineering
- Audio/visual equipment technician
- Research and product development
- Producer
- Advertising/Marketing
- Government agencies such as U. S. State Department
- Cultural Affairs
- Social services industry
- Health and wellness industry/Music Therapy

(List compiled by Southeastern Louisiana University, adapted from their website:
http://www.selu.edu/future_students/degree_prog/degrees/coll_arts_hum_ss/dept_mus_drama/bm_mus.html)

Opportunities in the above listed fields are available in the state of West Virginia. Continued development of technology makes telecommuting possible which increases job opportunities worldwide regardless of location.

Students with a Bachelor's degree in music tend to go to graduate school to prepare for professions not only in music, but in many different fields, from physics to theology, from medicine to marketing. The career possibilities for those who hold the B.A. degree in Music are unlimited.

4.6. Program Impact: Describe the impact of this program on other programs that it will support or that will be supported by it.

The first two years of study in this program are nearly identical with the first two years of study in the Music

Education degree program at FSU. Therefore, with the exception of larger classes, little impact will occur as no new music classes will need to be added to our current class schedule of course offerings. In addition to the selection of courses offered in the current class schedule, other music courses which are listed in our catalog will be available to all junior and senior level music students. Offering these courses that have not been scheduled in recent years will help to support our current Music Education degree by diversifying the number of course offerings that these students may take as electives in their junior and senior years of study.

Students in the B.A. in Music degree program will increase course enrollment in free elective courses outside the Department of Music. Students who are pursuing a minor in music may choose to enroll in the B.A. in Music degree program.

4.7. Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.

Student internships and clinical observations are available in the free elective component of the degree program. Fairmont State offers learning communities and an instructor exchange program which enable cooperative arrangements. The Department of Music sponsors master classes, artists-in-residence, community service learning, and student tours for enriching the educational experiences of our students.

4.8. Alternatives to Program Development: Describe any alternatives to the development of this program that have been considered and why they were rejected.

An alternative to this program is the Regents Bachelor of Arts degree, where the student has considerable latitude to count previous work experience and to select courses of interest to his/her career objectives. Offering a B.A. degree in Music would be a more substantive option that would better prepare the student for graduate study as well as a more successful career in an area of interest. This degree would offer a prescribed curriculum of study that would be flexible enough to prepare students for several different career objectives.

Another alternative to this program is the Interdisciplinary Studies degree, which is a program selected by a faculty

coordinating committee in consultation with a student. Unlike the Interdisciplinary Studies degree, the B.A. in Music degree has a predetermined structure in the major area of study and a list of free elective options. While with proper advising this could be a viable alternative, it is scheduled for discontinuation at Fairmont State effective fall, 2010.

§133-11-5. Program Implementation and Projected Resource Requirements.

5.1. Program Administration: Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

The B.A. in Music will follow the same administrative structure and organization that is currently in place in the School of Fine Arts. The Dean will be the head of the administration, followed by the Department Coordinator, full-time music faculty, and adjunct professors. The Dean will answer to the Provost and the President of Fairmont State University in the upper-level administration. The new program will be housed in the School of Fine Arts' Department of Music.

5.2. Program Projections: Indicate the planned enrollment growth and development of the new program during the first five years (FORM 1). If the program will not be fully developed within five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.

See FORM 1 at the end of this document.

5.3. Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five year period.

Currently, the Department of Music has six faculty members (2 Professors [one with a partial assignment in the Fairmont State Foundation], 2 Associate Professors, 2 Assistant Professors), and eight adjunct faculty members. See FORM 2 at the end of this document.

5.4. Library Resources and Instructional Materials: Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probably cost of additional resources necessary to bring the proposed program to an accreditable level.

The resources housed in the library are inadequate for the

new degree. There is a need to upgrade periodicals, audio and video recordings, scores, texts and software to be used for the training of musicians who will not necessarily be music educators. The majority of music holdings in the library are for Music Education and may not apply to the B.A. in Music.

5.5. Support Service Requirements: Indicate the nature of any additional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs, and describe how such expansions will be incorporated into the institutional budget.

The School of Fine Arts shares a computer laboratory with the GEAR-UP program. In order to meet the needs of increased class sizes, we would expand our current 5-station MIDI lab facility to a 10-station lab. This would involve the purchase (over time) of 5 PC computers at \$1000 each, 5 synthesizers at approximately \$1500 each, and accompanying software at approximately \$3750. Currently, dedicated departmental lab maintenance is the responsibility of the department and school. Course fee revenue could be used to cover these expenses.

5.6. Facilities Requirements: Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.

No new additional space or facilities will be required. Plans for renovation of existing facilities are already in place.

5.7. Operating Resource Requirements: Using FORM 2, provide a summary of operating resource requirements of object of expenditure.

See Form 2 at the end of this document.

5.8. Source of Operating Resources: Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program in each year of the five-year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

The School of Fine Arts operating budget and course fees constitute sufficient funding for the addition of this degree program.

§133-11-6. Offering Existing Programs at New Locations.

This section does not apply.

§133-11-7. Program Evaluation.

7.1. Evaluation Procedures: Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the State and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.

The Bachelor of Arts in Music program will be evaluated in the same manner as other programs offered by the Fairmont State University School of Fine Arts. These periodic reviews will occur at least every five years. The criteria for program evaluation will be based upon the National Association of Schools of Music standards.

This degree program will fulfill Goal Two of Fairmont State University's Strategic Plan: "Enhance and capitalize upon the intellectual and cultural environment of the region." Attracting music students interested in careers beyond those related to Music Education will increase cultural performances, outreach and other music-related activities throughout West Virginia.

Internally, students in the Bachelor of Arts in Music program will be evaluated according to similar criteria set forth for the Bachelor of Arts in Education, Comprehensive Music Pre K-Adult degree. Semester progress of students enrolled in private studio lessons is assessed through an end-of-the-semester jury adjudicated by a panel of faculty members. At the completion of four semesters of course work, music students are evaluated by the music faculty through a comprehensive assessment of the student's progress. This assessment examines progress in 1000-2000 level music courses, piano proficiency, GPA, department recitals, and the studio teacher's recommendation. All music majors are expected to demonstrate performance competency as a graduation requirement. In addition, a capstone project is required.

7.2. Accreditation Status: Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program.

The National Association of Schools of Music (NASM), is the accrediting body appropriate for this program. While Fairmont State University is not accredited by NASM, both the current offering of the Bachelor of Arts in Education, Comprehensive Music Pre K-Adult Degree, and the future offering of the Bachelor of Arts in Music degree are based on the curriculum guidelines recommended by NASM. The program will also be reviewed according to the North Central Association of Colleges and Schools guidelines.

Regarding the statement of standards, page 73 (IV. C. 4. a, b) in the NASM Handbook 2009-2010 Revised Edition, reads:

Baccalaureate degrees meeting "liberal arts" degree standards normally requiring between 30% and 45% music content are listed as Bachelor of Arts in Music or Bachelor of Science in Music regardless of specific options for emphasis offered by the institutions in the context of the liberal arts format.

The music content shall include performance, musicianship and elective studies in music. Normally, the orientation is toward a broad coverage of music rather than intensive concentration on a single segment or specialization.

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

	First Year (2010)	Second Year (2011)	Third Year (2012)	Fourth Year (2013)	Fifth Year (2014)
Number of Students Served through Course Offerings of the Program:					
Headcount	<u>30</u>	<u>34</u>	<u>38</u>	<u>42</u>	<u>44</u>
FTE	<u>15</u>	<u>17</u>	<u>19</u>	<u>21</u>	<u>22</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>180</u>	<u>200</u>	<u>230</u>	<u>250</u>	<u>270</u>
Number of Majors:					
Headcount	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>8</u>
FTE majors	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>6</u>
Number of student credit hours generated by majors in the program (entire academic year):	<u>12</u>	<u>18</u>	<u>36</u>	<u>36</u>	<u>42</u>
Number of degrees to be granted (annual total):	<u>2</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year (2010)	Second Year (2011)	Third Year (2012)	Fourth Year (2013)	Fifth Year (2014)
A. FTE POSITIONS					
1. Administrators	<u>.33</u>	<u>.33</u>	<u>.33</u>	<u>.33</u>	<u>.33</u>
2. Full-time Faculty	<u>5.8</u>	<u>5.8</u>	<u>5.8</u>	<u>5.8</u>	<u>5.8</u>
3. Adjunct Faculty	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
4. Graduate Assistants	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
5. Other Personnel					
a. Clerical Workers	<u>.67</u>	<u>.67</u>	<u>.67</u>	<u>.67</u>	<u>.67</u>
b. Professionals	<u>.33</u>	<u>.33</u>	<u>.33</u>	<u>.33</u>	<u>.33</u>

Note: Include percentage of tie of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	<u>\$37,482.33</u>	<u>\$37,482.33</u>	<u>\$37,482.33</u>	<u>\$37,482.33</u>	<u>\$37,482.33</u>
b. Full-time Faculty	<u>\$466,570.81</u>	<u>\$466,570.81</u>	<u>\$466,570.81</u>	<u>\$466,570.81</u>	<u>\$466,570.81</u>
c. Adjunct Faculty	<u>\$52,029.05</u>	<u>\$53,029.05</u>	<u>\$53,529.05</u>	<u>\$54,529.05</u>	<u>\$52,029.05</u>
d. Graduate Assistants					
e. Non-Academic Personnel					
Clerical Workers	<u>\$32,578.67</u>	<u>\$32,578.67</u>	<u>\$32,578.67</u>	<u>\$32,578.67</u>	<u>\$32,578.67</u>
Professionals	<u>\$12,734.67</u>	<u>\$12,734.67</u>	<u>\$12,734.67</u>	<u>\$12,734.67</u>	<u>\$12,734.67</u>
Total Salaries	<u>\$601,395.53</u>	<u>\$602,395.53</u>	<u>\$602,895.53</u>	<u>\$603,895.53</u>	<u>\$604,395.53</u>

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year (2007)	Second Year (2008)	Third Year (2009)	Fourth Year (2010)	Fifth Year (2011)
2. Current Expenses	<u>\$148,264.00</u>	<u>\$148,064.00</u>	<u>\$148,064.00</u>	<u>\$147,864.00</u>	<u>\$147,864.00</u>
3. Repairs and Alterations	<u>\$1,500.00</u>	<u>\$1,700.00</u>	<u>\$1,700.00</u>	<u>\$1,900.00</u>	<u>\$1,900.00</u>
4. Equipment					
Educational Equip.	<u>\$889.00</u>	<u>\$1,245.00</u>	<u>\$1,367.00</u>	<u>\$1,425.00</u>	<u>\$1,524.00</u>
Library Books	<u>\$6,700.00</u>	<u>\$7,700.00</u>	<u>\$8,700.00</u>	<u>\$9,700.00</u>	<u>\$9,700.00</u>
5. Nonrecurring Expense (specify)					
Total Costs	<u>\$702,577.46</u>	<u>\$734,229.00</u>	<u>\$739,048.66</u>	<u>\$745,706.66</u>	<u>\$778,365.66</u>

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	<u>\$687,383.46</u>	<u>\$718,584.00</u>	<u>\$723,355.66</u>	<u>\$729,623.66</u>	<u>\$762,282.66</u>
<input checked="" type="checkbox"/> Reallocation					
<input type="checkbox"/> New funds					
(Check one)					
2. Federal Government (Non-appropriated Funds Only)	<u>\$12,654.00</u>	<u>\$12,654.00</u>	<u>\$12,654.00</u>	<u>\$12,654.00</u>	<u>\$12,654.00</u>
3. Private and Other (Student & Course Fees)	<u>\$2,540.00</u>	<u>\$2,988.00</u>	<u>\$3,039.00</u>	<u>\$3,429.00</u>	<u>\$3,429.00</u>
Total All Sources	<u>\$702,577.46</u>	<u>\$734,229.00</u>	<u>\$739,048.66</u>	<u>\$745,706.66</u>	<u>\$778,365.66</u>

NOTE: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers **(Use additional sheet if necessary)**
 Raises for Administrators, Faculty or Staff are not predicted. Costs are based on current budgeted amounts. Increases are based on course fee income assuming increased credit hour enrollments.

APPENDIX

1. Survey sent to Current Fairmont State Students and Alumni
2. Survey sent to regional high school music programs

Survey of Current FSU Students and Alumni

1. Are you a: _____ current Fairmont State student _____ Fairmont State alumnus
2. If FSU were to offer a Bachelor of Arts degree in Music (in addition to Music Education) , would you have considered enrolling in that degree program? (circle one) YES NO
3. What career (s) might you pursue having received the Bachelor of Arts degree in Music?

- _____ Business (for example, entrepreneurial studies, accounting, marketing)
- _____ Psychology
- _____ Journalism
- _____ Communications
- _____ Education
- _____ Theater
- _____ Home Studio
- _____ Recording Industry
- _____ Music Therapy
- _____ Music Business
- _____ Composing/Songwriting
- _____ Other (please specify) _____

4. Have you attended graduate school or do you plan to pursue a graduate degree?
(circle one) YES NO
If yes, what subject area (s) do you plan to study or have studied in graduate school?

5. (For alumni only) What degree did you receive upon graduation from Fairmont State?
_____ Bachelor of Arts in Education, Comprehensive Music
_____ Regents Bachelor of Arts Degree
_____ Other

6. (For alumni only) What is your current career field?

Survey of High School Music Students in North Central West Virginia

1. Are you currently planning on attending college? (circle one) YES NO

2. What major subject area (s) are you planning to study in college?

- _____ Education
- _____ Fine Arts
- _____ Sciences
- _____ Humanities
- _____ Technology
- _____ Social or Behavioral Science
- _____ Health Careers
- _____ Other (please specify) _____

3. Have you considered studying music beyond high school? (circle one) YES NO

4. If you were to study music in college, what area (s) of music would you be interested in? (check all that apply)

- | | |
|------------------------------|--------------------------|
| _____ Music Performance | _____ Recording Industry |
| _____ Music Education | _____ Music Research |
| _____ Arts Management | _____ Music Business |
| _____ Composing/Song writing | _____ Music Therapy |
| _____ Music Theater | _____ Home Studio |

5. What are the main factors in deciding which college you will attend? (check all that apply)

- | | |
|--|--------------------------------------|
| _____ Geographical Location | _____ Financial Considerations |
| _____ Academic Degree Programs | _____ University size and class size |
| _____ Professors credentials | _____ Parents influence |
| _____ Reputation of College/University | _____ Friends influence |
| _____ Other (please specify) _____ | |

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Bachelor of Social Work

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Social Work to be implemented at West Liberty University, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

West Liberty University proposes the implementation of the Bachelor of Social Work (BSW) effective with the Fall 2010 semester. The purpose of this new program is to prepare graduates to provide critical social work services for West Virginia and the Northern Panhandle region. Graduates will be able to enter the work force as generalist social work practitioners, or to enter graduate school programs leading to the Master of Social Work.

The Bachelor of Social Work will be a 128 credit hour course of study. Coursework includes a common core of 48 credit hours of general studies courses, 63 credit hours in the social work core, and 12 credit hours from a list of restricted electives. Since West Liberty currently offers a social work minor, many of the courses required in the BSW curriculum are already in place. To be admitted as degree candidates in social work, students must have completed at least 28 credit hours of study and maintained a 2.0 grade point average. In addition to completion of the didactic courses in social work, students must also complete two courses in Social Work Practice and a total of 15 credit hours in Social Work Field Placement.

The program will be delivered through traditional classroom coursework supplemented by web-based instruction. The institution indicates it desires to reach out to non-traditional and adult students in the offering of the program. To achieve the goal of reaching more adults, the institution will want to consider more extensive course delivery through electronic technologies in future years. Overall, the program provides a balanced curriculum and has appropriate clinical and field experience components.

Seven West Virginia higher education institutions offer the Bachelor of Social Work degree, with five of the programs at the state's public colleges and universities. No other public institution, however, serves the Northern Panhandle of West Virginia with social work programs. The institution, in marketing the program, will focus on this region and surrounding counties in Pennsylvania and Ohio.

A survey conducted by West Liberty University indicates significant student interest in the program. Many of the West Liberty students who are enrolled in social work as a minor have typically taken psychology as a major field. The institutional survey reveals that the majority of these students plan to enroll in the social work program for its more direct career opportunities. The survey has also drawn considerable favorable response from area agencies that employ social workers in a variety of settings. Further, a report from the U.S. Department of Labor points out that employment for social workers is expected to grow much faster than the average for all occupations through 2016.

To offer an accredited social work program the institution will need a minimum of two full-time faculty. The institution currently employs one full-time faculty member and will hire one additional full-time person. Each of the faculty will teach nine hours of coursework a semester and have additional duties as program director and field director. Additional part-time adjunct faculty will be employed as needed.

The program will not require any additional physical space or the remodeling or renovation of existing facilities. Library resources are adequate for the start-up of the program and additional resources will be committed as necessary. University support services are also adequate to sustain the program.

Social work will be supported by tuition and fee revenues and general fund appropriations. The university will not seek additional financial support for the program. Projected headcount enrollment for 2010-11 is 30, with 60 students anticipated by the fifth year. The number of graduates projected by the fifth year is 15.

The accrediting agency for the program will be the Council for Social Work Education (CSWE). Accreditation by the CSWE is essential for graduates to attain successful professional employment. The university will make application for candidacy status immediately upon program approval by the Commission. The initial accreditation process will last approximately four years. Additionally, the program will be subject to a post-audit review conducted by the Commission during the 2013-14 academic year.

Proposal to Add New Degree Program
Bachelor of Social Work (BSW)

West Liberty University



September 22, 2009

Brief Summary Statement: This document supports our request for approval to offer a Bachelor of Social Work Degree Program at West Liberty University as outlined in Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission, Series 11.

Approval of our Intent to Plan was documented in a letter from Chancellor Noland on November 15, 2007.

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In accordance with Title 133 Procedural Rule of the West Virginia Higher Education policy Commission, Series 11, the following plan for the creation of a Bachelor of Social Work (BSW) Degree Program at West Liberty University is hereby submitted. The projected date for the implementation of this plan is August 1, 2010.

§133-11-3.9 PROGRAM DESCRIPTION

3.9.1 Program Objectives

State the program objectives so they can be related to the criteria in the evaluation plans (Section 7).

The overall goals of this program are to:

- A. fulfill the need for education opportunities at the undergraduate level in the area of social work in the Northern Panhandle of West Virginia and the surrounding region.
- B. produce graduates who are well prepared to enter the work force as generalist social work practitioners.
- C. produce graduates who are well prepared for entrance to graduate school programs leading to the Master of Social Work (MSW).
- D. produce graduates who will go on to provide critical social work services to the population of the region.

To these ends, and in conjunction with the overall Mission and Goals of West Liberty University, the following objectives are established. Graduates of this program will be able to:

- **Identify as a professional social worker and conduct themselves accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
- **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
- **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
- **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability,

ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

- **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
- **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
- **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.
- **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and

communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

3.9.2 Program Identification

Each proposal shall include an appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Educational Statistics.

The following program identification is provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education statistics.

44.0701 Social Work. A program that prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy; case work planning; social counseling and intervention strategies; administrative procedures and regulations; and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling.

3.9.3 Program Features

3.9.3.1 Admissions and Performance Standards

Describe admissions and performance standards and their relationship to the program objectives.

Students may apply for admission to the Bachelor of Social Work Degree Program during the semester in which they are enrolled in SWK 200 (Introduction to Social Work). Admission to the program requires the following:

- Submission of the application package.
- Successful completion of SWK 200.
- Minimum overall grade point average of 2.0 with a minimum of 28 credit hours earned.
- Successful completion of a formal interview with the social work faculty.

Students may be granted full admission, provisional admission or be denied admission to the program. Students must be formally accepted into the Bachelor of Social Work Degree Program prior to registering for SWK 400 (Social Work Practice I). Successful completion of a portfolio review will be required prior to registration for SWK 480, 482 and 484 (Field

Placement I and II and Field Placement Seminar).

Students will be expected to maintain a minimum 2.0 GPA overall as well as achieving a grade of C or better in all social work core courses and restricted electives. This is intended to ensure a level of performance consistent with the program objectives.

3.9.3.2 Program Requirements

Describe course requirements (indicating new courses with asterisks), majors and specializations, credit hour requirements, research tool requirements, examination procedures and requirements for a research paper, thesis or dissertation. Also include field work or similar requirements and any other information that helps to describe the program of study.

The Bachelor of Social Work Degree Program at West Liberty University will be a 128 credit hour course of study. The course work includes a common core of 48 credit hours of general studies courses, 63 credit hours in the social work core, 12 credit hours from a list of restricted electives and additional course work to total 128. The general studies portion of the curriculum follows those for the Bachelor of Science at West Liberty University. The social work core is summarized in Table 3.9.3.2.A and the list of restricted electives is shown in Table 3.9.3.2.B. This program curriculum is designed to address the goals and objectives described in section 3.9.1 and to comply with accreditation requirements.

Table 3.9.3.2.A. Bachelor of Social Work Program

Curriculum: Core Courses

<p>ECON 101</p> <p>3 cr.</p>	<p>Principles of Macroeconomics</p> <p>An Introduction to economics in general and macroeconomics in particular. Topics include: demand and supply analysis; national income accounting; the determination of gross domestic product, unemployment and inflation; fiscal and monetary policy; international trade and finance; and money creation and the banking system.</p>
<p>PSYC 101</p> <p>3 cr.</p>	<p>Introduction to Psychology</p> <p>Basic principles essential for a scientific investigation of human behavior.</p>
<p>SOC 150</p> <p>3 cr.</p>	<p>Basic Concepts of Sociology</p> <p>Foundations of sociology; structure of society; major institutions; culture.</p>
<p>SWK 200</p> <p>3 cr.</p>	<p>Introduction to Social Work</p> <p>This course is an introduction to the practice of social work with a focus on its concepts, history, knowledge base, values and skills necessary to begin a generalist social work practice. Emphasis is on fields and settings in social work as well as the values, ethics, knowledge and skills base that is unique to social work.</p>
<p>SWK 201</p> <p>3 cr.</p>	<p>Ethnicity, Diversity and Cultural Awareness</p> <p>This course focuses on ethnic and cultural diversity. The purpose of this course is to increase students' awareness to the numerous and various multicultural groups and components that create the fabric of our country. There is an examination of the various ethnic groups which came to America, their histories, and their influence of culture on human behavior.</p>
<p>POLS 201</p> <p>3 cr.</p>	<p>National Government</p> <p>Historical background of American government: the Constitution; political processes; structure and procedures of government.</p>
<p>EDUC 201</p> <p>3 cr.</p>	<p>Human Development</p> <p>Interdisciplinary study of life span and development from conception to death with application of principles and skills. Special emphasis on birth through early childhood, birth through middle-childhood, birth through adolescence, birth through young adulthood, and life span. Minimum grade of "C" required.</p>

SS 250	Statistics in the Social and Behavioral Sciences
3 cr.	The use of statistics as a tool for describing and interpreting data from co-relational and experimental research in the social and behavioral sciences. Course includes a brief introduction to research methodology and the use of computer statistical packages. Prerequisites: Any math course other than MATH 046 and one of the following (depending on major) PSYC 201 or SOC 150 or POLS 101.
SWK 300	Social Welfare Policies and Services
3 cr.	This course is designed to introduce students to social welfare policies and issues in the United States. A study of historical and contemporary legislative as well as political reaction to the social and economic problems that confront society will be systematically analyzed. There will be an emphasis on current welfare structures and how to influence the development of social policy.
SWK 306	Counseling Theories
3 cr.	An introduction to basic counseling theories used in the clinical social work setting. This course will focus on the techniques, interviewing and counseling skills employed by social workers.
SWK 310*	Social Work Research Methods
3 cr.	This course introduces social work students using scientific methods in social work, assisting students in the development of a competent evidence based practice. Prerequisite: SS 250.
SWK 400	Social Work Practice I
3 cr.	This is the first course in the social work intervention practice sequence which emphasizes the social work generalist model with individuals and/or families. Content will include problem identification, assessment, strategies for intervention, contracts and service evaluation. Prerequisites: SWK 200
SWK 401	Social Work Practice II
3 cr.	This is the second course in the social work intervention practice sequence and continues the study of social work practice on a mezzo level concentrating of social work with groups. Content will include concepts, techniques, skills, theories, frameworks, and principles of group work in a clinical setting. Prerequisite: SWK 200

SWK 402	Social Work Practice III
3 cr.	This is the third course in the social work intervention sequence and continues the study of social work practice on a macro level accenting social work with organizations and communities, models of organization and community practice and the role of a social worker in a macro setting. Prerequisite: SWK 200
SWK 416	Human Behavior and the Social Environment I
3 cr.	This course focuses on the social work principle of person-in-environment for micro, mezzo and macro social work. An analysis of human behavior theories using the social work ecological model and systems framework along with the biological, psychological, social, and cultural perspectives to evaluate problems and issues significant to human development from infancy through adolescence. This is the first course in the HBSE block. Prerequisite: SWK 200 or PSYC 101
SWK 417*	Human Behavior and the Social Environment II
3 cr.	This course focuses on the social work principle of person-in-environment for micro, mezzo and macro social work. An analysis of human behavior theories using the social work ecological model and systems framework along with the biological, psychological, social, and cultural perspectives to evaluate problems and issues significant to human development from young adulthood through the end of the human lifecycle. This is the second course in the HBSE block. Pre-requisite SWK 416
SWK 480	Social Work Field Placement I
6 cr.	Students work in an agency. Work done at the agency is to help the student accomplish defined learning objectives developed jointly by the student, the placement coordinator, and the agency. An on-site supervisor and the faculty supervisor supervise the work done. Students verify activities by keeping a log throughout the semester. Prerequisites: Senior standing and approval of department chair.
SWK 482	Social Work Field Placement II
6 cr.	Students work in an agency. Work done at the agency is to help the student accomplish defined learning objectives developed jointly by the student, the placement coordinator, and the agency. An on-site supervisor and the faculty supervisor supervise the work done. Students verify activities by keeping a log throughout the semester. Prerequisites: Senior standing and approval of department chair.
SWK 484	Social Work Field Placement Seminar
3 cr.	A seminar aimed at integrating classroom content with field education experiences, and furthering the development of sound social work practice skills. To be taken con-currently with SWK 480

*Indicates new course.

Table 3.9.3.2.B. Bachelor of Social Work Program

Curriculum: Restricted Electives

SPAN 101	Beginning Spanish I
3 cr.	Intensive training in the four basic skills: comprehension, speaking, reading, and writing. 101-102 are offered only first and second semesters, respectively.
SPAN 102	Beginning Spanish II
3 cr.	Intensive training in the four basic skills: comprehension, speaking, reading, and writing. 101-102 are offered only first and second semesters, respectively.
CJ 238	Juvenile Delinquency and Juvenile Justice
3 cr.	Conduct, causes, and extent, current methods of treatment correction and prevention.
HS 300	Understanding Death and Dying
3 cr.	A course designed to explore the process of dying and the subsequent reaction experienced by individuals from various cultural and religious groups.
SOC 302	Marriage and Family Relations
3 cr.	Examination of recent literature on marriage and the family; analysis of courtship customs, mate-selection, and marital relationships.
SS 302	West Virginia and the Appalachian Region
3 cr.	A study of the character and adaptability of the regional population of Appalachia to historical and economic factors, with additional emphasis placed on economic, social, intellectual, and political concepts.
SWK 304	Growth and Personal Awareness
3 cr.	Experimental and introspective strategies intended to facilitate personal awareness, understanding of personal development, personal goals and decision-making skills.
EDU 315	Multicultural Education
3 cr.	Multicultural education is essentially designed to critically examine issues associated with diversity. This course will explore several issues, some of which are: race, ethnicity, gender, socioeconomic, nationality, bilingual education, teacher attitude and the interactions of these dynamics in school and society from a multiple perspective. Students will be encouraged to challenge the traditional culturally deprived paradigm theories and embrace the cultural difference paradigm and research that is committed to success for all children.

SOC 320	Victimology
3 cr.	Examine the short and long-term effects of victimization upon individuals and groups by such crimes as domestic violence, rape, street crime, business fraud, corporate negligence, and political wrong-doing. Students explore the latest laws, policies, attempts at prevention and activists' agenda
SWK 308	Crisis and Disaster Intervention
3 cr.	This course focuses on crisis intervention theories as applied to suicide, rape, family violence, natural and man-made disasters and terrorism. The concentration will be the study of Disaster Mental Health/Field Traumatology as well as Critical Stress Incident Management. Prerequisites: SWK 200
GEO 400	Cultural Geography
3 cr.	Development and change of man's culture in the physical world.
HS 400	Health Care Delivery Systems
3 cr.	An overview of the U.S. health care delivery system, its policy makers, values ethics, and other issues that confront it. The focus is on the ever-changing components of the health care system and the social forces responsible for those changes. The roles of governmental and professional agencies and organizations are presented.
SWK 403	Family and Child Welfare
3 cr.	This course is a comprehensive study of the child welfare system and its services. The focus is on the history of child welfare as well as the current context in which child and family welfare services are developed and provided. Topics covered include: adoption, child abuse and neglect, day care, foster care, juvenile delinquency and other child institutions. Case studies are presented. Prerequisite: SWK 200
SWK 441	Diagnosis in Mental Health
3 cr.	This course will introduce the student to the clinical world of mental health. Psychopathology and the DSM-IV-R are studied. Among the topics are depression, anxiety, eating disorders, schizophrenia, and personality disorders. Case studies are integrated into the material along with social work principles. Prerequisite: SWK 200 or PSYC 101

3.9.4 Program Outcomes

Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.

An accredited BSW program will create additional opportunities for students at West Liberty University while producing graduates qualified to fill numerous types of social work positions in the region. West Liberty currently offers a minor in social work. The graduates of this program, usually Psychology majors, have typically had success in finding employment and in gaining admittance to graduate school. This path to employment and further education has become much more difficult however, as recent social work licensing changes, as described in section 4.4, have created a situation in which only graduates from accredited Bachelor of Social Work programs have access to these opportunities. The proposed program will be much more comprehensive than the current minor.

The specific student outcome-based objectives of this program are derived from the ten core competencies of Section 2.1 of the Educational Policy and Accreditation Standards of the CSWE as listed here.¹

Each of the graduates of the BSW Program at West Liberty University will:

- **Identify as a professional social worker and conduct themselves accordingly.**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.
- **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
- **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.
- **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

¹ <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>

- **Advance human rights and social and economic justice.**
 Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
- **Engage in research-informed practice and practice-informed research.**
 Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
- **Apply knowledge of human behavior and the social environment.**
 Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
 Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.
- **Respond to contexts that shape practice.**
 Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
 Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services;

and promoting social and economic justice.

3.9.5 Program Delivery

Describe any instructional delivery methodologies to be employed, such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology-based delivery.

The program will be delivered through traditional face-to-face meetings supplemented by web-based instruction within individual courses and a significant field experience component. This is not a distance education or online program. Courses will be scheduled within the traditional semester framework used by undergraduate programs at West Liberty University. Web-based components of courses will be supported through the use of the Learning Management System in common use at the University. No additional costs will be associated with any web-based program delivery.

The curriculum consists of 128 credit hours and is designed for completion in approximately four academic years.

Table 3.9.5.A Typical Course of Study for Bachelor of Social Work Program

Semester	Academic Load	Courses
Fall Term – Year 1	15 Credit Hours	ENG 101 BIO 105/106 MUS 130 SOC 150 HE 253
Spring Term – Year 1	16 Credit Hours	ENG 102 MATH 160 PHYS 190/191 SWK 200 HIST 211
Fall Term – Year 2	16 Credit Hours	COM 101 PSYC 101 SPAN 101 PE 101 SWK 201 SS 250
Spring Term – Year 2	16 Credit Hours	EDUC 201 ECON 101 PE 102 SPAN 102 SWK 300 SWK 306

Fall Term – Year 3	18 Credit Hours	Elective Elective POLS 201 CJ 238 SWK 310 SWK 400
Spring Term – Year 3	15 Credit Hours	Elective Elective GEO 206 SWK 401 SWK 416
Fall Term – Year 4	18 Credit Hours	Elective Elective ENG Lit SOC 320 SWK 402 SWK 417
Spring Term – Year 4	15 Credit Hours	SWK 480 (6 cr) SWK 482 (6 cr) SWK 484

§133-11-4. PROGRAM NEED AND JUSTIFICATION

4.1 Relationship to Institutional Goals/Objectives

Relate this program to the institution's goals and objectives and the statewide master plan.

The Bachelor of Social Work Degree Program relates exceptionally well to the goals and objectives of West Liberty University, to the statewide master plan, and to the institution Compact. The goals listed in the "Institutional Master Plan for West Liberty University 2008-2013," include four, which are particularly well aligned with this program. These goals state that West Liberty University will produce:

"Students prepared to participate in a knowledge-intensive global economy."

Social Work is a knowledge intensive profession wherein evidence-based, current, and accurate information must be disseminated to individuals, groups, communities, and organizations for proper decision-making. Social policy courses and social work's intense diversity and cultural awareness emphasis allows for students to be able to compete in an increasingly interconnected global economy. Employment of social workers is expected to grow 22 percent by 2016, according to the U.S. Bureau of Labor Statistics.

"Students qualified in high demand fields."

As is detailed in sections 4.4 and 4.5, Social Work is, and is likely to continue to be, a high demand field. It is also a field that is regulated through state licensure programs in order to protect the public and control the use of the title and practice. Graduation from an accredited BSW program, such as the one proposed here, qualifies students to immediately sit for the Association of Social Work Boards (ASWB) basic level state social work examination for state licensure.

"Adults and other nontraditional students prepared for professional advancement in current or alternative vocations."

Increasingly, Social Work programs in the U.S. are seeing nontraditional students returning to school to begin new careers in this high demand, rewarding field. In a recent article, Stefan Krug, Dean of the School of Social Work at Simmons College in Boston stated, "We find that our social work graduate students are increasingly motivated by the midlife recognition that they have an opportunity to return to college, make a transformational career change, and still enjoy 10 to 15 years of active career development in a field where they can make a demonstrable impact and where their core values of social responsibility and civic engagement can inform their social work in the community"². Currently, the Council on Social Work Education (CSWE) estimates that approximately 12.6% of entering BSW students are non-traditional.

² [HTTP://WWW.UNIVERSITYBUSINESS.COM/VIEWARTICLE.ASPX?ARTICLEID=794](http://www.universitybusiness.com/viewarticle.aspx?articleid=794)

“Students prepared to transition from school to work.”

The skills necessary to be an effective social worker are relevant to many professions, as is indicated by social workers moving into the corporate structure and human resources fields in recent years. Gerontology, health care, and mental health are areas that are rapidly growing due to the aging of the “baby boomer” generation. These areas are in continuous need for those in the social work profession.

Graduates of an accredited BSW Degree Program are able to transition from school to work in the following areas:

<p>ADMINISTRATION</p> <ul style="list-style-type: none"> • Planning • Policy • Organization • Development • Advocacy <p>CHILD WELFARE</p> <ul style="list-style-type: none"> • Family preservation • Child protection • Group care • Adoption • Advocacy and intervention <p>COMMUNITY ORGANIZATION</p> <ul style="list-style-type: none"> • Community and Program Development • Consumer advocacy • Economic development • Politics • Neighborhood organizing <p>CRIMINAL JUSTICE/CORRECTIONS</p> <ul style="list-style-type: none"> • Corrections • Probation • Forensics • Youth Services • Parole <p>DEVELOPMENTAL DISABILITIES</p> <ul style="list-style-type: none"> • Case management • Planning and Program evaluation • Research • Policy <p>GERONTOLOGY</p> <ul style="list-style-type: none"> • Advocacy/Intervention • Information and referral • Geriatric Case Management • Home Health Care 	<p>HEALTH CARE</p> <ul style="list-style-type: none"> • AIDS counseling/education • Public health • Home health care • Maternal and child health • Physical rehabilitation • Chemical dependency <p>MENTAL HEALTH/CLINICAL</p> <ul style="list-style-type: none"> • Individual/Family psychotherapy and counseling • Grief counseling • Victim services • Group work • Group therapy <p>OCCUPATIONAL</p> <ul style="list-style-type: none"> • Clinical social work • Alcohol and other drug abuse treatment • Health and wellness education • Grass roots organizing <p>PUBLIC WELFARE</p> <ul style="list-style-type: none"> • Income maintenance • Housing services • Administration & Supervision • Public Policy • Research <p>RESEARCH AND EDUCATION</p> <ul style="list-style-type: none"> • Planning and Policy • Development • Advocacy • Social planning <p>SCHOOL SOCIAL WORK</p> <ul style="list-style-type: none"> • Clinical social work • Pupil personnel services • Student Advocacy
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4.2 Existing Programs

List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

Accredited Bachelor of Social Work Programs currently exist at the following schools in West Virginia:

- Bethany College - Bethany, WV
- Concord University – Athens, WV
- Marshall University – Huntington, WV
- Mountain State University – Beckley, WV
- Shepherd University, Shepherdstown, WV
- West Virginia State University, Morgantown, WV
- West Virginia University, Morgantown, WV

Currently, West Liberty University offers a non-accredited Minor in Social Work. Many of the students enrolled in this program pursue a Bachelor's degree in Psychology with the intent of continuing on to a Master of Social Work Degree Program and becoming a Licensed Social Worker. This path to licensure, while still possible, is becoming less attractive, as described in section 4.4.

Presently, there is no local public institution option for students in the Northern Panhandle of West Virginia and surrounding counties in Ohio and Pennsylvania who are interested in pursuing a BSW Degree.

4.3 Program Planning and Development

Indicate the history to date of the development and submission of this program proposal. What resources (e.g. personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?

Planning for this program began in the spring of 2007 with the creation of a committee within the Department of Social and Behavioral Sciences with the approval of the Dean of the School of Liberal Arts, the Provost, and the Interim President. The impetus for beginning this process was the reception of information suggesting that pending changes to social work professional license regulations and rules would soon make the current Minor in Social Work program insufficient to meet our students' needs. The committee prepared and submitted the Intent to Plan, which was approved by the HEPC in November of 2007. Since approval, efforts have been ongoing to collect information from a variety of sources relative to evaluation of the need for the program and to accreditation.

The major elements of this program, including the curriculum and individual courses, were approved by the Department of Social and Behavioral Sciences, the Curriculum Committee and the Faculty Senate of West Liberty University during the spring semester of 2009. In June 2009 the West Liberty University Board of Governors unanimously approved this program for submission to the West Virginia HEPC. Program needs have been evaluated and a commitment

has been made by the administration to ensure sufficient funding to allow for the hiring of one additional faculty member, as required by the accrediting body, for ongoing program expenses as outlined in Section 5.7, and for accreditation expenses.

4.4 Clientele and Need

Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation or academic background. Indicate manpower needs, interest on the part of industry, research or other institutions, governmental agencies or other indicators justifying the need for the program.

The clientele for the proposed Bachelor of Social Work Degree Program is undergraduate students seeking careers in the social work field. It is expected that the majority of these students will come from the Northern Panhandle of West Virginia and surrounding counties in Pennsylvania and Ohio. Many will be traditional students however, as was outlined in Section 4.1, a growing number of non-traditional student seeking entry into second careers may choose social work as a major. This program will provide these students with the credentials to obtain entry-level employment in the field of social work and/or to gain admission to a Master of Social Work Program. A survey of current students at West Liberty University done in the fall of 2008 indicated that 25 would immediately change their major to social work if it was offered. Approximately two-thirds of these students were Psychology majors and one-third were Criminal Justice majors already minoring in Social Work.

Local agencies employing social workers in a variety of settings have expressed great interest in the development of a new Bachelor of Social Work Degree Program in the area. Letters supporting the program and providing indications of employment opportunities for graduates are included as Attachment 1 at the end of this document. As the demand for social workers increases, licensing requirements have become more stringent. The West Virginia Board of Social Work Examiners administers the social work professional licensing regulations and rules. Until recently, these regulations included an exemption allowing the West Virginia Department of Health and Human Resources (DHHR), a major employer of social workers in the state, the option to grant temporary licensure to employees who were not graduates of accredited social work programs. This exemption has now been eliminated, limiting employment opportunities for our graduates.

While anecdotal, it is also notable that the Department of Social and Behavioral Sciences regularly receives inquiries from high school students in the Northern Panhandle intending to pursue careers in social work who would likely attend West Liberty University rather than go elsewhere if a major in social work was available.

4.5 Employment Opportunities

Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and numbers of jobs for which such a curriculum is appropriate.

The current and future need for Social Workers has been well documented by government and professional agencies. According to the U.S. Department of Labor - Bureau of Labor Statistics web site, "Employment for social workers is expected grow much faster than the average for all occupations through 2016" with an expected increase in job openings of approximately 22%³. That same document goes on to say, "Job prospects are expected to be favorable, particularly for social workers who specialize in the aging population or work in rural areas." "Aging population" and "rural area" are descriptions that certainly fit much of West Virginia, which suggests that in this region, the increase in employment opportunities for Social Workers will be even greater. Workforce West Virginia projections for Workforce Investment Area 5, which includes the Northern Panhandle, indicate that job opportunities for child, family and public health social workers are expected to grow at an annual rate of .67% and those for medical and public health social workers at 1.73% through 2016⁴. The Bureau of Labor Statistics web page for West Virginia lists a Mean Annual Salary of \$29,540 for the 15,210 persons employed in the Community and Social Service Occupations during 2008.⁵ This general occupational classification includes the following jobs for which the curriculum of the proposed program would be appropriate: Substance Abuse and Behavioral Disorder Counselors, Mental Health Counselors, Rehabilitation Counselors, Child, Family, and School Social Workers, Medical and Public Health Social Workers, Mental Health and Substance Abuse Social Workers, Probation Officers and Correctional Treatment Specialists and Social and Human Service Assistants. Other fields in which graduates of this program are likely to find employment are listed in section 4.1 of this document.

4.6 Program Impact

Describe the impact of this program on other programs that it will support or that will be supported by it.

The most significant impacts resulting from the creation of this program will be within the Department of Social and Behavioral Sciences. Currently, the majority of students at West Liberty working toward careers in social work are pursuing degrees in Psychology or Criminal Justice with minors in social work. The availability of a social work major program will potentially, therefore, cause a decrease in the number of Psychology and Criminal Justice majors. It is likely, however, that this decrease would also occur without the creation of this program, as students intending to become licensed social workers will, in the future, be more likely to attend other schools with accredited programs. At the same time, the expected increase in the overall number of students caused by the addition of this program will equate to greater demand for general studies courses provided by the department.

³ <http://www.bls.gov/oco/ocos060.htm>

⁴ <http://www.wvbep.org/bep/lmi/occproj/longterm/WIA5.htm>

⁵ http://stats.bls.gov/oes/2008/may/oes_wv.htm#b21-0000

Programs outside the Department of Social and Behavioral Sciences will generally not be impacted other than by increasing the demand for General Studies and restricted elective courses they offer.

4.7 Cooperative Arrangements

Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges and equipment sharing) that have been explored.

No formal cooperative arrangements have been established at this time, however internship agreements will be established as needed with various public and private agencies in Ohio, Brooke, Marshall, Hancock Counties in West Virginia as well as in adjacent counties in Pennsylvania and Ohio.

4.8 Alternatives to Program Development

Describe any alternatives to the development of this program that have been considered and why they were rejected.

With recent changes to social work professional license regulations and rules making entry into the workforce contingent upon graduation from an accredited Bachelor of Social Work Degree Program, continuation of the current minor program does not seem likely to be of service to either our students or the community. Likewise, the BSW degree from an accredited institution greatly enhances the likelihood of acceptance into graduate programs in Social Work and expedites completion of the MSW degree, which is the ultimate goal of many students. There is, therefore, no viable alternative to the creation of a Bachelor of Social Work Degree Program at West Liberty University.

§133-11-5. PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

5.1 Program Administration

Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

The Bachelor of Social Work Degree Program will be housed within the College of Liberal Arts and the Department of Social and Behavioral Sciences, which also includes degree programs in Social Science, Social Studies Education, Psychology and Criminal Justice. No changes to institutional administrative organization will be required.

5.2 Program Projections

Indicate the planned enrollment growth and development of the new program during the first five years (FORM 1). If the program will not be fully developed within the five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.

Courses in the social work minor program have averaged 17 students per section since the fall of 2007. While approximately 10% of these students are taking these courses as electives or requirements for other programs, the majority are social work minors. The addition of a major program will undoubtedly have a positive impact on the number of students in social work courses. Based on inquiries from potential students and past experience, it is expected that the program will attract a minimum of 10 majors in the first academic year in addition to those already pursuing the minor, with the potential to grow significantly in the first five years. The survey of current students described in section 4.4 showed that, at that point, 25 would have immediately changed their majors to social work if it were offered. It also seems realistic to assume some increase in the number of majors as the program becomes established and its availability becomes known in the region. While there will certainly be some attrition in the program it can also be assumed that there will be transfer students entering the program at various points. For purposes of constructing Table 5.2.B, students are grouped in classes assuming a four year program of study. It is further projected that, as approximately one third of the courses on the list of restricted electives are social work courses, two of six required courses will be taken in this area. Other factors impacting these projections are the established support of social work courses (specifically SWK 304, 416 and 441) for the Psychology program, and a proposed change to the general studies program which would replace SOC 235 – Cultural Anthropology with SWK 201 – Ethnicity, Diversity and Cultural Awareness. This latter change will, if approved, increase enrollment in that course significantly, but is not here assumed to be adopted.

Initial plans are to offer courses on an annual cycle, with adjustments to be made as required.

Table 5.2.A. Bachelor of Social Work Degree Program Credit Sequence

Bachelor of Social Work Course Credits by Term and Year				
Term	First Year	Second Year	Third year	Fourth Year
Fall	0 credits	3 credits	9 credits	9 credits
Spring	3 credits	6 credits	6 credits	15 credits

Table 5.2.B. Bachelor of Social Work Degree Program Student Credits by Class

**Bachelor of Social
Work Course
Credits by Class
for Five Years**

Term	Year 1 (2010-11)	Year 2 (2011-12)	Year 3 (2012-13)	Year 4 (2013-14)
Fall				
Class of 2012	8 x 9	8 x 9 cr		
Class of 2013	10 x 3	10 x 9 cr	10 x 9 cr	
Class of 2014	12 x 0	12 x 3 cr	12 x 9 cr	12 x 9 cr
Class of 2015		15 x 0 cr	15 x 3 cr	15 x 9 cr
Class of 2016			15 x 0 cr	15 x 3 cr
Class of 2017				15 x 0 cr
Spring				
Class of 2012	8 x 6	8 x 15 cr		
Class of 2013	10 x 6 cr	10 x 6 cr	10 x 15 cr	
Class of 2014	12 x 3 cr	12 x 6 cr	12 x 6 cr	12 x 15 cr
Class of 2015		15 x 3 cr	15 x 6 cr	15 x 6 cr
Class of 2016			15 x 3 cr	15 x 6 cr
Class of 2017				15 x 3 cr

Table 5.2.C. Program Student Credit Hours Generated by Majors

**Bachelor of Social
Work Student
Credit Hours
generated by
Majors Based on
Figures in Table
5.2.B**

Term	Year 1	Year 2	Year 3	Year 4
Fall	102	198	243	288
Spring	144	297	357	405
Fall/Spring FTE	8.2	16.5	20	23.1

**FORM 1
FIVE YEAR PROJECTIONS OF
PROGRAM SIZE**

	First Year (2010-11)	Second Year (2011-12)	Third Year (2012-13)	Fourth Year (2013-14)	Fifth Year (2014-15)
*Number of Students Served through Course Offerings of the Program:					
Headcount	35	53	60	65	70
FTE – Fall/Spring	18.4	36.2	43.2	49.4	55
Student credit hours generated by courses within the program (fall/spring)	276	543	648	741	825
Number of Majors:					
Headcount	30	45	52	57	60
FTE majors – Fall/Spring	16.4	31	40	46.2	51
Student credit hours generated by majors within the program (fall/spring)	246	495	600	693	765
Number of degrees to be granted (annual total)	0	8	10	12	15

*Estimated number of students in major + minor + others. Non-major students are assumed to take 6 credit hours in the program on average.

5.3 Faculty Instructional Requirements

Indicate the number, probable rank, experience and cost of faculty required over the five-year period.

The accrediting agency for this program, as described in Section 7.2, requires no fewer than two full-time faculty members with a minimum of a “master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.”⁶ One of the social work faculty must be appointed as the Program Director “to provide educational and administrative leadership to the program.” This person must be given 25% release time to accomplish those duties. It further requires that one full-time faculty member be appointed as the Field Director of the program. The Field Director position also requires 25% release time.⁷ As West Liberty University currently employs one qualified faculty member, one additional faculty member will need to be hired. Each of the two social work faculty will be able to teach 9 credit hours per semester in addition to their Program Director and Field Director duties. The expected faculty to student ratio, according to the accrediting agency, is 1:25. As there are expected to be no more than 50 majors initially, 2 faculty members should be sufficient to begin offering the program, although an adjunct instructor may be required from time to time. The rank of the current faculty member is an associate professor and the anticipated rank of the new faculty member will be assistant or associate professor.

The Curriculum Vitae of the current faculty member is presented as Attachment 2.

5.4 Library Resources and Instructional Materials

Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.

The program will require “access to comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.”⁸ A review of the capacities of the WLU library suggests that such access is in place with no additional resource requirements. The Director of the Elbin Library has, however, indicated that they support the creation of this program and will designate additional resources as required (see attachment 3).

⁶ Ibid.

⁷ <http://www.cswe.org/NR/rdonlyres/2A81732E-1776-4175-AC42-65974E96BE66/0/2008EducationalPolicyandAccreditationStandards.pdf>

⁸ CSWE Educational Policy and Accreditation Standards, section 3.5.4.

5.5 Support Service Requirements

Indicate the nature of any additional support services (e.g. laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs and describe how such expansion will be incorporated into the institutional budget.

This program will require access to “assistive technology, including materials in alternative formats.”⁹ An inventory of such technologies available on campus and the processes in place to obtain such technologies on an as-needed basis shows that this access is currently in place (see Attachment 4).

There are no other requirements for additional support services.

5.6 Facilities Requirements

Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.

This program will not require any additional space or the remodeling or renovation of existing space.

5.7 Operating Resource requirements

Using FORM 2, provide a summary of operating resource requirements by object of expenditure.

FORM 2 follows on the next page. A budget narrative follows FORM 2.

⁹ CSWE Eduational Policy and Accreditation Standards, section 3.5.6.

FORM 2

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS**

	FIRST YEAR (2010)	SECOND YEAR (2011)	THIRD YEAR (2012)	FOURTH YEAR (2013)	FIFTH YEAR (2014)
A. FTE POSITIONS					
1. Administrators	0.50	0.50	0.50	0.50	0.50
2. Full-time Faculty	1.50	1.50	1.50	1.50	1.50
3. Adjunct Faculty	0.00	0.50	1.50	1.50	1.50
4. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
5. Other Personnel:					
a. Clerical Workers	0.10	0.10	0.10	0.10	0.10
b. Professionals	0.10	0.10	0.10	0.10	0.10
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services					
a. Administrators	\$32,250	\$33,217	\$34,214	\$35,240	\$36,297
b. Full-time Faculty	\$96,750	\$99,653	\$102,642	\$105,722	\$108,894
c. Adjunct Faculty	\$0	\$7,200	\$10,800	\$10,800	\$12,000
d. Graduate Assistants	\$0	\$0	\$0	\$0	\$0
e. Non-Academic Personnel:					
Clerical Workers	\$3,400	\$3,502	\$3,607	\$3,715	\$3,827
Professionals	\$0	\$0	\$0	\$0	\$0
TOTAL SALARIES	\$132,400	\$143,572	\$151,263	\$155,477	\$161,018

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS**

	FIRST YEAR (2010)	SECOND YEAR (2011)	THIRD YEAR (2012)	FOURTH YEAR (2013)	FIFTH YEAR (2014)
1. Salaries	\$132,400	\$143,572	\$151,263	\$155,477	\$161,018
2. Current Expenses					
Marketing/promotion	\$5,500	\$3,750	\$2,500	\$2,500	\$2,500
Assessment	\$2,500	\$2,000	\$1,750	\$1,750	\$1,750
Travel/Scholarship	\$5,000	\$7,500	\$5,500	\$5,750	\$6,000
Correspondence	\$750	\$750	\$750	\$750	\$750
Phone	\$550	\$550	\$550	\$550	\$550
Miscellaneous	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
Education Equipment	\$5,000	\$5,000	\$4,000	\$3,000	\$3,000
Library Books	\$4,000	\$4,000	\$3,000	\$3,000	\$3,000
5. Non-recurring expense					
CSWE	\$6,950	\$3,625	\$3,625	\$9,143	0
Total Costs	\$167,650	\$175,747	\$177,938	\$186,920	\$183,568

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	0	0	0	0	0
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and other (Tuition & Fees)	\$155,250	\$246,825	\$302,380	\$351,405	\$392,100
Total All Sources	\$155,250	\$246,825	\$302,380	\$351,405	\$392,100

Budget Narrative

For the purpose of budget predictions, a base salary of \$100,000, 29% benefits, and a three percent annual salary increase was used for the two full-time faculty position calculations. A flat fee of \$1,800 per course was used for the adjunct faculty cost calculations. The courses to be offered during the fall and spring terms each year were reviewed to determine the number of courses to be taught by full-time faculty during the fall, spring, and summer academic terms and those which will be taught by adjuncts for each year.

During the spring and fall terms of the first year, three of three courses (9 credit hours) or .75 of the teaching load will be offered by two full-time faculty equaling an FTE of 1.50. During the second year, three of three courses (9 credit hours) or .75 of the teaching load will be offered by two full-time faculty equaling an FTE of 1.50. Adjunct faculty will teach four courses during the fall and spring terms.

During years three and four, three of three courses (9 credit hours) or .75 of the teaching load will be offered by two full-time faculty equaling an FTE of 1.50. Adjunct faculty will teach six courses during the fall and spring terms.

The clerical work, to be provided by the Dean's administrative assistant, will be .10 of her workload each year and is based on \$34,000 salary and a three percent annual increase. Other personnel-professional will be .10 of their workload each year and is based on \$48,000 salary and a three percent annual increase.

Funding for the program is based heavily on tuition and fees but West Liberty has made a commitment to support the program in all ways. An enrollment of 31 in-state students for the first year was used for calculations. We anticipate enrollment from out-of-state students but have not used this higher tuition fee for the purpose of predicting program revenues. The program enrollment (majors and minors) will include attrition so enrollment figures for budget purposes are based on enrollments of 31, 46, 50, 55 and 58 for the first five years respectively.

5.8 Source of Operating Resources

Indicate the source of operating resource requirements if the service levels are to reach those projected by FORM 1. Describe any institutional plans to reallocate resources to the program in each year of the five year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

West Liberty is not seeking any new financial support for this program.

The Social Work program will be supported by tuition and fees revenues and General Fund Appropriations.

There are no expectations that supplementary resource needs beyond the usual or expected institutional allocations derived through the regular budget request process will be needed.

§133-11-6. OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Not applicable.

§133-11-7. PROGRAM EVALUATIONS

7.1 Evaluation procedures

Indicate the evaluation or review guidelines, procedures, schedule and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the State and its people, its role in contributing to human development and its social utility in contributing to the further development of West Virginia.

Evaluation of the Bachelor of Social Work Degree Program will be conducted in accordance with requirements of the West Liberty University Board of Governors and the accrediting agency.¹⁰ The program will be evaluated using methods compatible with other programs in the Department of Social and Behavioral Sciences and will receive an institutional review as well as a department program review.

The institutional review will determine the viability and sustainability of the program. During each of the first three years, using data-driven decision making, the program will be examined by the Program Director, Department Chair, Dean, Chief Financial Officer, Executive Director of Enrollment Services, Chief Academic Officer and other stakeholders. Areas to be evaluated will include enrollment, retention, budget and attainment of program goals and objectives. As part of this process, strengths, weaknesses, opportunities and threats will be identified. Based upon these lists, a strategic plan, including goals, action items, time-lines and assignments will be constructed. A report based on this review will be presented to the President and Board of Governors. If the program's viability and sustainability appear strong at the end of the three annual reviews, the program will move into the institution's regular review cycle with the next review due during the fifth year of the program.

Department-level assessment of the program will begin in the first year if the program and will comply with the institutional assessment plan. Data relative to the attainment of program goals and objectives, as described in Section 3.9.1 of this plan, will be collected each term and evaluated annually by a program assessment committee. The committee will then recommend program changes as appropriate. The annual report generated by this review will be reviewed by the institutional assessment committee. Assessments used in this process are outlined in Table 7.1.A.

¹⁰ CSWE Education Policy and Accreditation Standards Section 4.0

Table 7.1.A. LIST OF PROGRAM ASSESSMENTS for Bachelor of Social Work Degree Program

Name of Assessment		Type or Form of Assessment	When the Assessment is Administered
1	Course Grades	Based on key assignments; determines mastery of course objectives	Ongoing monitoring of objectives in each course; final documentation at program completion
2	Research Project	Results of clinical-based project presented in writing and orally	SWK 310
3	Field Placement Evaluations	Evaluation forms completed by student, field site supervisor and program field director	SWK 480, SWK 482
4	Portfolio	Demonstration of mastery of program objectives; candidate determines content and format	Application for Field Placement
5	Graduate Survey	Survey of recent graduates to determine success rates in admission to graduate programs, employment and continuing education	Administered at regular intervals following completion of program

7.2 Accreditation Status

Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program.

The accrediting agency for this program will be the Council on Social Work Education (CSWE). Application for Candidacy Status for accreditation will be submitted immediately upon approval of the program by the Higher Education Policy Commission (HEPC). The initial accreditation process will last approximately four years. Based upon current CSWE accreditation fees, expenses in year one, which include the Letter of Intent and Candidacy Eligibility Fee will amount to \$6,950. Expenses in year two will be \$2,625 for the Commissioner Visit Fee plus approximately \$1,000 for travel. Year three expenses will be the same as year two. Year four, in which accreditation is finalized, will cost \$1,733 for the Initial Accreditation Eligibility Fee, \$3,785 for the Initial Accreditation Fee, \$2,625 for the Commissioner Visit Fee plus approximately \$1,000 in travel expenses. In addition to these fees, Annual Program Membership Dues, which are indexed based on the size of the program, but capped at \$4,345.¹¹

¹¹ <http://www.cswe.org/NR/rdonlyres/1F56CD67-3513-4E3E-8B41-80428F3E1C03/0/CandidacyFeesandRelatedExpenses2008EPAS01292009LAW.pdf>

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Bachelor of Music

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Music to be implemented at West Liberty University, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

West Liberty University proposes to create a Bachelor of Music degree program. The new degree program at West Liberty is designed to complement the existing concentration in music education. The Bachelor of Music degree is geared toward music students who wish to study intensively on their major instrument or voice, or focus on music technology, and is considered a “professional program” by the National Association of Schools of Music, the accrediting agency for university music programs. The new program is consistent with the mission of the institution and will build on the strength of current West Liberty music offerings.

For admission to the program prospective students must present a high quality audition. To continue in the program, students must meet certain performance standards, including completion of applied lessons, participation in student forum recitals, and completion of a senior recital.

The Bachelor of Music will be a 128 credit hour program with 36 hours in general studies, 35 hours in the music core, and 45 hours in major and supportive courses. The degree will include two concentrations: Music Performance and Music Technology. Students select one concentration. Areas of emphasis within the Music Performance concentration are instrumental, vocal, or piano courses of study. The Music Technology concentration focuses on coursework in which students demonstrate mastery of digital recording and/or electronic music.

Seven other West Virginia higher education institutions, five in the public colleges and universities, have either the Bachelor of Arts in Music or Bachelor of Music degrees. West Virginia University is the only other state institution to offer the Bachelor of Music, a degree emphasizing professional preparation. A number of institutions, including West Liberty University, offer a music concentration as part of bachelor of education degree program. Clientele for the proposed new degree are undergraduate students seeking careers in the field of music and those who desire to pursue graduate music degrees. In addition, those students who have an interest in the music profession, but

who do not choose to pursue studies in music education, will find the new degree an attractive option.

The Division of Music at West Liberty University has nine full-time faculty, with seven faculty members holding terminal degrees. Though the number of part-time adjunct faculty will increase to meet programmatic needs, no additional full-time faculty are necessary.

Library holdings in music are adequate and additional funds will be provided to keep the holdings current. The institution provides necessary support services for the Music Division. The Department of Arts and Communication, which houses the music program, has established an infrastructure that will be able to accommodate program needs. Though current facilities at the university are adequate to support the music degree, the institution will provide facilities upgrades over the next two years to meet accreditation needs.

The Division of Music has been accredited by the National Association of Schools of Music since 1972, and was reaccredited in 2009. The institution is committed to maintaining NASM accreditation. In the 2013-14 academic year, the Commission will conduct a post-audit review of the new degree program to assess progress toward successful implementation.

Proposal to Add New Degree Program

Bachelor of Music

West Liberty University



March, 2010

Brief Summary Statement: This document is our complete proposal to create a Bachelor of Music degree program at West Liberty University. The Bachelor of Music degree is considered a “professional” program by our accrediting organization, The National Association of Schools of Music and will complement our existing program in Music Education. The Bachelor of Music degree is geared toward music students who wish to study intensively on their major instrument or voice, or focus on music technology. We submit this proposal in accordance with Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission, Series 11. The projected date for the implementation of this plan is August 2010.

§133-11-3.9 PROGRAM DESCRIPTION

3.9.1 Program Objectives: State the program objectives so they can be related to the criteria in the evaluation plans (Section 7).

The objectives of the proposed program are to:

- prepare graduates for careers as professional musicians.
- prepare graduates for careers in the music industry.
- produce musicians who are well-qualified for acceptance into graduate programs and successful at attaining teaching assistantships (or similar positions) at such institutions.
- increase the number and quality of incoming music majors at West Liberty University.
- expand upon West Liberty University’s established reputation as an active participant in the local musical community.
- fulfill the Mission of West Liberty University: “To provide our students the opportunity for a high quality undergraduate, graduate, and professional education.”
- attract and foster student musicians of the highest quality.
- produce exceptional instrumentalists, vocalists, and pianists.
- produce graduates with experience performing a wide variety of musical styles.
- produce experienced and knowledgeable practitioners of music technology.
- produce graduates with highly-developed technical and creative skills.
- produce graduates who can demonstrate the relation of music to its historical context.
- produce musicians who can arrange, transcribe and/or compose music for a variety of genres/media.
- produce musicians who can demonstrate understanding of theoretical concepts and analytical practices related to music.
- produce graduates with extensive knowledge of literature appropriate to their musical discipline.
- produce graduates with extensive knowledge of pedagogical techniques and practices appropriate to their musical discipline.
- produce graduates who will be able to apply critical thinking skills and reasoned judgments in a variety of musical contexts.

- produce graduates who can analyze, formulate and influence community and social policies related to music.
- produce musicians who are life-long learners.
- complement the existing Bachelor of Arts in Music Education degree by providing more and varied opportunities for our students – current or prospective.
- help the Division of Music retain students who decide not to pursue the Music Education degree.
- increase the size and quality of our performing ensembles, making West Liberty an even more important player in the local musical community.
- increase the quality of prospective students who wish to enroll in the music program at West Liberty University.

3.9.2 Program Identification: Each proposal shall include an appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics.

50.0999 Music, Other.

3.9.3 Program Features

3.9.3.1 Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objectives.

Relationship to Program Objectives: In order to maintain high levels of musicianship among our graduates, the Division of Music starts by being selective during the audition process.

Prospective students must present a “high-quality” audition in order to be accepted into the music program. Auditions typically consist of the performance of prepared musical selections and musical rudiments (scales, etudes, etc.), an aural perception test, and/or an interview. Several, if not all, members of the full-time faculty of the Division of Music are present for each audition. Based on the quality of the audition, the faculty present will decide whether or not to admit the student to the program. A “high-quality” audition may be defined in many ways. For example, an auditioning student may show an extraordinary amount of musical skill in performance, and therefore be accepted into the program. In another case, an auditioning student may show an extraordinary amount of promise, and may also be accepted. Ideal musical abilities include accuracy of pitch, rhythm, articulation, and dynamics, to name a few. Other characteristics of a successful audition include deportment, confidence, and preparation. Individuals who do not meet audition standards will either not be admitted to the program or be allowed to take remedial coursework and/or remedial private lessons with the intention of auditioning again.

Relationship to Program Objectives: In order to assure the highest levels of musicianship among our graduates, the Division of Music assesses student progress through the program via specialized courses, academic policies, and assessment procedures.

Students in the proposed Bachelor of Music degree program will adhere to all of the following Performance Standards:

- Applied Lessons
- Upper-Division Qualification
- Minimum Grade Requirements
- Student Forum Recitals
- Senior Recital (Music Performance) or Senior Project (Music Technology)

Applied Lessons

Music students in the program will be required to take Applied Lessons (“private lessons”) during every semester of full-time enrollment. Freshman students will begin at the 181 level (first-semester freshman level) and progress through to the 482 level (second semester senior level)*. These numbers indicate levels of progress as manifested by musical performances and work ethic as determined by the private instructor. Each student must perform at least one piece per semester on a Student Forum Recital (“Student Forum” is described in detail in section 3.9.3.2 below) and play before a “Jury” of faculty at the end of the semester. The quality of a students’ applied lesson study, the Student Forum Recital performance, and the quality of the Jury performance will determine whether or not a student progresses to the next number in the Applied level sequence (see below). Students who do not meet standards set forth by the applied instructor, with input from other faculty, will have to repeat the same Applied Lesson level during the following semester. Recitals and Juries provide necessary performance experiences for our students and are meant to prepare students for the scrutiny and stresses that come along with such performances.

- *181 – first semester freshman
- 182 – second semester freshman
- 281 – first semester sophomore
- 282 – second semester sophomore
- 381 – first semester junior
- 382 – second semester junior
- 481 – first semester senior
- 482 – second semester senior

Upper-Division Qualification

Each music major at West Liberty University will submit to a comprehensive formal review called Upper Division Qualification (UDQ). This review is used to evaluate whether a given student may continue as a music major after successful completion of certain courses and requirements. UDQ typically occurs toward the end of the Sophomore year. Students are required to perform selected pieces, take proficiency tests, and be interviewed by the faculty. All faculty members participate in the review process, which is scheduled in 20-minute slots during final exam week. Students are not allowed to enroll in 300 or 400 level music classes (except ensembles) until UDQ has been passed.

Minimum Grade Requirements

Students are required to pass MUS 131 Introduction to Music Literature, and all Music

Theory and Ear Training classes with minimum grades of “C.” If a student receives a grade lower than a “C,” that class will have to be repeated and passed with a grade of “C” or better in order to progress to the next class in the sequence. MUS 131 is a prerequisite for upper division Music History and Analysis courses.

Student Forum Recitals

All music majors are required to perform a solo piece or etude once per semester for Student Forum (except first-semester freshman). Student Forum is a weekly meeting of the entire music department and attendance is taken. This solo performance is counted toward the Applied Lesson grade. If a student (other than a first-semester freshman) fails to perform on Student Forum, that student will be given a grade of “incomplete” for that semester.

Senior Recital

All majors in the Music Performance concentration are required to perform a senior recital as a capstone experience. This recital normally occurs during the senior year and will have at least 45 minutes of solo music. It is the student's responsibility to schedule a mutually convenient time and place for the recital and the pre-recital hearing with the appropriate faculty members. The senior recital should represent the content standards met by achieving upper-level study in the major applied area. The recital repertoire is chosen by the student in consultation with the applied teacher and should encompass a variety of styles and historical periods of music. Specific recital repertoire requirements may be found in the syllabi of individual applied teachers within the Music Division. Students must pass a Pre-Recital Hearing before performing the recital. The recital jury panel includes the applied instructor and as many as three other faculty members of the Music Division. The pre-recital hearing must take place within the following “window”--between 21 and 10 days prior to the date of the recital. If the recital jury is not satisfactory according to the jury panel, the recital will be cancelled and must be rescheduled according to the above guidelines. All programmed recital pieces must be performed for the committee, and a majority vote of approval is required to proceed with the recital. This hearing will excuse the student from the end-of-semester “jury” (described below in section 3.9.3.2).

Senior Project

Students in the Music Technology concentration are required to complete a large-scale project during their final semester of enrollment. For students who choose the Digital Recording emphasis, this can be a large-scale recording project or an internship at a professional studio. For students who choose the Electronic Music emphasis, this should be a large-scale composition (involving electronics in a significant way), audio installation, sound design project, or similar. The nature of the project will be the result of close consultation between the student and his or her advisor, and/or the Director of Music Technology. The project will be approved by a panel of music faculty members at the end of the semester immediately prior to the final project semester.

3.9.3.2 Program Requirements: Describe course requirements (indicating new courses with asterisks), majors and specializations, credit-hour requirements, research-tool requirements, examination procedures and requirements for a research paper, thesis, or dissertation. Also include fieldwork or similar requirements and any other information that helps to describe the program of study.

The Bachelor of Music degree will have two concentrations: Music Performance and Music Technology. Students will choose one concentration. The Music Performance concentration will feature three areas of emphasis: Instrumental, Vocal, or Piano.

Below is a listing of all courses and credit hours required for the Bachelor of Music degree. The University's Curriculum Committee approved the curriculum (including General Studies course requirements) on September 22, 2009 (see Attachment I).

SUMMARY

128 Total Credit Hours:

36 credit hours	General Studies
35 credit hours	Music Core
45 credit hours	Major and Supportive Courses
12 credit hours	Restricted Electives

GENERAL STUDIES – 36 credit hours

Communications	3 courses required:	9 total credit hours
ENG 101	Freshman English I	3
ENG 102	Freshman English II	3
COM 101	Fundamentals of Oral Comm.	3
Mathematics	1 course chosen from:	3 total credit hours
MATH 102	Nature of Math	3
MATH 140	College Algebra	3
MATH 145	Precalculus Algebra	3
MATH 160	Introduction to Statistics	3
MATH 210	Calculus + Analytic Geometry I	3
Natural Sciences	1 course and lab chosen from:	4 total credit hours
BIO 105/106	Life Sciences for Non-Major	4
BIO 124/125	Biological Principles	4
CHEM 100/101	Foundations of Chemistry	4
CHEM 110/111	General Chemistry I	4
PHYS 101/110	Elementary Physics I	4
PHYS 190191	The Physical World	4
Fine Arts	2 courses chosen from:	6 total credit hours
FA 101	Fine Arts as a Human Experience	3
ART 100	Fundamentals of Art	3
ART 340	History of Western Art I	3
ART 341	History of Western Art II	3

ART 343	Survey of Non-Western Art	3
COM 203	Argumentation and Debate	3
COM 211	Mass Communication Media	3
COM 241	Theater Appreciation	3
COM 341	History of the Theater	3
Humanities	1 course chosen from:	3 total credit hours
	Any Literature course	3
	Any Philosophy course	3
	Any Religion course	3
Social and Behavioral Sciences		6 total credit hours
	1 course chosen from:	
HIST 103	History of Civilization I	3
HIST 104	History of Civilization II	3
HIST 210	History of the U.S. to 1865	3
HIST 211	History of U.S. Since 1865	3
GEO 205	Introduction to Geography	3
GEO 206	World Regional Geography	3
POLS 101	Basic Concepts/Politics & Gov.	3
POLS 201	National Government	3
	1 course chosen from:	
SS 100	Global Issues	3
SOC 150	Basic Concepts of Sociology	3
SOC 235	Cultural Anthropology	3
PSYC 101	Intro to Psychology	3
Business and Economics	1 course chosen from:	3 total credit hours
ECON 101	Principles of Macroeconomics	3
ECON 102	Principles of Microeconomics	3
GBUS 140	Introduction to Business	3
Wellness and Physical Education		2 total credit hours
	1 or 2 courses chosen from:	
PE 101	General Program in PE I	1
PE 102	General Program in PE II	1
HE 253	Personal Health	2
MUSIC CORE		35 credit hours
MUS 103	Ear Training I	2
MUS 104	Ear Training II	1
MUS 203	Ear Training III	2
MUS 204	Ear Training IV	1
MUS 113	Music Theory I	2
MUS 114	Music Theory II	3
MUS 213	Music Theory III	2

MUS 214 Music Theory IV	3
MUS 131 Introduction to Music Literature	3
MUS 246 Introduction to Music Technology	3
MUS 315 Form and Analysis	2
MUS 330 History of Music I	3
MUS 331 History of Music II	3
MUS 340 Basic Elements of Conducting	2
MUS 375 Functional Keyboard	2
MUS 461 Career Development Seminar*	1

*indicates a new course

MAJOR AND SUPPORTIVE COURSES **45 credit hours**

Music Technology Concentration

MUS 181 Applied Major Instrument or Voice study	1	
MUS 182 Applied Major Instrument or Voice study	1	
MUS 281 Applied Major Instrument or Voice study	1	
MUS 282 Applied Major Instrument or Voice study	1	
MUS 247 Advanced Computer Notation*	3	
Ensembles	6	(1 credit x 6 semesters)
MUS 287 Recording Techniques I	3	
MUS 288 Recording Techniques II	3	
MUS 387 Electronic Music I	3	
MUS 388 Electronic Music II	3	
MUS 278, 478, 479 Special Topics or Special Problems	3	
MUS 487 Music Technology Practicum*	4	(1 credit x 4 semesters)
MUS 490 Senior Project in Music Technology*	6	
CIS 271 Practical Computer Applications	3	
COM 223 Radio Production or COM 225 TV Field Prod.	4	TOTAL 45

*indicates a new course

Music Performance Concentration

Instrumental Emphasis

MUS 181 Applied Major Instrument Study	3	
MUS 182 Applied Major Instrument Study	3	
MUS 281 Applied Major Instrument Study	3	
MUS 282 Applied Major Instrument Study	3	
MUS 381 Applied Major Instrument Study	3	
MUS 382 Applied Major Instrument Study	3	
MUS 481 Applied Major Instrument Study	3	
MUS 482 Applied Major Instrument Study	2	
MUS 263 Small Instrumental Ensemble	7	(1 credit x 7 semesters)
MUS 364 Large Instrumental Ensemble	8	(1 credit x 8 semesters)
MUS 385 Instrumental Literature*	3	
MUS 466 Instrumental Pedagogy*	3	
MUS 493 Senior Recital*	1	TOTAL 45

Piano Emphasis

MUS 181 Applied Piano Study	3	
MUS 182 Applied Piano Study	3	
MUS 281 Applied Piano Study	3	
MUS 282 Applied Piano Study	3	
MUS 381 Applied Piano Study	3	
MUS 382 Applied Piano Study	3	
MUS 481 Applied Piano Study	3	
MUS 482 Applied Piano Study	2	
Ensembles	6	(1 credit x 6 semesters)
MUS 373 Accompanying Lab	3	(1 credit x 3 semesters)
MUS 374 Accompanying Practicum	3	(1 credit x 3 semesters)
MUS 391 Piano Literature I*	3	
MUS 392 Piano Literature II*	3	
MUS 468 Piano Pedagogy*	3	
MUS 493 Senior Recital*	1	TOTAL 45

Vocal Emphasis

MUS 153 Fundamentals of Voice for Choral Emphasis	2	
MUS 181 Applied Voice Study	3	
MUS 182 Applied Voice Study	3	
MUS 281 Applied Voice Study	3	
MUS 282 Applied Voice Study	3	
MUS 381 Applied Voice Study	3	
MUS 382 Applied Voice Study	3	
MUS 481 Applied Voice Study	3	
MUS 482 Applied Voice Study	2	
MUS 261 Small Vocal Ensemble	1	
MUS 353 Italian, German, and French Diction*	2	
MUS 265 All-College Chorus or MUS 365 Chamber Choir	7	(1 credit x 7 semesters)
MUS 383 Vocal Literature*	3	
MUS 464 Vocal Pedagogy*	3	
MUS 493 Senior Recital*	1	
Any Foreign Language	3	TOTAL 45

The following section describes additional requirements for the proposed Bachelor of Music degree program. The majority of these requirements are already in place as part of the Bachelor of Arts degree in Music Education and were described under “Performance Standards” in Section 3.9.3.1 above: Applied Lessons, Upper Division Qualification, Minimum Grade Requirements, Student Forum, Senior Recital, and Senior Project. The following are additional requirements of the proposed degree:

Ensemble Requirements

The following ensemble requirements must be met in order to graduate with a Bachelor of Music degree from West Liberty University. Instrumental Music Performance majors are

required to participate in a large ensemble for 8 semesters, and a small ensemble for at least 7 semesters. Vocal Music Performance majors are required to participate in choir or chorus for at least 7 semesters, and a small vocal ensemble for at least 1 semester. Piano Music Performance majors and Music Technology majors are required to participate in any large or small ensemble for a minimum of 6 semesters.

Concert Attendance

All students in the program will have to provide documentation of attendance at a certain number of musical performances during their tenure at West Liberty. This ensures that our students are experiencing many different styles and genres of music. Students are required to attend performances with the following designations: Symphony Orchestra, Chamber Music, Opera, Musical Theater, Ethnic/"World" Music, Solo, Choral, Jazz Ensemble, and Concert Band/Wind Ensemble. In addition, all music students must attend at least ten Student Forum (described above) meetings per semester. Failure to do so will result in a grade of incomplete for private lessons for that semester. Failure to complete the requirement will delay graduation.

3.9.4. Program Outcomes: Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.

West Liberty University currently offers the Bachelor of Arts in Music Education as our only music degree. We are proposing a new degree program: Bachelor of Music. However, since we already have the infrastructure in place for a successful music program, we consider this proposal to be an "expansion" of the current program.

By adding the Bachelor of Music degree to the current music program, we intend to achieve the following results:

- Through intensive study in their major applied area (instrumental, piano, or vocal), graduates of the Music Performance concentration will be able to demonstrate mastery and musicality via live performance in a solo and/or ensemble setting.
- Through intensive study in applied instrumental or piano lessons, graduates of the Music Performance concentration will be able to demonstrate a deep knowledge of their chosen instrument.
- Through intensive study in applied voice, graduates of the Music Performance concentration will be able to demonstrate mastery of vocal diction in appropriate languages.
- Through intensive study in the Music Technology concentration, graduates will be able to demonstrate mastery of digital recording and/or electronic music (depending upon the chosen emphasis).
- Through intensive study in the Music Technology concentration, graduates will be able to demonstrate knowledge of the history of audio recording and/or electronic music.
- Graduates of either the Music Performance concentration or the Music Technology

concentration will be able to demonstrate aural skills, music theory skills, and knowledge of the history of music.

- Graduates of the Music Performance concentration will be able to demonstrate knowledge of important repertoire and literature appropriate to their chosen emphasis.
- Graduates of the Music Performance concentration will be able to demonstrate knowledge of pedagogical techniques appropriate to their chosen emphasis.
- Graduates of the proposed Bachelor of Music degree program will be prepared to succeed at the graduate level in their chosen field.

3.9.5. Program Delivery: Describe any instructional delivery methodologies to be employed, such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology-based delivery.

The Bachelor of Music degree will use a variety of instructional methods for the various classes, ensembles, and private instruction studios. Examples include (but are not limited to) video/audio recording of students during class sessions and private lessons, and computer-aided-instruction software. Web-based instructional systems exist on campus and are well-supported (Sakai), but are primarily used for teaching online classes. The Bachelor of Music degree will not feature any online music classes at this time or in the foreseeable future. Many faculty members, however, use web-based systems as “online supplements” to their normal classes, but there will not be any “distance education” or “fully online” components to the degree. All courses have regular meeting times and attendance is required. There will be no additional costs for technology-based delivery beyond what is currently supported by the University.

§133-11-4. Program Need and Justification.

4.1. Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the statewide master plan.

Institutional Goals and Objectives from the West Liberty University Bulletin:

- *Ability to evaluate ideas, beliefs, and values through rational and logical thought:*
The proposed degree will require students to constantly evaluate and interpret ideas, beliefs, and values using rational and logical thought. Our graduates will not only learn to master an instrument or a technology, but they will also be sought-after for their ability to use reasoned judgment and formulate appropriate criticisms.
- *Ability to express oneself clearly and coherently in speech/writing:*
The proposed degree will require students to use effective communicative skills in person as well as on paper. Examples include writing program notes, presenting lecture-recitals, creating arrangements or writing original compositions, etc.
- *Understanding of the natural environment and humanity's relation to it:*
Although our specific program does not relate to this, it is addressed within the general

studies curriculum.

- *Understanding of human behavior, values, and social institutions within a global context:*
Music is naturally a global experience because it is a cultural experience. Students gain understanding through digestion and interpretation of musical idioms from various geographic regions and foreign cultures.
- *Competence in a chosen curriculum that will enhance career opportunities:*
In this respect the proposed degree can be considered a “professional” degree – it is the ultimate preparatory program for future performers and technologists.
- *Ability to use one’s leisure time in satisfying, productive and creative ways:*
In addition to the focused study of the proposed program, our students are required to attend a wide variety of live musical performances. This is meant to encourage an appreciation for the consumption of music. Our graduates will also be the audience of the future.
- *Willingness to examine cultures and life styles in an open-minded manner:*
Studying music requires the acceptance and understanding of the context and cultural relativity of a musical performance, and/or a composition. Voice majors, for example, learn Diction – the correct pronunciation of foreign languages. All musicians learn the conventions of foreign terminology used in written music. The proposed program will foster the acceptance of cultural differences through the study of how various cultures express themselves through music.
- *Achieve competence in career appropriate technologies.*
Music Technology is a required course for all music majors at West Liberty University. In addition, basic classes in audio recording and electronic music are open to all students who are interested.

West Liberty University’s third long-range goal is “*to promote community service, whereby the institution’s faculty, staff, and students contribute to the community according to their skills and abilities.*”

Performers must have an audience in order to be heard. Concerts, lectures, and other performances are at minimum teachable moments, and at best, life-altering experiences. The music faculty is committed to providing as many appropriate opportunities as possible for our students both on and off campus. Examples include touring ensembles, special community events, the community/concert artist series, attendance/performance at professional conferences, internships, etc.

The “Core Values” of West Liberty University (as published in the University Bulletin):

- Student Centered
- Caring
- Professionalism

- Commitment of Excellence Through Continuous Improvement
- Personal Integrity

The proposed degree program relates well to the core values stated in the University Bulletin. It is, at its core, student-centered, focusing on the development of the individual's potential and talent. It is a caring program because it must also focus on personal wellness. Like any professional, musicians must adhere to a personal integrity when dealing with other people in personal or professional contexts. The fields of Music Performance and Music Technology are continually evolving, with new methodologies, techniques, advancements, compositions, etc. We strive to prepare our graduates for optimal readiness and to cultivate a desire for life-long learning.

The following points are quoted directly from the West Virginia Statewide Master Plan:

1. Economic Growth – Recommendations

“Prepare students for a knowledge-intensive, global economy by developing and enhancing relevant programs, centers, and curricula.”

The proposed degree program has a core curricula based upon the improvement of reading comprehension, written communication, critical thinking, and problem-solving. Courses like Ear Training, Music Theory, Form and Analysis, Introduction to Music Technology, and General Studies courses are designed to drill and practice such skills.

“Develop partnerships with public and private employers for training and employment and to facilitate the transition from school to work.”

The faculty of the Division of Music currently maintains partnerships with public and private employers in the form of internships with recording studios, and relationships with public school music programs. The proposed program will offer the opportunity for students to intern with local businesses and/or interact with public and private school music programs. The proposed program will constantly evolve and renew its offerings to align with workforce needs.

2. Access – Recommendations

“Facilitate the transition from secondary to post-secondary education for high school graduates.”

“Enhance outreach to all residents to participate in higher education”

The proposed degree program is an expansion of our existing music program and thus articulates West Liberty's desire to reach out to prospective students and offer appealing new programs.

The Division of Music interacts with the community in many ways including concerts, special performances, clinics, festivals, and general music classes. This interaction is a form of advocacy for music study at the college level, as well as publicity for the University as a whole. The Division also maintains a website which is constantly updated with new information: <http://www.westliberty.edu.music/>. Our website provides an exhaustive description of our program offerings, degree requirements, facilities, financial aid opportunities, and activities.

3. Cost and Affordability – Recommendations

“Invest in higher education as a public good.”

Community outreach initiatives from the Division of Music (concerts, presentations, performances, festivals, etc.) help promote the value of a college education as a “societal good”.

“Maximize institutional efficiency.”

The proposed degree program will be a model of efficiency because it will simultaneously increase enrollment, improve the quality of the program, and improve the attractiveness of the program without requiring a substantial increase in operating resources. In other words, the proposed program can be initiated within the existing infrastructure of the Division of Music at West Liberty University.

4. Learning and Accountability – Recommendations

“Increase number of degrees awarded.”

The proposed degree program will expand enrollment, and streamline course requirements and graduation requirements. This will eventually lead to an increase in the number of graduates from the Division of Music.

“Expand educational opportunities in international studies and foreign languages.”

The proposed degree will require the study of foreign language in vocabulary, conversation, and diction (see requirements for the Voice emphasis above.)

“Refine and strengthen assessment of student learning.”

In conjunction with the Office of Institutional Research and Assessment, the Division of Music will fully participate in University assessment initiatives as well as continue to develop and enhance the assessment procedures of our own students before and after graduation.

“Improve student retention.”

The proposed degree was designed to provide another option for music students who choose not to pursue the Bachelor of Arts in Music Education at West Liberty University. Qualified existing WLU music students can shift to the proposed degree program (via audition) instead of leaving the program altogether. This will help retain students.

5. Innovation – Recommendations

“Implement new technologies and promote innovative and technology-adaptive curricula for target areas.”

The Music Technology concentration of the proposed degree will boast the very latest technologies for audio recording, mixing, editing, and synthesis. The curriculum will be open to innovative pedagogical techniques and practices utilizing state-of-the-art equipment and facilities.

4.2. Existing Programs: List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.

The following institutions in West Virginia offer either a Bachelor of Music degree with a performance concentration, or a similar Bachelor of Arts degree with a performance concentration:

- Alderson-Broadus College: Philippi, WV
- Fairmont State University: Fairmont, WV
- Marshall University: Huntington, WV
- Shepherd University: Shepherdstown, WV
- West Virginia University: Morgantown, WV
- West Virginia Wesleyan College: Buckhannon, WV

Currently, there are no institutions in West Virginia offering a Bachelor of Music degree with a Music Technology concentration. Presently, there is no local option for students in the Northern Panhandle of West Virginia to pursue a music performance or music technology degree. The proposed degree would be the only such program in the state within 75 miles, and one of only four within 200 miles.

4.3. Program Planning and Development: Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?

The curriculum for the proposed degree program was developed by the faculty of the Division of Music and approved during a meeting on September 2nd 2009. The WLU Curriculum Committee approved the curriculum on September 22nd 2009. The WLU Faculty Senate approved the proposed degree on October 20th 2009 and the WLU Board of Governors approved the degree on December 9th 2009. Please see Attachment I for minutes from these meetings.

The proposed Bachelor of Music program will exist within the framework of a flourishing Music Division alongside a Bachelor of Arts in Music Education degree. The current degree program has approximately 65 majors and has been growing steadily in recent years.

4.4. Clientele and Need: Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.

The clientele for the proposed Bachelor of Music Degree Program is undergraduate students seeking careers in the field of music and/or those who seek future graduate music degrees. It is expected that the majority of these students will come from the state of West Virginia and the immediate tri-state area, but certainly will not be limited to those areas. Most will be traditional-age students.

This program will provide these students with the credentials to work in a variety of

performance-based careers and/or to gain admission to a graduate degree program in music (performance, history, theory, conducting, etc.).

More importantly, West Liberty University would be able to recruit and retain a talented group of students and not lose them to other institutions when they realize that an education degree is not practical or desirable. Presently, when a music student decides against a music education degree, the only option is for the student to transfer into an interdisciplinary degree, which will ultimately allow them to attend graduate school, but is not accredited, and is not specifically tailored to a major in music performance or music technology (requirements are not specifically codified).

Obviously, any education degree must have a focus in the education curriculum, which has no real relativism for the performance or technology major. Instead, the Bachelor of Music major will be able to focus on personal development of his/her own talent and potential.

While anecdotal, it is also notable that the Department of Arts and Communications regularly receives inquiries from high school students intending to pursue careers in music performance who would likely attend West Liberty University rather than go elsewhere if a major in the field was available.

4.5. Employment Opportunities: Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.

The Bachelor of Music degree in Performance will prepare graduates for the following careers:

- Performer in a symphony orchestra or other professional ensemble.
- Freelance musician – soloist and/or ensemble.
- Private studio teacher.
- Professor at an institution of higher learning (typically after attaining Masters and Doctoral degrees).
- Church music director.

The Bachelor of Music degree in Music Technology will prepare graduates for the following careers:

- Recording studio engineer.
- Film/television composer.
- Sound designer.
- Software engineer.
- Live sound engineer.
- Professor at an institution of higher learning (typically after attaining Masters and/or Doctoral degrees).

Other possible careers for graduates:

- Community arts leadership organizations.
- Music director and/or conductor of a professional ensemble.
- The music publishing industry.
- Professional composer.
- Artist management.

The current and future need for Musicians, Singers, and Related Workers has been well documented by government and professional agencies. According to the U.S. Department of Labor - Bureau of Labor Statistics web site (<http://www.bls.gov/oco/ocos095.htm>) featuring the 2008-09 edition of the Occupational Outlook Handbook, “Overall employment of musicians, singers, and related workers is expected to grow 11 percent during the 2006-16 decade, about as fast as the average for all occupations.” In addition, according to the aforementioned Handbook’s “Projections Data” (from the National Employment Matrix), the approximate number of individuals employed in 2006 in the category of “Musicians, singers, and related workers” was 264,000 whereas the projected employment figure in 2016 is estimated at 293,000, reflecting a growth of 11 percent. The projected statistic for growth and expansion of jobs for musicians, singers, and related workers infuses promise and viability in the Bachelor of Music degree as it relates to employment opportunities.

4.6. Program Impact: Describe the impact of this program on other programs that it will support or that will be supported by it.

The Bachelor of Music degree will be supported completely by the current faculty, staff and facilities of the Division of Music at West Liberty. The Division of Music has an adequate infrastructure of facilities and equipment as well as nine full-time faculty members. The new program will exist alongside the current Bachelor of Arts degree in Music Education. The two degrees will support one another in terms of the aforementioned assets. It is likely that some current Music Education students will wish to change to the Bachelor of Music degree, resulting in a decrease in the number of Music Education graduates. In the past, however, those students often leave the Music Education program in favor of pursuing a different degree at West Liberty, or decide to transfer to a different school altogether. We believe that the addition of the Bachelor of Music (Performance or Music Technology) will attract more students to the program and help to retain current students, resulting in an overall increase in enrollment within the Division of Music.

4.7. Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.

West Liberty has cultivated relationships with several local recording studios in the recent past. Among them, Aardvark Studios in Steubenville, OH, Madmartigan Studios in Wheeling, WV, and Jamie Peck Productions in Wheeling, WV have provided recording studio internships for West Liberty students. The Division of Music will continue to expand the number of contacts with professional recording studios because the internship can meet the requirements of the Music Technology Senior Project (described in section 3.9.3.2 above).

Currently in place are professional liaisons between the Division of Music and important professional organizations such as the West Virginia Music Teachers' Association, the National Association of Teachers of Singing, and the West Virginia Music Educators' Association. These relationships afford invaluable learning experiences and opportunities for students in the form of participation in competitions and other adjudicated events, participation in master classes and clinics, and the opportunity to network and reach out to others in the larger musical community.

Another cooperative arrangement exists between West Liberty University and the Wheeling Youth Symphony Orchestra. Current West Liberty University students are able to participate and perform with the Wheeling Youth Symphony Orchestra and get college credit for ensemble participation. The continuation of this arrangement will provide additional performing opportunities to Bachelor of Music majors.

4.8. Alternatives to Program Development: Describe any alternatives to the development of this program that have been considered and why they were rejected.

West Liberty University's Interdisciplinary Studies (IDS) program has provided the only alternative for those students who decide not to pursue music education as a career, but who wish to continue to study music at West Liberty University. The IDS program, while innovative in the freedom it allows for custom curricula, is not a "professional" music degree, and does not provide the same opportunities as the proposed Bachelor of Music degree. The proposed degree is centered on intensive study in either music performance or music technology, and is therefore fundamentally different than an Interdisciplinary Studies degree – which, by design, must include two separate disciplines. Moreover, the proposed degree will have to be approved by the National Association of Schools of Music (NASM), the Music Division's accrediting agency.

§133-11-5. Program Implementation and Projected Resource Requirements.

5.1. Program Administration: Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.

There will be no changes to the administrative organization of the program as related to the proposed degree. Below is the current hierarchy:

WLU Academic Affairs	Dr. John McCullough, Provost
College of Liberal Arts	William Baronak, Dean
Department of Arts and Communications	Brian Fencl, M.F.A., Department Chair
Division of Music	Dr. Matthew Harder, Program Director

5.2. Program Projections: Indicate the planned enrollment growth and development of the new program during the first five years (FORM 1). If the program will not be fully developed within five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.

**FORM 1
FIVE YEAR PROJECTION OF PROGRAM SIZE**

Number of Students Served through Course Offerings of the Program:	1 st Year 2010/2011	2 nd Year 2011/2012	3 rd Year 2012/2013	4 th Year 2013/2014	5 th Year 2014/2015
Headcount	116	126	138	148	159
FTE	87.4	93.5	100.1	106.1	112.5
Credit Hours	2622	2806	3002	3184	3374
Number of Majors:					
Headcount	15	22	27	33	38
FTE majors	16.0	23.5	28.8	35.2	40.5
Credit Hours	480	704	864	1056	1216
Degrees Granted	0	5	7	8	10

5.3. Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five-year period.

The Division of Music currently has nine full-time faculty and four adjunct instructors. Currently, seven of the nine full-time professors have terminal degrees. Additionally, two of the nine full-time professors are tenured, one of which is a tenured Associate Professor, and the other is a tenured Full Professor. Four of the full-time professors are tenure-track Associate Professors, one is a tenure-track Assistant Professor, and one is Instructor. Of the four adjuncts, two have terminal degrees in music. We envision at least one retirement within the next five years, in which case a nationwide search would be conducted. The successful candidate would likely be hired to a tenure-track appointment at the rank of Assistant Professor. The number of adjunct instructors will need to increase in step with increases in enrollment in the music program. FORM 2 (in Section 5.7 below) details the costs of full-time and adjunct faculty over the five-year period.

5.4. Library Resources and Instructional Materials: Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.

The program will require access to comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals. A review of the capacities of the WLU library suggests that such access is in place with no additional resource requirements. The Director of the Elbin Library

has, however, indicated that she supports the creation of this program and will designate additional resources as requested and required (e.g., additional compact disc recordings, musical scores, and other updated research materials).

The Division of Music at West Liberty University has been accredited by the National Association of Schools of Music (NASM) since 1972. NASM conducts accreditation reviews of member institutions every ten years. The following is an excerpt from the NASM Visitor's Report dated April 2008:

The Paul N. Elbin Library in the main library for the West Liberty (University) campus and houses the music collection. Library holdings consist of scores, books, monographs, print and online periodicals, microforms, videos/DVDs, and sound recordings (CD/LP/cassette). The majority of items in the music collection are cataloged and available to students through an electronic library search. The collection is excellent for the size and scope of the program and for advanced reference sources for faculty members engaged in research. The library belongs to PALINET and enjoys additional cooperative relationships with libraries for interlibrary loan purposes.

Acquisitions are coordinated by a librarian in the Elbin library through a request form system given to faculty and students. Student access to the collection is adequate. Discussion with the acquisitions librarian about the list of expenditures for music acquisitions clarified that the majority of the total expenditures are reflected in the cost of electronic access periodicals. Observation of the collection appeared to indicate that music library holdings were a great strength of West Liberty (University). However, expenditure data appears quite low for a music unit of this size and scope. There does not appear to be any budget limitations.

5.5. Support Service Requirements: Indicate the nature of any additional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs, and describe how such expansions will be incorporated into the institutional budget.

The Music Division at West Liberty is well equipped to handle the addition of the Bachelor of Music degree in Music Performance with our existing faculty, staff, and facilities. There should be no costs beyond what is currently budgeted for the Division of Music. This means that there is money in place for library acquisitions, instrument purchases and repair, computer hardware and software, etc.

The Department of Arts and Communications at West Liberty has an established infrastructure that will be more than able to accommodate the addition of the Bachelor of Music degree in Music Technology. We have a dedicated recording studio space equipped with a state-of-the-art digital recording system and a wide variety of microphones and ancillary equipment (microphone stands, cables, etc.). We also have a 13-station music technology computer lab with a midi keyboard at every desk.

Most importantly, however, the Department of Arts and Communications has an adequate

budget for the acquisition/replacement/upgrade of computer hardware, computer software, audio equipment, and digital recording equipment.

All incoming freshman at West Liberty University have the choice to receive a free “Netbook” laptop or a package of software as part of the “Student Laptop Program”. Students in the Music Technology emphasis will be required to purchase a Macintosh (or similar) laptop within the first year of the program. Since the program is geared toward laptop use (as the industry is), students will be very well equipped with their own hardware and software upon arrival.

5.6. Facilities Requirements: Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.

Current facilities are adequate to house the proposed program. To enhance the current and proposed programs however, the Chief Financial Officer of West Liberty University recently wrote a letter to our accrediting agency (NASM) indicating facilities upgrades, equipment purchases, and budget expansion for the Music Division over the next two fiscal years (please see Attachment II).

5.7. Operating Resource Requirements: Using FORM 2, provide a summary of operating resource requirements by object of expenditure.

FORM 2

**FIVE YEAR PROJECTION OF
TOTAL OPERATING RESOURCE REQUIREMENTS**

	1st Year 2010/2011	2nd Year 2011/2012	3rd Year 2012/2013	4th Year 2013/2014	5th Year 2014/2015
A. FTE POSITIONS					
1. Administrators	0.35	0.35	0.35	0.35	0.35
2. Full-Time Faculty	1.47	1.72	2.09	2.35	2.65
3a. Adjuncts – applied	0.00	0.00	0.10	0.10	0.10
3b. Adjuncts – classroom	0.00	0.50	0.50	0.50	0.50
4. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
5. Non-Academic Personnel:					
a. Clerical	0.05	0.05	0.05	0.05	0.10
b. Professionals	0.30	0.50	0.80	0.80	0.80
B. OPERATING COSTS (appropriated funds only)					
1. Personal Services					
a. Administrators	\$15,500	\$15,965	\$16,445	\$16,940	\$17,450
b. Full-Time Faculty	\$73,500	\$86,000	\$104,500	\$117,500	\$132,500
c. Adjunct Faculty	\$0	\$900	\$2,000	\$2,000	\$2,000
d. Graduate Assistants	\$0	\$0	\$0	\$0	\$0
e. Non-Academic Personnel:					
Clerical	\$1,750	\$1,750	\$1,750	\$1,750	\$3,500
Professionals	\$6,000	\$10,000	\$16,000	\$16,000	\$16,000
TOTAL SALARIES	\$96,750	\$114,615	\$140,695	\$154,190	\$171,450
2. Current Expenses					
Marketing	\$3,000	\$3,000	\$3,000	\$5,000	\$6,000
Technology	\$5,000	\$5,000	\$5,500	\$10,000	\$15,000
Library Acquisitions	\$2,000	\$3,500	\$3,500	\$5,000	\$6,000
Miscellaneous	\$2,000	\$3,500	\$4,000	\$6,000	\$7,000
3. Repairs	\$2,500	\$3,000	\$5,000	\$7,500	\$12,000
4. Equipment	\$3,000	\$4,000	\$10,000	\$25,000	\$35,000
5. Non-Recurring	\$1,500	\$5,000	\$10,000	\$20,000	\$30,000
TOTAL COSTS	\$115,750	\$141,615	\$181,695	\$237,690	\$282,450
C. SOURCES					
1. General Fund Approp.	\$0	\$0	\$0	\$0	\$0
2. Federal Government	\$0	\$0	\$0	\$0	\$0
3. Private and Other	\$89,565	\$142,890	\$194,373	\$252,087	\$310,384
TOTAL ALL SOURCES	\$89,565	\$142,890	\$194,373	\$252,087	\$310,384

Budget Narrative

For the purposes of budget predictions, a base salary of \$50,000, 29% benefits, and a three percent salary increase was used to calculate the salary costs for all nine full-time music

faculty members. FTEs for faculty were calculated by forecasting the percentage of total load for each faculty member spent with students in the proposed degree program. All percentages were then added to determine the Full-Time Equivalent. Since no additional full-time faculty will need to be hired, the percentages for each faculty member were typically low in the first two years. However, we expect the percentage of time spent with students of the proposed degree to increase over a five-year span based on increased enrollment and attrition from other degree programs.

A flat fee of \$275 per student per semester was used to calculate adjunct faculty costs. Students in the proposed degree will study with members of the full-time music faculty almost exclusively. Therefore, we do not expect the need for adjunct applied instructors to increase significantly. We do foresee a need for one or more adjunct classroom teachers to teach classes in the Music Technology program starting in the second year of the proposed degree program.

An annual salary of \$35,000 was used to calculate costs for the “Clerical” position and an annual salary of \$20,000 was used to calculate to the costs for the “Professionals” positions.

Funding for the program is based mostly on tuition and fees but West Liberty has made a commitment to support the program in all ways. Since the proposed degree will become a part of the existing Division of Music, most of the required infrastructure and resources are already in place.

5.8. Source of Operating Resources: Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program in each year of the five-year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

All operating resources will be derived from existing budget allocations. The proposed degree should not necessarily require additional resources beyond the regular budget process. Due to the nature of any music program, large-scale upgrades are required every five years or so in order to maintain the quality of instruments, facilities, and other equipment owned by the University. The letter from our CFO to NASM is an example of the University’s dedication to such improvement (see Attachment II).

§133-11-6. Offering Existing Programs at New Locations.

Not Applicable.

6.1. Institutions planning to offer existing degree programs at new locations or to offer an existing program primarily through distance education delivery (50 percent or more of all course credits in the program) must notify the chancellor at least three months (60 days for associate level programs) prior to the date of intended implementation.

6.2. The Commission, however, reserves the right to modify any program action

which affects the mission of the institutions or otherwise has statewide impact.

6.3. An institution planning to offer existing academic programs at sites outside West Virginia must have the approval of the appropriate out-of-state agency which regulates such offerings, as well as the approval of the Commission. Any program, once approved, may continue, as long as the institution has the continuing approval of the appropriate out-of-state agency.

§133-11-7. Program Evaluation.

7.1. Evaluation Procedures: Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the State and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.

The University is currently developing and initiating assessment plans for all of its programs. The Division of Music will comply with any and all assessment initiatives brought forth by the University. The proposed Bachelor of Music degree will also be subject to such initiatives and appropriate data will be collected beginning with the first year of program implementation. Currently, the only official program evaluation of the music unit at West Liberty is conducted by our accrediting organization, the National Association of Schools of Music (NASM). Please see section 7.2 for more information about accreditation.

Department-level assessment of the program will begin in the first year of the program and will comply with the institutional assessment plan. Data relative to the attainment of program goals and objectives, as described in Section 3.9.1 of this plan, will be collected each term and evaluated annually by a program assessment committee. The committee will then recommend program changes as appropriate. Their report will be reviewed by the institutional assessment committee.

The following instruments are currently being used by the Music Division to assess the program and its students (all are described fully in section 3.9.3.2):

Upper Division Qualification

Upper Division Qualification is a sophomore-level review to ensure students are progressing satisfactorily through the program. Both academic and musicianship measures are used to assess how the student has grown during the first two years of study. Data related to a student's musical and academic progress is collected starting with their first semester of study through to the UDQ.

Senior Recital (music performance emphasis only)

The Senior Recital is a required capstone experience for all Music Performance majors and is worth 2 credits. All recital programs (the pieces that the student wishes to play) must be

approved by a panel of music faculty before the student is allowed to present either recital.

Music Technology Senior Project

Students in the Music Technology emphasis will take this course as a capstone experience. The project will be designed by the student with assistance from the student's advisor and approved by a panel of music faculty members at the beginning of the Senior Project semester.

The Division of Music at West Liberty is committed to tracking the success of its graduates in both employment and graduate studies.

7.2. Accreditation Status: Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program.

The Division of Music at West Liberty University has been an accredited member of the National Association of Schools of Music since 1972. Every ten years, the music program undergoes an evaluation by NASM that includes a two-day site-visit by experienced evaluators. Our last site-visit occurred during the Spring semester of 2008. Reaccreditation was deferred due to several concerns (mostly involving budgets and facilities) that have since been addressed. The Division of Music received complete reaccreditation in a letter dated December 2009. Please see Attachment III.

NASM requires that all new degree programs/curricula be submitted for "Plan Approval" before students can enroll in the program. We intend to submit the Bachelor of Music degree curriculum to NASM for consideration at their June 2010 meeting.

Please see Attachment IV for excerpts from the NASM Handbook regarding accreditation standards for the proposed degree program.



WEST LIBERTY UNIVERSITY

Division of Music

125 Campus Service Center
West Liberty University
West Liberty, WV 26074

Dr. Matthew D. Harder

Program Director
Office: 304-336-8296
mharder@westliberty.edu

Date: 3/21/10
To: Dr. Bruce Flack
From: Dr. Matthew Harder
Re: Bachelor of Music Degree proposal

Dear Dr. Flack,

Thank you for allowing us to provide extra documentation in support of the proposed Bachelor of Music degree. Here is what you will find in this packet:

- I. A letter from Brian Fencil, Chair of the Department of Arts and Communications at West Liberty. (pp2-3)
- II. FORM 2 containing data for the entire Division of Music as requested. (p4)
- III. A brief narrative explaining the data on FORM 2. (p5)
- IV. Further narrative describing accreditation information, program assets and infrastructure, and other aspects of West Liberty's music program. (pp5-7)
- V. Two attached documents:
 - a. NASM Commission Action Report dated December 19, 2008. (p8)
 - b. A memo from WLU CFO regarding improvements to College Hall. (p9)

Thank you again for your time and consideration.

Dr. Matthew Harder
Program Director of the Division of Music
Associate Professor of Music

304-336-8296
mharder@westliberty.edu

WEST LIBERTY UNIVERSITY

BRIAN FENCL
INTERIM CHAIR DEPARTMENT OF
ARTS and COMMUNICATIONS

PO BOX 299 CINCINNATI
WEST LIBERTY NY 20074

OFFICE: 703.780.2333 FAX: 703.780.4646
EMAIL: BFENCL@WESTLIBERTY.EDU

To: Dr. Bruce Flack
From: Brian Fencl
Re: Bachelor of Music degree
Date: March 21, 2010

Dear Dr. Flack,

In a recent conversation with Peter Lach from Fairmont University, he said he believes that "The arts are the front door to a university for much of the public." All of the decisions I make as the Chair of the Department of Arts and Communications are with that concept in mind. The funding and support for the Division of Music starts with what is in the best academic interests of our students. The Division of Music also is a recruiting and fund-raising instrument for the University and creates cultural opportunities for the surrounding community. The creation of the Bachelor of Music is a logical step for the already performance-focused Division. From the talented and dedicated faculty, to the overwhelming support of the administration and the dedication of our students there should be no doubt that West Liberty University is ready to offer the Bachelor of Music Degree. I feel a need to highlight some budget numbers that may not show up in other reports. I believe this will help illustrate the full support our music program receives from a variety of sources:

- **Arts and Ideas Fund**—Private donations to the West Liberty Foundation totaling \$70,000 since 2003. Of that \$70,000, \$52,446 has gone towards Music events. The remaining money is split between the Division of Art and the Division of Communications.
- **West Liberty at the Capitol Music Hall**—An initiative of President Capehart's to create more community engagement opportunities has resulted in the organizing of three performances since October of 2009 at Wheeling's Capitol Music Hall. At a cost of approximately \$13,000, this money covers promotion, transportation, hall rental fees, hospitality and hiring of musicians.
- **Community Concert Artist Series**—Each year, the series brings world-class musicians and performing artists to the West Liberty campus. The Concert Artist Series is sponsored by the

Department of Arts and Communications and the Division of Music and exceeded \$24,500 this Academic year and will reach \$25,000 next year. Many of the performers conduct workshops and master classes with West Liberty students.

- **The Hilltop Players (musical theater)**-Over \$3,500 for music students and faculty to perform with West Liberty University's Hilltop Players.
- **Instrument maintenance**-Piano tuning and Organ maintenance approximately \$13,000 a year.
- **Additional support from Department of Arts and Communications**-Printing of promotional materials and hospitality for recruiting events runs approximately \$2000.
- **Faculty Development**-Money provided to our music faculty from the University's Faculty Development Fund will exceed \$10,000 this academic year. Money for faculty development and travel directly from the Division budget is approximately \$1100. This money is provided to help faculty attend conferences and perform around the region.

An initial review of Bachelor of Music Degrees in the state of Ohio showed over eight institutions that offer the B.M. degree. In the state of Pennsylvania my initial review counted over ten institutions offering a B.M. degree. The students of West Virginia and the surrounding area deserve the opportunity to pursue the more prestigious B.M. degree at a variety of institutions within the state. I believe it is time to create a new option for the students of the state of West Virginia, and offer them another reason to stay within the state for their education.

Thank you for your time and insight into this matter. This process has required a complete review of our faculty, facilities, administration and students and has shown how ready West Liberty is to offer this new degree. If you have additional questions, please feel free to contact me at (304) 336-8433 or at brian.ford@westliberty.edu.

Best regards,



Brian Ford,
Interim Chair Department of Arts and Communications
Associate Professor of Art

FORM2**Five-Year Projection of Total Operating Resources and Requirements**

(Please see "FORM 2 Narrative" for more details)

A. FTE Positions	2010-11	2011-12	2012-13	2013-14	2014-15
1. Administrators	1.00	1.00	1.50	1.50	1.50
2. Full-Time Faculty	9.00	9.00	9.00	9.00	9.00
3. Adjunct Faculty	2.00	2.50	2.50	3.00	3.00
4. Graduate Assistants	0	0	0	0	0
5a. Clerical	0.50	0.50	0.50	0.50	0.50
5b. Professionals	0.50	1.00	1.00	1.50	1.50
B. Operating Costs	2010-11	2011-12	2012-13	2013-14	2014-15
1. Personal Services					
a. Administrators (stipend)	\$5,000	\$5,000	\$7,500	\$7,500	\$7,500
b. Full-Time Faculty	\$450,000	\$463,500	\$477,405	\$491,727	\$506,479
c. Adjunct Faculty	\$16,500	\$20,625	\$20,625	\$24,750	\$24,750
d. Graduate Assistants	\$0	\$0	\$0	\$0	\$0
e. Clerical	\$17,500	\$18,025	\$18,566	\$19,123	\$19,696
e. Professionals	\$9,000	\$18,000	\$18,000	\$27,000	\$27,000
TOTAL SALARIES	\$498,000	\$525,150	\$542,096	\$570,100	\$585,425
2. Current Expenses	2010-11	2011-12	2012-13	2013-14	2014-15
Marketing/Promotion	\$3,000	\$5,000	\$6,000	\$7,500	\$10,000
Technology	\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
Library Acquisitions	\$2,000	\$3,500	\$3,500	\$5,000	\$6,000
Miscellaneous	\$10,000	\$20,000	\$30,000	\$40,000	\$50,000
3. Repairs	\$12,000	\$13,000	\$15,000	\$17,500	\$22,000
4. Equipment	\$3,000	\$4,000	\$10,000	\$25,000	\$35,000
5. Non-Recurring Expenses	\$2,000	\$10,000	\$20,000	\$25,000	\$30,000
TOTAL EXPENSES	\$42,000	\$70,500	\$104,500	\$145,000	\$178,000
TOTAL COSTS	\$540,000	\$595,650	\$646,596	\$715,100	\$763,425
C. SOURCES	2010-11	2011-12	2012-13	2013-14	2014-15
1. Gen. Fund Appropriations	\$0	\$0	\$0	\$0	\$0
2. Federal Government	\$0	\$0	\$0	\$0	\$0
3. Private and Other	\$5,971	\$6,495	\$7,199	\$7,639	\$8,168
TOTAL SOURCES*	\$519,477	\$610,530	\$719,900	\$809,734	\$922,984
*Tuition and Fees multiplied by Student FTEs from FORM 1					

FORM 2 Narrative

This form contains the complete FTEs, combined salaries of faculty and staff, and budget resources for the entire Division of Music projected over the next five years. The Administrative stipend is \$5000 and an FTE of 1.0 represents the Music Executive only (not the Chair, Dean, etc.). An FTE of 1.5 represents the Music Executive plus an Assistant Music Executive whose stipend would be half that of the Music Executive. A base salary of \$50,000 is used for each full-time faculty member's yearly salary. The FTEs for adjunct faculty are calculated by combining both classroom adjuncts and applied lesson adjuncts. For example, an FTE of 2.00 actually accounts for 5 applied lesson adjuncts and two classroom adjuncts, since no one adjunct faculty member works a full-time load of 15 credit hours. Amounts for clerical workers and professionals are based on yearly salaries of \$35,000 and \$18,000 respectively. The amounts listed for "C. 3. Private and Other" are calculated by multiplying WLU tuition and fees by the number of FTE students from FORM 1.

Accreditation by the National Association of Schools of Music

West Liberty University is one of only five West Virginia institutions accredited by the National Association of Schools of Music (NASM). WVU, Marshall, WVSU, and Shepherd are the other four. West Liberty has been a member in good standing since 1972. NASM evaluates its members in ten-year cycles, and our most recent reaccreditation came in 2007 following a site visit by NASM evaluators and a complete review of our Music Education degree program.

The National Association of Schools of Music recognizes two generic types of degree based on the structure of the curriculum: Liberal Arts and Professional. Based on the curriculum of our current Music Education degree, NASM considers it a "liberal arts" degree in music and lists it as a "Bachelor of Arts in Music Education", even though the degree is actually a part of WLU's College of Education. The Bachelor of Music degree proposal under consideration is a "professional" music degree due to the number of hours of general studies credits and the nature of the curriculum.

The faculty of the Division of Music followed NASM guidelines very strictly while designing the curriculum and requirements for the proposed Bachelor of Music degree. The table following the quote below shows percentages of the total credits for the proposed degree as outlined in the NASM Handbook for Bachelor of Music degrees:

From the NASM Handbook, Section IX. A. 1. a. (2) Guidelines:

Study in the major area of performance, including ensemble participation, pedagogy courses, independent study, and recitals, should comprise 25-35% of the total program; supportive courses in music, 25-35%; general studies, 25-35%. Studies in the major area and supportive courses in music normally total at least 65% of the curriculum.

<u>Curriculum Categories</u>	<u>Total Credits</u>	<u>% of 128</u>	<u>NASM</u>
Major area, ensembles, pedagogy, recitals	45 credits	35.1%	25-35%
Supportive courses in music (Music Core)	35 credits	27.3%	25-35%
Sub-Total of Major and Supportive Courses	80 credits	62.5%	at least 65%
Electives	12 credits	9.3%	10%
General Studies	36 credits	28.1%	25-35%

The NASM Commission on Accreditation commended West Liberty for our "desire to create a new degree program based on electronic media", referring to the Music Technology concentration of the proposed Bachelor of Music degree (see Attachment I). The report details several issues with the proposed degree that are currently being addressed and corrected by the Division of Music. The Division will submit a response to NASM in May for consideration on their June meeting.

Media Arts Center

West Liberty University's Media Arts Center is one of the most technologically advanced centers for arts and communications in the state of West Virginia. The nearly \$6 million facility houses a Television Studio, two Audio Recording Studios, a Digital Video Editing lab, a Graphic Design lab, a Music Computer lab, dressing rooms, and several faculty offices. Approximately one-third of the facility is devoted directly to music technology in the form of recording studios and computer labs.

Human Resources and Infrastructure to support the Bachelor of Music degree

The Division of Music feels very strongly that we have the faculty, staff, infrastructure, and leadership necessary to support the proposed degree. The Division currently has nine full-time faculty and five adjunct faculty. The Fine Arts building has adequate practice space, rehearsal space, and studio space to support the BM. All classrooms have the latest multimedia equipment for classroom instruction and presentation. The Division owns upwards of 25 pianos including four concert grands and twelve Disklaviers (modern digital versions of the old "player" pianos.) The Division also has two recording studios (one of which is the new Media Arts Center space), and ample equipment for location audio recording and sound reinforcement (mixers, speakers, amplifiers, microphones, etc.) The Department of Arts and Communications recently created an administrative position dedicated solely to the Division of Music: The Program Director. In recent years, the Chair of the Department had the unenviable job of overseeing Art, Communications, Theater, *and* Music. But that is no longer the case.

Renovations and Facility Improvements

College Hall, the Division of Music's main performance space, will be updated and improved this summer following WLU's commencement on May 8th. Over \$140,000 will be put towards a sprinkler system, new acoustic shells for the stage, and a new stage floor, among other minor improvements. This work highlights the Institutions commitment to the Division of Music. Please see the attached memo from the Chief Financial Officer of West Liberty University regarding the planned improvements.

West Virginia Governor's School for the Arts

This summer, West Liberty will host the West Virginia Governor's School for the Arts as it has for the last two summers and for the sixth time in the last eleven years (2000-02, 2008-10). The Governor's School represents a huge investment not only from the state of West Virginia, but from West Liberty University as well. Seven of the nine full-time faculty from the Division of Music are involved, including the Dean of the Governor's School, the Assistant Dean, two Master Teachers, and three private teachers. The support from the State and from the University speaks to the quality of the arts programs at West Liberty, of which the Music Division is a leader.

Scholarships

The Division of Music was allotted \$164,942 for Scholarships and Housing Waivers for the 2009-2010 school year. Scholarships are awarded by a committee made up of Division of Music faculty and are given to students based on financial need, musical ability, and the needs of the Division of Music. The Division has several "named" scholarships from alumni and benefactors as well as generic scholarships and housing waivers.

Comparison to other West Virginia Music Programs

The Division of Music at West Liberty University does not offer any private lessons or ensembles that involve traditional orchestral string instruments (violin, viola, cello, bass). This sets us apart from WVU's very large orchestral program, for example. Likewise, we do not offer degrees in Music Theory or Music History. Our "niche" areas are voice, piano, trumpet, saxophone, percussion, and technology. The proposed degree was designed for two purposes, to attract students in these niche areas, and to offer an alternative for those musicians who do not wish to pursue music teaching in the public schools. A Bachelor of Music degree from West Liberty would prepare students for successful acceptance into graduate programs at, for example, WVU or

Marshall. A Bachelor of Music in Music Technology is not a very common degree anywhere in the country, which is probably why NASM commended us for wanting to offer it.

Why not a Bachelor of Arts in Music?

West Liberty's Division of Music would gladly offer a new Bachelor of Arts degree in Music, but we would have to start from scratch due to the guidelines set forth by NASM for the design of such programs. Our goal was to create a professional degree program that meets NASM standards and guidelines, represents the strengths of West Liberty's faculty and facilities, fulfills the missions of the Division of Music and West Liberty University, and is in accordance with West Virginia's Statewide Master Plan.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Master of Science in Physician Assistant Studies

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Science in Physician Assistant Studies at West Liberty University, effective July 2011.

STAFF MEMBER: Bruce Flack

BACKGROUND:

The Master of Science in Physician Assistant Studies degree program proposed by West Liberty University is intended to prepare entry level medical professionals to assist the primary care physician with medical and patient care responsibilities within the health care system, specifically for rural and underserved populations. By establishing this program, West Liberty will be the only public university in West Virginia to provide a graduate-level physician assistant preparation program. Two independent institutions, Mountain State University and Alderson-Broaddus College, also offer the Master of Science in Physician Assistant.

The new program at West Liberty will entail twenty-four months of study divided into didactic and clinical sections. The didactic portion, offered in the first year, will include basic science courses and laboratories as well as classes and laboratories in the applied medical sciences. The second year will include six six-week clinical rotations and three four-week clinical rotations. Instruction during the first year will be in four eleven-week terms. A total of 28 course units will make up the curriculum for the first year. Clinical rotations will be arranged to accommodate all students with programmatic and preceptor requirements. Plans are to have clinical rotations with Wheeling Hospital, Ohio Valley Medical Center, and other clinical sites. Due to the intensity of the program, students will not be permitted to hold employment during the 24 months of study.

Admission standards for the program are exacting. Among the entry requirements are 1) completion of a bachelor's degree with a 3.0 GPA overall and in science, 2) coursework in organic and inorganic chemistry, biochemistry, microbiology, and anatomy and physiology, and 3) computer proficiency. International students must demonstrate evidence of English language proficiency and must have all previously earned credit evaluated and sent to the university. The program will be offered on a cohort basis. The initial class will consist of not more than 18 students. Enrollment will be increased incrementally until an aggregate of 52 students is reached (first and second year).

The Physician Assistant program will build on strengths that West Liberty has developed in health care education and the basic sciences. It fits well with the Mission and Vision statements established for the institution. The university believes this will be an attractive program for students and that the existence of the program will increase the number of undergraduate students in STEM fields in preparation for admission to the graduate program.

Planning for the establishment of the program has been extensive. To develop and implement the program the institution has employed three directors who will provide administrative leadership – a medical director, a program director, and a clinical director. Planning efforts included the conduct of a needs analysis, use of consultants and creation of a physician assistant advisory board. Once Commission approval is granted, the institution will begin the process for securing approval from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Higher Learning Commission of the North Central Association.

The needs analysis survey provided evidence of extensive interest in the program from prospective students and from employers. Data from the survey validated employment opportunities within the state. With projected shortages of physicians, the physician assistant becomes key in providing primary health care. The U.S. Bureau of Labor Statistics projects employment growth to increase 27 percent from 2006 to 2016. Recent information on earnings potential shows annual salaries from \$76,710 to \$80,960.

A total of four basic administrative/faculty positions assisted by a limited number of adjuncts will be needed in the Master of Science program. Three of the four director positions are filled. A fourth director position, Academic Director, remains to be filled. All of the directors will hold faculty rank.

The Physician Assistant Studies program will have specific requirements for laboratories and equipment. The main facility will be a combination of a clinical skills laboratory and two clinical examination rooms. The facility is currently under construction in the university library. Program costs, including facility preparation, will be supported by the institution's operating funds until the start of the academic program. At that time, funding will shift to tuition support. By Fiscal Year 2013, all monetary support from the program will be provided through tuition. Tuition costs are projected at \$6,000 per term (\$24,000 per year) for resident students and \$9,000 (\$36,000 per year) for non-residents.

The accrediting agency for the Physician Assistant program is the Accreditation Review Commission for the Physician Assistant. A site visit by agency staff is scheduled for June 2010. Implementation of the new degree program will be in July 2011. As part of the evaluation process, West Liberty University will take part in a post-audit review by Commission staff in 2013-14.

Proposal to Add New Degree Program

Master of Science
Physician Assistant Studies

West Liberty University



March, 2010

West Liberty University

March 1, 2010

New Program Proposal

Masters of Science in Physician Assistant Studies

West Liberty, West Virginia

Brief Summary Statement:

West Liberty University is committed to meeting the needs of its students, the community, region, and state. Feedback provided by regional medical professionals on the WLU Health Sciences Advisory Committee indicated a need for physician assistants not only in the region, but also state-wide and nationally. Based on this feedback, West Liberty initiated a needs analysis to determine how substantial the need for and impact of a potential Master of Science in Physician Assistant Studies degree program within the region were. The results were overwhelmingly positive. Subsequently, Physician Assistant program consultants were hired to assess the feasibility of the proposed degree program at West Liberty University. Again, the results were very positive. Described herein is the program proposal for the Master of Science in Physician Assistant Studies degree; the proposed degree aligns fully with the Mission and Vision of West Liberty University as well as with the state-wide Master Plan for West Virginia. Given the characteristics of the region and West Virginia as a whole, the program focuses on preparing medical providers with the potential to practice in rural and/or underserved regions. Briefly, the proposed degree program will occur over 24 contiguous months divided into a didactic phase and a clinical phase. The didactic phase will feature lecture, laboratory and skills-based coursework; whereas the clinical phase will feature 6 six-week rotations and 3 four-week rotations within designated medical specialties. All admission and graduation requirements for the program are described as is the assessment structure. West Liberty University is wholly committed to the success of the program and has already invested in its future. Four key positions have been filled: Program Director, Clinical Director, Medical Director, and program administrative assistant. All have assumed their respective duties. Additionally, renovations to existing space on the first floor of the Paul Elbin Library have been completed to create appropriate office/work space and a clinical skills laboratory. Approvals through the College of Sciences, the WLU Curriculum Committee, Faculty Senate, and the Board of Governors have been received. Arrangements for additional approvals from Accreditation Review Commission on Education for the Physician Assistant and the Higher Learning Commission of the North Central Association for Schools and Colleges are underway.

3.9 Program Description

3.9.1 Program Objectives

The Master of Science in Physician Assistant Studies degree program is intended to prepare entry level medical professionals to assist the primary care physician with all medical and patient care responsibilities within the health care system, especially for rural and underserved populations. In order to accomplish this all-encompassing, student-based objective, the program can be defined by preparing the student to:

- Practice cognitive skills specific to the systematic diagnostic process.
- Practice problem-solving skills specific to the systematic diagnostic process.
- Practice patient care methodologies consistent with Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) guidelines.
- Understand relevant ethical considerations within the field and maintain the highest standards of professionalism.
- Critically analyze clinical literature and methodologies.
- Perform literature reviews critical to maintaining currency within the field.
- Engage in community interaction.
- Increase access to patient-centered health care in rural and underserved regions.
- Assist in meeting the needs of underrepresented populations

The Master of Science in Physician Assistant Studies degree program will also:

- Establish cooperative and productive relationships with other schools, departments, and programs within the University, clinical affiliates and preceptor sites.
- Implement continuous and periodic self-study which will provide ongoing monitoring, evaluation and improvement of program activities.
- Encourage and provide opportunities for continued professional growth and development for Physician Assistant faculty.

3.9.2 Program Identification

The Classification of Instructional Programs (CIP) for the proposed program is: **51.0912 Physician Assistant.**

3.9.3 Program Features

The Master of Science in Physician Assistant Studies degree program is a twenty-four month program divided into didactic and clinical sections. The didactic portion of the program will include a combination of basic science courses and laboratories as well as classes and laboratories in the applied medical sciences. This portion of the curriculum will occur during the first twelve months of the degree program. The final twelve months of the program will include 6 six-week clinical rotations and 3 four-week clinical rotations, with the supervision of licensed clinical preceptors. A critical review of the medical literature on a specific (to be determined) topic is also required. The twenty-four month program will cycle from July of the entrance year through June of the second twelve months. The following is a concise description of the program:

- Year one is didactic
 - Four eleven-week terms
 - 60 semester hours
- Year two is clinical
 - Six six-week clinical rotations
 - Family Medicine
 - Internal Medicine
 - Emergency Medicine
 - Pediatric and Adolescent Medicine
 - Obstetrics and Gynecology
 - General Surgery
 - Three four-week rotations
 - Behavioral Medicine/Psychiatry
 - Clinical Rotation Elective I
 - Clinical Rotation Elective II

3.9.3.1 Admissions and Performance Standards

Students qualified to apply to the West Liberty University Master of Science in Physician Assistant Studies will have:

- A Bachelor's degree
- A minimum GPA of 3.0 overall and a 3.0 GPA in science
- One year of General Chemistry with laboratory (8 units minimum), or individual courses in Inorganic Chemistry, Organic Chemistry and Biochemistry with lab (8 units minimum); note a single, combined course in organic, inorganic and biochemistry will not meet this requirement)
- Microbiology with laboratory (minimum of 4 credits with lab)
- One year of Anatomy and Physiology with laboratory
- A psychology course
- A course in the Humanities/Social Sciences
- Computer literacy including the ability to use Microsoft WORD, PowerPoint, e-mail, and conduct web-based and electronic database searches.
- All science courses must be completed within the 10 years prior to application
- Students from non-English speaking countries must provide **Evidence of English Language Proficiency**. Applicants must have achieved the minimum score of 61 (internet-based TOEFL) or 173 (computer-based TOEFL) or 500 (paper-based TOEFL). Tests taken more than two prior to application will not be accepted.
- International student applicants must have all previously earned credit evaluated by a reputable Credential Evaluation Service and sent directly to West Liberty University.

Additionally, courses in medical terminology and statistics are strongly recommended and patient care experience is preferred but not required. No advanced standing or placement will be granted for prior medical training. Three letters of recommendation will also be required; at least one of these must be from a physician or a physician assistant. In addition, a personal statement addressing the individual's motivation for entering the program and expectations from the program will be evaluated.

To maintain good-standing in the Master of Science in Physician Assistant Studies degree program, each student will:

- Maintain a minimum GPA of 2.8
- Earn a grade of C or better in each course
- Complete, with successful evaluation, each required clinical site rotation
- Complete, with successful evaluation, a research paper/critical review of medical literature on approved topic

3.9.3.2 Program Requirements

The Master of Science in Physician Assistant Studies is an entirely new offering for West Liberty University. As such, all courses and clinical rotations are novel to the institution. The following table depicts the entire twenty-four month program course/clinical rotation requirements:

Didactic Course Listing							
Course Number	Title	Format	SmHr	Sum	Fall	Win	Spr
PA-501	Human Anatomy & Physiology I	Lec/lab	4.0	X			
PA-502	Human Anatomy & Physiology II	Lec/lab	4.0		X		
PA-503	Ethics and Medicine	Lec	2.0	X			
PA-504	Research I	Lec	1.0	X			
PA-505	Research II	Lec	1.0		X		
PA-509	Biochemical Principles in Medicine	Lec	2.0	X			
PA-510	Pathophysiology of Disease I	Lec	2.0		X		
PA-511	Pathophysiology of Disease II	Lec	2.0			X	
PA-512	PA Professional Issues I	Lec	1.0				X
PA-549	PA Professional Issues II [#]	Lec	1.0			X	X
PA-516	Clinical Lab Science	Lec	1.0	X			
PA-517	Patient Safety	Lec	1.0				X
PA-518	Behavioral Medicine	Lec	2.0				X
PA-519	Health Promotion & Prev. Medicine	Lec	1.0			X	
PA-520	Principles of Physical Diagnosis I	Lec/lab	3.0	X			
PA-521	Principles of Physical Diagnosis II	Lec/lab	3.0		X		
PA-522	Principles of Physical Diagnosis III	Lec/lab	3.0			X	
PA-526	Clinical Pharmacology I	Lec	2.0		X		
PA-527	Clinical Pharmacology II	Lec	2.0			X	
PA-528	Clinical Medicine I	Lec	4.0		X		
PA-529	Clinical Medicine II	Lec	4.0			X	
PA-530	Clinical Medicine III	Lec	4.0				X
PA-534	Pediatric & Adolescent Medicine	Lec	2.0				X
PA-535	Obstetrics & Gynecology	Lec	1.0			X	
PA-536	Clinical Skills I	Lec/lab	2.0			X	
PA-537	Clinical Skills II	Lec/lab	2.0				X
PA-538	Medical Microbiology	Lec	1.0	X			
PA-539	Rural Medicine	Lec	2.0				X
Total Semester Hours for Didactic Year			60.0				

[#]PA-549 PA Professional Issues II will occur during the second year of study (Winter and Spring) and will take place during end-of-rotation activities.

Clinical Clerkship (Year Two)		
Course Number	Title	Semester Hours
PA-570	Family Medicine (6 weeks)	6.0
PA-571	Internal Medicine (6 weeks)	6.0
PA-572	Emergency Medicine (6 weeks)	6.0
PA-573	Pediatric and Adolescent Medicine (6 weeks)	6.0
PA-574	Obstetrics and Gynecology (6 weeks)	6.0
PA-575	General Surgery (6 weeks)	6.0
PA-576	Behavioral Medicine/Psychiatry (4 weeks)	4.0
PA-577	Clinical Rotation Elective I** (4 weeks)	4.0
PA-578	Clinical Rotation Elective II** (4 weeks)	4.0
Total Semester Hours for Clinical Year		48.0

**Students may choose any of the required clinical rotations or any other available rotation as electives.

Due to the intensity of the program, students will not be permitted to hold employment during the 24 months of study.

Clinical rotations will be arranged to accommodate all students in accordance with programmatic and preceptor requirements. Currently letters of intent for clinical rotations exist between West Liberty University and the following agencies: Wheeling Hospital and Ohio Valley Medical Center. Verbal agreements are in place for several other clinical sites with confirmation pending. Current agreements are included as Appendix A; additional information on agreement status is available in Appendix F. Clinical performance will be evaluated by the Clinical Director, with input from the clinical preceptors via evaluation forms.

Formative evaluation during the didactic phase will be conducted through regularly spaced examinations consisting of board-type questions, student presentations, skills check-offs, written assignments, and Objective Structured Clinical Examination (OSCE). Summative evaluation will be conducted through comprehensive final examinations and OSCE. Professionalism will also be evaluated by summative means through decision points, with the student's performance in attendance, grooming, and interpersonal interactions with patients, faculty and peers taken into account. In addition, student GPA will be monitored to ensure the minimum requirement is met. At the end of each term, each student will undergo a comprehensive academic review of grades, student knowledge, skills application, and professionalism (decision points). Students will also have one formal counseling session with an assigned faculty advisor each term. For students deficient in decision points, additional counseling may be scheduled on an as-needed basis. Areas of concern will be addressed and a remediation plan will be determined and subsequently approved by the Program Director. Each student must satisfy all decision points in order to progress to the next term.

During the third term of study, each student will be required to begin a literature review of an approved topic and write a critical analysis of the identified literature. Evaluation of the critical analysis will occur by Winter term of the final year. Students who graduate from the program are qualified to sit for the Physician Assistant National Certifying Examination (PANCE).

Formative evaluation of students during the clinical phase will be conducted through direct observation of the student's performance by an assigned preceptor. A formal evaluation tool will be completed for each student and submitted to the program's Clinical Director (forms are available in Appendix B). Areas of concern will be noted and an approved remediation plan put in place. In addition, students will be required perform successfully on an end-of-rotation written examination covering topics related to the rotation specialty. Oral and case presentation will also be evaluated. Each student will be required to take the PACKRAT examination. Summative evaluation will consist of a comprehensive examination and an OSCE; summative evaluation of professionalism during the clinical phase will be determined through decision points, with the student's performance in attendance, grooming, and interpersonal interactions with patients, faculty and peers taken into account. Students must satisfy all requirements to graduate from the program.

3.9.4 Program Outcomes

Graduates of the Master of Science in Physician Assistant Studies degree program will:

- Be clinically competent primary care physician assistants who practice evidence-based medicine.
- Reflect the highest standards of compassionate, legal, ethical, and moral conduct.
- Be team-oriented, culturally sensitive providers who are dedicated to their communities.
- Encourage improvement in the quality, accessibility and cost-effectiveness of patient care in their community and state.
- Be critical-thinking and effective communicators with both patients and health care professionals.
- Identify the lack of medical care in rural and underserved regions and consider practicing their discipline or providing service in such locations.
- Have an appreciation of the greater field of knowledge beyond their discipline and recognize the importance of lifelong learning to maintain a level of excellence in their practice.

Each of these outcomes is essential in the generation of physician assistants with qualities that are consistent with the standards set forth by ARC-PA and medical practice. Integrity, cultural sensitivity, communication skills, commitment to life-long learning and service, engagement, and practical knowledge base are cornerstones within the physician assistant profession and are the framework upon which the West Liberty University program will be based.

3.9.5 Program Delivery

Instructional delivery methods within the Master of Science in Physician Assistant Studies degree program will include traditional lecture, laboratory and clinical skills laboratory presentation and interaction. Within these settings, a combination of PowerPoint, video, and anatomic and simulation models will be used to instruct and for student practice of knowledge and practical skills. Web-based programming will be utilized for anatomic study and dissection. Library resources will be utilized to facilitate research inquiries and clinical knowledge culminating in a topic-focused critical review of the literature. Clinical clerkships and preceptors will be utilized for the 6 six-week and 3 four-week rotations during the second year of study. Given the nature of the degree program, no distance education is anticipated. Costs associated with the designated methods of program delivery include adjunct faculty, selected journal subscriptions, audio-visual equipment, creation of clinical skills laboratory and OSCE laboratory, and models/computer simulations for anatomy labs; these costs approximate \$357,000 over the 6 years detailed on Form 2, Section 11.

Section 4: Program Need and Justification

4.1 Relationship to Institutional Goals and Objectives

The Mission of West Liberty University is “To provide our students the opportunity for a high quality undergraduate, graduate and professional education.” The Master of Science in Physician Assistant Studies degree program opens the opportunity for qualified students to engage in graduate-level professional studies leading to an advanced degree within the health care profession. With strong, established roots in health care professions and pre-professional studies through the College of Sciences programs in Nursing, Dental Hygiene, Clinical Laboratory Science, and Biology, West Liberty University will provide an excellent environment for the proposed degree program. Additionally, the proposed degree program will establish a graduate-level health care program in Physician Assistant Studies in a region of the state that lacks any comparable programs.

West Liberty University not only has historic roots within health care education, but also strong support programs within the basic sciences. The undergraduate program in Biology at the institution is the only one in the state to have held the “Program of Excellence” designation. Qualified graduates of this program and the neighboring program of Chemistry are accepted into postgraduate programs at rates exceeding 99%. Additionally, as a result of the programs already in existence at West Liberty University, the institution has an excellent rapport and opportunities for clinical participation with Wheeling Hospital, Ohio Valley Medical Center, and local private physicians. The institution has an established Health Sciences Advisory Board and a new advisory board specifically for the Physician Assistant degree program with which ideas may be presented and shared and feedback from the medical professionals within the community may be gained.

The proposed Master of Science in Physician Assistant Studies degree program also fits within the extended strategic platform of West Liberty University. The institutional Vision outlines the steps by which West Liberty University will be the premiere institution of higher learning in the Upper Ohio Valley. Included in the seven steps are:

- Providing extensive opportunity and a positive environment for a high quality undergraduate, graduate and professional education.
- Providing its students the academic offerings necessary to meet the professional and career needs of an evolving, contemporary society.
- Standing as a vigorous and vibrant source for the creation of knowledge through innovative and creative research and scholarly activity.
- Standing as an active member and contributor to the community through social, civic, and economic engagement activities that will include productive partnerships with K-12 schools, businesses, and nonprofit organizations.
- Building strong and enduring relationships with alumni, benefactors, and the community in general.

In each case, the proposed degree program works with the institution's goals and objectives in a positive and progressive manner. By providing opportunity and an appropriate environment, the institution meets the needs of its students through education in a progressive and growing career field, and also the needs of the community. As will be outlined in sections 4.4 and 4.5 of this document, the need for the proposed program coincides with community needs as well as regional and state-wide needs. The ability of the proposed degree program to fill a void within the health care education system of the region while supporting and furthering the goals and objectives of the institution is a perfect match. Not only does West Liberty University have the means with which to offer the proposed degree program, both financially and academically, but also in so doing meets the goals and needs established by the institution and those identified within the community.

As illustrated, the proposed Master of Science in Physician Assistant Studies degree program at West Liberty University supports the institution's strategic platform by furthering both the Mission and Vision. The proposed degree program also impacts the statewide master plan in all categories. By providing the opportunity for students with STEM backgrounds to attain the Master of Science in Physician Assistant Studies, West Liberty University will impact the **economic growth** of the region and state. We predict the proposed degree program will increase the number of students in the STEM fields in preparation for admission to the graduate program. Additionally, the proposed degree program offers an advanced degree that has its foundations in lifelong learning and service. Within the proposed degree program, West Liberty University will partner with multiple agencies to establish clinical rotation sites and through these interactions provide a framework to aid graduates in job placement. The impact to the economic growth of both region and state is enhanced by the increase in **access** to higher education. Offering opportunity to both recent graduates and working adults to gain the skills and knowledge base necessary for a career as a physician assistant, the proposed degree program promises to be an attractive choice for persons with degrees in the STEM fields, especially in a time when health care

concerns and costs are at an all-time high. The **affordability** of the proposed degree program at West Liberty University is an added benefit. Currently the closest available opportunities for similar degrees reside within private institutions and carry a much higher tuition rate than the proposed program at West Liberty University. The institution has always taken pride in its affordability coupled with outstanding educational opportunity. This program will be no exception. Through a rigorous curriculum at affordable rates, West Liberty University will offer persons in STEM fields a credible career choice with excellent job potential (section 4.5). Within the proposed degree program, **learning and accountability** will be featured strongly. Students will be challenged with a rigorous curriculum that will focus on the continued development of critical thinking and problem solving skills. In order to meet the challenges within the curriculum and discipline, innovation will become key. Adapting, monitoring, and working with patients to determine the best means to diagnose and treat medical concerns will require that each student be prepared to consider all scenarios, develop the best plan, whether or not that plan is mainstream, and concisely explain their rationale to the physician. In order to evaluate whether the proposed degree program is serving its constituents appropriately, a demanding assessment structure is planned to identify and address any concerns immediately and effectively (section 7). Not only will innovation feature strongly within the preparation of future physician assistants, but also **innovation** is a key word describing the proposed program and its impact on the statewide master plan. Partnerships and civic engagement are necessary to the success of the proposed degree program. The Master of Science in Physician Assistant Studies will prepare students to engage actively within the community by serving to address the medical needs of persons within its scope. Through the program, students will be prepared with emphasis on practicing in underserved and/or rural regions. The impact of the proposed program in this respect is to increase the availability of competent and compassionate medical care in areas where access to appropriate care is limited.

The proposed Master of Science in Physician Assistant Studies is a timely and effective means by which the needs of the region and state can be met without West Liberty University straying from its Mission or Vision. The interplay between the institution's strategic platform and the state's master plan is evident within the proposed degree program. With this program, West Liberty University reinforces its commitment to community and education and meets the needs of both persons within STEM fields seeking further education and the community in general by providing much needed healthcare workers in regions that are either rural or underserved or both.

4.2 Existing Programs

Only two other higher education institutions in the state of West Virginia currently offer graduate-level programs in Physician Assistant Studies. Both are private institutions. Alderson Broaddus is located in the central region of the state and offers a three-year program leading to a Master of Science in Physician Assistant. Alderson Broaddus is currently not accepting new classes (beginning fall 2010) until ARC-PA reinstates the accreditation status of the program. Mountain State University in southern West Virginia also offers a Master of Science in Physician Assistant degree program. Their program is thirty-six months to conferral of the degree. The proposed program at West Liberty University will offer the same

degree service, but in twenty-four months rather than thirty-six, resulting in a substantial cost reduction to enrolled students. The curriculum of the program and the requirements for admission have been designed to ensure a quality education that produces competent and compassionate physician assistants. As West Liberty University is situated in the northern panhandle of the state, geographically the program will potentially service students and working adults who may otherwise not have access to the degree.

4.3 Program Planning and Development

The Master of Science in Physician Assistant Studies degree program originated through identifying West Liberty University's potential for advanced degrees and feedback from the Health Sciences Advisory Board. In February of 2009, a needs assessment analysis was developed and sent to local physicians to document potential need for the proposed degree program. Additionally, to ensure West Liberty University had the capacity to offer the Master of Science in Physician Assistant Studies degree program, a consultant (Mr. Paul Lombardo) was hired. The consultant visited the campus, spoke with the administrative leads and members of the Health Sciences Advisory Board, and reviewed the results of the needs analysis. The consultant was impressed with the framework West Liberty University provided and was enthusiastic with his recommendations for the potential of a Physician Assistant program at the institution. In April of 2009 the formal Intent to Plan document was filed with the Higher Education Policy Commission in West Virginia; the official approval of the Intent to Plan document was received in June 2009. To further the development of the proposed program a second consultant (Ms. Sherry Stolberg) was hired, as was Arch Stone International, LTD., an executive search firm. The search firm immediately prepared the framework for the Program Director search. As a result of the search, a Program Director, Dr. Allan Bedashi, was hired. Subsequent to Dr. Bedashi's appointment, a Clinical Director (Mr. David Blowers) and a Medical Director (Dr. Howard Shackelford) were hired. Curriculum Vitae for each Director and consultant are included as Appendix C. In October 2009 the space for the proposed degree program was allocated and plans for modification of the space to meet the needs of the program were developed. The approved plan is available as Appendix D. The proposed degree program curriculum was completed in December of 2009 through the joint efforts of the Program and Clinical Director and the two consultants. The proposed curriculum was presented to the West Liberty University Curriculum Committee on January 12, 2010 and was approved unanimously (documentation available in Appendix E). The West Liberty University Faculty Senate (1-19-10) and the Board of Governors (3-2-10) have also approved the proposed program. A timeline delineating these activities is presented below in table form.

Timeline for the Development of the Proposed Master of Science in Physician Assistant Studies degree program:

Date	Event/Forum	Action
February 9, 2009	Needs Analysis Survey	Verification of need and support for program within region
	Physician Assistant consultant contracted (Mr. Paul Lombardo)	Verification of capacity to offer program;; review and advise on program development
June 24, 2009	WV-HEPC Intent to Plan	Approved
	Second Physician Assistant consultant contracted (Ms. Sherry Stolberg)	Review and advise on program development
	Arch Stone International, LTD.	Program Director search and hiring
	Leadership Positions	Clinical Director and Medical Director hired
October 2009	Program location	Space allocation and modifications
December 7, 2009	Physician Assistant Advisory Board	Established and first meeting
December 16, 2009	College of Sciences, West Liberty University	Program Approval
January 12, 2010	Curriculum Committee, West Liberty University	Program Approval
January 19, 2010	Faculty Senate, West Liberty University	Program Approval
March 2, 2010	Board of Governors, West Liberty University	Program Approval
April 23, 2010	WV Higher Education Policy Commission	Pending
June 7-8, 2010	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) site visit	Pending
September 2010	ARC-PA formal notification of Program Approval	Pending
October 2010	Higher Learning Commission Program Approval	Pending

With these steps in developing the proposed program, West Liberty University has made a substantial commitment both financially and in work hours. Through the hiring of consultants to advise the development of the program, utilizing the services of a search firm to identify potential Program Director candidates and subsequently recruit those candidates through an extensive interview process, hiring the top three positions to shape the program, develop curriculum and determine programmatic requirements, and allocating and renovating space appropriate to the needs of the program, West Liberty University has invested substantially in the future success of the endeavor. This investment by the institution has been made after conscientious and thorough investigation into the feasibility of and the need for the proposed program, including its projected impacts on West Liberty University's strategic platform and undergraduate programs.

4.4 Clientele and Need

The proposed Master of Science in Physician Assistant Studies degree program will meet the needs of persons holding Bachelor's degrees and having strong backgrounds in the STEM fields, particularly

biology and chemistry. Typically persons with degrees in STEM fields must continue their education elsewhere in order to open job opportunities and career choices. Currently, few professional options exist for these students within the state beyond medical, pharmacy, physical therapy, and other doctoral-level programs. The proposed degree program is a masters-level graduate program that offers an alternative for STEM students who wish to continue their education but do not wish to spend four plus years in graduate education. With only two other Master of Science in Physician Assistant degree programs and controlled class sizes within those same programs, the opportunity for this degree option is limited in the state.

West Liberty University is committed to the Upper Ohio Valley and the state of West Virginia. As a state-assisted institution of higher education, the institution continually strives to provide services and degree programs that fill specific needs within its service area and the entire state. Forty-five of fifty-five counties in the state are designated as whole or partial Health Professional Shortage areas even though the number of actively licensed physicians practicing in West Virginia increased from 3317 in 1997 to 3708 in 2007. Underscoring these statistics (www.da.wvu.edu/archives/012809/news/012809,02,04.html); (www.rupri.org/Forms/WestVirginia2.pdf), 40% of actively practicing physicians within the state indicated they were considering retirement or leaving the state. On a national level, one-third of U.S. physicians are expected to retire by 2020 and the physicians being trained currently are not expected to work hours similar to the retiring generation, both facts that lead to expected increases in health care shortages. Additionally, the physician-to-population ratio will peak by year 2020 when Americans will need more, not fewer, medical services. Physician assistants, by trade, are expected to fill the void by serving to complement physicians and alleviate time demands/shortfalls.

The Health Sciences Advisory Board at West Liberty University has strongly indicated the need for physician assistants in the northern panhandle of the state. Surveys were distributed to physicians within this region to document the indicated need. Survey returns indicated the need for physician assistants and also the difficulty in attracting qualified individuals to the region (70% of respondents indicated agreement or strong agreement to a shortage of physician assistants in the region; 80% indicated recruitment of physician assistants to the area is moderately to very difficult). The survey also documented positive physician interest (76% of respondents) in participating within the program and serving on a Physician Assistant program-specific Advisory Board. This Advisory Board was established in December of 2009; currently the Board has eleven members and is expected to grow after the proposed program begins and expands (minutes of the first and second meeting are available as Appendix F). Not only would a Master of Science in Physician Assistant Studies degree program prepare individuals for careers in the health care system, but it would also recruit and educate potential physician assistants in a region and state deficient in these professionals. The full needs analysis survey results are available in Appendix G.

On a national level, demand for Master of Science in Physician Assistant Studies programs is growing exponentially. Between 2005 and 2006 applications to these programs increased to 36,459 up 21.1 percent from 30,109. During the same period, the 22nd Annual Report on Physician Assistant Educational

Programs in the United States <http://paeaonline.org/index.php?ht=a/GetDocumentAction/i/3522>) estimated the total enrollment across all 105 programs at 9,267. The 2008-2009 report documents 148 current programs, with 6,793 first-year enrollees, and 5,588 graduates. Demand for physician assistants is expected to increase over the next several decades. Without either advertisement or publication of the institution's intent to offer a Master of Science in Physician Assistant Studies degree program, West Liberty University has received over 75 inquiries regarding the potential program.

4.5 Employment Opportunities

Given the documented shortage of physician assistants in the region and the problems facing health care and health care reform, employment opportunities abound. The tabulated data from the needs analysis survey circulated to local physicians early in the planning process of the proposed degree program indicated 62% of the respondents were interested in hiring physician assistants full-time within the next three to five years; an additional 31% were interested in hiring physician assistants on a part-time basis. Coupling this data to statistics identifying forty-five of fifty-five West Virginia counties as whole or partial Health Professional Shortage areas, the opportunity for employment within the state is validated. With projected physician shortages, the physician assistant becomes key in providing primary health care in regions most strongly affected by potential deficits. Additionally, by educating more physician assistants within the state, the probability they will seek employment within the same region or the region of their clinical rotations increases- limiting the need for recruitment of physician assistants from outside the state.

From the U.S. Bureau of Labor Statistics *Occupational Outlook Handbook, 2008-2009 Edition* (<http://data.bls.gov/cgi-bin/print.pl/oco/ocos081.htm>), identified "significant points" for physician assistant careers include employment growth at rates much faster than average and job opportunities particularly in rural and inner-city clinics. Employment growth alone for physician assistants is projected to increase twenty-seven percent from 2006-2016; primarily due to expansion of health care industries and cost-containment. The two largest industries employing physician assistants are outpatient care centers and general medical and surgical hospitals; at these locations, physician assistants earn between \$76,710- \$80,960 annually. The median earnings for all physician assistants as of May 2006 were \$74,980. From these data, not only are employment opportunities available for physician assistants, but also these opportunities are projected to continually increase through 2016.

4.6 Program Impact

West Liberty University projects the proposed degree program will have the following impacts at the undergraduate level:

- Increased enrollment at West Liberty University in the STEM fields, particularly biology and chemistry.
- Increased need for science faculty to support enrollment increases.

- Increased need for library resources at both the undergraduate and graduate level.
- Increased teaching opportunities for established faculty in the sciences within the proposed degree program.

4.7 Cooperative Arrangements

Cooperative arrangements will be an integral feature of the proposed Master of Science in Physician Assistant Studies degree program. The entire second year of the program is dedicated to clinical rotations. As such the Clinical Director will be responsible for establishing clinical site agreements with local health care industries and private physician offices. Currently, written or verbal agreements exist between West Liberty University and the Ohio Valley Medical Center, Wheeling Hospital, Doctors Urgent Care, Michalski Orthopedic Center, Dr. John Klay, and Dr. Robert Fanning. As program development continues, the list of cooperative agreements is expected to increase to accommodate all students in clinical rotations. Documentation of agreements (letters of intent) is presented in Appendix A; additional information on agreements is available in Appendix F.

4.8 Alternatives to Program Development

Not Applicable.

Section 5. Program Implementation and Projected Resource Requirements

5.1 Program Administration

The proposed Master of Science in Physician Assistant Studies degree program will be headed by a Program Director who will report directly to the Dean of the College of Sciences. Reporting to the Program Director will be the Clinical Director, the Medical Director and faculty. The proposed program will also have a dedicated Administrative Assistant. In terms of the institutional administrative organization, the only change will be the inclusion of the Physician Assistant Program Director in the chain of command below the Dean of the College of Sciences (see the organizational chart provided in Appendix H).

5.2 Program Projections

Enrollment in the proposed Master of Science in Physician Assistant Studies degree program will be limited initially to ensure that all planned components of the program are appropriate and functional. Any problems encountered within the first two years can then be easily solved to avoid potential major problems with a large entrance class. The initial class admitted to the program will consist of no more than eighteen students. Over the first five years of the program, enrollment will be increased incrementally until an aggregate of fifty-two students is reached (first and second year). Form 1 describes the planned projection for the proposed program in detail.

5.3 Faculty Instructional Requirements

A total of four basic positions assisted by limited adjunct positions will be needed in the proposed Master of Science in Physician Assistant Studies degree program. Each position will have specific degree requirements and experience. The first position is Program Director. The Program Director will hold a minimum of a Master’s degree in Physician Assistant Studies. The Program Director may hold a doctoral degree in Health Studies or be a physician. The individual will hold the minimum rank of Associate Professor and have at least 5 years of prior educational experience. The second position is the Medical Director. This individual will be either a medical doctor or a doctor of osteopathic medicine. The Medical Director is a position with limited teaching responsibilities. Third is the Clinical Director. This individual will hold, at a minimum, a Master’s degree in Physician Assistant Studies or in a related discipline. The academic rank for this individual will be Assistant or Associate Professor dependent on experience. Preferably the individual serving as Clinical Director will have five plus years of clinical experience and will have developed a network of contacts within the region. In addition to these three positions, there will also be an Academic Director. The Academic Director will hold a minimum degree of Master of Science in Physician Assistant Studies or in a related field and will preferably have 3 years of educational experience. The individual will hold a minimum rank of Assistant Professor. To support the above individuals, selected adjunct faculty will be hired on a needs basis. Those individuals may hold degrees in Physician Assistant Studies, allopathic or osteopathic medicine, or masters or doctoral degrees in the basic sciences. Required experience will be determined based on the academic field required, for example, an adjunct for Anatomy and Physiology will be required to hold an appropriate degree for the subject area and have related teaching experience. Costs for the required faculty over the first five years of the proposed degree program are recorded in the table below and detailed on Form 2, Section 11.

Faculty Costs over the First Years of the WLU Physician Assistant Program

Year of Program	Type of Faculty	Number Required	Costs
Fourth Year FY 2012	Full-Time	3	\$396,000
Fourth Year FY 2012	Adjunct	Variable*	\$50,000
Fifth Year FY 2013	Full-Time	4	\$505,000
Fifth Year FY 2013	Adjunct	Variable*	\$50,000
Sixth Year FY 2014	Full-Time	6	\$800,000
Sixth Year FY 2014	Adjunct	Variable*	\$50,000

**The actual number and length of employment time will vary for adjuncts dependent on the following factors:*
- number of days/term they teach (some will teach one day in their specialty, others may teach an entire term)
-number needed in any term (some terms may require more adjuncts- especially terms with a larger number of

5.4 Library Resources and Instructional Materials

The Paul N. Elbin Library at West Liberty University hosts multiple electronic databases including PubMed Central, and EBSCO Host. In addition to these databases, the library has an extensive interlibrary loan program and 25 computer stations; computer stations are also located at other areas on the campus of West Liberty University. Additional resources that will be available to students within the proposed degree program are the library facilities at West Virginia University, Wheeling Hospital, and the Ohio Valley Medical Center. The program will also host textbooks used during the course of study for reference. West Liberty University has an active laptop program. Each entering student will receive a laptop with wireless capabilities. With this feature, students will have computer access without the need for a dedicated computer lab and they will have the ability to access computer-based portions of the curriculum for study without being tied to a dedicated computer laboratory. Both the Anatomy laboratory (computer-based dissection) and the PACKRAT examination require computer access.

Even with the described resources, additional library resources will need to be acquired including journals and other electronic databases. At a minimum, the following journals will be carried on-site within the program's space: *Journal of the American Academy of Physician Assistants* (JAAPA; \$75.00/year), *Consultant* (\$120/year), *Clinical Advisor* (\$75/year), and *PA Professional*. For the first two teaching years of the program, \$2000 has been budgeted to supplement library holdings; for the second two years, \$2500 has been budgeted in anticipation of costs. Additionally, \$500 per student per year has been budgeted under "Current Expenses" (see Form 2, Section 11) to cover instructional supplies and \$8000 has been budgeted to upgrade classroom technology specifically for the Physician Assistant Program (Form 2, Section 11, Non-recurring Expenses).

5.5 Support Service Requirements

The proposed Master of Science in Physician Assistant Studies degree program has specific requirements for laboratories and equipment. The main facility needed will be a combination of a clinical skills laboratory and two Objective Structured Clinical Examination (OSCE) rooms. This facility is currently under construction on the first floor of the Paul N. Elbin Library. A schematic of the facility is attached as Appendix D. Briefly the facility will contain 13 exam tables and a bank of sinks. The OSCE laboratories are individual rooms within the clinical facility that will house the capacity to record practicing students with patients as a teaching and evaluation tool. The facility will be equipped with oto/opthalmoscopes, blood pressure devices, and all pertinent medical supplies/disposables. For each year of the proposed program, \$10,000 has been budgeted to provide for Educational Equipment. An additional \$8,000 has been budgeted for Classroom Technology in the first year of the proposed program. Additionally for each student entering the program, \$500/year/student has been allotted for Instructional Supplies

(under “Current Expenses,” Form 2, Section 11). These costs will be supported by the University’s Operating Funds until the start of the academic program. In the first year of the proposed program, the draw on the University’s Operating Funds decreases substantially to \$40,000; the rest will be replaced by tuition. After the first year of the proposed program, tuition will cover all costs associated with the degree (Form 2, Section 11).

5.6 Facilities Requirements

The proposed Master of Science in Physician Assistant Studies degree program will be housed initially in renovated space on the first floor of the Paul Elbin Library on the main campus of West Liberty University. Three distinct areas have been designed for the program: a classroom, a clinical skills and OSCE laboratory, and office space. The classroom is a standard lecture facility that will be equipped with powerpoint, video and document camera capabilities. The clinical skills/OSCE laboratory is under construction based on the schematic in Appendix D. The office space has been completed and houses specific areas for the program Administrative Assistant, Program Director, Clinical Director, Academic Director, and Medical Director. Additionally within this space will be a secure filing room and conference room. Costs for the renovations include \$18,000 for the office complex and \$130,000 for the clinical skills/OSCE laboratory; all will be supplied through University Operating Funds.

The space designated for offices, secure filing and a conference room were originally the West Liberty University television studio which was moved to the new Media Arts facility on the main campus in 2007; the room has been vacant since. The area being renovated for the clinical skills/OSCE laboratory was a storeroom. The classroom space was a standard classroom used primarily by the Humanities Department and will be updated for use by the proposed Physician Assistant program. As the proposed degree program will be concentrated during the first year of study in these spaces, the utilization of those areas will increase dramatically with the onset of the program and efficiently for educational purposes. Classes normally held in the classroom will be reassigned to other classrooms within the library or Main Hall. The 2006 HEFIS report to the state of West Virginia clearly indicates that West Liberty University has the capacity to provide dedicated classroom and laboratory space to the proposed degree program and still provide classroom space to support all of its other programs (<http://hefis.wvnet.edu:8080/locearpt.pdf>).

The space on the first floor of the Paul Elbin Library is intended as a temporary site for the proposed degree program. Ultimately, the proposed program will be housed in the new science building approved and funded, in part, by the West Virginia State Legislature. A West Liberty University capital campaign to be launched within the next two years will raise additional funds for the building.

5.7 Operating Resource Requirements

See FORM 2.

5.8 Source of Operating Resources

In fiscal years 2009, 2010, and 2011 the proposed Master of Science in Physician Assistant Studies degree program will be supported by the university operating fund. The monies represented will fund salaries and benefits for the Program Director, Clinical Director, Medical Director, and Administrative Assistant. Additionally, these monies cover the consultant fees for advice in the development of the proposed degree program and in facilitating preparations for accreditation by Accreditation Review Commission on Education for the Physician Assistant, Inc. Additionally, monies from the university operating fund are responsible for the renovations to space in the Paul Elbin Library that will house the proposed degree program and will fund all initial technology and instructional materials required for the start of the proposed program. In fiscal year 2012, a dramatic shift from university operating funds to Physician Assistant program tuition will occur. The majority of funds needed to support salary for administration, faculty, and adjunct faculty will stem from tuition as will monies to support technology, holdings, and supplies for the proposed degree program. By year 2 (fiscal year 2013) of the proposed degree program, all monetary support will be provided through tuition. The actual distribution of monies from both the university operating fund and Physician Assistant program tuition are delineated on Form 2, Section 11. All university operating fund monies denoted on Form 2, Section 11 for use by the proposed Master of Science in Physician Assistant Studies degree program have been incorporated into the West Liberty University budget specifically for that program.

Section 6: Offering Existing Programs at New Locations

Section is not applicable to the proposed Master of Science in Physician Assistant Studies degree program.

Section 7: Program Evaluation

7.1 Evaluation Procedures

The program will undergo a systematic evaluation procedure that results in continuous improvement. Regularly scheduled faculty meetings, Advisory Committee meetings, meetings with the Dean of the College of Sciences, and student input (end-of-course and end-of-program evaluations) will be utilized to generate feedback and plans for improvement of curriculum and administration of the program. This process includes both internal and external review for a holistic approach to improvement. Areas in

which the program will be assessed are sponsorship and resources, didactic and clinical curricula, student affairs, and program outcomes. Graduate and preceptor surveys regarding program effectiveness, student performance and attrition, and graduate employment will also contribute to program evaluation.

Didactic Assessment: Each course and instructor will be evaluated per term (four terms/year). Students will be required to complete end-of-course evaluations. These evaluations will undergo objective assessment, areas for improvement will be identified, and recommendations for improvement implemented. Instructors and program administrators will also be evaluated as part of the normal review process outlined in West Liberty University faculty policies (<http://www.westliberty.edu/facultyandstaff/hr/?id-2270>).

Clinical Assessment: A monthly review of pass-rates, student evaluation of clinical sites and preceptors, and preceptors' evaluations of students will be conducted. Strengths, weaknesses, opportunities, and threats will be identified and corrective or preventative measures initiated.

OSCE/PACKRAT: These items will be used as evaluation tools of student performance and will be administered several times during the program. Correlation of these results with performance on the Physician Assistant National Certification Examination (PANCE) will be evaluated. Outcomes from this study will be used to initiate programmatic changes as needed.

Committee Meetings: Faculty and staff meetings will be held at a minimum of biweekly to discuss daily administration of the program, identify potential problems or weaknesses, and develop strategies to counter potential issues in a timely fashion. Advisory Committee meetings will be held semi-annually. Admission Committee meetings will be held once a year. Resource allocation meetings will be held once a year. Ad hoc committee meetings will also be conducted on an as-needed basis. These meetings will evaluate whether the program covers appropriate course content, whether financial and physical resources are adequate, whether admission policies are appropriate, and whether expected outcomes are met. Additionally, an annual overall program self-study will be conducted. Areas of deficiencies and/or concerns will be appraised and plans for improvement developed and implemented.

7.2 Accreditation Status

The accrediting agency for Physician Assistant programs is Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The agency has been contacted and the initial site visit for accreditation is scheduled for June 7 and 8, 2010. Formal notification of accreditation status will be recorded near the end of September 2010. Initial accreditation is granted as "Provisional Accreditation" and is a limited award indicating the preparedness of the program to meet the standards of ARC-PA. Follow-up provisional visits will occur approximately four months after students have entered the clinical phase of study and no later than 6 months after the first class graduates. Full

accreditation after the follow-up provisional visit results in a maximum time line of 5 years before the next comprehensive visit. The application fee for provisional accreditation is \$6000.00; the program must also cover the costs of the initial site visit. Once accredited, the program will be charged yearly accreditation fees (projected fee schedule: December 2010- January 2011, \$4250; December 2011- January 2012, \$4500). Continuing accreditation application fees which include site visit fees are \$4500 at this time. Fee schedules are available through the ARC-PA website at http://www.arc-pa.org/Acc_Info/acc_prov_infoandproced.htm. The statement of standards used by ARC-PA (<http://www.arc-pa.org/documents/3rdeditionwithPDchangesandregionals4.24.08a.pdf>) in the accrediting process is attached in Appendix I.

**FIVE-YEAR PROJECTION OF
PROGRAM SIZE**

	First Year (2011)	Second Year (2012)	Third Year (2013)	Fourth Year (2014)	Fifth Year (2015)
Number of Students Served through Course Offerings of the Program:					
Headcount (1 st & 2 nd year)	18	38	42	46	50
FTE	18	38	42	46	50
Number of student credit hours generated by courses within the program (entire academic year):	1512	2580	2848	3116	3384
Number of majors:					
Headcount	18	38	42	46	50
FTE majors	18	38	42	46	50
Number of student credit hours generated by majors in the program (entire academic year):	1512	2580	2848	3116	3384
Number of degrees to be granted (annual total):	0	18	20	22	24

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year FY (2009)	Second Year FY (2010)	Third Year FY (2011)	Fourth Year FY (2012)	Fifth Year FY (2013)	Sixth Year FY (2014)
A. FTE POSITIONS						
1. Administrators	—	1 ½	2 ½	—	—	—
2. Full-Time Faculty	—	—	—	3	4	6
3. Adjunct Faculty	—	—	—	*	*	*
4. Graduate Assistants	—	—	—	—	—	—
5. Other Personnel:						
a. Clerical Workers		½	1	1	1	1
b. Professionals		½	1	1	1	1

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
a. Administrators	_____	<u>157,000</u>	<u>342,000</u>	_____	_____	_____
b. Full-time Faculty	_____	_____	_____	<u>396,000</u>	<u>505,000</u>	<u>800,000</u>
c. Adjunct Faculty	_____	_____	_____	<u>50,000</u>	<u>50,000</u>	<u>50,000</u>
d. Graduate Assistants	_____	_____	_____	_____	_____	_____
e. Non-Academic Personnel						
Clerical Workers	_____	<u>15,000</u>	<u>26,000</u>	<u>26,000</u>	<u>27,000</u>	<u>28,000</u>
Professionals	_____	<u>12,500</u>	<u>25,000</u>	<u>25,000</u>	<u>26,000</u>	<u>27,000</u>
Total Salaries	_____	<u>182,500</u>	<u>393,000</u>	<u>497,000</u>	<u>608,000</u>	<u>800,000</u>

*Number will vary- some will teach one day, some may teach all semester

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year FY (2009)	Second Year FY (2010)	Third Year FY (2011)	Fourth Year FY (2012)	Fifth Year FY (2013)	Sixth Year FY (2014)
2. Current Expenses	_____	<u>55,000</u>	<u>25,000</u>	<u>35,000</u>	<u>50,000</u>	<u>55,000</u>
3. Repairs and Alterations	_____	<u>18,000***</u>	_____	_____	_____	_____
4. Equipment						
Educational Equip.	_____	_____	10,000	10,000	10,000	10,000
Library Books	_____	_____	<u>2,000</u>	<u>2,000</u>	<u>2,500</u>	<u>2,500</u>
5. Nonrecurring Expense (specify)	<u>19,245*</u>	<u>150,000***</u>	<u>8,000****</u>			
Total Costs	<u>19,245</u>	<u>405,500</u>	<u>438,000</u>	<u>544,000</u>	<u>670,500</u>	<u>867,500</u>

C. SOURCES

	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
1. General Fund Appropriations (Appropriated Funds Only)	_____	_____	_____	_____	_____	_____
_____ Reallocation _____ New Funds (Check one)						
2. Federal Government (Non-appropriated Funds Only)	_____	_____	_____	_____	_____	_____
a. University Operating Fund	<u>19,245</u>	<u>405,500</u>	<u>438,000</u>	<u>40,000</u>	_____	_____
b. PA Program Tuition	_____	_____	_____	<u>504,000</u>	<u>670,500</u>	<u>867,500</u>
Total All Sources	<u>19,245</u>	<u>405,500</u>	<u>438,000</u>	<u>544,000</u>	<u>670,500</u>	<u>867,500</u>

NOTE: Total costs should be equal to total sources of funding.

In-state tuition is figured on the first twelve hours/term at the rate of \$500/semester hour.

Out-of-state tuition is figured on the first twelve hours/term at the rate of \$750/semester hour.

*Explain your method for predicting the numbers (use additional sheet if necessary).

*\$19,245 – PA Consultants and Employment Service, **\$18,000 – PA Office, ***\$150,000 – PA Lab and Employment Service, ****\$8,000 – PA Classroom Technology

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Bachelor of Arts in International Studies

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the establishment of the Bachelor of Arts in International Studies at West Virginia State University, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

West Virginia State University proposes a new baccalaureate degree, Bachelor of Arts in International Studies, and cites a three-fold purpose for the program: 1) to increase awareness of the traditions and values of people throughout the world, 2) to develop competency in a world language (Spanish or French), and 3) to provide a foundation for careers in government, business, and other areas. The new program is interdisciplinary and consists of three concentrations: international relations, international business, and foreign language. The degree will require 121 credit hours of study, with 50 in general education and 36 in core requirements. Additionally, all students will complete a minimum of 15 credit hours in a foreign language and a study abroad experience. All prospective students must meet university admission requirements, but there are no admission standards specific to the program.

Since the new program focuses on coursework in international business, international relations, and foreign language, areas in which the university has an extensive curriculum, most courses required for degree completion are already available. While West Virginia State University students have been able to amass a considerable number credits in these subject areas, the establishment of the program will now able degree attainment. Only two other West Virginia public higher education institutions, Marshall University and West Virginia University, offer baccalaureate degrees in international studies.

Student and employer surveys undertaken by the institution indicate that international studies is emerging as a popular field of study with growing employment opportunities. The study abroad and foreign language requirements will help expand student horizons and contribute to a broad-based liberal arts education. The institution anticipates enrollment of 25 student majors and 10 graduates by the fifth year of the program.

Administration of the program will be through the Director of the Office of International Affairs who will serve as program coordinator. Faculty from the respective subject areas that are part of the program will provide instruction. No additional faculty will be needed during the first five years of the new program. The Director will receive a faculty appointment and will assume instructional responsibilities.

Library holdings are adequate to support the program. Further, no additional student support services, with the exception of administration of the study abroad experience, or new facilities will be required. No additional funds will be necessary to support the program.

While there is no accrediting agency for international studies, the university does hold accreditation in business and in modern foreign languages. To assess progress in meeting program goals, Commission staff will conduct a post-audit review during the 2013-14 academic year.

Name of Institution:

West Virginia State University

Date:

February 2010

Category of Action Taken:

New Program Proposal

Title of Degree or Certificate:

Bachelors of Arts in International Studies

Location:

West Virginia State University, Institute Campus

Effective Date of Proposal Action:

August, 2010

Summary Statement:

The West Virginia Higher Education Policy Commission (WVHEPC) Procedural Rule-Series 11 of Proposals for New Academic Programs and the Discontinuance of Existing Programs requires that all state supported institutions have the Board of Governors approval when the institution is submitting a new degree program for WVHEPC approval.

In January 2008, the Vice-President of Academic Affairs created A Task Force “To explore ways of increasing an international presence through programs and course offerings and make recommendations which will lead toward degree options.” The New Program Proposal” is the culmination of the work of the Task Force over the past 24 months.

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Program Description

3.9.1 Program Objectives

The educational objectives of the proposed degree program are to:

- Increase awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world.
- Develop competency in a world language (Spanish or French) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.
- Provide a foundation for careers in government, non-governmental organizations, and businesses with international interests and programs.

3.9.2 Program Identification

Multidisciplinary Studies. Instructional programs that derive from two or more distinct programs to provide a cross-cutting focus on a subject concentration that is not subsumed under a single discipline or occupational field.

30.2001 International/Global Studies. A program that focuses on global and international issues from the perspective of the social sciences, social services, and related fields.

3.9.3 Program Features

The interdisciplinary degree will consist of three concentration areas: International Relations, International Business, and Foreign Language. Students in each concentration will follow the same General Education (50-52 hrs) and Core Requirements (36 hrs) and will be required to participate in a Study Abroad experience. Study Abroad experience will be mandatory and students will be required to follow Study Abroad Guidelines which were specifically developed for the purpose of meeting this requirement in a consistent manner. Each concentration area will require credits in addition to those indicated above, bringing the total to slightly over 121 credits, the typical minimal number required for most existing degrees.

International courses listed within the proposed program curriculum fulfill the “international perspectives” General Ed requirement, and/or the international minor requirement. Therefore,

these classes meet the criteria established by the WVSU Educational Policies Committee (EPC) for their international content. Any special topics courses not listed within the curriculum program must be approved by the Program Coordinator and the Department Chair of the respective concentration area, as well as the Registrar (see appendices for complete curriculum).

Students who fulfill the requirements of the three concentration areas-- International Relations and International Business—will also earn a minor in either Spanish or French as these concentrations require a minimum 15 credit hours of one of the two aforementioned languages. Students in the **Foreign Language** concentration will be required to take additional classes in one of the following areas. This will result in a minor in **one** the selected areas:

Business Administration:

Accounting	18 hrs
Finance	18 hrs
Management	18 hrs
Marketing	18 hrs

Political Science

Political Science	15 hrs
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3.9.3.1 Admissions and Performance Standards

Students who meet the admissions requirement for the university will be eligible to matriculate into the proposed international studies degree. We encourage students who have no international background to enter the program to build a foundation in international studies and foreign language that will serve them throughout their lives.

Performance standards are outlined in section 7.1 and 7.2.

3.9.3.2 Program Requirements

See attached Curriculum Program and Study Abroad Guidelines (Appendices 1 & 2)

3.9.4 Program Outcomes

Students completing the Bachelors of International Studies will have attained:

- Increased awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world.

- Competency in a world language (Spanish or French) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.
- A foundation for careers in government, non-governmental organizations, and businesses with international interests and programs.

Each student will also have completed:

- A minor in Spanish, French, Business, or Political Science
- A study abroad experience

Careful consideration was given to the correlation between program objectives and curriculum design. As stated earlier, students in each concentration will follow the same General Education (50-52 hrs) and Core Requirements (36 hrs) and will be required to participate in a Study Abroad experience. This establishes a common experience shared by all International Studies majors regardless of their concentration area. This common experience also includes the study of foreign language. The well-rounded general education aspects, study abroad, foreign language, and variety of international perspective courses offer an educational experience that will enable students to fulfill the first two program objectives of increased cultural and global awareness, as well as competency in a foreign language. Emphasis on a specific concentration—international relations, foreign language, or international business, will provide the tools for program graduates to be competitive in the job market (the third objective), and/or to successfully continue in graduate studies.

3.9.5 Program Delivery

There will be no exceptional instructional delivery methodologies used for the proposed degree program.

Program Need and Justification

4.1 Relationship to Institutional Goals/Objectives

Founded in 1891, West Virginia State University is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated, and multigenerational institution. The mission statement of WVSU expresses its commitment to meeting the economic development needs of the state and region through education, which will improve the quality of life of the people of the state. An important three-pronged objective of WVSU’s **2007-2009 strategic plan** goal of strengthening academic programs is to broaden the university’s global initiatives through increased emphasis on international perspectives within the curriculum, to develop cooperative relationships with foreign universities and colleges, and to increase opportunities for student travel and study abroad. As the International Studies degree accomplishes this goal, it will also accomplish other goals articulated in the strategic plan, such as reaffirming the concept of “a living laboratory of human relations,” focusing on programs that

support employment opportunities in West Virginia’s emerging job markets, and establishing stronger liaisons with local businesses, community, and government leaders to serve their needs in human resources. The proposed International Studies degree at WVSU is thus supported by the University’s mission statement and strategic plan.

Ultimately, the proposed degree program aims to address the West Virginia Department of Education’s goal cited below, of preparing students for the global marketplace and 21st Century Skills acquisition for West Virginia students:

“As the world becomes more competitive and complex, our nation’s future depends on the education of our young people. West Virginia is deeply engaged in systemically transforming its public school system with the goal of providing all West Virginia children with the knowledge and skills that will enable them to excel in a fiercely competitive global world.”

The new degree program will offer additional options to WVSU students to compete in a global world.

4.2 Existing Programs

Thanks to initiatives by the WV HEPC Consortium for Internationalization over the past years, West Virginia institutions are internationalizing their curricula and establishing collaborative agreements with other countries for study and student exchange opportunities; however **West Virginia University** and **Marshall University** are the only two with independent undergraduate degrees in international studies/education. To earn a Bachelors of Arts in International Studies at WVU, students are “encouraged to take advantage of opportunities for professional internships and study abroad, which may be undertaken for academic credit.” The proposed degree program at WVSU will require a study abroad experience. The proposed degree program at WVSU requires students to focus on a specific concentration—international relations, foreign language, or international business, while the curriculum for the International Studies major at WVU is highly interdisciplinary, in which students select among a wide variety of internationally oriented courses taught in the Departments of Anthropology/Sociology, Economics, Foreign Languages, Geography, History, Religion, and Political Science. Students majoring in international studies at WVU typically complete a total of 59 hours of interdisciplinary course work as part of the 128 hours required for the Bachelor of Arts degree.

Marshall University offers a BA in International Affairs. Unlike the WVSU proposed program that requires that students choose a specific concentration area, Marshall’s major in International Affairs combines studies in economics, geography, history, and political science. Another distinction is WVSU’s proposed degree program requires a study abroad experience, while Marshall’s program does not require such an experience.

The Center for International Understanding at **Bluefield State College** is seeking to internationalize West Virginia’s economy by promoting trade relations and promoting understanding and acceptance of diversity issues. BSC offers training programs for U.S. Department of State sponsored international professionals; they sponsor personnel exchanges in Russia, community outreach activities, and assistance to area businesses and entrepreneurs.

Concord University has also been very successful in recruiting international students in the past few years. These are just several examples of internationalization efforts taking place around the state.

The current proposal for a Bachelors of Arts in International Studies at WVSU will fill a lacuna for international education degree experience in the capitol region of Charleston and its surrounding counties.

4.3 Program Planning and Development

In January 2008, the Vice-President of Academic Affairs created a Task Force “to explore ways of increasing an international presence through programs and course offerings and make recommendations which will lead toward degree options.” This was a clear mandate from the Vice-President, supported by the President, to create a new degree program in International Studies.

Chaired by the Director of International Affairs, James Natsis, the Task Force met 8 times over the course of 8 months in preparing the Curriculum Program outline and the Intent to Plan. The Intent to Plan was submitted to the WVSU Board of Directors in early November for review and approved on November 13, 2008 for submission to the HEPC. The HEPC approved the Intent to Plan in early 2009.

The New Program Proposal Curriculum Plan was completed in March 2009 and submitted to the WVSU Education Policy Committee in April. It was approved. In October 2009, the Vice President of Academic Affairs met with the designated coordinator of the proposed Bachelors of Arts in International Studies, the Dean of Business and Social Sciences, and the respective department chairs of the three concentration areas to discuss the administrative structure of the proposed degree program, resources, advising, and other areas of concern. The New Program Proposal Curriculum Plan was then sent to the Faculty Senate where it was approved in October 2009. It was finally submitted to the Board of Governors in January 2010 where it received approval.

No resources have been invested in the program development thus far.

4.4 Clientele and Need

Clientele

Globalization reaches into the lives of citizens of all ages, vocations, and academic backgrounds. One only needs to turn on a computer, access satellite television or radio, or observe increasing immigrant populations throughout most of the U.S. to understand the changing world we live in today.

Anecdotal data collected from WVSU students by the Office of International Affairs over the course of the past 10 years through student inquiries, office visits, conversations with students,

etc. indicate a growing interest in international and area studies, as well as the study of foreign language. In many cases, students are restricted in the number of foreign language credits they may pursue due to constraints in their schedules and curriculum programs that only require 6 credits of foreign language to meet their respective degree requirements. Those who are interested in pursuing a degree in international or area studies are often disappointed by the lack of options in these areas. One example is the Foreign Language degree option. Currently, WVSU only offers a Bachelors of Arts in Education with a specialization in either Spanish or French. Many students are interested in pursuing a degree option in one of these languages (or at least a dual degree option), but do not necessarily want to undergo the rigors of an education degree, nor are they interested in teaching.

In regards to potential students in the greater Kanawha Valley region, Sissonville High School offers an International Studies magnet program and provides resources in international studies to the Middle and Elementary Schools in Sissonville. Although WVSU has offered a dual credit “Introduction to International Studies” class at Sissonville HS for the past 4 years, the university has been unable to recruit any of these graduates for lack of an international studies degree program. South Charleston High School offers the state’s only International Baccalaureate (IB) program. The high school is working on extending the IB program to the Middle and Elementary schools in South Charleston as well. The same holds true for graduates of the South Charleston IB program—WVSU has not been able to serve the needs of any of the IB high school graduates since it was first authorized in 1999.

In order to measure interest in international studies and as it may regard the selection of WVSU as a possible destination for pursuing an international studies degree program, the OIA developed and administered a questionnaire during the Fall 2009 to 169 students (mainly Seniors and Juniors) from three area high schools---Sissonville HS, South Charleston HS, and Charleston Catholic HS (See Appendix 3).

Three of the questions used a Likert scale: Strongly Agree, Agree, Strongly Disagree, Disagree, and Undecided. Here are some of the results:

1) It is important to receive a good foundation in international studies in college/university.

119 Strongly Agree and Agree; 25 Strongly Disagree and Disagree; 20 Undecided

2) It is important to take part in a study abroad experience before graduating from college/university.

93 Strongly Agree and Agree; 20 Strongly Disagree and Disagree; 51 Undecided

3) It is important to receive a good foundation in a second language before graduating from college/university.

124 Strongly Agree and Agree; 18 Strongly Disagree and Agree; 22 Undecided

The survey results clearly indicate recognition by students that international studies, foreign language, and study abroad are indeed valued aspects of the educational experience.

In an earlier attempt to measure interest in international studies and foreign language among WVSU students (Spring 2003), the OIA administered a random survey to 259 students on campus to measure the interest of international studies (see appendix 4). For example, over half (55.5%), believed that the Office is doing a good job overall in providing international experiences. However, nearly one-fourth (23.5%) desired more international course offerings, and 22.3% wanted study abroad opportunities; 20% requested more international events, and 11.5% said more international students were needed on campus (22.3% did not respond to the question). Surprisingly, more than one-third of the students surveyed have traveled to foreign countries (37.8%) with a stay of between 1-2 weeks, and .5% stayed 6 months or more.

The questionnaire also indicated that if an Area Studies program were to be implemented, Western Europe was a desire of 43% of the students, followed by Africa (21%), Latin America (19.5%), and Asia (10%). About 65% did not express a preference.

Need

The proposed Bachelor of Arts in International Studies will be an interdisciplinary degree program designed to prepare students for the multicultural global village in which we live. In a modern world of increasing interdependence and rapid change, the need **is** critical. Knowledge of the world broadens the mind, challenges prior biases and limitations, and fosters an appreciation of diverse societies and cultures.

This is supported by a recent report published in the *Chronicle of Higher Education* (October 27, 2009) "Leadership for Challenging Times," The report was the result of a yearlong study by the association's Presidential Leadership and Global Competitiveness commission, which consisted of 13 college presidents. It states:

Declining international enrollments at state colleges and universities would mean that such institutions "run the risk of becoming less international in character, thus diminishing the likelihood that students gain a significant understanding and appreciation of other cultures," the report says. To fight those effects, the report recommends that colleges and universities do more to increase international awareness on their campuses, including encouraging students to learn foreign languages and study abroad.

U.S News and World Report publishes an annual list of schools with outstanding examples of academic programs that are believed to lead to student success. Among the eight programs listed in the 2008 list that serve as a means of measuring successful programs included STUDY ABROAD.

The demand for the skills acquired in an International Studies degree is increasing in the private sector and in government. Job opportunities include international, government and non-government organizations, foreign trade, diplomacy, international law, marketing, foreign

affairs, defense, intelligence, foreign aid, humanitarian services, politics, education, language services and journalism.

U.S. Census data reported in the Charleston Gazette (December 2004) reveal that in Kanawha County only 1.4 % of residents are foreign-born, compared to the national average of 11% of all Americans, and that only about 2.7% of residents speak a language other than English at home, compared to 18 percent nationally. These data result in West Virginia ranking last in these categories. This comes as no surprise since net immigration to the state of West Virginia from April 1, 2000 to July 1, 2003 was only 2,098. This ranks West Virginia 48th in the nation, slightly above Wyoming (1,388) and Montana (1,343).

The state ranks slightly higher in its use of Spanish, no longer a foreign language in the U.S., but rather our second language. The state boasts 17,652 Spanish speakers, ranking us number 45th, ahead of sparsely populated states such as Alaska, North Dakota, Vermont, and Montana.

These figures offer a compelling argument for strengthening international-oriented initiatives in the state's education system. If "West Virginia is open for business," we will need to lead in preparing the West Virginia citizenry for the ever expanding global village.

4.5 Employment Opportunities

According to the report "From Higher Education to Work in West Virginia 2006" released by the WVHEPC and WVU College of Business and Economics West Virginia public higher education institutions contribute large numbers of graduates to the state work force. HEPC Chancellor, Brian Noland stated that "The results demonstrate the clear return of investing in higher education for both the students and the state" (Compass Fall 2008). As reported earlier (see 4.4 "Clientele and Need"), the state is poorly positioned to meet growing needs of an ever increasing globalized market due to our lack of foreign language speakers and foreign born residents. Increased opportunities in our institutions of higher education will lend to reversing this reality.

The United Nations employs over 14,000 people serving in different parts of the world. The Foreign Service (FS) is a corps of about 11,500 employees who are dedicated to representing America and responding to the needs of American citizens in other countries. Both of these organizations subject applicants to an exam process that demands certain cultural and linguistic skills that can be developed in an international studies degree program (see UN and US State Department websites). The jobsabroad.com website lists thousands of job and volunteer opportunities. Random searches in various countries show ample opportunities to teach English, work as an au pair (nanny), sales, travel agents, and many other fields.

Internationaljobs.org, home of the International Career Employment Weekly, is a comprehensive source for professionals, including international development jobs. The comprehensive employment listing service makes it easy for international professionals to keep abreast of all current job opportunities in their field. They collect information on current international job openings with governments, government contractors, United Nations agencies and other intergovernmental organizations, private voluntary organizations working overseas, corporations

involved in international trade and finance, engineering firms, associations, foundations, student exchange organizations, universities, and state governments. The print version appears weekly in 24-page format (it appears 32-page format 7 times per year due to increased postings). The website offers quick links to recent postings and postings in specific career areas. Several hundred professional employment opportunities are listed at any given time, most of which require advanced degrees in an international studies field as well as multiple language proficiency.

According to a June 2007 article in the Going Global newsletter (<http://online.goinglobal.com/>) (1), global executives say that “study abroad boosts employability” and here are a few reasons why:

- Three out of four executives cite study abroad as important when evaluating candidates for junior-level positions.
- Eight in 10 human resource (HR) executives surveyed believed that a study abroad experience was an important factor for overseas job placement within their companies.
- Two-thirds (67 percent) of HR executives surveyed said that a study abroad experience within a culturally diverse student environment distinguishes a job candidate.

Cultural awareness/sensitivity/tolerance” and an “international perspective” topped the list of attributes valued by HR executives among prospective employees with study abroad experience.

And finally, entrepreneurs who create their own employment opportunities through the use of the internet to provide goods and services are no longer limited to local markets. These members of the workforce may utilize their understanding of the global community, as well as their skills in foreign language to broaden and better serve their clientele.

4.6 Program Impact

International Students

West Virginia State University has a very low enrollment of F-1 international students (10-15 students). The new degree program will provide a base from which we may develop a more aggressive international student recruiting strategy. This is very important to our economy. For example, according to the Association of International Educators (NAFSA), “foreign students and their dependents contributed approximately \$14.5 billion to the U.S. economy during the 2006-07 academic year.” In West Virginia, NAFSA estimates that the net contribution to the state economy of foreign students and their families was over \$45 million. This includes tuition, fees, and living expenses. At WVSU, NAFSA calculated that foreign students and their families contributed approximately \$100,000 to the local economy.

Study Abroad

Although WVSU offers several options for study abroad, few students benefit from this valuable educational experience. The new proposed degree requires its majors from all concentrations to complete a study abroad experience approved by the faculty advisor from the department of the degree concentration, as well as from the Director of the Office of International Affairs. The

study abroad experience must be approved for academic credits, which may be applied to the degree requirements. The study abroad experience may include participation in a WVSU or other institution of higher learning course abroad, a year, semester, or summer/winter abroad program.

Modern Foreign Language (Spanish and French)

Each degree concentration area (International Business, Political Science, and Foreign Language) will require 18 hours of Foreign Language. This will result in a minor in these concentrations.

Campus Environment

The aggregate efforts of a 4-year degree program in international studies, the presence of students enrolled in the degree program, an increase in an international student presence, and study abroad requirements will result in the emergence of an international synergy on campus.

Given the interdisciplinary structure of the proposed degree program, degree seeking students will be able to interact with a wide variety of students through various classes and campus activities. This, of course, includes interaction with international students, American students of international origin, and students who are not seeking an international studies degree, but who have a strong interest in international affairs and foreign language.

4.7 Cooperative Arrangements

WVSU has entered into numerous agreements with other institutions of higher learning in various parts of the world. In particular, Universite Laval in Quebec City, Quebec, Canada, and the Universidad Autonoma del Caribe, in Barranquilla, Colombia, offer study abroad options in French and Spanish, respectively, to students who will enroll in the proposed international studies degree program.

WVSU is also able to offer study abroad options through the International Student Exchange Program (ISEP) as part of the state-wide agreement ISEP arranged with the HEPC Consortium for Internationalization.

4.8 Alternatives to Program Development

We have not considered any alternatives to the development of this program.

Program Implementation and Projected Resource Requirement

5.1 Program Administration

The proposed Bachelors of Arts in International Studies will be administered through the following:

The Director of the Office of International Affairs (OIA) will serve as the Program Coordinator and will work in conjunction with the four department concentrations (business, communication/media, political science, and modern foreign languages)

Program evaluations and assessment will be conducted by the Program Coordinator in collaboration with the respective department chairs (see below 7.1 & 7.2). Student advising will be performed by the Program Coordinator as well as the respective departments. General program advising will be carried out principally by the Program Coordinator. Concentration-specific inquiries will be deferred to the respective departments. Students will need approval from both the Program Coordinator, as well as the respective concentration area department chair, as it pertains to fulfilling degree requirements for graduation. Final decisions for meeting degree requirements for graduation, as is the case with any other degree program, will be carried out by the registrar.

5.2 Program Projections

Since the proposed new degree program does not offer any new courses, but rather reorganizes existing courses into an interdisciplinary degree track, the “Number of Students Served Through Course Offerings of the Program” is non-applicable.

The number of Majors projected over the first five-year period is outlined in Form 1 (See Appendix #5).

5.3 Faculty Instructional Requirements

Due to the interdisciplinary structure of the proposed program all courses are already offered at WVSU. Therefore, we do not request the hiring of new faculty during the first 5 years of the proposed program. The Director of the Office of International Affairs (OIA) will serve as the Program Coordinator in conjunction with the four department concentrations (business, communication/media, political science, and modern foreign languages). As a result of the new degree program, the Director of the Office of International Affairs (OIA) position will receive a faculty appointment. This will enable the degree program to be part of the academic division of the university. This will come at no cost since the Director of the OIA is a currently funded position.

The current Director of the Office of International Affairs (OIA) holds the Ph.D. in Education. He has taught the Introduction to International Studies course for the past 9 years. He will continue to do so. We will also use available secretarial and student worker resources to help administer the program.

Although we do not request new faculty for the proposed program, we are aware of the fact that an increase in students over the next 5 years in concentrations such as Business could place an extra burden on faculty within those departments. This should be considered when the respective departments assess their human resource needs.

5.4 Library Resources and Instructional Materials

There are more than 200,000 books and 300 *current* periodical subscriptions available in the Drain-Jordan Library. More than 9,000 bound periodical volumes and 200,000 items are available in microfilm, microfiche and through online Periodical Databases. The Drain-Jordan Library has been a selective depository for United States public documents since 1907. An Instructional Materials Center and Archives Department are located in the building.

Library materials can be located with the online catalog and by checking the Periodical Holdings List. All collections (Government Document, Archives, IMC, Reference, video collection, and the circulating stacks) are boolean searchable by the online catalog. Periodical Holdings (magazines, journals, newspapers) physically in the building are located with the Periodical Holdings List which lists the starting and ending volumes, years and the *format* of each volume. Different *format* (microfilm, microfiche, storage, CD, paper) are located in different parts of the building (see periodical room map for most locations). Periodical Indexes are available in both paper (Periodical Room) and electronic/web formats.

The library subscribes to several Periodical Databases with FullText articles (linked page gives descriptions). *EbscoHost* and *InfoTrac SearchBank* databases include general academic and business among other indexes (not all their indexes have Full Text articles). *EbscoHost's Newspaper Source* has articles from newspapers and news services. *Criminal Justice Abstracts* has abstracts (no full text) in the law, security, and criminal justice fields. *ComAbstracts* has abstracts from communication, theatre, film periodicals. ERIC (education), PsyINFO (psychology), and MLA (literature) database subscriptions are through *EbscoHost*. Searches using web-based Periodical Databases with FullText can be done anywhere *on campus*. *EbscoHost* and *InfoTrac SearchBank* can also be searched offcampus by currently registered students, faculty and staff of WVSU.

Since the new degree program is interdisciplinary, and thus all courses are already offered at WVSU, there is no immediate need to add library resources to begin the program. Students enrolled in the proposed International Studies degree program will utilize the same resources as they have in the past for the same courses.

5.5 Support Service Requirements

No additional support services are required.

5.6 Facilities Requirements

No new additional space, facilities, or remodeling are required.

5.7 Operating Resource Requirements

See FORM 2

5.8 Source of Operating Resources

See FORM 1

Offering Existing Programs at New Locations

6.1 N/A

6.2 N/A

6.3 N/A

Program Evaluation

7.1 Evaluation Procedures

The International Studies Program is interdisciplinary by incorporating courses from three different disciplines. The program outcomes are:

- Increase awareness of and sensitivity to the traditions, values, aspirations and concerns of people throughout the world.
- Develop competency in a world language (Spanish or French) that will broaden communication capabilities, and offer insight to other cultures attainable only through the study of a language.
- Provide a foundation for careers in government, non-governmental organizations, and businesses with international interests and programs.

These core goals will be pursued by all majors; however, there are more specific goals pertaining to each of the three disciplines that comprise the program. They will be described in more detail below. Such goal conformation requires the Department Chair of the program to coordinate and work in conjunction with each Department Chair of the other disciplines to assess students' progress.

The main assessment instruments are:

Student Portfolio (Containing samples of student's work, such as papers, analysis, philosophies, rationales, descriptions of presentations, CV, and materials gathered from student's area of concentration)

Study Abroad Experience (Described in 3.9.3.)

ACTFL OPI (Oral Proficiency Interview) Administered according to standards, protocols, and procedures set by the American Council on the Teaching of Foreign Languages to determine proficiency in a foreign language.

Senior Interview

Since, as stated above, the proposed program is interdisciplinary in essence, and since it does not create any new courses, but rather combines existing course offerings from three different disciplines (Modern Foreign Languages, Political Science, and Business) for assessment of the student's area of concentration, the new major will rely on existing assessment procedures and guidelines from each of the three disciplines that comprise its structure. That is to say, assessment of the new program will be conducted in conjunction and cooperation between the Program Coordinator and the Department Chairs—or their designees—of the three disciplines that comprise it.

Assessment guidelines are described in detail in the Annual Reports of the three Departments involved. A general view of such guidelines involves Comprehensive Examinations, Senior Research Papers, Senior Reviews, Capstone Courses, Post Third year Assessment, Oral Proficiency Interviews, and Portfolios. Materials for these assessments are gathered systematically throughout a student's academic life, with special emphasis on sophomore and junior years so as to be in time to suggest changes and improvements.

Assessment in International Relations

This assessment is housed and based upon the Department of Political Science.

The broad outcome of the program is to offer students an opportunity to explore and analyze both formal and informal power relations, from interest groups and political parties to national and international actors and events, thus preparing the student for a career in International Relations.

The main assessment gauge for seniors is the comprehensive exam, and research papers gathered in different courses taught by faculty and by the chair of Political Science.

Assessment in Modern Foreign Languages

This assessment is housed and based upon the Department of Modern Foreign Languages.

Program Outcomes:

1. Demonstrate oral comprehension of most speech in a standard dialect delivered at normal speed and volume.
2. Converse in a clear participatory fashion; initiate, maintain and bring to a close a wide variety of communicative tasks. Narrate and describe in paragraph-length discourse.
3. Follow essential points of written discourse in order to read a newspaper, works of literature, and critical works.
4. Summarize, narrate and describe in writing, with only minimal errors.
5. Compare languages and cultures. Attempt to analyze the perspectives, cultural practices, and contributions of countries and people.

6. Use proper stress patterns, intonation, rules of linking; know distinctive features of consonants and vowels.
7. Identify geographical features of various countries where the target language is used; show familiarity with the major historical periods, salient events, artistic, scientific, and technological contributions of these countries.
8. Identify cultural patterns, value systems, mores, customs and traditions of the countries studied.
9. Use socially appropriate forms of address, and behave in a socially acceptable manner in various contexts.
10. Cite major literary works and situate them in the proper time period and historical context. Use critical thinking skills to analyze literary texts.

Assessment in Modern Foreign Languages is conducted at several stages of the student's progress. The major assessment instruments are capstone courses 401 and 402; student portfolios with samples of student's works; and a Post Third Year Assessment Instrument which contains, among other things, an Oral Proficiency Interview. A description follows:

Post Third Year Assessment

All graduating students should take a Post Third Year Assessment. The result of the test will not have any impact on the students' grades, nor will it constitute any graduation requirement. The results of the test are, however, essential for assessment of the program, policies, syllabus, or other aspects of the curriculum the Department deems convenient in agreement with its faculty. Students should receive a copy of the description of the examination well in advance so as to allow time for preparation, or to focus course of study, or to form a clear picture of the skills to be acquired by the end of the studies. Not all components of the exam will be administered on the same day.

Components:

- I. ACTFL Oral Proficiency Interview, OPI, following ACTFL guidelines. The national expected level is the Advanced-Low. Addresses ACTFL Standard 1
- II. Presentational Communication: Oral. The student will give a short presentation (10 minutes) about a cultural or literary topic. See sample description. Addresses ACTFL Standard 2
- III. Presentational Communication: Writing. The student will write a short narration/description (a few paragraphs) of a factual nature about a current private or public event. Addresses ACTFL Standard 1.
- IV. Interpretive Communication: Listening. The student will listen to a text read aloud by an instructor and then will answer a few factual/inference questions about the text. Addresses ACTFL Standard 1.
- V. Interpretive communication: Reading. The student will read a short passage and then will answer factual/inference questions about the text. Addresses ACTFL Standard 1.

Standards for evaluation of the Modern Foreign Languages component of the International Studies Degree come from ACTFL (American Council On the Teaching of Foreign Languages). See Appendix for a statement of ACTFL Standards.

Assessment in International Business

This assessment is housed and based upon the Department of Business Administration.

Broad Goals. The purpose of the Business Administration Department is to provide a structure and environment in which the student can develop basic skills, acquire knowledge of the discipline, expand the ability to understand complex business situations, and achieve a level of overall maturity and sophistication expected of a business professional.

Program Outcomes.

1. Use accounting concepts and procedures to present the financial position of a business entity.
2. Understand business, social, and policy issues as they relate to marginal benefits and costs as well as to explain the operation of the macro-economy to theoretically predict possible outcomes of government actions.
3. Understand the functional areas of modern managers in planning, organizing, leading, and controlling as well as knowledge of human relations, strategic analysis and assessment of leadership concepts to be applied to varied business situations.
4. Demonstrate knowledge of statistical process control and linear applications to solve business problems and understand the principles of the time value of money.
5. Develop problem solving skills related to financial statement analysis, capital budgeting, cost of capital, and securities analysis.
6. Demonstrate the interrelationship of product, place, promotion, price, and people.
7. Understand the adjudication of disputes through law, specifically the various elements of contracts.

The Programs in Business Administration Department are currently accredited by the Association of Collegiate Business Schools and Programs (commonly called ACBSP). See Appendix for a statement of Standards in ACBSP.

The viability, adequacy, and necessity of the program have been discussed earlier in this document. For its viability, the program does not require additional funds initially, since it relies on already approved and existing areas of study and their implements, libraries, and physical facilities. The necessity of the program has been discussed in 4.4., which describes the need of competent professionals in a Global World. Such professionals must be aware of global needs, cultures, political systems, languages, and business practices.

7.2 Accreditation Status

Accrediting agencies:

For Modern Foreign Languages: American Council on the Teaching of Foreign Languages. (ACTFL)

For International Business: Association of Collegiate Business Schools and Programs (commonly called ACBSP).

There is no accrediting agency for International Relations, which is based upon Political Science.

- Statement of Standards for Foreign Language Learning
- Statement of Standards for Association of Collegiate Business Schools and Programs, ACBSP.

Sources

http://www.abroadview.org/avmag/2008fall_larsson.htm

<http://chronicle.com/article/Report-Urges-Colleges-to/48944/?key=QWkgLA9oZ3FINnBleyBDfSVQO...> 10/28/2009

Americas Best Colleges 2008 US News and World Report

Appendix 1: Curriculum Program

**West Virginia State University
Educational Policies Committee
Catalog/Course Revision Form**

Please complete the appropriate sections. Use a separate form for each revision or proposal. Please submit the completed original form and fifteen copies to the EPC chair by designated deadline dates.

NAME OF DEPARTMENT:

DATE:

International Studies	April 28, 2009
-----------------------	----------------

Course Revision or New Course Proposal

COURSE CHANGE REQUESTED:

- Change in course number
- Add new course to catalog
- Revise description of existing course
- Change credit hours
- Delete course from catalog
- Change in prerequisites
- Approve for general education
- Change in course title
- Other

Proposed implementation date:

Curriculum Revision or New Program Proposal

PROGRAM CHANGE REQUESTED:

- Approve new degree program
- Approve option
- Approve minor
- Approve changes in requirements
- Change program title
- Terminate program
- Other

Proposed implementation date:

Fall 2009

PROPOSED TITLE OF DEGREE PROGRAM, CERTIFICATE, OPTION, OR MINOR:

Bachelor of Arts in International Studies (see attached curriculum for minors)
--

Summarize briefly: 1) reasons for the proposal, 2) fiscal effects:

1) The International Programs Task Force was created in January 2008 by the Vice President of Academic Affairs "to explore ways of increasing an international presence through programs and course offerings and make recommendations *which will lead toward degree options.*" The following proposed new degree program is part of the Task Force's mission.

2) The International Programs Task Force proposal for a new degree program does not request any new expenditures or academic positions. The degree will be composed entirely of courses that are already offered at WVSU.

The following signatures must be obtained IN BLUE INK before submitting to EPC:

DEPARTMENT FACULTY APPROVAL – Political Science

The proposed changes were discussed and approved by a majority of the department faculty during a meeting on _____ (date). (Minutes of the meeting are attached to this submission).

Department Chair/Program Director: Gerald Beller

Signature: _____ Date: _____

DEPARTMENT FACULTY APPROVAL - Business

The proposed changes were discussed and approved by a majority of the department faculty during a meeting on _____ (date). (Minutes of the meeting are attached to this submission).

Department Chair/Program Director: Michael Lewis

Signature: _____ Date: _____

DEPARTMENT FACULTY APPROVAL – Modern Foreign Language

The proposed changes were discussed and approved by a majority of the department faculty during a meeting on _____ (date). (Minutes of the meeting are attached to this submission).

Department Chair/Program Director: Mary Frye

Signature: _____ Date: _____

EXTERNAL CONSIDERATION FOR PROPOSAL: In recognition of the effect that the above proposal may have on programs in other program areas or departments, the following persons or committees were consulted.

Approval of College Dean/Programs Chair: - BaSS (Abainesh Mitiku)

Signature: _____ Date: _____

Approval of College Dean/Programs Chair: - Arts & Humanities (David Wohl)

Signature: _____ Date: _____

Approval of any other Department/Committee/Program that may be affected:

(if additional approvals are needed, make a copy of this block and attach with proposal).

Signature: _____

Date: _____

EPC Action Taken

Approved, sent to Senate & Academic Affairs Not Approved

Approved with revisions or conditions Action postponed until _____

Returned to department _____

EPC Chair signature: _____ **Date:** _____

Faculty Senate Action:

Approved Not Approved Other (attach specifics)

Senate Chair signature: _____ **Date:** _____

Academic Affairs Action:

Approved Not Approved **VPAA signature:** _____ **Date:** _____

Empty rectangular box for signature and date.

Please Note: This form is used only for Program or Degree Change Submission

CURRICULUM

List all required courses, including cognates, in the degree program, certificate, option, or minor. Indicate new courses with an asterisk (*). All new courses must be approved separately by the EPC. Attach list of courses in current curriculum.

NAME OF PROGRAM:			
Catalog Number	Course Title	Credit Hours	Contact Hours
I. General Education			
Engl 101	**English Composition I	3	
Engl 102	**Engl 102 – English Composition II	3	
Engl 150	Intro to Literature Engl 150	3	
Ged 100	Origins	3	
Ged 200	Race, Gender & Human Identity	3	
Comm 100	Speech Communication	3	
Hist 201 or 202	World History	3	
TBA	*International Perspectives	6	
HHP122 or 157	Lifetime Health	2	
TBA	Science	6-8	
Comm 140, 170, ART 101,200 or MUS 104,107	Fine Arts	6	
Psyc 151, POSC 100, or SOC 101	Social Structures	3	
Hist 207, 208 or POSC 101	American Traditions	3	
Math 101 or 111	Math	3	
		<u>50-52</u>	
II. Core Requirements			
GEd 210	Intro to Int'l Studies	3	
Span/Fren 201+	Foreign Language: French or Spanish (201+)	9	
Select 9 hours from the following:			
Engl 350 or 351	World Lit. Classical Era Prereq: Engl 150 (Ged)	3	
Phil. 308	World Religion Prereq: Eng 102 (Gen Ed)	3	
Posc 210	Int'l Relations	3	
Posc 304	Comparative Politics Pereq: POSC 100 or 101 or 210 (100 is one of Gen Ed, 210 req. any way – see above)	3	
Geog. 201	World Regional Geography	3	

HHP 310	Int'l Perspectives on Leisure	3	
Soc 305	Birth—Death - Migration	3	
Art 202	Non-Western Art	3	
POSC 302	American Foreign Policy Prereq: POSC 100 or 101 or 210	3	
Hist 403	American Diplomatic History (1) Prereq: HIST 207	3	
Hist 404	American Diplomatic History (2)	3	
Soc 270	Cultural Anthropology	3	
SocW 202	Cultural Aspects	3	
Span 205	**Spain and its Culture	3	
Fren 205	**France: A View of Changing Cultures	3	
Span/Fren 300-400	Foreign Language: French or Spanish (upper level)	3	
	International Experience Abroad	3-6	
		<u>21</u>	
	International Experience Abroad		
	A Study Abroad experience is a degree requirement. The experience must be approved by the department of the degree concentration (i.e. Political Science, Business, etc) and the Office of International Affairs (see the attached Study Abroad Guidelines for International Degree).		
	III. Concentrations		
	1. International Relations ***		
POSC 100	Introduction to Politics	3	
POSC 101	American National Govt	3	
POSC 210	International Relations	3	
	<u>Select 24 hours of the following</u>		
POSC 302	American Foreign Policy		
POSC 304	Comparative Politics: Europe, Japan, and India	3	
POSC 410	Comparative Politics: Latin America and Africa	3	
POSC 415	Comparative Politics: Arab Middle East	3	
Hist 403	American Diplomatic History (1)	3	
Hist 404	American Diplomatic History (2)	3	
MS 399	Media & Foreign Policy	3	
POSC 311	**Methodology and Research	3	
Psy 200	**Statistics for the Social Sciences	3	
POSC 402	Modern Political Thinkers	3	
Hist 444-31	Sub-Saharan Africa	3	
Span 205	Spain and its Culture		
Fren 205	France: A View of Changing Culture	3	
Soc 305	Birth Death and Migration	3	
Hist 421	History of the Far East	3	
CJ 370	International Terrorism	3	
Soc 270		3	

SocW 207	Cultural Anthropology	3	
POSC 399	Cultural Aspects	3	
	Special Topic	3	
		3	
	Free electives to bring total to	<u>122-24</u>	
	2. International Business ***		
BA 209	**Math analysis for Business Decisions	3	
Econ 201	Prereq:Math 101		
Econ 202	Principles of Economics (macro)	3	
BA 215	Principles of Economics (micro)	3	
	Principles of accounting I Prereq: Math 101or	3	
BA 216	BST 104 , &	3	
BA 301	Principles of accounting II Prereq: BA 215 "C"		
BA 313	Fundamentals of Management Prereq: Eng 102	3	
Econ 410	Business Finance Prereq: -BA 209 & 216	3	
BA 465	International Economics Prereq: Econ 201 & 202	3	
	International Management Prereq: BA 301 &	3	
BA416	Econ 410		
	International Finance Prereq: Econ 201 & 202,	3	
BA 305	BA 313 or Econ 410		
BA 310	Principles of Marketing Prereq: Econ 201 & 202	3	
	Personnel Mgmt-Human Relations Prereq: BA	3	
	301 or related experience.		
	Free electives to bring total to	<u>125-27</u>	
	3. Foreign Language		
	<u>Spanish</u>		
Span 101	Beginning Spanish****		
Span 102	Elementary Spanish****	3	
Span 201	Intermediate Spanish I*****	3	
Span 202	Intermediate Spanish II*****	3	
Span 305	Oral and Written Proficiency*****	3	
Span 306	Phonetics	3	
Span 307	Advanced Grammar and Composition	3	
Span 311	Spanish Civilization and Culture	3	
Span 312	Hispanic Civilization and Culture	3	
Span 401	Spanish Literature	3	
Span 402	Spanish American Literature	3	
Span 303		3	
	<i>Intensive Spanish Communication (Optional)</i>	3	
Span 399	<i>[Taught in Costa Rica]</i>	3	

	(Optional Special Topic) 3 hrs		
	Or		
	<u>French</u>		
Fren 101	Beginning French****	3	
Fren 102	Elementary French****	3	
Fren 201	Intermediate French I*****	3	
Fren 202	Intermediate French II*****	3	
Fren 305	Oral and Written Proficiency*****	3	
Fren 306	Phonetics	3	
Fren 307	Advanced Grammar and Composition	3	
Fren 311	French Civilization and Culture	3	
Fren 312	Francophone Civilization and Cultures	3	
Fren 401	Introduction to French Literature and Culture	3	
Fren 402	Advanced French Literature and Culture	3	
Fren 399	(Optional Special Topic) 3 hrs	3	
	Students in the Foreign Language concentration will be required to fulfill the requirements in one of the following areas:	33 (18 hrs already included in international perspectives (6) & Core (12))	
	Business Administration:		
	Accounting 18 hrs		
	Finance 18 hrs		
	Management 18 hrs		
	Marketing 18 hrs		
	Political Science		
	Political Science 15 hrs		
	Free electives to bring total to <u>120</u>		
		15	
	* Students are advised to take SPA N or FRE 101 & 102		
	**Fulfills Information Skills requirements		
	*** The requirement of 15 hrs of Foreign Language will result in a minor in these concentrations		
	****Also counted as International Perspectives		
	***** Included in the Core Requirement		

Credit Hours Required: General Education 50-52.....Core 21 Major..... Varies according to concentration ... Restricted Electives (Cognates) ...Varies according to concentration Free Electives ... Varies according to concentration			
Total Credit Hours Required For Graduation			Varies

Note: Restricted Electives (Cognates) are courses from which students may chose as designated by the curriculum.
 Free Electives are courses from which students choose for the remaining hours needed for graduation and may be taken from any field of study.

Appendix 2: Study Abroad Guidelines

West Virginia State University

Study Abroad Guidelines for International Degree

The Bachelor of Arts in International Studies at West Virginia State University offers students the opportunity to broaden their understanding of global interdependence and connectivity from a wide variety of perspectives due to the interdisciplinary nature of the core and cognate areas. Students may choose from three areas of concentration: international relations, foreign language (Spanish/French), and international business. Each concentration will follow a common general education and core curriculum, while the cognate area will vary according to the concentration. In addition to course requirements, students from all concentrations must complete a study abroad experience approved by the faculty advisor from the department of the degree concentration, as well as from the Director of the Office of International Affairs. The study abroad experience must be approved for academic credits, which may be applied to the degree requirements. The study abroad experience may include participation in a WVSU or other institution of higher learning course abroad, a year, semester, or a summer/winter abroad program.

Students will visit the Office of International Affairs to obtain a checklist for approval of the study abroad experience. The study abroad experience will not be approved until the checklist has been signed by the OIA Director following the completion of the experience. Criteria for approval of the proposed study abroad experience will be based on the following:

- Students will submit a proposal to their program advisor outlining their country and course/program selection, the rationale for their selection, a bibliography of sources, and how they will disseminate their findings
- The study abroad experience will offer a pre-departure orientation
- Students must have completed their first(freshman) year to be eligible
- Students will spend a minimum of two weeks abroad
- Students will engage in experiential activities relevant to their concentration area

Other important information

Passports and Visas

You must have a valid passport to leave and reenter the United States. **If you do not have a passport you should start the application process as soon as possible. If you have a passport, be sure it is valid for six months beyond the date you expect to return.** The requirements for student visas vary from country to country, so allow sufficient time for processing your visa application. This cannot be a last minute procedure. Most foreign consular representatives are located in principal cities and, in many cases a student may be required to obtain a visa from the consular office in the area of his/her residence. Consult the Department of State website on Foreign Entry Requirements. Another website, <http://www.embassy.org>, provides additional information.

Health and Safety Guidelines

All participants should endeavor to insure their own personal health and safety. Read all program material carefully. Make available to the program director all physical and mental health information that is necessary for a safe experience. Inform parents and guardians of all relevant study abroad information. Obtain and maintain appropriate insurance policies. Understand and comply with the laws of the host country and behave in a respectful manner. Travel Warnings, Public Announcements and Consular Information Sheets are posted on the Department of State website. We abide by US State Department warnings on travel. It is the responsibility of the student to be fully informed of political and health developments in their foreign country of study.

Health and Accident Insurance

All students participating in a WVSU or non-WVSU program abroad are required to have health insurance. Contact the Office of International Affairs for more information.

Emergency Contact Form

All students studying abroad must submit an Emergency Contact Form to the OIA before leaving campus. This form will be available at the OIA.

The Program Evaluation

Please note that the program evaluation filled out by returning students is an essential part of ongoing study abroad evaluation at WVSU, for administrative and academic departments, as well as future study abroad participants. Please be sure to return the Study Abroad Course/Program Evaluation to the OIA.

West Virginia State University

Study Abroad Guidelines for International Degree

Study Abroad Checklist

Pre-Departure Requirements

- _____ Student meets with faculty advisor from the department of the concentration area to submit a proposal for their study abroad experience (see "Study Abroad Guidelines for International Degree" for proposal criteria)
- _____ Faculty member approves of the proposal.
- _____ Student meets with Director of Office of International Affairs
- _____ Student has the following: _____ Passport and Visa
_____ Health Insurance
_____ Emergency Contact Form
- _____ Faculty Advisor name and signature _____
- _____ OIA Director signature _____

Post-Trip Requirements

- _____ Evaluation form obtained from OIA and completed
- _____ Course requirements fulfilled
- _____ Faculty signature _____
- _____ OIA Director Final signature _____

Appendix 3: Survey Results

Survey 2009

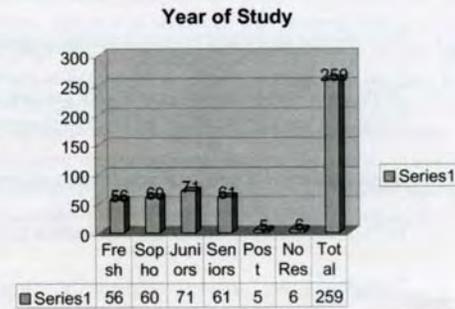
	South Charleston high School	Sissonville High School	Catholic High School
Rank	22 Juniors 13 Seniors	2 Freshmen 28 Sophomores 36 Juniors 6 Seniors	57 Seniors
College	22 juniors = yes 13 seniors = yes	Yes=2 F , 27 S ,36 J ,5 S No=1 Soph , 1 Senior	Yes=56 No=0 Maybe= 1
International studies Foundation	Juniors = 22 agree Seniors = 10 agr. / 3 undecided	F =all agree So. = 14A, 14D J =28A, 8D Se =4A, 2D	39 = agree 1 = Disagree 17 = Undecided
Study Abroad	J =12A, 3D, 7U S =9A, 3D, 1U	F = all agree So. =14A, 3D, 11U J = 22A, 4D, 10U Se = 5A, 1D	29 =agree 22= Undecided 6= Disagree
Second Language Foundation	J = 17A, 3D, 2U S = 12A, 1U	F = 2A So = 24A, 1D, 3U J = 29A, 2D, 5U Se = 3A, 2D, 1U	37 = agree 10 = Disagree 10 = Undecided
Consider WVSU	J = 8Y, 10N, 4U S = 1Y, 8N, 4U	F = 1N, 1 U So = 4Y, 10N, 14U J = 13Y, 8N, 15U Se = 2Y, 2N, 2U	Yes= 3 No= 38 Undecided = 16
Concentration Field	<p>Juniors</p> <ul style="list-style-type: none"> • 12 are not interested • Remaining checked one or more fields of interest <p>Seniors</p> <ul style="list-style-type: none"> • 2 not interested • Remaining checked one or more fields of interest 	<p>Freshmen = all 2 were not interested</p> <p>Juniors</p> <ul style="list-style-type: none"> • 20 not interested • 16 checked one or more fields of interest <p>Sophomores</p> <ul style="list-style-type: none"> • 15 not interested • 13 checked more than one fields of interest <p>Seniors</p> <ul style="list-style-type: none"> • 15 not interested • 13 checked one or more fields of interest 	<ul style="list-style-type: none"> • 45 are not interested • Remaining checked one or more fields of interest

Appendix 4: Article on Questionnaire

West Virginia State College Office of International Affairs Student Survey Results

In keeping with the mission "of increasing global awareness on the WVSC campus," the OIA developed and administered a questionnaire among students at the beginning of the Spring 03 Semester to gauge the effectiveness of carrying out the mission. While a random sample was not scientifically drawn, the survey was administered to both day and evening classes in 12 different departments. The students queried (n=259) also represented 35 different major/degree programs in both day and evening classes. The survey indicated that the majority of students were 18-24 years of age (79%), full-time students (96%), and commuters (87%). The OIA found the results of the survey both helpful and revealing.

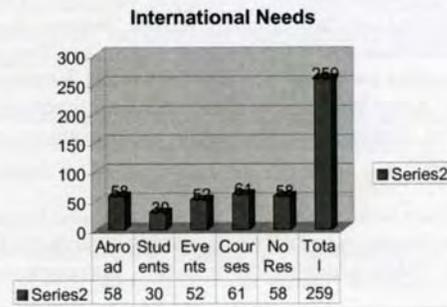
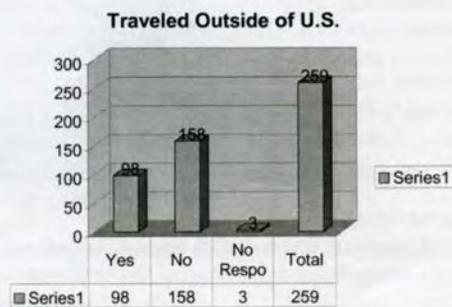
For example, over half (55.5%), believed that the Office is doing a good job overall in providing international experiences. However, one-fourth (23.5%) desired more international course offerings and more study abroad opportunities (22.3%); 20% requested more international events, and 11.5% said more international students were needed on campus (22.3% did not answer this question). Surprisingly, one-third of the students surveyed have traveled to foreign countries (37.8%) with a stay of between 1-2 weeks, and .5% staying 6 months or more. Among those who have studied or are taking a foreign language (24.6%), 11% percent consider themselves fluent in a language other than English. The small number of students that responded to the most requested language not currently being offered at WVSC indicated a desire to learn Italian (31%), followed by Arabic (14%), Chinese (.7%), and Portuguese (.1%).



If an Area Studies program were to be implemented, Western Europe was the desire of 43% of the students followed by Africa (21%), Latin America (19.5%), Asia (10%). 6.5% did not express a preference.

Finally, students indicated a clear need to improve the marketing of the International Studies Minor. Only 27.9% were aware of this option. Several charts are offered here to highlight significant results and present other student demographics.

The OIA wishes to thank Rebekah Beane for her assistance in coordinating this project and offers a special "thank you" to all of the students and professors who took the time to respond to the survey.



Appendix 5: Form 1

Appendix 6: Form 2

See Separate Attachment

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

First Year (2010)	Second Year (2011)	Third Year (2012)	Fourth Year (2013)	Fifth Year (2014)
-------------------------	--------------------------	-------------------------	--------------------------	-------------------------

**Number of Students
Served through Course
Offerings of the Program:**

Headcount	*	*	*	*	*
FTE	_____	_____	_____	_____	_____
Number of student credit hours generated by courses within the program (entire academic year):	_____	_____	_____	_____	_____

Number of Majors:

**Headcount	10	15	20	25	25
FTE majors					
***Number of student credit hours generated by majors in the program (entire academic year):	1,220	1,830	2,440	3,050	3,050
Number of degrees to be granted (annual total):	_____	_____	_____	5	10

*No new courses are offered for the proposed degree program.

** Currently there are over 500 majors in the four concentration areas. Most of them are in the Business department. We envision most students in the initial years as those who opt for the International Studies degree instead of a Political Science, Business, Foreign language, or Communications degree. We hope to eventually attract new students to WVSU specifically for the International Studies degree.

***Average 122 credit hrs

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year FY(20__)	Second Year FY(20__)	Third Year FY(20__)	Fourth Year FY(20__)	Fifth Year FY(20__)
--	------------------------------------	-------------------------------------	------------------------------------	-------------------------------------	------------------------------------

A. FTE POSITIONS

1. Administrators	_____	_____	_____	_____	_____
2. Full-time Faculty	_____	_____	_____	_____	_____
3. Adjunct Faculty	_____	_____	_____	_____	_____
4. Graduate Assistants	_____	_____	_____	_____	_____
5. Other Personnel:					
a. Clerical Workers	_____	_____	_____	_____	_____
b. Professionals	_____	_____	_____	_____	_____

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	_____	_____	_____	_____	_____
b. Full-time Faculty	_____	_____	_____	_____	_____
c. Adjunct Faculty	_____	_____	_____	_____	_____
d. Graduate Assistants	_____	_____	_____	_____	_____
e. Non-Academic Personnel:					
*Clerical Workers	\$2,500	\$2,550	\$2,600	\$2,650	\$2,700
Professionals	_____	_____	_____	_____	_____
Total Salaries	_____	_____	_____	_____	_____

***Current position**

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

First Year	Second Year	Third Year	Fourth Year	Fifth Year
-----------------------	------------------------	-----------------------	------------------------	-----------------------

FY(2010)	FY(2011)	FY(2012)	FY(2013)	FY(2014)
-----------------	-----------------	-----------------	-----------------	-----------------

B. OPERATING COSTS (Non-Appropriated Funds Only—Federal Funds)

1. Personal Services:

a. *Administrators \$23,000 \$23,500 \$24,000 \$24,500 \$25,000

Total Costs	\$23,000	\$23,500	\$24,000	\$24,500	\$25,000
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*This reflects 50% of the current position of the Director of the Office of International Affairs (OIA).
These are existing funds. We ask for no new funds.

**FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS***

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
2. Current Expenses	_____	_____	_____	_____	_____
3. Repairs and Alterations	_____	_____	_____	_____	_____
4. Equipment:					
Educational Equip.	_____	_____	_____	_____	_____
Library Books	\$500	\$500	\$500	\$500	\$500
5. Nonrecurring Expense (specify)	_____	_____	_____	_____	_____
Total Costs	\$3000	\$3050	\$3100	\$3150	\$3200

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	\$3000	\$3050	\$3100	\$3150	\$3200
X Reallocation ____ New funds (Check one)					
2. Federal Government (Non-appropriated Funds Only)	\$23,000	\$23,500	\$24,000	\$24,500	\$25,000
3. Private and Other (specify) _____					
Total All Sources	\$26,000	\$26,550	\$27,100	\$27,650	\$28,200

NOTE: Total costs should be equal to total sources of funding
*Explain your Method for Predicting the Numbers **(Use additional sheet if necessary)**

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Master of Business in Entrepreneurship

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Business in Entrepreneurship to be implemented at West Virginia State University effective, August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

West Virginia State University proposes a Fall 2010 implementation of a new program, Master of Business in Entrepreneurship. The program will prepare: 1) students to become innovative competitors in the global workplace and 2) entrepreneurs who may own businesses or middle-level and top-level managers in established businesses that seek to strengthen their organizations. Admission into the program is open to persons with a baccalaureate degree. Since the program will be based on the knowledge of subject matter taught in basic functional business courses, those students coming from backgrounds other than business may be required to complete extra coursework in business.

The Master of Business in Entrepreneurship will require completion of 36 hours of coursework, with 18 hours of core functional business courses (with entrepreneurship modules), 15 hours of entrepreneurship courses and three hours of a capstone requirement. For the capstone experience, students may choose from one of three options: 1) structured internship, 2) small business consulting, or 3) thesis. The program has been designed to enable students to acquire a comprehensive foundation in the fundamentals of business and entrepreneurship and to develop analytical skills for sound decision-making. Initially, all courses will be delivered through face-to-face instruction. In future years, the university plans to utilize some online instruction in program delivery.

The need for the program is supported by the fact that, despite the recession, entrepreneurs are still starting businesses. Between July 1, 2006 and June 30, 2009, 9,179 new businesses were started in West Virginia. More than 1,000 baccalaureate business degrees are awarded annually in West Virginia. Many of these students may find this program attractive.

There are no other master's degree programs that focus on entrepreneurship in the state. Several institutions offer undergraduate coursework in entrepreneurship. Shepherd University and West Virginia University offer an area of emphasis in entrepreneurship under their baccalaureate business programs.

The program will be housed in the Department of Business Administration. In addition to the Business Administration faculty already in place, the department hired a full-time organizational behavior and developmental/entrepreneurship faculty member in August 2009 to develop the program. An additional entrepreneurship faculty member will be hired starting the second year of the program. Additional funds will be needed for: 1) library resources (approximately \$32,200/year) and 2) computer/technology equipment (\$17,000). The total cost of implementing this program is projected to be \$294,511 for the first year and increase to \$430,582 by year five. The bulk of the funding needed (97%) will be provided federally as part of the Center for Rural America initiative. This funding was recently renewed for five years. The department anticipates an initial enrollment of 15 students and an increase to 50 students by year five.

Commission staff will conduct a post-audit review of the new degree program to assess progress toward successful implementation in the 2013-2014 academic year.

West Virginia State University

November, 2009

New Program Proposal

Master of Business Degree in Entrepreneurship (MBE)

Institute, West Virginia

Effective Date of Proposed Action: Fall, 2010

Brief Summary Statement:

The Master of Business in Entrepreneurship Degree Program at West Virginia State University will prepare students to become innovative competitors in the global marketplace. The program will prepare entrepreneurs who may own businesses or middle-level and top-level managers that will take established businesses to entrepreneurial new heights. Both full- and part-time students will be admitted. At present, interest in entrepreneurship in West Virginia colleges and universities is underserved in undergraduate programs; more importantly, it is greatly underserved in graduate programs. This degree is unique in West Virginia.

Graduates will complete 36 total semester credit hours leading to a Master of Business in Entrepreneurship Degree. They will take 18 credit hours of core functional business courses (with entrepreneurship modules), 15 credit hours of entrepreneurship courses, and 3 credit hours of a capstone requirement. Enrollment will start with 15 students in the Fall of 2010 and grow to at least 50 students by 2015. It is assumed that Business Administration faculty will teach the core functional courses.

The proposed Master of Business in Entrepreneurship Degree meets the mission and goals of WVSU by providing an educational experience that produces students that will become productive members of the business community in West Virginia, and by imparting the tools necessary to overcome and attenuate socioeconomic trends within the local and state communities through the promotion of innovation and entrepreneurial thinking, as required by the Master Plan for West Virginia Higher Education.

1. Submission Procedures (133-11-3, Series 11).

1.1. Program Description: Master of Business in Entrepreneurship (133-11-3, Series 11, 3.9)

The Entrepreneurship Program at West Virginia State University will require the completion of a minimum of 36 total semester credit hours that will lead to a Master's Degree. It accepts into the program interested students that have completed a baccalaureate degree from an accredited institution.

There are several definitions of the term "entrepreneurship." Shepherd and Douglas (1997), for example, note that:

The essence of entrepreneurship is the ability to envision and chart a course for a new business venture by combining information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture. It manifests itself in creative strategies, innovative tactics, uncanny perception of trends and market mood changes, courageous leadership when the way forward is not obvious and so on.

Baron and Shane (2005) specifically note that entrepreneurship education is an area of study that seeks to understand how opportunities to create new products/services, new markets, new production processes and new ways of organizing existing technologies, or raw materials acquisitions arise and are discovered. Additionally, Colton (as cited by Garavan & O'Conneide, 1994) suggested:

The major objectives of enterprise education are to develop enterprising people and inculcate an attitude of self-reliance using appropriate learning processes. Entrepreneurship education and training programs are aimed at stimulating entrepreneurship which may be defined as independent small business ownership or the development of opportunity-seeking managers within companies (p. 4).

In the program of study, older disciplines such as economics, the behavioral sciences (psychology, cognitive science), and sociology are incorporated in the coursework in order to understand the economic, technological and social conditions from which opportunities arise as well as fathom the accompanying social, psychological, and economic risks that result from economic, financial and political factors that are beyond the control of the entrepreneur. The business techniques and legal structures used to develop opportunities will be explored. Skills and characteristics needed for interactions with venture capitalists, customers, and potential employees will be developed.

Societal level issues related to government policies, economic conditions and technological factors will be examined as each affects opportunity recognition, initial product/service decisions, assembly of required resources (such as information, financing, and people), the actual launch of the new venture, building the business that will be successful, and getting the rewards.

Faculty with a diverse array of expertise, experience, and skill sets required to meet the needs of aspiring entrepreneurs in a fast-changing global environment will be recruited. The program will be taught by both full-time and adjunct faculty who bring a variety of entrepreneurial experiences and academic expertise to the classroom.

1.1.1. Program Objectives (133-11-3, Series 11, 3.9.1):

The following encompasses the specific objectives of the program, which are in line with the mission of the University and the needs of the State of West Virginia:

1. To prepare students to identify, evaluate and develop entrepreneurial opportunities, both in existing companies or in new business ventures. Students will be prepared to organize and reorganize social and economic factors to turn resources and situations into useful conditions.
2. To equip participants with the knowledge and skills needed to launch or expand a successful enterprise. In short, students will be prepared to be visionaries and organizers whose dreams and organizational capacity will drive the economic engine of the state and hopefully the world.
3. To provide students with a thorough grounding in the functional business skills needed to start or manage a rapidly growing business. Students will be prepared with collaboration, communication and team building, and refined analytical and managerial skills, reflective of graduate-level competencies, appropriate for people who want to change the world through new product development and innovation.
4. To develop business allies, sources of supply, customers, creators of wealth for others, as well as discoverers of better ways to utilize resources, and to produce jobs that are needed in our communities.
5. To prepare men and women for leadership in a world characterized by rapid new product development, short product life cycles, demands for continuous change and improvement, and the need to move quickly to capture value from fleeting opportunities.
6. To develop self-confident graduates who will establish and grow entrepreneurial ventures or who will pursue opportunities for growth in existing businesses. Self confidence comes from the mastery of entrepreneurial skills necessary to start a venture, establish it successfully in a competitive marketplace, and to grow the venture effectively as markets dictate.

1.1.2. Program Identification (133-11-3, Series 11, 3.9.2):

The U.S. Department of Education Center for Education Statistics Classification of Instructor Programs (CIP) number for this program will be 52.0701.

1.1.3. Program Features (133-11-3, Series 11, 3.9.3):

The Master of Business in Entrepreneurship Degree Program will require 36 semester credit hours and will prepare students to compete in global marketplace, either as entrepreneurs, managers and CEOs in established businesses. The Program faculty will represent a diverse array of expertise, experience, and skill sets that facilitate entrepreneurship education. Research faculty expect to explore and teach the latest theories in such areas as new venture creation, high technology start-ups, and social networking, and bring a real-world and entrepreneurial mindset into the classroom so that students are prepared for success in the marketplace.

West Virginia State University, as shown by its record of accreditation through the North Central Association of Universities and Colleges, has a high standard of quality for its programs. The Master of Business in Entrepreneurship Degree will be offered through the College of Business and Social Sciences and the Department of Business Administration. The Business Administration Department has offered a quality program for over one hundred years. It has been a vital component of West Virginia State University since the year 1904. In 1926, the name was changed from “Commerce Department” to the title by which it is now known. The Department has grown to become home to one of the University’s largest student majors. The Department of Business Administration has been offering a Bachelor of Science degree program with concentrations in Accounting, Finance, Management, Marketing, and Information Systems. The Business Administration program and the Economics program in the University have been accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Catalog Description:

The Master of Business in Entrepreneurship Degree Program will prepare students to compete and innovate in today’s global marketplace, either as entrepreneurs who start and own their own businesses, or as intrapreneurs, inventive managers, and CEOs in established businesses.

1.1.3.1. Admissions and Performance Standards (133-11-3, Series 11, 3.9.3.1):

Graduates will be prepared to pursue educational objectives through a program that is supported by rigorous research and study. In line with the main objectives of enabling graduates to identify, evaluate and develop entrepreneurial opportunities in new and existing business organizations and to provide them with excellent background knowledge to manage a rapidly growing business in the face of the intense global environment, the Program will accept both full and part-time students that have already earned a Bachelor’s Degree from a accredited institution regardless of their field and have met other admission criteria. Since the program will be based on the knowledge of basic functional business courses, those students coming from other backgrounds may require extra coursework to acquire adequate business knowledge.

The Program will require a completion of 36 total semester credit hours that leads to a Master’s Degree and accept interested students that have completed a baccalaureate degree from an accredited institution and have met other admission criteria.

Admissions:

To be considered for admission, applicants must present a bachelor's degree from a regionally accredited college or university. Previous academic history, performance on the applicable entrance examination, letters of reference, motivation and aptitude to do graduate-level work, and professional experience are all taken into consideration.

Specifically, the following will be submitted to the Admissions Office:

1. Application for Admission Form.
2. One official copy of the applicant's undergraduate transcript, showing the degree earned and the date on which it was conferred, must be mailed directly from the registrar's office of the student's undergraduate college or university to the WVSU Registrar's Office. An applicant must have an overall undergraduate Grade Point Average (GPA) of 2.5 on a 4.0 scale.
3. Applicants are required to take either the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) prior to admission to the program, within 2 years of application for admission. Test scores must be sent by the appropriate testing agency directly to the WVSU Registrar's Office. If a student has a master's or higher degree from an accepted, regionally accredited university of higher education, the admissions examination requirement may be waived. This decision will be made by the admitting faculty, upon examination of the graduate transcript.
4. Three (3) Letters of Recommendation addressing the applicant's academic competencies.
5. A Statement of Intent, written by the applicant, stating his or her purpose in pursuing graduate study, any research he/she wishes to pursue, and future career goals.

Conditional Status: A student may be admitted as a conditional student in this degree program after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise but does not meet the criteria for regular admission. An academically conditional student must be reclassified as a regular student no later than the completion of the 12th graduate credit hour. This is established by meeting the conditions established by the Program and by maintaining at least a 3.0 GPA in courses identified by the program faculty and approved by the dean.

International Students: Applicants from non-English speaking countries must (in addition to the above-required documents) take the Test of English as a Foreign Language (TOEFL) and submit results to the institution. The minimum score accepted for admission is 550 paper-based or 70 internet-based. Additionally, proof of Immunization Records and Affidavit of Support must be submitted.

Performance Standards:

A normal course load is 9 credit hours for full time graduate students. All students must complete coursework with a cumulative GPA of 3.0 on a 4.0 scale. If, upon completion of 12 hours or thereafter, a degree student's GPA is less than 3.0, the student may be subject to dismissal from the program. Only grades of A, B, C, or IP (In Progress) are accepted for work towards the Degree.

Since there is an expectation that applicants for admission to the Program may be admitted with a variety of undergraduate degree disciplines and not have been exposed to functional business coursework in the past, they may require additional undergraduate coursework in some content areas. This extra coursework will be decided upon by the student and faculty advisor once the student has been admitted.

Entrepreneurship students will create a Graduate Advisory Committee by the end of the first semester of study or after completion of 12 graduate credit hours. The Committee will assist the student in preparation of a Plan of Study based on the student's interests and needs and should meet program requirements. If a student chooses to write a thesis to meet the Capstone requirement, the Committee or other designated person will serve in an advisory capacity to ensure that academic and research standards are met. The Plan of Study will be approved by the Business Administration Chair and Dean of the College of Business and Social Sciences. Any deviation from the Plan of Study must be approved at the time of course registration since there must be agreement between the Plan of Study and the record of courses taken by the student upon application for graduation.

Students must complete all requirements within a maximum period of five years following the date of enrollment in the first graduate course in the Program. The Dean of the College of Business and Social Sciences may extend this limit upon recommendation of appropriate program faculty.

1.1.3.2. Program Requirements (133-11-3, Series 11, 3.9.3.2):

The Master of Business in Entrepreneurship is designed to prepare students for careers in entrepreneurship and management positions in both the private and public sectors. Students acquire a comprehensive foundation in the fundamentals of business, the fundamentals of entrepreneurship, the global environment in which they will function, and the analytical tools for sound decision making. Students must complete a minimum of 36 credit hours: 18 credit hours will consist of functional business courses; 15 credit hours will consist of entrepreneurship courses; and 3 credit hours will consist of the capstone requirement. Students wishing to pursue further education will have the opportunity to complete a thesis. Students customize their studies by selecting entrepreneurship coursework in their particular areas of interest and choosing the capstone option that best meets their career needs. The thesis option will combine the capstone credit hours (3) with further credit hours needed to complete the option.

Entrepreneurship educators have long acknowledged the need for nascent entrepreneurs to know business functions, but that these functional skills should also have an entrepreneurship

component (e.g., Plaschka, 1990; Solomon, 2009; Nixdorff, 2006). Therefore, the functional business courses will also include at least one module that relates specifically to entrepreneurship.

The Master's of Business in Entrepreneurship curriculum is as follows:

Core Courses (Functional Business Courses with Entrepreneurship Component, 3 credit hours each) = 18 credit hours:

- Finance
- Accounting
- Organizational Behavior and Human Resources
- Strategic Management
- Marketing
- Information Resources Management

Entrepreneurship Course Options (3 credit hours each) = 15 credit hours:

- Entrepreneurship (Required)
- New Venture Initiation (Required)
- New Product Development
- Family Business and Franchises
- Women's Entrepreneurial Leadership
- Social Entrepreneurship
- Small Business Management
- Rural and Home-Based Entrepreneurship
- Technology Entrepreneurship and Innovation
- Financial Management for Entrepreneurship
- Management of Entrepreneurial Growth
- Global Entrepreneurship

Entrepreneurship Capstone Course Options = 3 credit hours

- Structured Internship
- Small Business Consulting
- Thesis

Course Descriptions Both the Entrepreneurship and New Venture Creation courses will be prerequisites for all other Entrepreneurship courses. To reiterate information above, the Entrepreneurship Capstone Course consists of an optional component. Students may choose to do *one of the following*: Structured Internship, Small Business Consulting, or a Thesis.

Finance: Financial markets are introduced to include sources of managerial information provided by money and capital markets, primary and secondary markets, and cash and futures markets. The class values money and capital market instruments, determines relevant return measures, and emphasizes risk metrics for bonds and equities. Theory, policy and practice in financial management are emphasized. Financial analysis, sources of funds, investing, capital planning and budgeting, dividend policy and

working capital management are also covered.

Accounting: Students will obtain a basic understanding of business transactions and the fundamentals of accounting processes. Emphasis will be placed upon understanding the content and context of the financial reports. Firms' detailed accounting procedures and choices are discussed. At the end of the course, students will understand how the most important accounting procedures are calculated as well as know how the different choices impact the financial statements.

Organizational Behavior and Human Resources: An introduction to organizations from a behavioral perspective. The course covers core leadership concepts at the individual, team and organizational level. The course requires students to examine their own leadership qualities in organizations through completion of self-assessments, engagement in experiential exercises and participation in team projects. Students will understand the strategic role of managing human capital in supporting the business objectives of an organization. Students will develop skills in analyzing and evaluating human capital problems and determining appropriate solutions.

Strategic Management and Planning: This course is an integrative approach to strategic management, stressing the manager's perspective, strategy formulation, implementation of strategy and policy, and evaluation and control of strategy in various types of organizations.

Marketing: This course is designed to address common managerial challenges such as defining marketing problems, analyzing the current and future situations, posing and evaluating alternative actions, and setting objectives to implement a firm's strategy in its target markets. In particular, this course seeks to develop student skills in applying the analytic perspectives, decision tools, and concepts of marketing to the four elements of marketing strategy, known as 'the marketing mix' or the '4 P's'.

Information Resources Management: This course will present an overview of the strategies, policies, and technology used by organizations to manage information resources. Technical, business security, privacy, legal, e-government and Internet issues will be discussed.

Entrepreneurship: This course will explore and examine the "entrepreneur as a phenomenon." In exploring the entrepreneur, students will be exposed to the theory as well as the experiences associated with entrepreneurs, entrepreneurial acts and entrepreneurship in all organizational settings -- large, small, public and private. Emphasis will be placed on the integration of theories and concepts with personal experiences.

New Venture Initiation: This course will explore the new venture process using entrepreneurship theory and practical experience to develop entrepreneurial skills. The course will cover the essentials of planning a new business venture, from opportunity recognition, evaluation of feasibility, sources of financing, and analysis of business functions, to the creation and presentation of a business plan. Prerequisite: Entrepreneurship, Accounting

Family Business and Franchises: This course will cover the challenges of managing a family business, risk strategies, successor development and planning, stages of family business growth, and family motivations and goals. Franchise opportunities will also be explored and evaluated as a career alternative.

Women's Entrepreneurial Leadership: Learning from women leaders exposes students to the challenges of leading and managing an early stage company, organization or project. Content-rich class sessions and experiential learning labs are complemented with guest lecturers, networking events and mentoring opportunities to create an active learning environment for students and increase entrepreneurial opportunities.

Social Entrepreneurship: This course is about the leadership challenges of creating and sustaining high performing nonprofit organizations. The course enables the student to both examine the applicability of for-profit business approaches to nonprofit organizational challenges as well as to identify innovative solutions to these challenges. Students should become better prepared to achieve social objectives as leaders in business, government or the social sector.

Small Business Management: Students will gain an understanding of the start-up process and management of small firms. Field projects involve student teams as consultants to local businesses, along with case studies. Emphasis will be on total customer service, international opportunities, and minority and women's issues.

Rural and Home-Based Entrepreneurship: This course will provide students with the competencies necessary to establish and grow a home-based lifestyle business. Opportunities for financing, marketing, and production will be explored. Students will prepare a business plan that includes feasibility analysis, marketing plan, and pro-forma income statements.

Technology Entrepreneurship and Innovation: Students will learn the process of innovation and entrepreneurship used to launch and build new ventures, organizing for innovation, raising venture capital, tax considerations, managing the small technology-based venture, and marketing technology. Case studies of recent low- and high-tech ventures will be utilized. Students will also develop a business plan for a technology-based venture.

Financial Management for Entrepreneurship: Students will gain an understanding of the financial aspects of the decision-making process and day-to-day operations of a new venture; become familiar with the various debt and equity sources of financing available to new and growing businesses; apply economic and financial theory in the development and presentation of a financial business plan for the purpose of obtaining financing for a venture; utilize different valuation techniques to estimate the market value of a venture at various stages; and understand the various investment harvesting alternatives.

Management of Entrepreneurial Growth: This course helps students learn to anticipate the challenges that entrepreneurial companies face during their fast growth, turnaround, or rebirth periods. The students will acquire the concepts, techniques, and skills necessary to successfully respond to fast growth and corporate innovation.

Global Entrepreneurship: This course will explore options available to expand to international markets, understand trade opportunities and challenges. Students will gain an understanding of export regulations and trade rules, distribution, and the strategies involved with planning cross-national businesses.

Capstone Course Options:

1. Structured Internship: Student will participate in an internship with a nascent entrepreneurial firm for one semester. A faculty advisor will negotiate between the student and the entrepreneur as to substantive deliverables and due dates.

2. Small Business Consulting: Student will act as a consultant to two (2) small businesses over the course of a semester to provide services as needed by those small business owners. A faculty advisor will oversee engagements to ensure that work is provided as promised and is of a quality to ensure that student is using competencies learned during the course of his or her degree studies. Presentations to the small business clients will be required at the end of each engagement.

3. Thesis: Student will prepare and present a thesis on a topic that is relevant to the field of entrepreneurship. If the student decides to do a thesis, written notice must be provided to the Entrepreneurship Program; final approval must be given by the Dean of the School of Business and Social Sciences after the student prepares and submits a thesis proposal to the advisor and thesis committee. The thesis must represent graduate level work and emphasize a substantive contribution to the field of entrepreneurship. It must also be prepared according to university standards for submission of thesis, which will be provided to the student upon expression of interest in completion of this capstone option. Once the thesis is prepared, it must be submitted to the advisor and thesis committee for tentative approval. The candidate must then give a presentation open to the academic community based upon the results of the thesis and give a satisfactory defense of the thesis before his or her thesis committee.

Full-time students may complete the Master of Business in Entrepreneurship Degree requirements in 18 months to 2 years, depending on course loads. The following is a sample curriculum plan for 2 years. The Entrepreneurship courses will vary according to student interest and needs, as well as other marketplace changes and requirements:

Fall, Year 1:

Accounting
Organizational Behavior/Human Resources
Entrepreneurship
Information Resources Management

Spring, Year 1:

Finance
Strategic Management
Marketing
New Venture Initiation

Fall, Year 2:

New Product Development
Small Business Management
Management of Entrepreneurial Growth

Spring, Year 2:

Capstone Course Option

1.1.4 Program Outcomes (133-11-3, Series 11, 3.9.4.):

It is expected that the Master of Business in Entrepreneurship will produce students who are capable and ready to assume leadership positions in corporate environments or start their own businesses in the State of West Virginia.

Evaluation will consist of consistent matching of student needs and outcomes with current research in the entrepreneurship field and needs expressed by area employers and business sources as to competencies necessary for career success in this field. Additionally, a database will be developed of program alumni to track future career choices, an action that has not previously been pursued by other entrepreneurship programs in the United States.

1.1.5. Program Delivery (133-11-3, Series 11, 3.9.5.):

Initially, the courses will be conducted by in-class lectures, with entrepreneur speakers to enhance student learning for exposure to real-life entrepreneurial experiences. Case studies and experiential exercises will be used to supplement student understanding. Opportunities for exposure to entrepreneurs will be stressed through speaker series, networking events, and interviews. Students will use the Internet and library sources to thoroughly research their business opportunities, and WebCT will be used to provide additional instructional materials and communication. During the initial implementation phase of the program, distance education is not an option; however, it is expected that once thoroughly developed, the program will expand its instructional delivery to include online learning opportunities. This would greatly expand the program offerings to students in areas of West Virginia and elsewhere that are not able to take advantage of the program at West Virginia State University. Therefore, no additional costs are expected at this time in this particular aspect at implementation.

2. Program Need and Justification (133-11-4, Series 11).

2.1. Relationship to Institutional Goals and Objectives (133-11-4, Series 11, 4.1):

West Virginia State University's Strategic Plan states, in part, that its mission is as follows:

Founded in 1891, West Virginia State University is a public, land-grant, historically black university, which has evolved into a fully accessible, racially integrated, and multigenerational institution. The University, "a living laboratory of human relations," is a community of students, staff, and faculty committed to academic growth, service, and preservation of the racial and cultural diversity of the institution. Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research (p. 6).

One of the goals specifically applicable to this Degree program is:

Leadership and management for all administrative areas will

develop new initiatives in teaching, research, service and engagement (*Strategic Plan*, p. 7).

Further, one of the goals listed by the Office of the President in that document is:

Disseminate, in conjunction with Academic Affairs, knowledge generated through research and public service activities into classrooms and communities to empower our students and clientele with educational tools that are relevant to addressing the State and nation's critical socioeconomic and education needs (p. 7).

The proposed Master of Business in Entrepreneurship meets the mission statement and goals of WVSU by providing an educational experience that produces students that will become productive members of the business community in West Virginia. In particular, it will also strive to incorporate and utilize the programs offered to the community through the Guss Douglas Land Grant Institute of the University.

Statistics indicate that an estimated 627,200 new employer firms in the United States began operations in 2008, and 595,600 firms closed that year ("Starts and closures of employer firms, 2004-2007," SBA). Only 66% of new businesses are in existence after 2 years; 44% are in existence after 4 years (Knaup, 2005). For the State of West Virginia, an estimated 6,141 new businesses were established quarterly in 2007, while 6,597 closed quarterly that year (Small Business Profile: West Virginia, 2008). Although the economy is in a downturn, information from the SBA on the Recovery Act indicates that loan volumes for new and established businesses increased during 2008 (SBA Recovery Act Report Card).

Thus, we note that although the economy may be weak at the moment, entrepreneurs are still starting businesses, both in the United States as a whole, and in the State of West Virginia. Since the number of small business closures is also increasing (a trend that has continued for several years in the past), the establishment of a graduate-level entrepreneurship program in the State of West Virginia would likely assist potential entrepreneurs to lower the closure rates. Because most entrepreneurs, at the moment, enter into business establishment with little experience or relevant educational background, this program would provide resources not yet available in the state that would attenuate the downward trend of business closures because students would be armed with the competencies necessary for success. In addition, the establishment of this program fits perfectly with the mission and goals of WVSU and State of West Virginia by providing tools necessary to overcome and attenuate socioeconomic trends within the local and state communities and promote innovation (Master Plan for West Virginia Higher Education).

2.2. Existing Programs (133-11-4, Series 11, 4.2):

The Master of Business in Entrepreneurship Degree is the only one of its kind in the State of West Virginia. A review of all of the 4-year undergraduate and master's level programs in the

State of West Virginia (*Certificates and Degrees Conferred for Institutions, 2009*) was conducted in September 2009 (see Appendix A for full review results), and the findings reveal the following:

Undergraduate Entrepreneurship Education:

20 undergraduate institutions offering Business Degrees (7 offered any entrepreneurship courses)

- Bluefield State College offered 1 entrepreneurship course
- Concord University lists Entrepreneurial Studies Program, but little information provided and no entrepreneurship courses presently being offered
- Glenville State College offered 1 entrepreneurship course
- Marshall University offered 1 entrepreneurship course
- Shepherd University offered a concentration in entrepreneurship and small business management but offered no entrepreneurship courses at present
- West Virginia University has 15 credit undergraduate entrepreneurship minor program (non-business majors); business majors may take entrepreneurship courses as electives
- University of Charleston has 3 entrepreneurship courses listed in catalog

Graduate Entrepreneurship Education:

9 universities offering MBAs or equivalent (1 university offered one entrepreneurship course)

- Marshall University listed 1 entrepreneurship course in its catalog

There has been enormous growth in the number of entrepreneurship and small business courses being offered in educational institutions between 1990 and 2005. In the latest data available, in fact, approximately 2,000 colleges and universities are offering entrepreneurship opportunities (Kauffman Center for Entrepreneurial Leadership Staff, 2001), a number that has more than likely increased greatly since 2000.

The above findings indicate that interest in entrepreneurship in West Virginia colleges and universities is underserved in undergraduate programs; more importantly, it is greatly underserved in graduate programs.

This degree is unique in West Virginia because the degree will be in Entrepreneurship, which is currently not offered in other Business Administration degree programs. Therefore, the degree is non-duplicative. The program is consistent with WVSU's Mission Statement and will meet the education and economic development needs of the state and region through innovative teaching and applied research.

There are several service programs in West Virginia designed to help entrepreneurs handle specific process issues involved with starting a business. There is no single program within the state to assist potential entrepreneurs to both start their business and manage it once it has been established. Additionally, there is no single program within the state that produces entrepreneurs beyond a certificate or baccalaureate level with a prospect of equipping them with in-depth

analytical skills to identify opportunities in the environment, organize and recognize resources, develop new products, search and develop markets, and do the various balancing activities needed to sustain their business in the face of a highly competitive and turbulent global marketplace.

2.3. Program Planning and Development: (133-11-4, Series 11, 4.3)

The initial Intent to Plan a Master of Business Degree in Entrepreneurship was presented to the West Virginia State University Board of Governors in November 2008; subsequently, it was approved by the West Virginia Higher Education Policy Commission.

Planning for the Program commenced and in August 2009, Janet L. Nixdorff, Ph.D., was hired to plan and prepare the Proposal for the New Degree Program as well as to plan for the implementation of the Program, if approved. Dr. Nixdorff completed her degree at The George Washington University in Organizational Behavior and Development/Entrepreneurship, was Associate Director for the Center for Entrepreneurial Excellence at The George Washington University, and has taught Entrepreneurship courses for several years. She is also active in the United States Association for Small Business and Entrepreneurship and the International Council for Small Business.

Since coming to WVSU, she has attended a meeting of the WV Entrepreneurship Initiative and Create West Virginia. In addition, she has met with faculty interested in entrepreneurship, toured and met with the WVSU Land Grant Community Development Center, attended meetings sponsored by the Small Business Administration, and begun exploring numerous other community and university resources. She will be teaching an undergraduate entrepreneurship course at WVSU in Spring, 2010, to introduce entrepreneurship to the campus.

Dr. Abainesh Mitiku, Dean of the College of Business and Social Sciences, has also devoted a great deal of time to develop the Intent to Plan as well as in searching for a well-fitted person to develop the program.

2.4. Clientele and Need (133-11-4, Series 11, 4.4):

There is great potential for enrollment growth in the West Virginia State University Master of Business in Entrepreneurship Degree Program. As stated earlier, admission is not dependent on a baccalaureate degree in business, and the end career goal is also not dependent on new venture initiation. Today, thinking entrepreneurially is a goal of businesses in order to become and remain competitive. This program, therefore, meets the needs of students who want and need to gain innovative skills to discover opportunities and then to make them a reality – whether it is by starting a business, developing a new product or service, or improving processes.

Since there is an underserved graduate population and unmet need for entrepreneurship curricula, it is believed that this program will appeal to a wide variety of potential students. For example, for the school year 2008-2009, there were 1,048 baccalaureate business degrees awarded in West Virginia, and the total number of baccalaureate degrees for that year was 17,477 (*Certificates and Degrees Conferred for Institutions, 5 Years, 2009*). These numbers do not include graduates

previous to last year, nor does it include members of the business community who may be interested. In fact, as the excitement and “buzz” has developed on the WVSU campus regarding the possibility of this degree program, at least 3 students (seniors) have expressed an interest and intent on applying to the program – even without formal marketing of the program.

Specifically, the campus of West Virginia State University will likely draw its student body from the City of Charleston, the largest city in the state, and surrounding areas. As Charleston is the capital of the state, there are many graduates who could find easy access to upgrade their skills, improve their capacity to better contribute to the organizations for which they work, and to improve their living standards through this convenient geographic proximity. Although the majority of WVSU students permanently reside in Kanawha (1,747 students) and Putnum (297 students) counties, we believe that this program will provide a learning opportunity not only to local students, but to potentially all students in the State of West Virginia. Bringing students into the Charleston area also adds to the local economy as well as to the potential employee pool at graduation. The Department of Business is housed in the same College with Social Sciences, which can provide multidisciplinary access to the already enrolled students that may want to expand their usefulness to society and also gain flexibility in their future careers.

If this program is approved, marketing plans will be developed to interest both students in West Virginia universities and colleges as well as the community in general to generate interest and applications.

There are several indicators, as shown below, that point to the need for the development of entrepreneurs, and therefore, for entrepreneurship education as one of the requirements for the development of the economy of West Virginia:

- “Entrepreneurial activity is the key to innovation, improved productivity, and more effective competition in the marketplace” and these are based on the concepts of creativity, innovation, and opportunity development (Plaschka & Welsch, 1990, p. 58).
- It is logical to concur with the statement of A Vision Shared Entrepreneurship Focus Area Team in West Virginia that says, “The focus of the West Virginia Development Offices has primarily been in trying to recruit new large employers and companies to West Virginia. This committee believes that an alternative focus would be more fruitful for economic development efforts. West Virginia must begin to develop its people and its communities from within through an emphasis on entrepreneurship and small business. Real, substantive economic revitalization will not likely occur through the attraction of large manufacturing concerns to the state. Rather, transformational economic development will occur through the development of an ‘entrepreneurial culture’ in West Virginia” (A Vision Shared Entrepreneurship Focus Area Team, n.d.).
- In his January 9, 2008 State of the State address, Governor Manchin said that “West Virginia...was...committed to retaining and creating the good jobs....that our people and their families deserve” (Manchin, 2008). In line with the statement above, there is no better way than growing our own entrepreneurs who will know what they and families in West Virginia deserve.

- Rothman (a Canadian businessman and philanthropist) and Florida (an American social and economic theorist), in one of their joint publications, attest to the key role universities play in creating basic advantage in human capital. They contend that current thinking and research puts emphasis on the importance of human capital, highly skilled and educated people, as the underlying drivers of economic development (2007). Economic development involves building assets and creating wealth in the community. To do that, market opportunities have to be identified and businesses built to capture assets building and wealth creation.
- Based on their more than 40 years of combined experience working with hundreds of entrepreneurs and enterprises of various types and with approximately 100 enterprise development organizations throughout the world, Lichtenstein and Lyons (2001) argue that most enterprise development strategies used in the United States for increasing the rate of formation, development, and success of new enterprises, are the provision of more services. They note that as a result, service organizations have increased calls for funding to support provision of financial and technical assistance without taking into account the number and quality of the entrepreneurs in the community and without the underlying assessment of demand for the proposed services. It is not surprising to see the same trend in West Virginia. There are several services encompassing public, private and volunteer groups that have developed since 2000. West Virginia State University will fill this gap in creating the number and more importantly, quality of entrepreneurs.

However, Lichtenstein and Lyons advise that dynamic regions in the world that communities may want to emulate, are places such as Silicon Valley, Route 128, Research Triangle, Emilia Romagna in Italy, and Tokyo - regions that develop entrepreneurs more than trying to attract them. They affirm that the success and abundance of money for investment in technical assistance in these regions are results of the efforts the regions made to develop entrepreneurs. They further emphasize that “Entrepreneurs do not start businesses because services are available; services are demanded and used as a result of the existence of entrepreneurs. Although services are necessary, they are not sufficient to transform a region’s economy into a dynamic force” (p. 5). Thus, at West Virginia State University, the Business Administration Department is trying to develop entrepreneurs who will bring in abundant resources for investment and technical assistance as done by the Silicon Valley and other regions mentioned above.

- The knowledge base to develop entrepreneurs is expanding. Katz and Green (2008) indicate that there are more than 50 journals in which professors write about what works and what does not work in small firms. The Business Administration Department at West Virginia State University will develop individuals who will take advantage of information contained in the various journals to enable them to be more competitive.
- In their book, *Race and Entrepreneurial Success*, Fairlie and Robb (2008), cite, among other factors, the higher education levels of Asian business owners to explain much of their success relative to both white- and black-owned businesses. Further, other research (e.g., Dickson, Solomon & Weaver (2008); Fayolle, Gailly & Lassas-Clerc (2006); & Hegarty &

Jones (2008)) indicate that there is a positive link between entrepreneurship education, the choice to become an entrepreneur, and subsequent entrepreneurial success.

- There is an overwhelmingly rapid rate of change in the global economy. Many credit the late Peter Drucker (1993) as having noted that the best buffer in such times is to develop entrepreneurs since these groups of individuals have the capacity to respond to change and exploit it as an opportunity. In today's world where entrepreneurship education has expanded and continues to expand into terminal degree programs, there is a strong acceptance of the arguments of Drucker who proposed that "innovation" isn't just a bright idea. It is just a start; thereafter, critical thinking and hard work must implement the idea. Innovation can be taught and integrated into the culture of a company or non-profit organization. At West Virginia State University, we want to enable students to master innovation.

It is known that economic activities are undertaken at the national, state, company and individual levels. However, we tend to overlook the fact that individuals are the cornerstone of those economic activities. A company is either created by the individual, or individuals use their creativity to make the company successful. Therefore, the education of the individual becomes paramount. The state and nation facilitate these conditions and reap the benefits for their communities. In the face of intensifying international competition, and in recognition of the roles played by each of these parties, entrepreneurship education at all levels has been a national strategy espoused by the federal and state governments of the United States. The addition of a Master of Business Degree in Entrepreneurship is one way to face the economic development challenge in West Virginia.

There are many creative individuals; however, creativity alone is not enough to start and run a successful business. There are also several local businesses, community leaders, and college instructors that try to guide student teams and creative individuals through the process of starting and launching a business. Only through formal education on how to compete and manage these businesses can we go beyond idea generation and the preliminary start-up period to be assured of greater economic development. A formal entrepreneurship education will help a sustainable development of these enterprises through teaching and fostering creativity. Entrepreneurs will not only start their own businesses, but will also work with other businesses that may relocate in our state either as visionary employees or as valuable suppliers.

2.5. Employment Opportunities (133-11-4, Series 11, 4.5):

The Master of Business in Entrepreneurship Program can provide an alternative to a traditional career for students of finding a job in an established business company, which is getting harder and harder to come by in West Virginia. This program will provide an alternative for students who want to learn to establish a successful freestanding enterprise. Graduates with these skills are likely to be recruited by smaller and family-owned firms, high-tech firms, for-profit and not-for-profit organizations, as well as larger organizations with an entrepreneurial orientation.

It is difficult to quantify graduate outcomes in self-employment activities because little current data exists regarding educational levels of entrepreneurs. However, Moutray (2007) reports that

obtaining more education increases the probability of self-employment. Individuals with some college are 3.3 percent more likely to be self-employed than not. The figure rises to 4.4 percent for those with a baccalaureate degree and to 8.3 percent for those with graduate experience.

Self-employment data does not exist past 2006 from the Small Business Administration. Between July 1, 2006 and June 30, 2009, there were a total of 9,179 new businesses (of 1-3 years in age) in West Virginia. The parameter of 1-3 years was used because the first years in business for nascent entrepreneurs are the most precarious. These businesses generated total sales of \$2,672,4000,000, and employed an average of 4 persons. During the July 2006 through June 2008 time period, an average of 3,600 businesses was opened annually in West Virginia. Between July 2008 and June 2009, however, only 2000 businesses were opened – likely the result of the recession (Peterson, 2009).

In general, however, “small businesses create most of the nation’s new jobs, employ about half of the nation’s private sector work force, and provide half of the nation’s nonfarm, private real gross domestic product (GDP), as well as a significant share of innovations” (*The Small Business Economy*, 2009, p. 1). Even with today’s weak economy, research shows that small businesses and entrepreneurs will be important contributors in the nation’s eventual economic recovery, “through their flexibility and ability to create innovative solutions, new industries, and jobs” (*The Small Business Economy*, 2009).

Ultimately, a healthy economy is one that promotes a high degree of business dynamism. Bruce, Deskins, Hill & Rork (2007) found that a state’s ability to generate new establishments has the largest impact on gross state product, state personal income, and total state employment, relative to other policy options.

The slow economy will not last forever; indeed, some of the nation’s most well-known companies were started during economic downturns. Creative entrepreneurs will spot opportunities in the changing demographics and needs of consumers. Business opportunities are especially compelling and high-impact results are especially needed in economic hard times. It is likely that a significant number of new groundbreaking businesses will be started in this recessionary period (*The Small Business Economy*, 2009).

For those graduates going into already established firms, an interesting trend is that in-state graduates originally from West Virginia are more likely to stay in the state after graduation. Work participation rates in the State of West Virginia for master’s or professional degrees are 53-56% (*West Virginia Economic Outlook 2009*).

Needless to say, the weak economy has affected hiring in those established firms. While the goods-producing sector has posted net job losses during the last year, the service-providing sector has continued to grow, although at a relatively slow rate. Within the service providing sector are trade, transportation, and utilities; other services; and finance and real estate. Job losses were most severe in trade, transportation, and utilities (*West Virginia Economic Outlook 2009*).

“The strongest job growth during the past year was posted by health care (up 2,700); leisure and hospitality (up 1,400); professional and business services (up 1,200); and government (up 600).Growth in professional and business services was driven both by the professional and technical sector (high tech, as well as lawyers and accountants, among other professions)” (*West Virginia Economic Outlook 2009*, p.8). Yet, it is expected that service-providing employment will expand/ rebound, although slowly in the next year. The majority of service-producing job gains are expected in three sectors: health care, leisure and hospitality; and professional and business services (Ibid.).

Regarding earnings for master’s degree graduates, growth in earnings is 2.9%, as compared to 2.6% for bachelor’s degrees. For self-employed, the annual growth rate is predicted at -0.52 between 2008 and 2010. However, professional, scientific, and technical services are predicted to show a growth rate of 2.34 and management of companies and enterprises should grow at 3.09 (indicative of the higher need for our graduates) (*Industry Projections: Research, information and analysis*, 2009). In 2007, jobs that required at least a master’s degree earned \$47,442. There were, however, more people with bachelor’s degrees working in the State of West Virginia: 73,461 (bachelor’s degree) vs. 10,938 (master’s degrees). At present, most of these master’s level jobs are in the health care and services fields (Goes, 2009). Although there are fewer jobs available specifically calling for a master’s degree in either business or entrepreneurship, applicants to management positions – even those calling for a bachelor’s degree - will be more competitive because of their advanced degrees. Entrepreneur graduates will be well-positioned to start their businesses in a variety of industries, depending on the economic indicators for marketplace. In other words, the fact that employment figures show an increase in such fields as health care and science, does not preclude our graduates from either obtaining leadership positions in these organizations or starting a business. Both career paths call for entrepreneurial thinking.

2.6. Program Impact (133-11-4, Series 11, 4.6):

The Master of Business in Entrepreneurship Program will potentially draw cross-enrolled graduate students from the other two graduate programs on the campus of WVSU (Media Studies and Biotechnology). In addition, the Program will support the Gus R. Douglass Land Grant Institute in its efforts to provide outreach and services through its community and economic development functions to entrepreneurs and the business community. We expect to establish a close relationship with the business community and other service providers to become the “go-to” resource for the promotion of creative and entrepreneurial thinking, as well as the latest information on entrepreneurship and small business research and practical applications. We can do this through a series of community service meetings, speaker series, and structured networking opportunities.

2.7. Cooperative Arrangements (133-11-4, Series 11, 4.7):

There are a number of cooperative arrangements that have been explored. Through outreach to the business community, participants in this degree program will be the beneficiaries of experiential learning gained from entrepreneurs and small business owners in the State of West Virginia. This may include business owners who come to speak to classes, subject matter experts on such topics

as guerrilla marketing and using technology, and networking events in which student participants present their business ideas to members of the business community. The associations developed with local business leaders will also provide opportunities for student internships and group projects. Alumni will also be apprised of the program and their assistance will be requested in helping to build business contacts to benefit the program.

On the university level, a number of qualified faculty in other departments have expressed an interest in providing specialized and focused coursework in their discipline that will be of benefit to the students; for example, there is the possibility of collaboration with professors who teach fine arts, media studies, and tourism to provide coursework for interested students. In addition, some of the library databases that are being requested for the Program will also be of assistance to other programs in the Business Administration Department, as well as other university departments.

Finally, the Master of Business in Entrepreneurship Program has developed, and will be further developing, a cooperative relationship with the Gus R. Douglass Land Grant Institute. Students will be afforded internship and other service opportunities as part of their coursework with the Institute, and faculty and staff will provide educational and research support. We expect to engage in a symbiotic relationship with the Institute in the future.

2.8. Alternatives to Program Development (133-11-4, Series 11, 4.8):

There are no equivalent alternative to the development of this program. Services that are provided or projected to be provided to the local community do not provide the quality of education or the end degree that will be of benefit to graduates who either start their own businesses or are hired by forward-thinking businesses interested in innovation.

3. Program Implementation and Projected Resource Requirements (133-11-5, Series 11).

3.1. Program Administration (133-11-5, Series 11, 5.1):

The Master of Business in Entrepreneurship Program will reside within the Business Administration Department of the College of Business and Social Sciences. This will not pose any potential changes in the institutional administrative organization.

3.2. Program Projections (133-11-5, Series 11, 5.2):

Enrollment is projected at 15 students for the first year, i.e., Fall, 2010, and will grow to at least 50 students by the fifth year of existence. Please see Appendix B for more detailed information.

3.3. Faculty Instructional Requirements (133-11-5, Series 11, 5.3.):

Qualified Business Administration faculty will teach one additional course each (for each functional business course as listed on the proposed curriculum). Since there is to be an entrepreneurship module in each of the functional business courses, there are short-term

entrepreneurship courses available to faculty who have not taught previously in the field of entrepreneurship (e.g., Experiential Classroom at Oklahoma State University – <http://entrepreneurship.okstate.edu/classroom/about>). Courses to be taught by Business Administration faculty will be: accounting, organizational behavior/human resources, information resources management, finance, strategic management, and marketing. A full-time organizational behavior and development/entrepreneurship future faculty member was hired in August to develop this program. An additional entrepreneurship faculty member will be hired starting the second year of the program. Both of these positions will be at the assistant professor level, and should have received their Ph.D.’s in entrepreneurship. Please see Appendix C for more detailed information.

3.4. Library Resources and Instructional Materials (133-11-5, Series 11, 5.4):

A review has been conducted of the Drain-Jordan Library regarding available resources. The library presently has approximately 48 books on entrepreneurship and small business management, and more will be needed. The library also has adequate online databases as resources for information from academic journals (along with Inter-library Loan capability). Additional online database resources will be needed to assist with research (e.g., Local Market Analyst [\$1,045/yr.], Choices 3 [7,500/yr.], Standard & Poor’s Industry Surveys [\$4,821/yr.], and Small Business Resource Center [\$2,695/yr.], and Global Market Information [15,200/yr.]). These databases will also be used by students in other functional business courses (e.g., Marketing). Costs for additional books and the above-mentioned databases are included in Appendix C.

3.5. Support Service Requirements (133-11-5, Series 11, 5.5):

The Program will not require additional support services, but will need additional computer/technology equipment:

2 computers for faculty (\$1,000 each)	\$2,000
10 computers for computer lab (\$1,000 each)	10,000
4 laser B/W printers (\$500 each)	2,000
2 portable technology/LCD projectors (\$1,000 each)	2,000
1 laptop (\$1,000 each)	1,000

Please see Appendix C, Five Year Projection of Total Operating Requirements.

3.6. Facilities Requirements (133-11-5, Series 11, 5.6):

The Program will not require additional space, facilities for classrooms, or otherwise to support the program. In addition, Computer Lab space already exists within the College of Business and Social Sciences.

3.7. Operating Resource Requirements (133-11-5, Series 11, 5.7):

Please see Appendix C for a summary of operating resource requirements.

3.8. Source of Operating Resources (133-11-5, Series 11, 5.8):

Resources will be provided through Federal funding as part of the Center for Rural America.

4. Offering Existing Programs at New Locations: N/A (133-11-6, Series 11).

5. Program Evaluation (133-11-7, Series 11).

5.1. Evaluation Procedures (133-11-7, Series 11, 7.1):

The Master of Business in Entrepreneurship Program will be evaluated as follows in accordance with the Objectives noted at the beginning of this Plan:

- To prepare students to identify, evaluate and develop entrepreneurial opportunities, both in existing companies or in new business ventures. Students will be prepared to organize and reorganize social and economic factors to turn resources and situations into useful conditions.
- To equip participants with the knowledge and skills needed to launch or expand a successful enterprise. In short, students will be prepared to be visionaries and organizers whose dreams and organizational capacity will drive the economic engine of the state and hopefully the world.
- To provide students with a thorough grounding in the functional business skills needed to start or manage a rapidly growing business. Students will be prepared with collaboration, communication and team building, and refined analytical and managerial skills appropriate for people who want to change the world through new product development and innovation.
- To develop business allies, sources of supply, customers, creators of wealth for others, as well as discoverers of better ways to utilize resources, and to produce jobs that are needed in our communities.
- To prepare men and women for leadership in a world characterized by rapid new product development, short produce life cycles, demands for continuous change and improvement, and the need to move quickly to capture value from fleeting opportunities.
- To develop self-confident graduates to establish and grow entrepreneurial ventures or to pursue opportunities for growth in existing businesses. Self confidence comes from the mastery of entrepreneurial skills necessary to start a venture, establish it successfully in a competitive marketplace, and to grow the venture effectively as markets dictate.

Evaluation Measures will consist of:

- Satisfactory completion of entrepreneurship and functional business courses with student's comprehensive understanding of the complete process of opportunity recognition, market

research, preparation of business plans, and presentation of those plans to outside entrepreneurship judges.

- At least yearly updating of course content, accomplished through a review of current entrepreneurship literature, as well as input from current business owners. Course objectives will be compared to course outcomes for each course through the use of rubrics that will be developed for each course objectives to provide assurance of learning.
- A Business Council will be formed, including entrepreneurs, small business owners, management from other local businesses, and community leaders to provide focused information and networking opportunities for students. This group will not only provide guidance on current needs, but provide feedback as to student success in practice.
- Presentations to the university community by students and faculty on current topics of interest to entrepreneurs.
- Successful completion of consulting engagements and internships with the local business community. Evaluations of work quality will be provided by business “clients.”
- A database to be developed, tracking career choices by graduates; this is not currently being accomplished in any entrepreneurship program.
- Tracking of innovative products and services produced by students, as well as innovative and experiential teaching initiatives to be promulgated throughout the Program.
- At least 2 opportunities per year for students to present their business ideas and network with area entrepreneurs, to provide self-efficacy enhancing experiences for students as well as real-world experience in the world of business.

5.2. Accreditation Status (133-11-7, Series 11, 7.2):

There is presently no Accreditation available for Entrepreneurship programs. The Department of Business Administration and the Department of Economics are currently jointly accredited by the Association of Collegiate Business Schools and Programs (ACBSP). WVSU will have a maximum of five years from the date of inception of the program to gain ACBSP accreditation, but the program can be accredited as early as two years after its inception.

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Appendix A: Review of West Virginia Universities

Table 1: Four-Year Undergraduate Business Degrees in West Virginia

Name of Institution	Courses Offered/Source	Minor in Entrepreneurship	Number of Business Admin Graduates 2008-2009	Other Information
Bluefield State College Bluefield, WV	Small Business Management Source: 2007-2009 Catalog and Schedule	No	24	
Concord University Athens, WV	No Entrepreneurship courses presently being offered	No	73	Website lists Entrepreneurial Studies Program, but provides very little information.
Fairmont State University Fairmont, WV	<ul style="list-style-type: none"> • General Business and Entrepreneurial Studies Program • Entrepreneurship • Entrepreneurial Leadership • Enterprise Development • Venture Finance Source: Catalog	No Information	147	
Glenville State College Glenville, WV	Small Business Management Source: Class Schedule	No	34	
Marshall University Huntington, WV	<ul style="list-style-type: none"> • One Entrepreneurship course in Business • One Accounting for Entrepreneurship (Family and Consumer Services) Source: Catalog. Course Schedule not available	No	96	
Potomac State College of WVU Keyser, WV	No Entrepreneurship Courses	No	8	
Shepherd University Shepherdstown, WV	No Entrepreneurship Courses listed Source: Class Schedule	Yes	99	Concentration in Entrepreneurship and Small Business Management

Name of Institution	Courses Offered/Source	Minor in Entrepreneurship	Number of Business Admin Graduates 2008-2009	Other Information
West Liberty University Morgantown, WV	No Entrepreneurship Courses Source: Class Schedule	No	76	
West Virginia State University Institute, WV	Business Degree. No Entrepreneurship Courses Source: Catalog	No	61	
West Virginia University Morgantown, WV	<ul style="list-style-type: none"> • Entrepreneurial Communication • Small Business Entrepreneurship • Innovation for Entrepreneurs • New Venture Creations Source: Catalog	Yes	100	<ul style="list-style-type: none"> • Entrepreneurship Minor for non-business majors • Interdisciplinary Engineering and Entrepreneurship (One Small Business Course Required) • Entrepreneurship Law Clinic • Entrepreneurship Center
West Virginia University Institute of Technology Montgomery, WV	No Entrepreneurship Courses Source: Catalog	No	8	
Alderson Broaddus College* Phillipi, WV	No Entrepreneurship Courses Source: Catalog	No	9	
Bethany College* Bethany, WV	Business Degree. No Entrepreneurship Courses listed Source: Catalog and Course Schedule	No	Not Provided	
Davis & Elkins College* Elkins, WV	<ul style="list-style-type: none"> • Business Degree • Management Degree • Accounting Degree • No Entrepreneurship Courses Source: Catalog	No No No	0 5 1	

Name of Institution	Courses Offered/Source	Minor in Entrepreneurship	Number of Business Admin Graduates 2008-2009	Other Information
Mountain State University* Beckley, WV	<ul style="list-style-type: none"> • Business Degree • Organizational Leadership Degree • Entrepreneurship Course Source: Catalog	No No	15 179	
Ohio Valley University* Vienna, WV	<ul style="list-style-type: none"> • Business Degree • Business Management • Business Marketing • Sports Management • Entrepreneurship and Small Business Courses Source: Catalog	No No No No	23 4 3 5	
Salem International University* Salem, WV	(For Profit) Business Degree	Unavailable	Unavailable	Also offers Online Degrees. No information on courses.
University of Charleston* Charleston, WV	<ul style="list-style-type: none"> • Business Degree • Accounting • Finance • Fundamentals of Entrepreneurship • Organization and Operation of Small Business • Seminar in Small Business Problems Source: Catalog	No No No	24 11 4	Entrepreneurship Center
West Virginia Wesleyan College* Buckhannon, WV	Business Degree. No Entrepreneurship courses listed. Source: Class Schedule	No	16	
Wheeling Jesuit University* Wheeling, WV	Business Degree. No Entrepreneurship Courses Source: Catalog	No	23	

Source: <http://wvhepcnew.wvnet.edu>

*Private Institution

NOTE: Courses Offered/Source: A review was conducted of available course schedules; where not available, course catalogs were used.

Table 2: Graduate Business Degrees in West Virginia

Name of Institution	Courses Offered/Source	Degree	Number of Graduates 2008-2009	Other Information
Fairmont State University Fairmont, WV	No Entrepreneurship Courses listed Source: Class Schedule	MBA	22	
Marshall University Huntington, WV	One Entrepreneurship Course Source: Catalog	MBA	101	
Shepherd University Shepherdstown, V	No Entrepreneurship Courses listed Source: Class Schedule	MBA	26	
West Virginia University Morgantown, WV	No Entrepreneurship Courses listed Source: Class Schedule and Course Catalog	MBA	99	<ul style="list-style-type: none"> • Entrepreneurship Center • Entrepreneurship Law Clinic
Mountain State University* Beckley, WV	Strategic Leadership Degree	NA	216	
Salem International University* Salem, WV	(For Profit) No information available	MBA	Unavailable	Online MBA
University of Charleston* Charleston, WV	No Entrepreneurship Courses listed Source: Catalog	MBAL	48	Entrepreneurship Center
West Virginia Wesleyan College* Buckhannon, WV	No Entrepreneurship Courses listed Source: Class Schedule	<ul style="list-style-type: none"> • MBA • 5 Yr. Undergrad/MBA 	16 7	
Wheeling Jesuit University* Wheeling, WV	No Entrepreneurship Courses listed Source: Catalog	MBA	14	

Source: <http://wvhepcnew.wvnet.edu>

*Private Institution

NOTE: Courses Offered/Source: A review was conducted of available course schedules; where not available, course catalogs were used.

Appendix B: Five Year Projection of Program Size

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR
	2010	2011	2012	2013	2014
Number of Students through Course Offerings of the Program:					
Headcount	15	20	30	40	50
FTE ¹	30	40	60	80	100
Number of student credit hours generated by courses within the program (entire academic year)	360	480	720	960	1,200
Number of Majors:					
Headcount	15	20	30	40	50
FTE	30	40	60	80	100
Number of student credit hours generated by courses within the program (entire academic year)	360	480	720	960	1,200
Number of degrees to be granted (annual total):	-	15	20	30	40

¹ Full-time equivalent students calculated by dividing student credit hours generated by 12 credit hours.

Appendix C: Five Year Projection of Total Operating Requirements

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR
	2010	2011	2012	2013	2014
B-1 OPERATING COST (Federal Funds/Realignment of university faculty from vacancies and retirement)					
Personal Services:					
1. Administrators					
2. Full-Time Faculty ¹	127,500	258,825	266,590	274,588	282,825
3. Adjunct Faculty ²	15,000	15,000	15,000	15,000	15,000
4. Graduate Assistants ³	40,000	40,000	40,000	40,000	40,000
5. Other Personnel:					
a. Clerical Workers ⁴	43,750	45,063	46,414	47,807	49,241
b. Professionals					
TOTAL SALARIES	226,250	358,888	368,004	377,395	387,066
Current Expenses Repairs & Alterations Equipment:					
Educational Equipment ⁵	17,000				
Library Books ⁶	41,261	32,261	32,261	32,261	32,261
TOTAL OPERATING COSTS FROM FEDERAL FUNDS	284,511	391,149	400,265	409,656	419,327
B-2 OPERATING COST (Appropriated Funds)					
Personal Services:					
1. Administrators ⁷	10,000	10,300	10,609	10,927	11,255
2. Full-Time Faculty					
3. Adjunct Faculty					

1 One full-time Entrepreneurship Assistant Professor (Ph.D.) for all five years; second full-time faculty member at same rank and with same credentials hired in second year. Fringe benefits calculated at 27.5% of salary; includes annual salary increase of 3%.

2 Adjunct faculty will be hired to teach courses in areas where functional expertise is not possessed by the full-time graduate faculty. Estimate the need for six such classes per academic year to be taught by such faculty members.

3 Graduate assistants will receive tuition waiver plus a stipend for their services. Budget is for 1-2 such assistants per academic year.

4 One clerical worker will be needed to handle such needs of the program administrators and faculty. Budget includes 27.5% of salary for fringe benefits and annual salary increases of 3%.

5 Education equipment to be purchased includes computers, printers, LCDs and laptop for instruction and for a computer lab. Cost was provided by WVSU Computer Services.

6 Library books on entrepreneurship and entrepreneurship databases. Other areas in Business Administration will find them useful as well. Initial costs include \$10,000 for books; subsequent years include \$1,000 for books; the remainder of the budget is for the databases. Costs were provided by the WVSU Library.

7 Administrator cost calculated as approximately 10% of salary of Dean plus 14% for fringe benefits (Social Security, Medicare, and retirement matching only) and to reflect annual salary increases of 3%.

	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	5TH YEAR
	2010	2011	2012	2013	2014
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
TOTAL SALARIES	10,000	10,300	10,609	10,927	11,255
Current Expenses Repairs & Alterations Equipment:					
Educational Equipment ⁶					
Library Books ⁷					
TOTAL OPERATING COSTS FROM APPROPRIATED FUNDS	10,000	10,300	10,609	10,927	11,255
TOTAL COST TO OPERATE THIS PREOGRAM	294,511	401,449	410,874	420,583	430,582
C. SOURCES OF FUNDS					
1. General Fund Appropriations (Appropriated funds only)	10,000	10,300	10,609	10,927	11,255
2. Federal Government ⁸ (Non-Appropriated funds)	284,511	391,149	400,265	409,656	419,327
TOTAL ALL SOURCES	294,511	401,449	410,874	420,583	430,582

⁸ Federal funds have been identified to support this program.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Master of Science in Law Enforcement and Administration

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Science in Law Enforcement and Administration to be implemented at West Virginia State University, effective August 2010.

STAFF MEMBER: Bruce Flack

BACKGROUND:

West Virginia State University proposes a Fall 2010 implementation of a new program, Master of Science in Law Enforcement and Administration. The program is designed to provide instruction in the field of criminal justice, particularly in the law enforcement and administration or management aspects of the criminal justice field. The program is designed for both individuals currently employed in the criminal justice field and for undergraduate students who seek a graduate level degree program. There will be 36 hours of coursework in the program consisting of 12 required courses. The courses focus on administration, management, policymaking, law, and ethics. A capstone course will provide internship opportunities and students will write a final paper based on the experience. The program is designed to be completed in six consecutive academic terms. A cohort approach will be utilized with students taking six hours of credit in each term and enrolling year-round. In order to accommodate working students, courses will be offered in evenings and on Saturdays and select classes will be offered online.

The Department of Criminal Justice surveyed students and criminal justice agencies and received positive responses. Of the students surveyed, over 80 percent indicated they would be interested in a master's degree in Law Enforcement and Administration. Additionally, over 75 percent of the 100 individuals enrolled in supervisor level courses offered by the institution to the Charleston Police Department and various other police departments indicated an interest in obtaining a graduate degree. The proposal was accompanied by a large number of letters of support from local law enforcement agencies.

Currently, there are no established training programs or graduate programs offered in West Virginia to address the education of law enforcement administrators. However, Fairmont State University and Marshall University offer Criminal Justice programs.

The proposed program will be housed in the Department of Criminal Justice. The Department will create a Graduate Studies Committee for oversight of the program. Currently, the Department has four full-time faculty members with terminal degrees who will deliver the program.

In year one of the program, one new faculty person will be hired with expertise in the area of management and resource development. This new faculty member will replace a temporary assistant professor. If the program exceeds enrollment projections, another faculty person would need to be added.

The institution will commit additional resources to the program as additional faculty are needed. The budget does not reflect a second faculty member being hired in the first five years. Additional funds will be needed for: 1) library resources (\$1,000/year), 2) computer lab (computers already purchased with Title III funds), and 3) graduate student desks or carrels. The total cost of implementing this program will be \$68,510. Resources will come from reallocation of general fund appropriations.

The Department anticipates enrollment of a minimum of 20 and a maximum of 25 students in year one. By year three, the program expects to enroll 20-25 students a semester.

In the 2013-14 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

WEST VIRGINIA STATE UNIVERSITY

**APPROVAL OF A NEW MASTER'S DEGREE
PROGRAM**

**MASTER OF SCIENCE DEGREE
IN
LAW ENFORCEMENT AND ADMINISTRATION**

I N D E X

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Name of Institution: WEST VIRGINIA STATE UNIVERSITY

Date: February 1, 2010

Category of Action Required: APPROVAL OF A NEW MASTER'S DEGREE

Title of Degree: A MASTER OF SCIENCE DEGREE IN LAW ENFORCEMENT AND ADMINISTRATION

Location: INSTITUTE, WEST VIRGINIA

Effective Date of Proposed Action: TO BEGIN FALL SEMESTER OF 2010

BRIEF SUMMARY STATEMENT

The Criminal Justice Department within the College of Professional Studies is seeking approval from the West Virginia Higher Education Policy Commission (WVHEPC) a new, Master of Science Degree in Law Enforcement and Administration. Currently, no other higher education institutions in West Virginia offer this unique program. Therefore, the proposed program is non-duplicative. The proposed program is responsive to requests from law enforcement, corrections, and juvenile justice agencies at the municipal, regional, state and federal levels to prepare qualified professionals to meet employment needs that require leadership development in law enforcement. These agencies were consulted and provided feedback in the design and development of this program. The proposed program is consistent with the West Virginia State University Mission Statement.

The West Virginia State University Board of Governor's approved the proposed program at their meeting on January 28, 2010. Prior to this approval, an Intent to Plan was approved by the Board on September 4, 2008. The Chancellor of the West Virginia Higher Education Policy Commission approved the Intent to Plan on September 17, 2009. All new courses, degree requirements and program of studies have been approved by all the required WVSU institutional officials and appropriate committees during the Academic Year of 2008-2009.

This proposed program was designed in accordance with WVHEPC policy Series 11 for Submission of Proposals for New Academic Programs and the Discontinuance of Existing Programs. Appendices are included in this document, including nine letters of support. WVSU would like to begin recruiting students for the degree program in the Spring Semester of 2010 and begin offering classes in Fall, 2010. Currently there are four full-time tenure track faculty members in the Criminal Justice Department with terminal degrees who will deliver the program. As the program evolves one additional full-time, faculty member may need to be hired to deliver the program. Once the WVHEPC grants approval, this institution will submit this document to the Higher Learning Commission of the North Central Association for final approval following Policy 3.2(d)2, Changes in Educational offerings.

3.9 Program Description

3.9.1 Program Objectives:

The goal of the Master's Degree program in Law Enforcement and Administration is to provide instruction in the field of criminal justice, particularly in the law enforcement and administration or management aspects of the criminal justice field. The program is designed for those currently in the law enforcement field; in management positions and in other areas of the criminal justice system; and for undergraduate students who seek a graduate level degree program that will enhance their efforts to gain employment in this field.

The program will:

Provide students with: (1) current knowledge of the criminal justice system, (2) law enforcement and administration, (3) administrative issues of the system, and (4) theories and content pertaining to administration.

Provide students with knowledge about leadership and management in the criminal justice system, particularly in the law enforcement field, legal aspects of working in the administration of the criminal justice system, as well as legal liability issues. Students, through their classes, internship and personal experiences, will be able to develop and apply skills related to leadership and management.

Provide students with the necessary conceptual and analytical skills to conduct policy analysis through evaluation; and the necessary skills to research policy issues to formulate, and promulgate proper and effective policy.

Increase the student's knowledge of and use of technology related to the criminal justice field, particularly in terms of law enforcement and criminal justice administration, including, but not limited to: crime mapping, crime analysis, and prediction models.

Prepare students to conduct graduate level quantitative and qualitative research including proper data analysis to summarize their findings in clear, concise written narratives.

Increase critical thinking and problem solving skills through course work, case studies, work experiences, and internship.

Develop advanced level written and oral communication skills necessary to address multiple audiences in professional settings.

Prepare students for careers in the criminal justice administrative field that require a graduate degree.

Enhance the professionalism and careers of those already in the field.
Prepare students for pursuing doctoral degrees.

Prepare graduates to be instructors in the community college system.

3.9.2 Program Identification:

United States Department of Education Center for Education Statistics,
Classification of Instructional Programs

43.0103 Criminal Justice/Law Enforcement Administration

3.9.3 Program Features:

Summary of program features:

- The program will provide graduates who are ready for careers in criminal justice, a field in which jobs will continue to increase. According to the Occupational Outlook Handbook (2008-09), “employment of police and detectives is expected to grow 11 percent over 2006-16 decade.” Also, “employment of private detectives and investigators is expected to increase by 18 percent over the 2006-16 decade, faster than the average for all occupations. Increased demand for private detectives and investigators will result from heightened concerns, increased litigation, and the need to protect confidential information and property of all kinds.”
- The establishment of this program is timely in terms of the increasing importance of law enforcement in the United States and around the world. Criminals and the crimes, they commit, have become more sophisticated and complex. Law enforcement officers must have the knowledge and skills to protect a more global society. This program will provide the knowledge and skills in order to administrate these agencies more effectively, efficiently and professionally.
- The proposed Master of Science degree in Law Enforcement and Administration will provide a valuable, new addition to the graduate programs offered in West Virginia.

Catalog Description: The Master of Science degree in Law Enforcement and Administration prepares students for careers in the field of criminal justice, particularly law enforcement, and will enhance the careers of those already employed in the field. The program is designed to be completed within six semesters and includes an internship and final paper in the last semester. There are twelve required courses for a total of 36 semester hours. These courses focus on administration, management, policy making, law, and ethics.

3.9.3.1 Admission and Performance Standards:

General M.S. Admission Requirements:

- An undergraduate degree from an accredited college or university in a criminal justice, law enforcement or related field.
- Satisfactory completion of an undergraduate or graduate course in research methods and/or statistics.

- A minimum overall GPA of 2.7 on a 4 point scale
- GRE General Test Scores and or Miller’s Analogies test score at the 50th percentile or higher
- TOEFL Scores for students whose native language is not English
- Three letters of recommendation which address the applicant’s academic competencies, work performance and fitness to pursue this graduate degree
- Applicants whose GPA is between 2.5 and 2.7 and who earn the required 50th percentile score on the admissions test may be admitted conditionally by the Criminal Justice Department Graduate Committee. Any conditionally admitted student must achieve a 3.5 overall GPA within the first 12 hours of the program to be allowed to continue.

Performance Standards:

Universally, a normal course load for most graduate programs is 9 credit hours for full time graduate student status. However, for this cohort program approach, students will take six semester hours each semester and go year-round. All students must complete coursework with a cumulative GPA of 3.0 on a 4 point scale. Students who accumulate more than two (2) “C” grades will be dismissed from the program. Students must also complete all requirements within a period of seven years following the date of admission to the program. The Dean of the College of Professional Studies may extend these limits upon recommendation of the Criminal Justice Department Chair and approval of the Criminal Justice Department Graduate Committee.

3.9.3.2 Program Requirements:

Required courses (all courses are 3 semester hours):

LE 520	Introduction to Law Enforcement Administration
LE 530	Technology Applications for Criminal Justice
LE 540	Ethical Practices in Administration
LE 550	Law Enforcement and the Community
LE 600	Research Methods in Criminal Justice
LE 610	Human Resource Management
LE 620	Leadership Psychology
LE 630	Planning Organizational Staff Development
LE 640	Strategic Planning & Policy Formulation
LE 650	Administrative Law
LE 660	Crisis Management, Homeland Security & Critical Incident
LE 680	Experience and Analysis in the Field of Criminal Justice (Internship)

(See Appendix B Course Syllabi)

M.S. Degree Requirements:

36 total credit hours

36 credit hours of required courses

Included in the required courses are:

LE 680, Experience and Analysis in the Field of Criminal Justice (Internship). This course is the capstone course in the program and is consistent with best practices for the academic capstone course defined by the Academy of Criminal Justice Sciences (ACJS). Students will write a final paper based on their internship experience. **This paper will be completed instead of a traditional thesis.** Included in the paper will be an analysis of a problem or issue or set of related problems or issues, including proposed solutions to the problem or issue. This paper will be read by a three-person committee—two faculty members and a top management staff person from the criminal justice agency in which the student completed the internship. This committee will either (1) accept the paper as written (2) determine the paper is unacceptable but could be made acceptable with additions, deletions, or editing, or (3) determine the paper is unacceptable, and the student must complete the course again. Students will be permitted to complete the course only one other time after the initial unacceptable determination.

Two written comprehensive examinations in which students will choose from four comprehensive exam areas—research, law, administration and leadership. The examinations will be graded independently by two faculty members and the grade will be given as high pass, pass, or fail. If a student fails a comprehensive exam, the student can take it one more time. Once a student chooses the comprehensive exam areas, he/she cannot change the area after failing an exam.

3.9.4 Program Outcomes:

General outcomes:

- Provide an educated citizenry.
- Prepare students to assume leadership positions within the field of law enforcement and criminal justice administration.
- Provide continuing education to current professionals in law enforcement and criminal justice administration.
- Provide the State of West Virginia with a unique graduate program that is relevant to the needs of the state, the country, and the world today.
- Provide a graduate degree which is consistent with the mission of West Virginia State University.

Specific outcomes:

- Students will gain knowledge of the operation, issues, and problems of the criminal justice system and administration.
- Students will understand policing, how police departments operate, are managed, and the laws and procedures that affect law enforcement professionals.

- Students will be prepared to conduct research, make analyses, and relate their findings to improvements or changes in policies and procedures.
- Students will be able to apply ethical analyses to situations encountered in their careers through case study approaches.
- Students will develop leadership and management skills.
- Students will be able to understand the funding sources for criminal justice agencies, including local, state, and federal sources; how grants can affect criminal justice/law enforcement agencies; and the process of applying for grants.
- Students will understand the effect of technology on law enforcement agencies and other criminal justice entities.
- Students will be able to use relevant computer programs.
- Students will gain communication skills through written and oral presentations.
- Students will be prepared to pursue doctoral degrees if that is a career goal.

3.9.5 Program Delivery:

Faculty members in the Department of Criminal Justice will offer some of the courses in the curriculum for the master's degree in Law Enforcement and Administration on line. Of the two courses offered each semester, faculty will deliver at least half of these courses on line. Students will be charged the current West Virginia State University graduate level tuition.

Classes will be offered mainly using a cohort model. Cohort meeting times will be during the evenings or on Saturdays since the majority of graduate students will be working at least part-time.

§133-11-4 Program Need and Justification

4.1 Relationship to Institutional Goals/Objectives:

WV Senate Bill #653 clearly states the need of “graduate degree production, particularly in areas that are important to the state’s competitive position in the new economy of the twenty-first century.”

The mission statement of West Virginia State University in part states, “Our mission is to meet higher education and economic development needs of the state and region through innovative teaching and applied research.” The field of criminal justice, especially in the subfield of law enforcement, has been recognized as a growth profession, and the requirements of the field are increasingly complex. The issues faced by law enforcement and others in the criminal justice field are some of the most serious in society today. Therefore, education for those in the field is crucial.

The mission statement further states, “West Virginia State University offers encouragement and education through flexible course offerings in traditional classrooms, non-traditional education settings, and through distance learning techniques.” The proposed graduate program will be designed for traditional and non-traditional students, and courses will be offered on campus in the daytime, evening, and on weekends, and on-line.

The Department of Criminal Justice has been a pioneer in distance education and off-campus offerings. The Department began offering satellite courses in 1992 and has offered off-campus courses in Logan County, Clay County, Ripley, the Capital Center, and at four different high schools.

The graduate program in Law Enforcement and Administration will be housed in the Department of Criminal Justice. This department has a solid bachelor’s degree program in criminal justice, with three concentrations—general, corrections, and law enforcement. The department has maintained a consistent number of majors since its inception in the late 1960’s. It is one of the oldest criminal justice programs in the country. The addition of the graduate program will only strengthen this already strong program and will benefit students from West Virginia State University and many other colleges and universities.

4.2 Existing Programs:

There are no other master’s degree programs in Law Enforcement and Administration in the State of West Virginia. Marshall University and Fairmont State University have master’s degree programs in criminal justice.

The proposed master’s degree program is unique to the state and surrounding states. The program focuses on a very important part of the criminal justice system, law enforcement, and, therefore, will attract students from West Virginia and surrounding states who are currently law enforcement officers or desire to be an officer. Because of the addition of administration to the degree title and the subject matter of courses, people who may work in or students who want to work in other areas of the criminal justice system will also be attracted and benefit from the proposed, graduate degree.

Because the campus of West Virginia State University is near Charleston, the capitol of the state, the administrative offices for the West Virginia State Police, the Regional Jail Authority, the Department of Corrections, and the Division of Criminal Justice Services are here. Personnel from these agencies will have convenient access to this new degree.

4.3 Program Planning and Development

The Intent to Plan for the master’s degree in Law Enforcement and Administration was presented to and approved by the West Virginia State University Board of Governors in September 2008. The Intent to Plan was then approved by the Chancellor also during September 2008.

Planning for this degree program began in 2007 with President Carter's request to the Department of Criminal Justice to develop a graduate program. The department agreed that the focus of the program should be law enforcement as this is a very important aspect of criminal justice, and there are no other master's degree programs in the state that have this focus.

The Department faculty also determined that the program should be designed as a cohort program to meet the needs of the students and to limit the number of additional faculty required to deliver the program initially to one new faculty member (who replaces a current temporary instructor) who would have an emphasis in Homeland Security. The last two department members hired have areas of expertise that will be especially important for the graduate program. One is a lawyer who will soon have his Ph.D. in criminal justice, and the other has her Ph.D. in criminal justice and many years experience in law enforcement in national and international agencies.

The Department has surveyed students and criminal justice agencies, and has received an extremely positive response. The graduate degree program will have more than enough students and will have the support of criminal justice agencies (See Appendices E).

4.4 Clientele and Need:

A survey was conducted of criminal justice undergraduate majors at West Virginia State University. Of the students surveyed, a majority indicated they would be interested in a master's degree program in Law Enforcement and Administration (See Appendix E).

The proposed graduate degree is designed to attract undergraduate students who wish to enter the criminal justice field, particularly in the area of law enforcement. The program will also attract professionals already in the field. In this regard, the courses will be offered at different times and through different methods so that students can complete the degree program as full-time, cohort team students. The program will emphasize administration, management, policy making, law, ethics, and legal liability. It will link the latest technology and research to these areas. There will be an applied component so that students will complete internships in law enforcement and other criminal justice agencies. The internship will require an analysis of problems and issues at the agencies and the production of a culminating, capstone paper based on these findings.

In West Virginia, there are currently no established training programs or graduate programs to address educating law enforcement administrators. In addition, law enforcement administrators are exempt from attending the West Virginia State Police Academy for basic law enforcement certification. For certified law enforcement officers who are in administrative positions, which includes every supervisory position, the Law Enforcement Training Commission requires sixteen hours of annual in-service training annually and eight (8) hours of supervisory in-service bi-annually. In essence, police administrators are exempt for any mandatory in-service or mandatory administrative training.

Jobs will continue to grow in law enforcement, private security and homeland security and other areas of the criminal justice system. These jobs are becoming more technology dependent and changing since criminals and their crimes become more sophisticated and complex.

4.5 Employment Opportunities:

The jobs in the field of criminal justice continue to increase. According to the U. S. Bureau of Labor Statistics, Occupational Outlook Handbook (2008-09), “employment of police and detectives is expected to grow 11% over the 2006-16 decade, about as fast as the average for all occupations. A more security-conscious society and population growth will contribute to the increasing demand for police services.”

For private detectives and investigators, employment “is expected to grow 18% over the 2006-16 decade, faster than the average for all occupations. Increased demand for private detectives and investigators will result from heightened security concerns, increased litigation, and the need to protect confidential information and property of all kinds. The proliferation of criminal activity on the Internet, such as identity theft, spamming, e-mail harassment, and illegal downloading of copyrighted materials, will also increase the demand for private investigators.”

For other private security officers, employment “is expected to grow by 17% between 2006-2016, which is faster than the average for all occupations. This occupation will have a very large number of new jobs arise, about 175,000 over the decade of these projections. Concern about crime, vandalism, and terrorism continues to increase the need for security.”

For gaming surveillance officers, employment “is expected to grow by 34% between 2006-2016, which is faster than the average for all occupations. Casinos will continue to hire more surveillance officers as more states legalize gambling and as the number of casinos increases in states where gambling is already legal. In addition, casino security forces will employ more technically trained personnel as technology becomes increasingly important in thwarting casino cheating and theft.”

In terms of other areas of criminal justice, for probation officers and correctional treatment specialists, employment “is projected to grow 11% between 2006 and 2016, as fast as the average for all occupations,” and for corrections officers, the growth rate is expected to be 16%, faster than the average for all occupations.

This growth in the criminal justice field will also result in a corresponding increasing demand for managers and administrators. One major aspect of the proposed graduate program is to offer courses that will enhance the skills and abilities of those already in the field, which will lead to the increased likelihood of promotions and expertise in management.

Undergraduates, who choose to complete a master’s degree before entering the field, will have a strong background in relevant information and skills that will serve them well as they seek and secure jobs.

The proposed graduate program focuses on the needs of law enforcement officers. Therefore, graduates will be prepared to enter all aspects of this subfield of criminal justice at the local, state, or federal level. In terms of the more competitive areas of state and federal law enforcement, they will have a distinct advantage over those with only bachelor's degrees. Also, graduates will be prepared to enter the fast-growing private security sector, and the curriculum has a course specifically designed for those who are interested in private security.

The proposed graduate program also includes an administration component that will appeal to those who wish to enter other areas of the criminal justice field. Knowledge and skills from courses in the curriculum will be applicable to management of correctional agencies just as well as police agencies.

4.6 Program Impact

The master's degree program in Law Enforcement and Administration will be open to professionals who have bachelor's degrees in any field related to law enforcement. Therefore, students at West Virginia State University who are majoring in other subjects closely related to criminal justice such as political science, sociology, or business administration may apply to the proposed graduate program.

Also, after the graduate program is established, there will be increased opportunities for faculty and graduate student research and submitting grant proposals. The field of criminal justice has many grants available for colleges and universities, and by having a graduate program, the chance of successfully applying for these grants will increase.

The proposed graduate program will also enhance relations with criminal justice agencies at the local, state, and federal level including the Charleston Police Department, Kanawha County Sheriff's Department, West Virginia State Police, Federal Bureau of Investigation and Homeland Security. As their personnel enter the program and find relevant knowledge and skills, there will be an increase in the number of professionals who apply for admittance to the program.

This program will attract students from West Virginia and other states. This program will have an impact on West Virginia State University overall by increasing the visibility of the University as a Historical Black Land Grant University. This is a unique graduate program, which has the potential to result in significant research and grants that will be showcased at major conferences such as the Academy of Criminal Justice Sciences.

4.7 Cooperative Agreements:

Students will be required to complete an internship which is the culmination of their graduate school experience. During that internship, they will work with managers and administrators to not only accumulate knowledge about the agency and its operation, but also to assess problems and issues in the agency and write a strategic paper addressing these problems and issues.

Because of the successful undergraduate internship program, the Department of Criminal Justice expects that agencies will also welcome graduate interns. Currently, the following agencies

provide internships for the undergraduate program and have agreed to provide internships for the graduate program. These agencies are as follows:

West Virginia Fusion Center
Kanawha County Sheriff's Department
Charleston Police Department
Prosecuting Attorney's Office of Kanawha County, Putman County, Lincoln County, Logan County
West Virginia Parole Office
Probation Offices of Kanawha County, Putman County, Lincoln County, Logan County
Charleston Work Release Center
South Central & Western Regional Jails
St. Albans Police Department
Nitro Police Department
Dunbar Police Department
South Charleston Police Department
West Virginia State Police
Magistrate Courts of Kanawha & Putman County
Circuit Courts of Kanawha & Putman County
West Virginia Division of Corrections
Kanawha County Home Confinement
West Virginia Division of Juvenile Services
Various Private Investigators in Kanawha & Putman County
Various Law Firms in Kanawha & Putman County

4.8 Alternatives to Program Development:

Because this is a unique graduate program to the state and surrounding states, no alternatives have been considered. However, other programs were reviewed at Sam Houston State University in Texas; the University of Cincinnati in Ohio and Michigan State University in Michigan.

§133-11-5 Program Implementation and Projected Resource Requirements

5.1 Program Administration:

The master's degree program in Law Enforcement and Administration will be housed administratively in the Department of Criminal Justice, which is part of the College of Professional Studies. The Department will create a graduate studies committee for oversight of the program. Committee members will meet the requirements for graduate faculty status. The chair of the Criminal Justice Department will lead the committee supervise faculty teaching in the program, and schedule graduate course offerings. The Committee will function as an admissions committee and initiate any requests for new course offerings or program requirements.

5.2 Program Projections:

The Department of Criminal Justice in the implementation stage of the program anticipates enrollment of a minimum of 20 and a maximum of 25 students in year one. It is anticipated that by year three, the program will be at capacity, which, with the addition of only one faculty person would be 20-25 students a semester.

5.3 Faculty Instructional Requirements:

In year one of the program, the Department will hire one new faculty person with expertise in the area of management and resource development replacing a current temporary faculty member (the budget reflects the additional cost above that of the temporary position). In the future, should the program exceed the projected number of students, the Department will add another faculty member. If an additional faculty member is required, the rank will be assistant or associate professor. The cost of the additional faculty person will be about \$60,000 plus benefits and the University will commit additional resources necessary for this additional faculty member. The field of criminal justice is competitive, and graduates with Ph.D.'s are in high demand, especially those with expertise in the area of law enforcement.

5.4 Library Resources and Instructional Materials:

The Department of Criminal Justice is currently in the process of updating its library resources and will need an increase in book and periodical/journal budget of approximately \$1,000 per year. This amount will not increase and perhaps, over time, will decrease, because of the increased dependence on internet sources for research articles and books.

5.5 Support Service Requirements:

The Department of Criminal Justice will need an additional computer lab for graduate students. The Department has already purchased the computers for this lab using Title III funds. The Department will also require additional supplies, which are estimated to cost about \$2,000. The Career Services Office will assist in job placement of students for their internships as well as provide career fairs for graduates of the program.

5.6 Facilities Requirements:

The Department of Criminal Justice will need space for graduate student desks or carrels. There is sufficient space in Wallace Hall for this proposed program. However, furniture will have to be purchased. Also, there will need to be the creation of an additional office for the new faculty person and furniture.

5.7 Operating Resource Requirements:

Annual projection of additional costs can be found in Form 2. The following is a summary of additional resources required for the program.

5.8 Source of Operating Resources:

FIVE YEAR PROJECTION OF PROGRAM SIZE

	1ST YEAR 2010	2ND YEAR 2011	3RD YEAR 2012	4TH YEAR 2013	5TH YEAR 2014
Number of Students served through Course Offerings of the Program:					
Headcount ¹	25	20	25	20	25
FTE ²	37	30	37	30	37
Number of student credit hours generated by courses within the program (entire academic year) ³	450	360	450	360	450
Number of Majors:					
Headcount	25	20	25	20	25
FTE	37	30	37	30	37
Number of student credit hours generated by courses within the program (entire academic year)	450	360	450	360	450
Number of degrees to be granted (annual total):	-	20	-	20	-

**FIVE YEAR PROJECTION OF
TOTAL OPERATING REQUIREMENTS**

	1ST YEAR 2010	2ND YEAR 2011	3RD YEAR 2012	4TH YEAR 2013	5TH YEAR 2014
B OPERATING COSTS (Appropriated Funds)					
Personal Services:					
1. Administrators ⁴	14,500	14,965	15,413	15,876	16,358
2. Full-time Faculty ⁵	29,900	30,797	31,720	32,707	33,652
3. Adjunct Faculty ⁶	17,000	17,000	17,000	17,000	17,000
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
TOTAL SALARIES	61,400	62,762	64,133	65,583	67,010
Current Expenses ⁷	500	250	500	250	500
Repairs & Alterations					
Equipment:					
Educational Equipment					
Library Books ⁸	1,000	1,000	1,000	1,000	1,000
TOTAL OPERATING COSTS FROM APPROPRIATED FUNDS	62,900	64,012	65,633	66,833	68,510
TOTAL COST TO OPERATE THIS PROGRAM	62,900	64,012	65,633	66,833	68,510

C. SOURCES OF FUNDS

1. General Fund Appropriations (Appropriated funds only)	62,900	64,012	65,633	66,833	68,510
2. Federal Government (Non-appropriated funds)					
3. TOTAL ALL SOURCES	<u>62,900</u>	<u>64,012</u>	<u>65,633</u>	<u>66,833</u>	<u>68,510</u>

Footnote #

- 1 Students will progress through the program as a cohort over two academic years, 3 semesters each year. It is anticipated as the program begins 25 students will enroll; provision has been made for a 20% attrition in each cohort.
- 2 Full time equivalent students calculated by dividing student credit hours generated by 12.
- 3 Students will enroll in two 3-credit hour courses each of the three semesters, Fall, Spring, Summer; 18 credit hours completed per student each academic year.
- 4 Administrator cost calculated as approximately 10% of salary of Criminal Justice Department Chair plus 14% for fringe benefits (Social Security, Medicare, and retirement matching only) and to reflect annual salary increases of 3%.
- 5 Plan is that current faculty will teach the courses in the program; they will be given released time from their undergraduate courses to teach the graduate one. Calculation is based on 50% of full-time faculty salary plus 14% for fringe benefits (Social Security, Medicare, and retirement matching only) and to reflect annual salary increases of 3%. This budgeted amount includes the cost of the full-time, tenure-track faculty member hired to replace the temporary instructor.
- 6 Full-time graduate faculty will provide two graduate courses during the summer semester at a cost of approximately \$2,500 per course. Part-time faculty will be utilized to teach two undergraduate courses per semester for each graduate course taught. Calculation is \$1,500 salary per class x 2 released classes per graduate course taught x 4 graduate courses taught in fall and spring semesters.
- 7 Higher costs are anticipated in years each cohort is begun.
- 8 Most library resources needed anticipated to be in refereed journals, all of which are available from the professors; substantial additional book purchases are not anticipated.

APPENDIX B
Approved New Courses Syllabi

LE 520 Introduction to Law Enforcement Administration
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course is an introduction to law enforcement administration focusing on the procedures, politics and human relations issues that law enforcement administrators must understand in order to succeed. Topics include administration theory, theories of motivation, organizational behavior, politics, and police as components of the community, including the political, social, and economic networks that compose police administration. Concepts and terminology of administration are covered as well as legal issues involving police administrators. Additional topics include the interrelations between law enforcement and criminal

Prerequisite: None

Textbook: Police Administration: Structures, Processes, and Behavior, 7/E, by Charles R. Swanson, Leonard Territo, & Robert W. Taylor.

Course Goals:

This course will provide:

1. an overview of law enforcement administration
2. an analysis of law enforcement administration from the theoretical perspective of the human relations approach
3. an analysis of law enforcement administration from the theoretical perspective of the systems approach
4. an analysis of law enforcement administration from the theoretical perspective of the scientific management approach
5. an understanding of how law enforcement administration affects the morale of officers and the job environment of police agencies
6. an understanding of the major theories of motivation
7. an understanding of the major concepts and definitions of concepts relating to law enforcement administration
8. an overview of the historical evolution of law enforcement administration and the impact on law enforcement
9. an understanding of organizations and organizational theory
10. an evaluation of the process of consensus organizing, including analysis, design, and implementation
11. an analysis of how relationships within and outside the community are important in law enforcement administration

LE 530 Technology Applications for Criminal Justice
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on techniques of data processing emphasizing applications to criminal justice. Students will increase their technical skills through hands on experiences, such as analyzing data. They will become more aware of how criminal justice agencies use technology to become more effective in their efforts to be more effective in preventing crime and apprehending offenders, and how criminals use technology to expand their criminal activities.

Prerequisite: None

Textbook: Exploring Microsoft Office 2007 (Volume 1), by Robert T. Grauer, Michelle Hulett, Cynthia Krebs, Maurie Wigman Lockley, Keith Mulbery, and Judy Sheeren and other material as assigned

Course Objectives:

This course will provide:

1. information on Microsoft Word and an opportunity to complete projects using this program.
2. information on Excel and an opportunity to complete projects using this program
3. information on Access and an opportunity to complete projects using this program
4. information on PowerPoint and an opportunity to complete projects using this program
5. an opportunity for students to conduct secondary data analysis and relate the results to managerial decision making
6. an overview of cyber crimes, the types and extent of this type of criminal behavior

Student Outcomes:

Upon successful completion of this course, a student will:

1. have gained competence in the use of the Microsoft Word computer program
2. have gained competence in the use of the Excel computer program
3. have gained competence in the use of the Access computer program
4. have gained competence in the use of PowerPoint
5. be able to conduct secondary data analysis and relate the results to managerial decision making
6. be able to explain the types and extent of cyber crimes

LE 540 Ethical Practices in Administration
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: The course will examine ethical decision making at the administrative level. Three major ethical perspectives: virtue, formalism, and utilitarianism will be presented and analyzed and discussed as it relates to administration. Ethics as it relates to law, police, courts, and corrections, and liability in general will be analyzed and examined as well as the future development of ethics. Critical thinking and ethical decision making in administration will be emphasized.

Prerequisite: LE 520 Introduction to Law Enforcement Administration

Textbook: Professional Ethics in Criminal Justice, 2nd Edition, by Jay Albanese

Course Outcomes:

This course will provide the student:

1. an overview of the origins and history of ethics and the development of professional codes of ethics in the United States.
2. an examination of the relationship between ethics and administration, law enforcement and the criminal justice system
3. knowledge base on the theories of ethics.
4. an analysis of the ethical decisions of police administrators involving discretionary powers of police action
5. an examination of the role of Plato and Socrates in the development of ethics.
6. an analysis of critical thinking process in the application of ethics.
7. an examination of the ethical considerations of the judicial process and its effect on law enforcement
8. a thorough review of the liability and impact of unethical decisions by police administrators.
9. an analysis of current ethical issues in police administration and the criminal justice system
10. a discussion of the future aspects of ethics in police administration and the criminal justice system

Student Outcomes:

Upon successful completion of the course, a student will:

1. be able to explain an overview of the origins and history of ethics and the development of professional codes of ethics in the United States.
2. understand and explain the relationship between ethics and administration, law enforcement and the criminal justice system
3. understand and explain the major theories of ethics.

LE 550 Law Enforcement and the Community
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on law enforcement organizations as components of the community, including the political, social, and economic networks that make up communities. Topics include the interrelations between law enforcement, mental health agencies, juvenile justice and the educational systems. High-crime communities are studied, particularly in terms of the impact on citizens, those who are victimized and others who are not, but are afraid of their safety. The process of community change is addressed in terms of the prevention of crime.

Prerequisite: None

Textbook: The Community in Urban Society by Larry Lyon
and other material as assigned

Course Goals:

This course will provide:

1. an overview of the definition of community
2. an analysis of community from the theoretical perspective of the typological approach
3. an analysis of community from the theoretical perspective of the ecology approach
4. an analysis of community from the theoretical perspective of the systems approach
5. an analysis of community from the theoretical perspective of the conflict approach
6. an understanding of how communities affect the lives of citizens positively and negatively
7. an understanding of why there is a sense of loss of community and how people are trying to recapture this idea
8. an analysis of how community life is measured
9. an overview of community power and how this power can be used to make changes
10. an understanding of how community organizing develops
11. an evaluation of the process of consensus organizing, including analysis, design, and implementation
12. an analysis of how relationships within and outside the community are important in any community change efforts
13. an overview of how criminal justice agencies fit into communities, how citizens perceive these agencies, and how that perception can change

LE 600 Research Methods & Statistics in Criminal Justice
Department of Criminal Justice
Wes Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course provides an introduction to methods of research in criminal justice. Topics include research development based on hypotheses and theories, data collection and analysis, interpretation of results, and evaluation of studies. Students will use SPSS technology.

Prerequisite: LE 530 Technology Applications for Criminal Justice

Textbook: Research Methods for Criminal Justice and Criminology, 5th Edition,
by Michael G. Maxfield and Earl R. Babbie
A Simple Guide to SPSS for Version 16.0, 9th Edition,
by Lee A. Kirkpatrick and Brooke C. Feeney

Course Goals:

This course will provide to a student:

1. an introduction to research in criminal justice, including the relationship between theories and criminal justice research and conducting research in an ethical manner
2. an understanding of how crime is measured and how these measurements are used in determining policies in criminal justice
3. an in-depth analysis of research design, including determining variables, operationalizing, and measurement
4. an understanding of experimental and quasi-experimental design
5. an overview of the types of data collection and sampling
6. an analysis of survey research and the most effective methods of this type of research
7. an examination of field research and the advantages and disadvantages of this type of research
8. an understanding of how to collect data from agency records, through content analysis, and secondary data
9. an understanding of the process of evaluative research and policies derived from research
10. an analysis of how to interpret data objectively
11. the opportunity to analyze data using SPSS technology, report results and implications of the findings

Student Outcomes:

Upon successful completion of this course, a student will:

1. be able to explain the relationship between theories and criminal justice research and the most common types of research used in criminal justice
2. understand ethical concerns when doing research in criminal justice

LE 610 Human Resource Management
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on managing resources in criminal justice agencies. Resources include personnel and funding. Topics on human resources will include human resource flow, reward systems, and work systems. Topics on funding will include budgeting, grants, and the impact of policies.

Prerequisite: LE 550 Justice Administration and the Community

Textbook: Human Resource Management for Public and Nonprofit Organizations, 2nd edition, by Joan E. Pynes
Other readings as assigned.

Course Goals:

This course will provide:

1. an overview of human resources management in the public and nonprofit sectors
2. an explanation and analysis of strategic human resources management, including planning, audits, and evaluations of effectiveness
3. an understanding of legal issues in human resources management, such as equal employment opportunity laws, affirmative action, and employment discrimination
4. an analysis of diversity in the workplace
5. an understanding of developing job requirements, descriptions and job analysis
6. an understating of recruitment, selection, and retention of qualified personnel
7. an overview of performance reviews; what they should contain, who should do them, and for what purposes
8. an understanding of the development of equitable compensation and benefits for personnel
9. an understanding of how and why volunteers are used by criminal justice agencies
10. an explanation and evaluation of training for personnel
11. an understanding of the influence of unions and collective bargaining in criminal justice agencies
12. an overview of human resource management and technology
13. an understanding of the basic budgeting process for public criminal justice agencies
14. an understanding of the importance of grants for criminal justice agencies and the grant writing and applying process
15. an overview of future issues in human resources management related to criminal justice agencies

LE 620 Leadership Psychology
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on the leadership and management principles as applied to criminal justice agencies. Also emphasized are the important psychological processes that are involved in dealing with others. Understanding the importance of key psychological influences in human interactions is inextricably linked to success as an effective leader and manager.

Prerequisite: LE 550 Law Enforcement and the Community

Textbook: Human Relations in Business by Michael G. Aamodt and Bobbie L. Raynes and other material as assigned

Course Goals:

This course provides:

1. an analysis of how understanding and managing yourself is important when managing others
2. an overview of human relations
3. a description of stresses, how stress can affect the workplace and productivity, and some methods of reducing stress
4. an understanding of the causes and importance of job satisfaction
5. an analysis of how time can be managed effectively
6. an overview of the importance of professional ethics
7. an analysis of the diverse workplace, including prejudice and discrimination
8. an explanation of how to identify and deal with difficult people and situations in the workplace
9. an analysis of the types of communication within an organization and how communication can be improved
10. an understanding of what characteristics of people others respond positively
11. an analysis and discussion of leadership skills and applying these skills to different situations and an understanding of the latest thinking in leadership, such as servant leadership as applied to criminal justice, particularly policing
12. an analysis of the process of motivating others, recognizing exceptional skills, and developing individuals and teams of employees
13. an analysis of the unique managerial problems in criminal justice agencies, including police departments, correctional institutions, and community corrections

LE 630 Planning Organizational Staff Development
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on developing training within organizations and aligning training needs with organizational strategy. Topics covered will include learning, motivation and performance. This course will include training design and training methods including computer based training methods. Students will learn the importance of the development and implantation of training

Textbook: Effective Training by Nick P. Blanchard and James Thacker

Course Goals:

This course provides:

1. an analysis and overview of staff development in organizations
2. an overview of developing a strategy for training and staff development
3. an understanding of conducting a needs analysis of staff development
4. an understanding of the relevance of staff development
5. an analysis of how staff development is affected by litigation
6. an overview of future trends in staff development
7. an analysis of the staff development process
8. an explanation of how to develop and implement staff development
9. an analysis of the types of staff development within an organization and how staff development can be improved
10. an analysis and discussion of staff development skills and applying these skills to different situations

Student Outcomes: Upon successful completion of this course, a student will:

1. develop an understanding of staff development in organizations
2. understand developing a strategy for training and staff development
3. understand a needs analysis of staff development
4. understand the relevance of staff development
5. be able to analyze how staff development is affected by litigation
6. understand future trends in staff development
7. be able to analyze the staff development process
8. understand how to develop and implement staff development
9. be able to analyze the types of staff development within an organization and how staff development can be improved
10. be able to analyze, discuss and understand staff development skills and applying these skills to different situations

LE 640 Strategic Planning & Policy Formulation
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on strategic planning and process of policy formulation. The strategic planning and policy formulation as applied to law enforcement agencies must emphasize the importance of these processes being corrected implemented. The success of law enforcement administrators and agencies depend on these key concepts of administration being fully understood and implemented.

Prerequisite: LE 520 Introduction to Law Enforcement Administration

Textbook: Public Policy: Crime and Criminal Justice by Barry W. Hancock and Paul M. Sharp and other material as assigned

Strategy, Systems and Scope by Andrea Prencipe

Course Goals:

This course provides:

1. an analysis and overview of the public policy process
2. an overview of public policy involving law enforcement
3. a description of developing police
4. an understanding of the relevance of policy
5. an analysis of how policy is affected by litigation
6. an overview of future trends in law enforcement policy
7. an analysis of the strategic planning process
8. an explanation of how to develop and implement strategic planning
9. an analysis of the types of strategic plans within an organization and how strategic planning can be improved
10. an understanding of what characteristics make a good strategic plan
11. an analysis and discussion of strategic planning skills and applying these skills to different situations

Student Outcomes: Upon successful completion of this course, a student will:

1. an analysis and overview of the public policy process
2. an overview of public policy involving law enforcement
3. a description of developing police
4. develop an understanding of the relevance of policy
5. be able to analyze how policy is affected by litigation
6. understand the future trends in law enforcement policy
7. be able to analyze the strategic planning process
8. be able to explain how to develop and implement strategic planning
9. be able to analyze the types of strategic plans within an organization and how strategic planning can be improved

LE 650 Legal Aspects of Law Enforcement Administration
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course focuses on the aspects of law which are relevant to law enforcement administration. Specifically reviewed are the laws that control police practices, court procedures, sentencing and corrections. The course will also examine regulatory state and federal laws regarding, employment, discrimination, termination, equal opportunity and wage and law issues.

Prerequisite: None

Textbook: Current Issues and ContCriminal Justice: Introductory Cases and Materials, 6th Edition, by Jerome H. Skolnick, Malcolm M. Feeley, and Candace McCoy

Course Goals:

This course will provide:

1. definitions of crimes and justification for punishing those who commit crimes
2. an explanation of the criminal justice system and the principles underlying this system
3. an explanation of the role of police in the system and how their actions are restricted through the Bill of Rights
4. an analysis of the role of attorneys in the criminal justice system as defense attorneys, prosecutors, and judges
5. an analysis of the process of pretrial release and detention and rights of defendants at this stage of the process
6. an overview of the trial process and why trials are infrequent in the system
7. an explanation of the plea bargaining process and the effects of guilty pleas
8. an overview of the sentencing hearing, process, and sentencing options
9. information on the punishment and corrections system, including community and institutional corrections
10. an review of the death penalty, the laws that govern its application, and the debate about this punishment

Student Outcomes:

After successfully completing this course, a student will:

1. be able to define the most commonly committed crimes and understand the justification for punishments of those who commit these crimes
2. be able to explain the process of the criminal justice system and understand the principles underlying this system
3. understand the role of the police in the criminal justice system and how the actions of the police and police agencies are restricted by the Bill of Rights

LE 660 Crisis Management, Homeland Security & Critical Incident
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description; This course provides an overview of domestic and international terrorism. Philosophies, tactics, and targets are discussed. The role of law enforcement in the prevention and response to terrorism is covered.

Prerequisite: LE 520 American Policing—Police Theory and Practice

Textbooks: Terrorism: Understanding the Global Threat, 2nd Edition,
by David Whitaker
Defending the Homeland, by Jonathan R. White

Course Goals:

This course will provide the student:

1. an overview of the purpose and history of terrorism
2. an understanding of terrorist threats in the United States past and future
3. an understanding of terrorist threats around the world past and future
4. explanations for the motives of terrorists
5. an understanding of the relationship of terrorism, religion, and fanaticism
6. an overview of the methods of terrorists
7. an overview of the role of state and local law enforcement in intelligence gathering
8. an analysis of the constitutional issues faced by law enforcement and other governmental entities that are attempting to combat terrorism and the balance that occurs when governmental agencies are given increasing powers that may affect the rights of citizens
9. an analysis of how police work has changed as a result of the increased emphasis on terrorism
10. an understanding of the response by law enforcement in terms of training, infrastructure, and coordination with other agencies
11. an analysis of the future of terrorism and correspondingly the future of law enforcement in response to terrorism

Student Outcomes:

Upon successful completion of this course, a student will:

1. be able to explain the history and purpose of terrorism
2. understand the types of terrorist threats in the United States that have occurred in the past and that are possible in the future
3. understand the types of terrorist threats around the world that have occurred in the past and that are possible in the future
4. be able to analyze the motives of terrorists

LE 680 Experience and Analysis in the Field of Criminal Justice
Department of Criminal Justice
West Virginia State University

Instructor: TBA

Class Time: TBA

Course Description: This course provides students an opportunity to observe, study, and work in selected criminal justice agencies. Students are required to spend at least 150 hours at the criminal justice agency, write a paper describing their experiences, and meet with the supervising faculty person at least once every two weeks.

Prerequisites: LE 600 Research Methods and Quantitative/Qualitative Analysis in Criminal Justice and LE 630 Leadership Psychology and Criminal Justice Management

Textbook: Jumpstarting Your Career: An Internship Guide for Criminal Justice, 2nd Edition, by Dorothy L. Taylor and other material as assigned

Course Goals:

This course will provide:

1. an overview of the positions available in the field of criminal justice, the requirements necessary for consideration for hiring, and descriptions of the processes for applying for these positions
2. a review of how to write an effective resume, take a civil service examination, and compose a letter of application
3. a description of interviewing, including actual role playing and speakers who hire in criminal justice agencies
4. an analysis of who is hired and why and who is promoted and why
5. an opportunity to work in a criminal justice agency, including in-depth information about the administration of the agency and problems within the agency
6. an opportunity to work with criminal justice agency personnel on a problem or problems within the agency to attempt to alleviate or solve the problem(s)

Student Outcomes:

After successfully completing this course, a student will:

1. be able to explain the types of positions available in the field of criminal justice, the education and experience requirements for these positions, and the process for applying
2. be able to write an effective resume and letter of application and will have experience taking civil service examinations
3. have had experience interviewing for a job or promotion within an agency
4. be able to describe why certain people are more likely to be hired or promoted than others
5. have worked in a criminal justice agency and be able to explain the administrative structure of the agency and at least one managerial problem within the agency

APPENDIX C

Curriculum

CURRICULUM
MASTERS OF SCIENCE IN LAW ENFORCEMENT AND ADMINISTRATION
DEPARTMENT OF CRIMINAL JUSTICE
WEST VIRGINIA STATE UNIVERSITY
36 Semester Hours Required

Required:

LE 520	Introduction to Law Enforcement Administration
LE 530	Technology Applications for Criminal Justice
LE 540	Ethical Practices in Administration
LE 550	Law Enforcement and the Community
LE 600	Research Methods & Statistics in Criminal Justice
LE 610	Human Resource Management
LE 620	Leadership Psychology
LE 630	Planning Organizational Staff Development
LE 640	Strategic Planning & Policy Formulation
LE 650	Legal Aspects of Law Enforcement Administration
LE 660	Crisis Management, Homeland Security & Critical Incident
LE 680	Experience and Analysis in the Field of Criminal Justice (Internship)

APPENDIX D
Course Sequence

COURSE SEQUENCE

Semester One

LE 520 American Policing—Police Theory and Practice

LE 530 Technology Applications for Criminal Justice

Semester Two

LE 540 Ethical Practices in Administration

LE 550 Law Enforcement and the Community

Summer Semester

LE 600 Research Methods & Statistics in Criminal Justice

LE 610 Human Resource Management

Semester Three

LE 620 Leadership Psychology

LE 630 Planning Organizational Staff Development

Semester Four

LE 640 Strategic Planning & Policy Formulation

LE 650 Legal Aspects of Administrative Law Enforcement Administration

Summer Semester

LE 660 Crisis Management, Homeland Security & Critical Incident

LE 680 Experience & Analysis in Criminal Justice (Internship)

(Each course is worth 3 credits, which equals 36 hours.)

APPENDIX E
Needs Assessment

A survey was conducted of criminal justice undergraduate majors at West Virginia State University during the fall 2008 and spring 2009 semesters of all criminal justice courses. Of the students surveyed, over 80% indicated they would be interested in a master's degree program in Law Enforcement and Administration.

During the summer 2009, three supervisor levels courses were taught to the Charleston Police Departments and various other police departments. Of approximately 100 students attending, over 75% indicated an interests in obtaining a Law Enforcement Administration Graduate Degree.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Summer Awards, Eligibility Requirements, and Annual Award Amount for the PROMISE Scholarship Program

INSTITUTION: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves proposed summer awards, eligibility requirements, and the annual award amount for the PROMISE Scholarship Program.

STAFF MEMBER: Jack Toney

BACKGROUND:

Recent modifications to Series 7, PROMISE Scholarship Program, legislative rule, authorizes extending summer school awards to eligible students. In addition, Series 7 establishes eligibility requirements and the annual award for students subject to the provisions of Senate Bill 373 (2009) that altered the structure of the scholarship program.

Revenue and expenditure projections for Fiscal Year (FY) 2010 through FY 2014 have been prepared and are referenced below. Because annual tuition and fee adjustments are not made until shortly before the academic year begins, these projections have been made under multiple adjustment assumptions.

Summer Awards

Since summer awards have not been available in the past, staff cannot project the number of students who may be interested and eligible for such assistance. Furthermore, because future tuition and mandatory fee increases affect the award amount for students still entitled to full tuition and mandatory fee scholarships at public institutions or at independent institutions an award based upon the average undergraduate mandatory fee rates at comparable state institutions of higher education, staff proposes to set aside \$400,000 for summer awards under the prioritization established in Section 9.5 of the program rule. Staff anticipates that the proposed allocation for summer scholarship awards will provide assistance to approximately 200 eligible students.

Eligibility Requirements

The current scholarship eligibility requirements require a 3.00 core and overall grade point average (GPA) and a 22 ACT Composite score, with a 20 in each of the four subject areas of the test (English, Mathematics, Reading, and Science) or a 1020 SAT combined score with a 490 score in Critical Reading and a 480 score in Mathematics.

These requirements have been in effect since the 2007-08 academic year for the 2007 cohort of high school graduates. Staff proposes maintaining these eligibility standards for the 2011-12 academic year. Maintaining the current scholarship requirements for 2011 high school graduates will provide constant eligibility standards over the four years the 2011 graduates have been in high school.

Annual Award Amount

Students who used the scholarship prior to January 1, 2010 are entitled to receive a full tuition and fee scholarship at public institutions or for those attending an independent institution, an award based upon the average resident undergraduate mandatory fee rates at comparable state institutions of higher education. For the 2010-11 academic year, three classes of scholarship recipients will still be entitled to this award level. Because of the uncertainty regarding future tuition and mandatory fee increases as well as uncertainty about student acceptance and retention of awards, staff proposes to maintain the award level for the 2011-12 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually.

PROMISE Scholarship Cost Projections

The following tables provide projections through FY 2013 based on the following parameters:

- Funding established in Senate Bill 373 (2009), \$45 million for FY 2010, \$48 million for FY 2011, and \$47.5 million thereafter.
- A PROMISE award level of full tuition and fees at public institutions (and a comparable amount at independent institutions) for scholars who began enrollment prior to January 1, 2010 and the lesser of \$4,750 or full tuition and fees for scholars beginning enrollment after January 1, 2010.
- The number of students qualifying for and accepting PROMISE as well as their choice of institution and retention levels are based on historical data.

A. Status Quo: Award amount of \$4,750 for those enrolling Spring 2009-10 and thereafter and a tuition increase of 8 percent for 2010-11 and 7 percent thereafter.

Fiscal Year 2010			
Revenue		Expenditures	
Statutory Transfers	45,000,000	Administrative Costs	364,095
Investment Earnings	150,000	Scholarships	45,396,732
Total Revenue	45,150,000	Total Expenses	45,760,827
Carry Forward	1,940,860		
Total Assets	\$47,090,860	Ending Balance (06/30/2010)	\$1,330,032
Fiscal Year 2011			
Revenue		Expenditures	
Statutory Transfers	48,000,000	Administrative Costs	378,659
Investment Earnings	150,000	Scholarships	47,193,259
Total Revenue	48,150,000	Total Expenses	47,571,918
Carry Forward	1,330,032		
Total Assets	\$49,480,032	Ending Balance (06/30/2011)	\$1,908,114
Fiscal Year 2012			
Revenue		Expenditures	
Statutory Transfers	47,500,000	Administrative Costs	393,805
Investment Earnings	150,000	Scholarships	46,381,550
Total Revenue	47,650,000	Total Expenses	46,775,355
Carry Forward	1,908,114		
Total Assets	\$49,558,114	Ending Balance (06/30/2012)	\$2,782,759
Fiscal Year 2013			
Revenue		Expenditures	
Statutory Transfers	47,500,000	Administrative Costs	409,558
Investment Earnings	150,000	Scholarships	44,426,846
Total Revenue	47,650,000	Total Expenses	44,836,404
Carry Forward	2,782,759		
Total Assets	\$50,432,759	Ending Balance (06/30/2013)	\$5,596,356

B. Tuition Freeze: Award amount of \$4,750 for those enrolling spring of 2009-10 onward with flat tuition for 2010-11, a 15.5 percent increase for 2011-12, and 7 percent annual increases thereafter.

Fiscal Year 2010			
Revenue		Expenditures	
Statutory Transfers	45,000,000	Administrative Costs	364,095
Investment Earnings	150,000	Scholarships	45,396,732
Total Revenue	45,150,000	Total Expenses	45,760,827
Carry Forward	1,940,860		
Total Assets	\$47,090,860	Ending Balance (06/30/2010)	\$1,330,032
Fiscal Year 2011			
Revenue		Expenditures	
Statutory Transfers	48,000,000	Administrative Costs	378,659
Investment Earnings	150,000	Scholarships	44,720,131
Total Revenue	48,150,000	Total Expenses	45,098,790
Carry Forward	1,330,032		
Total Assets	\$49,480,032	Ending Balance (06/30/2011)	\$4,381,242
Fiscal Year 2012			
Revenue		Expenditures	
Statutory Transfers	47,500,000	Administrative Costs	393,805
Investment Earnings	150,000	Scholarships	46,381,550
Total Revenue	47,650,000	Total Expenses	46,775,355
Carry Forward	4,381,242		
Total Assets	\$52,031,242	Ending Balance (06/30/2012)	\$5,255,887
Fiscal Year 2013			
Revenue		Expenditures	
Statutory Transfers	47,500,000	Administrative Costs	409,558
Investment Earnings	150,000	Scholarships	44,426,846
Total Revenue	47,650,000	Total Expenses	44,836,404
Carry Forward	5,255,887		
Total Assets	\$52,905,887	Ending Balance (06/30/2013)	\$8,069,484

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Fiscal Year 2011 Distribution Plan for the West Virginia Higher Education Grant Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2011 Distribution Plan for the West Virginia Higher Education Grant Program.

STAFF MEMBER: Jack Toney

BACKGROUND:

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time students with demonstrated financial need to pursue a postsecondary education at qualified institutions.

Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks. During the January 23, 2009 Commission meeting, staff removed the requirement for filing a secondary application in addition to the Free Application for Federal Student Aid (FAFSA); extended the March 1 priority date for applications to April 15 preceding the award year; designated funds for non-traditional students; and eliminated a complex formula that considered both grades and ACT and SAT scores to determine eligibility. These modifications to the application process and program structure provided greater program access.

The following provides an overview of the proposed distribution plan for the 2010-11 academic year.

Revenue

The funding breakdown:

- State Appropriation - \$35,019,864. The Legislature appropriates funds annually directly to the Higher Education Grant Program. In Fiscal Year (FY) 2010, the Legislature appropriated \$34,333,200.

- Higher Education Resource Assessment (HERA) - \$1,800,000. West Virginia Code § 18B-10-2(d) requires the Commission and the Council to allocate a portion of its Higher Education Resource Assessment for financially needy students. Historically, the Commission and the Council have allocated \$1,800,000 annually to the Higher Education Grant Program to satisfy that requirement. Because the HERA applies only to students attending public institutions of higher education, it will be used exclusively for traditional prospective students and renewal students at those institutions.
- Federal Funding - \$500,000. The federal government provides additional funding for need-based financial aid through the Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) grants. Staff estimates that West Virginia will receive approximately \$500,000 from LEAP and SLEAP during FY 2011.

Projected FY 2011 Higher Education Grant Program Funding Summary

State Appropriation	\$35,019,864
Administrative Expense Allowance (3%)	(\$1,050,596)
Higher Education Resource Assessment	\$1,800,000
Leveraging Educational Assistance Partnership Grant	\$227,075
Special Leveraging Educational Assistance Partnership Grant	\$272,925
Total:	\$36,269,268

Expenditures

For the 2009-10 academic year, block awards were provided to students who qualified for the Federal Pell Grant, i.e. students with an expected family contribution (EFC) of \$4,741 or less. For students with EFCs in excess of \$4,741, award amounts were tiered based upon their level of financial need. Staff proposes to continue this fund distribution process for awards during the 2010-11 academic year.

In order to assist all eligible students to a maximum EFC of \$6,000, and to accommodate the increase number of students evidenced by the extension of the application date to April 15, staff anticipates that maximum award levels for the 2010-11 academic year will need to be adjusted. These adjustments are necessary primarily because carry-forward funds were utilized during the 2009-10 award year after the program modifications were approved. Carry-forward funds for the 2010-11 award year will be minimal and do not support awards at the levels provided for the 2009-10 academic year.

2009-10 Academic Year Award Levels

Expected Family Contribution	Maximum Award	Offered Awards	Percent of Total
\$0 - \$4,617	\$3,300	24,175	92.50
\$4,618 - \$5,100	\$3,000	786	3.00
\$5,101 - \$5,600	\$2,500	674	2.60
\$5,601 - \$6,000	\$2,000	492	1.90
Total Offered Awards		26,127	100.00

2010-11 Academic Year Award Levels

Expected Family Contribution	Maximum Award	Projected Offered Awards*	Percent of Total
\$0 - \$5,273	\$2,100	24,735	97.23
\$5,274 - \$5,600	\$1,700	281	1.11
\$5,601 - \$6,000	\$1,500	423	1.66
Total Offered Awards		25,439	100.00

**Projected offered awards are based on applications received as of April 8, 2010.*

Non-Traditional Students. Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, staff again proposes for the 2010-11 academic year an extended priority application date of July 1, 2010 for 1) prospective first-time students 25 years of age or older and 2) students who have earned college credits, but have not been enrolled in a Higher Education Grant qualified institution for two years preceding the fall semester of the 2010-11 academic year, regardless of age. Staff proposes to designate 10 percent (\$3,501,986) of the base state allocation for these applicants not assisted in the general awarding process.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Final Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, for final filing with the Secretary of State.

STAFF MEMBER: Bruce Flack

BACKGROUND:

Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, is the Commission's long-standing rule for setting forth principles and policy for West Virginia public colleges and universities to offer college credit courses for qualified students in West Virginia high schools. This rule, which is identical to a companion rule of the Council for Community and Technical College Education, is designed to implement a change in West Virginia Code to make available college credit (early enrollment) opportunities for advanced high school students prior to high school graduation. The purpose of the revision to the rule is to assure uniform application of standards of academic integrity relating to matters of curriculum, selection of faculty, quality control, admission, setting tuition/fees, and accountability among all West Virginia public colleges and universities for participation in the early enrollment program.

At the January 22, 2010 Commission meeting, the revised procedural rule, Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, was approved for filing with the Secretary of State for a thirty-day public comment period. Staff received three comments relating to two sections of the revised rule during the comment period. Summaries of the comments and the staff responses are as follows:

Comment: Section 4.3 states, "Attendance in college courses will be limited to those students registered for college credit." Officials from two West Virginia higher education institutions that participate in the early enrollment program argued that the inclusion of the Section 4.3 provision would limit their opportunity to offer courses in area high schools, particularly smaller high schools with small enrollments. They recommended deletion of Section 4.3.

Response: The purpose of section 4.3 is to assure that early enrollment courses are college courses and not high school courses. In each early enrollment course the same course materials and requirements (syllabus, text, readings, assignments, exams, and assessments) found in the on-campus course are to be employed. While an early enrollment course may be listed for dual credit, the course is nevertheless a college-level course. In a course with “mixed” enrollment taught by the high school teacher, e.g. a course of 20 students in which only five are registered for college credit, it is highly unlikely that the course offering is a bona fide college course.

For high schools that are unable to schedule a college class offered for dual credit due to small enrollments, the schools should consider other options, such as the College Board Advanced Placement program in which a high school AP class affords students the opportunity for college credit through successful completion of an AP exam.

Section 4.3 is designed to help assure the integrity of the early enrollment program through the offering of courses that are unquestionably college level offerings and should be retained.

Comment: One comment was received suggesting that the deleted section 5.1 of the current rule be reinstated. The deleted section acknowledged that College Board Advanced Placement program should continue to be encouraged.

Response: The deleted section 5.1 of the current rule has been replaced by section 3.2.2 in the revised Series 19. Section 3.2.2 references other college credit opportunities open to high school students, including the Advanced Placement program. Series 19 delineates provisions for the offering of early enrollment courses and does not describe in detail other programs that provide college credit opportunities. The College Board Advanced Placement program is an important part of the Commission’s program for providing college credit opportunities and is covered in the Commission’s Series 15, Acceptance of Advanced Placement Credit.

**TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 19
GUIDELINES FOR THE OFFERING OF COLLEGE EARLY ENROLLMENT COURSES FOR HIGH
SCHOOL STUDENTS**

§133-19-1. General.

- 1.1. Scope: This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.
- 1.2. Authority: W. Va. Code § 18B-1-1A; 18B-1B-4
- 1.3. Filing Date - July 2, 2002
- 1.4. Effective Date - August 1, 2002

§133-19-2. Purpose.

- 2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development and quality of life of the state and its citizens. Among these goals is a statutory provision (W. Va. Code §18B-1-1A) which states that more opportunities should be available for advanced high school students to obtain college credit prior to high school graduation.

~~Currently, most of the state colleges and universities offering undergraduate programs offer some college courses in high schools for high school students. The purpose of this policy is to provide guidance to the institutions in matters of curriculum, selection of faculty, quality control, admission, and setting tuition/fees as they continue to offer and expand the number of college courses for high school students. This policy details the responsibilities of the state higher education institutions regarding early enrollment programs in matters of curriculum, selection of faculty, quality control, admission, setting tuition/fees, and accountability.~~

§133-19-3. CURRICULUM Principles.

- 3.1. ~~Any off-campus credit instruction must meet the same rigorous standards as required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the North Central Association. Thus, any college course offered for high school students must meet the standard of a campus-based college course. Each course needs to include the equivalent syllabus, text, assignments, assessments, evaluation of students, and evaluation of faculty as the campus course.~~

~~The curriculum will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school. In support of providing opportunities for high school students to obtain college credit prior to high school graduation, early enrollment opportunities shall be designed to follow these principles:~~

- 3.1.1. Expand access to college
- 3.1.2. Increase the college-going rate

3.1.3. Increase student success in college

3.1.4. Enhance college affordability

While additional programs exist for high school students to obtain college credit, this rule applies to opportunities for early enrollment in college courses. Clarification and definition(s) of existing college credit options are provided in order to distinguish these early enrollment opportunities.

3.2. Definitions for reporting purposes

3.2.1. College credit opportunities which will be counted as credit hours attempted and/or earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.

3.2.2. College credit opportunities which are not counted for early enrollment reporting purposes.

3.2.2.a. EDGE (Earn a Degree, Graduate Early)

3.2.2.b. The College Board Advanced Placement Classes

3.2.2.c. CLEP Examinations

3.2.2.d. Articulated Credit

3.2.2.e. Campus Based Courses Not Offered Primarily for High School Students

§133-19-4. CREDIT Courses.

4.1. In cooperation with a local school system, an institution may offer an undergraduate college course in a high school for advanced high school students who qualify for college admission. At the discretion of the high school, the course may be offered for high school credit, i.e. the student will be awarded high school credit as well as college credit for successful completion of a course. Any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty. The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.

4.2. Courses will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.

4.3. Attendance in college courses offered in high schools will be limited to those students registered for college credit.

§133-19-5. CORRELATION WITH ADVANCED PLACEMENT

5.1. The College Board Advanced Placement program shall continue to be encouraged, and the credential for granting college credit shall remain student performance on the Advanced Placement exam. No credit will be awarded for College Board Advanced Placement courses based solely on successful course completion.

§133-19-65. Faculty.

- ~~65.1. All faculty serving as instructors for college credit-bearing courses offered to advanced level high school students, whether on the college or the high school campus, must meet the minimum faculty credential requirements for instructional rank at the college which will grant the credit. Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university that will grant the credit.~~
- ~~6.1.1. Credentials of faculty who serve as instructors for college credit-bearing courses must be approved by the chief academic officer of the college and/or university and the department which will grant the credit.~~
- ~~65.2. The institution granting credit shall assign adjunct part-time faculty status to high school teachers who teach such courses. Employment of any adjunct part-time faculty must be consistent with any commission and/or institutional standards on employment of adjunct, part-time faculty. The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.~~

§133-19-76. Admissions.

- ~~76.1. High school students desiring to enroll in a college credit-bearing course must apply for an admission status and meet all admission requirements for the institution which is offering the college credit course. Additionally, students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal. High school students desiring to enroll in a college credit-bearing course must apply for early enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course.~~
- ~~6.2. Students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal.~~
- ~~6.3. Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.~~
- ~~6.4. Alternative admission requirements may be applicable for specific statewide academic initiatives.~~

§133-19-87. Tuition/Fees.

- ~~87.1. High school students enrolled in college early enrollment courses in the high schools will be assessed tuition/fees consistent with the institution's approved fee structure. Alternatively, to make college courses more accessible to high school students, an institution may establish a special tuition fee structure for high school students as provided in Section 87.2 of this rule.~~
- ~~87.2. Special tuition/fees for high school students established by any West Virginia~~

public higher education institution must be set, at a minimum, at three-fourths of the rate of the lowest regular off-campus rate established by any West Virginia public higher education institution. All high school students must be charged the special tuition/fee rate or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may not use its own resources to pay any student's assessed tuition/fees. Except for tuition/fee waivers in third party sponsored agreements, no tuition/fee waivers are to be granted.

§133-19-98. School Reimbursement and Credit Hour Accrual.

- ~~98.1. College courses offered to high school students in the high schools will be taught by either regular or adjunct part-time faculty members of the institution granting the college credit. In the special circumstances of a high school teacher who teaches the course during the regular school day, the college granting the credit may reimburse the high school for the instructor's service. Early enrollment courses will be taught by full-time or adjunct/part-time faculty members of the institution granting the college credit.~~
- ~~98.2. Consistent with Higher Education Policy Commission policies, student credit hours generated by high school students registered in college classes will accrue to the institution granting the credit. When a high school teacher teaches an early enrollment course during the regular public school day the institution granting the credit may reimburse the high school/county board of education for the instructor's service.~~
- 8.3. Consistent with the Higher Education Policy Commission and the Council for Community and Technical College Education policies, credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.

§133-19-409. Accountability.

- ~~409.1. Each college or university offering college courses for high school students may in accordance with provisions of this policy make arrangements for award of dual credit with the participating high school. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.~~
- ~~409.2. Each college or university which offers college-level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary. Each institution will submit reports in compliance with requirements set forth by the specifications of the WV Data Policy Advisory Council, the Higher Education Policy Commission, and the Council for Community and Technical College Education.~~
- 9.3. Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Report on Adult Learner Task Force and RBA Today Initiative

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Bruce Flack

BACKGROUND:

Dr. Suzanne Shipley, President of Shepherd University, who chairs the Adult Learner Task Force that is developing the RBA Today initiative, will present an update on the program. RBA Today is a program designed to attract former students who have completed some hours, but did not receive their degree, to return to college to complete a baccalaureate degree. The program emphasizes non-traditional coursework, including courses offered in a compressed time frame, that is convenient for adult students. RBA Today, an expanded feature of the existing Regents Bachelor of Arts, begins in August 2010.

Summaries of benefits for participating institutions, the marketing initiative, and implementation timeline follow this agenda item.

Benefits for Participating Institutions:

Institutions that choose to participate in the RBA Today initiative will benefit from the Commission's endeavors in the following areas:

- **Research** – The Commission has developed and will continue to expand on a list of best practices for engaging adult learners. These strategies are based on research conducted by the Southern Regional Educational Board and the Commission's own research and data analysis divisions.
- **Curriculum** – The Commission has funded the development of accelerated or compressed time frame courses to be offered as part of the new RBA Today degree program. These courses will increase educational opportunities for adults throughout the state, and will enable participating West Virginia public colleges and universities to create and utilize collections of upper-level undergraduate courses that will lead to degree completion in a flexible and accelerated format.
- **Marketing** – The Commission has dedicated more than \$125,000 to launch a statewide marketing campaign aimed at encouraging adults with 60 or more credit hours to return to school and complete their RBA degree. The RBA Today campaign will run from May through August 2010 and will build off of the Commission's larger College Foundation of West Virginia marketing initiative, which will continue through 2012.
- **Additional curriculum development** – Participating institutions will be eligible to participate in a new round of grant funding to support development of additional compressed time-frame courses for submission in the RBA *today* program in 2011.

An Overview of the Marketing Initiative:

Brand Platform and Vision:

The RBA Today initiative will serve as the catalyst for the successful return of many of West Virginia's adult learners to the state's four-year institutions. The enhancements made to the RBA degree through the RBA Today initiative will provide a more flexible and desirable degree option for adults who may be juggling other commitments, such as family lives and full-time jobs.

Target Audience:

The 2010 RBA Today marketing campaign will focus primarily on adults who previously attended one of West Virginia's four-year colleges or universities and earned 60 credit hours or more but did not complete a degree.

Key Characteristics:

- Age: 35-54
- Family Status: typically married, often with one or more children living at home
- Education level: some college (60 hours or more), but no degree; most stopped ten or more years ago
- Income level: varied, but typically falling within the lower-middle class range
- Employment status: typically employed full-time or part-time

Potential Barriers for this Audience:

- Existing family responsibilities
- Existing professional responsibilities
- Finances
- No sense of urgency

Potential Motivators for this Audience:

- Enhanced career opportunities (typically seeking new options, rather than an increase in salary)
 - Enhanced sense of self-satisfaction or self-fulfillment
-

Goals

In addition to informing potential students of the availability of the enhancements made to the RBA degree, the marketing campaign will attempt to:

- Alleviate potential students' concerns regarding existing family and professional responsibilities by positioning the RBA program as a flexible and personalized approach to earning a degree.
 - Increase potential students' knowledge of financial aid options, and position the RBA degree as both an affordable option and a solid financial investment.
 - Showcase the career and personal advancement opportunities an RBA degree can provide.
 - Motivate the target audience to act NOW in pursuing an RBA.
-

Key Selling Points

- Flexibility/Personalization (in terms of time, pace, class format, areas of emphasis offered)
 - Self-actualization/self-fulfillment
 - You can start changing your life NOW – programs are in place for this fall
 - Affordability
 - Legitimacy/Accreditation (as compared to some for-profit institutions)
-

Media Outreach

- One :30 radio spot
 - Two newspaper ads (two designs, resized for multiple publications)
 - One 11x6" direct mail postcard (May mailing)
 - One 7x5" direct mail postcard (July mailing)
 - Online advertisements
 - One 5.5x8.5" bi-fold brochure (the Commission will pay for an initial run of 15,000 brochures)
 - RBA Today web portal (www.cfww.com/rba-today)
 - Earned Media (news releases, opinion-editorials, success stories, newsletters)
-

Media Kit Content (for participating institutions)

- Newspaper ads of varying sizes, with space for the institutions' logos and contact information
- An MP3 version of the radio spot (dependent upon available licensing agreements)
- News release templates
- PDFs of the informational brochure and direct mail postcards

- HTML code for web advertisements
 - RBA Today logo files
-

Timeline

April 23, 2010

The RBA Today initiative and corresponding marketing campaign will be unveiled during the regularly scheduled meeting of the West Virginia Higher Education Policy Commission. A news release announcing the initiative will be distributed to the media that day.

May 1, 2010

Paid marketing will begin and, along with additional earned media efforts, continue through August 1. Tool kits for participating institutions will be posted online. Institutional contacts will be notified via e-mail.

May 10, 2010

Media kits will be mailed to institutional media contacts.

May 14, 2010

The first direct mail postcards will be sent.

May 24-28, 2010

Recommended time frame for institutions to host “virtual open houses.”

July 12, 2010

The second direct mail postcards will be sent.

July 19 – 23, 2010

Recommended time frame for institutions to host “virtual open houses.”

July 24 – August 7, 2010

Recommended time frame for institutions to host in-person orientation events or open houses.

Questions regarding the RBA Today marketing campaign can be directed to:

Jessica Kennedy

Division of Student Success and P-20 Initiatives
West Virginia Higher Education Policy Commission
(304) 558-0655
jkennedy@hepc.wvnet.edu

RBA *today*

YOUR DEGREE —
your way.

The RBA program is a unique, flexible way to earn your bachelor's degree — *on your schedule* and with your own personal goals in mind.



To learn more, visit www.cfwv.com/rba-today

12-5

Life can be challenging and even hectic, but you don't have to put your career and educational goals on hold.

The Regents Bachelor of Arts (RBA) program helps you work around life's challenges so you can earn a bachelor's degree.

And now, the RBA degree is even better. Many colleges and universities in West Virginia are offering an enhanced version of the program through an initiative called RBA Today. RBA Today offers adults flexibility and choices, including:

- classes that are compressed into shorter time frames,
- the option to receive credit for life and work experience, and
- the ability to take online, evening and weekend classes.

From the beginning, you will receive assistance from an RBA professional who will help you create a plan to achieve your goals and obtain your degree! The program is perfect for adults who have completed some college classes, because credits you have earned in the past can often count toward your degree — even if you have been out of school for a long time. You may even be able to count some of the knowledge you've gained from work and life experiences toward college credit.

Thanks to RBA Today, there's never been a better time to go back to school. But you've got to take the first step.

Visit www.cfww.com to get started.



Frequently Asked Questions

What is an RBA degree?

RBA stands for Regents Bachelor of Arts. The RBA is a bachelor's degree program designed to fit the needs of adult students — particularly those who already have work and family commitments.

How is RBA Today different from the RBA degree?

The Regents Bachelor of Arts (RBA) is a degree program, while RBA Today represents a commitment made by some of the state's colleges and universities to provide more options and greater support for students in the RBA program. In other words, many adult students may be able to earn an RBA degree more quickly and easily, thanks to the additional course options and personalized support institutions are now providing as part of the RBA Today initiative.

Who can enroll in the RBA program?

Students who have earned a high school diploma (or a GED) and who have been out of high school for four years or more can pursue an RBA.

Are there financial aid programs for RBA students?

There are many ways for adult students to pay for college. Students should begin by completing the Free Application for Federal Student Aid (FAFSA), which can help secure federal and state funding, including grants and loans. To learn more, visit www.cfwv.com.

I'm interested...where do I begin?

Many colleges and universities in West Virginia are part of the RBA Today initiative. To find a program that fits you, visit www.cfwv.com.



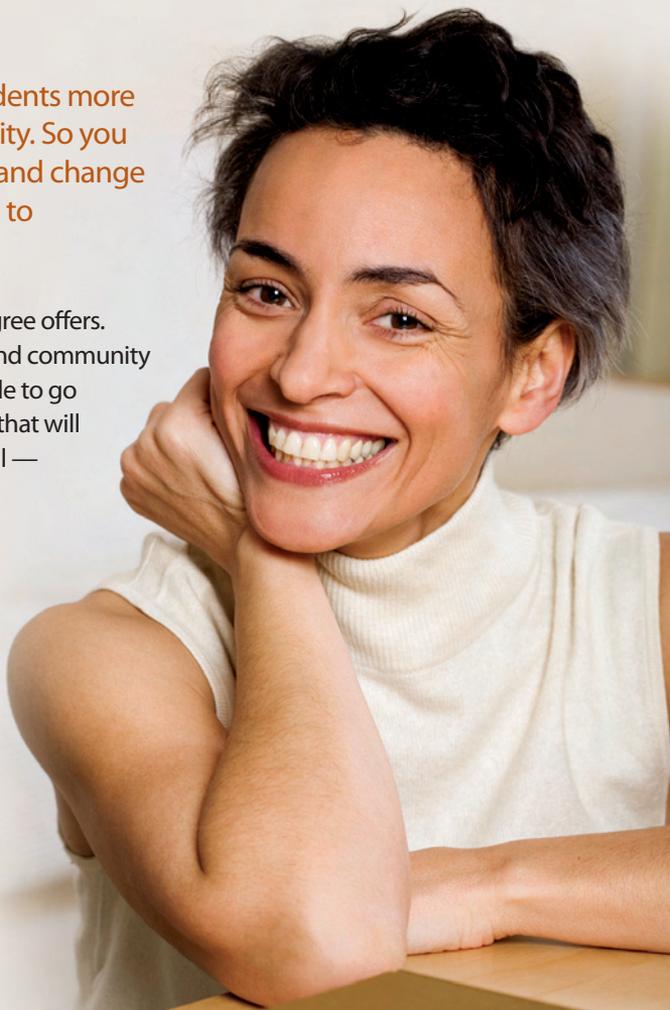
RBA Today offers adult students more choices and greater flexibility. So you can earn your RBA degree and change your life — without having to rearrange your life.

"I love the flexibility the RBA degree offers. I juggle work, kids, and family and community responsibilities, but I've been able to go back to school to earn a degree that will help me achieve my professional — and personal — goals."

- *Tammy Harper, RBA student*

"After 29 years as a steel worker, I had the 'opportunity' to lose my job. It was a chance for me to redefine myself. I enrolled full-time in the RBA program, graduated from West Liberty University and started a new life — one that I truly enjoy."

- *Billy Niesslein, RBA graduate*



RBA *today*

REGENTS BACHELOR OF ARTS

West Virginia HIGHER EDUCATION Policy Commission
1018 Kanawha Boulevard East, Suite 700 | Charleston, WV 25301

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Update on West Virginia GEAR UP and College Foundation of West Virginia

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

West Virginia GEAR UP

West Virginia GEAR UP, which is funded by the Commission's six-year, \$18 million federal GEAR UP grant, recently concluded the program's second federal reporting year. The program serves students in 49 schools within ten high-need counties in West Virginia. The grant provides college planning and academic preparation services to a cohort (this year's eighth graders, the class of 2014), and a priority group (all 11th and 12th grade classes through 2014). In year two, West Virginia GEAR UP served more than 5,000 students.

Highlights of the program's second year of activities, significant outcomes and emerging trends are included as Attachment 1.

College Foundation of West Virginia (CFWV)

In 2008, the Commission received a College Access Challenge Grant to develop a comprehensive online portal designed to help students and families across the state plan, apply, and pay for education and training beyond high school.

The result is www.cfwv.com — an interactive web site that streamlines the college readiness process by consolidating previously decentralized resources and allowing students of all ages to create personalized college and career-planning portfolios.

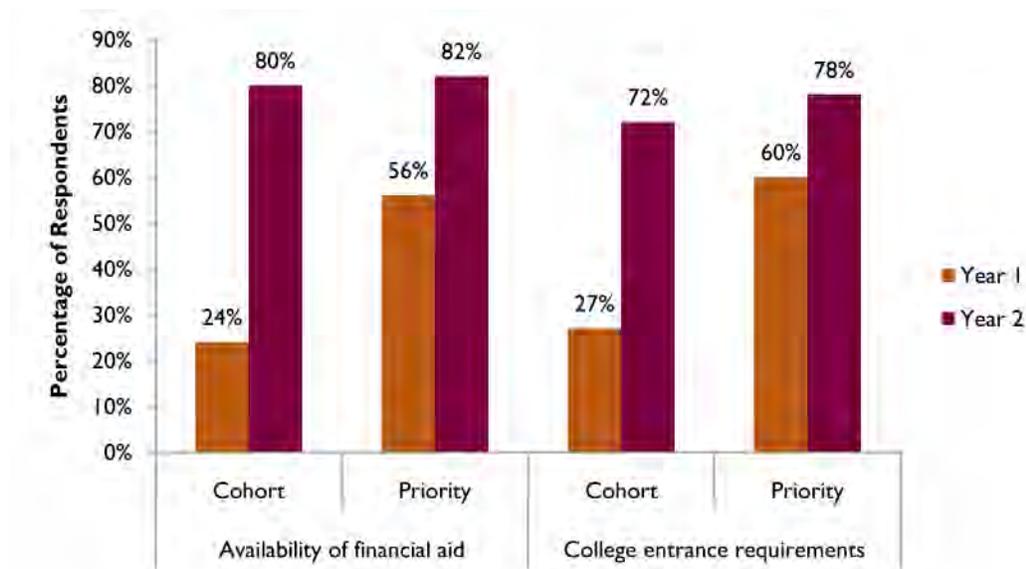
The development of this web portal has fueled statewide collaboration and allowed the Commission to leverage other funds and partnerships in order to bolster West Virginia's existing college access initiatives. Brief summaries of completed, pending, and future activities are provided on Attachment 2 along with an update on outcomes regarding students', families', and educators' use of the portal.

West Virginia GEAR UP

A slight increase in college-going rates: Early reports indicate that college-going rates have increased in 11 of West Virginia GEAR UP's 16 high schools since the program began.

A substantial increase in knowledge surrounding the college-planning process: Students were asked to report¹ whether someone from their school had spoken with them about college entrance requirements and the availability of financial aid to help them pay for college (see figure one). In the program's first year, only 24 percent of cohort students reported having an experience with speaking to someone from their school about the availability of financial aid for college. The percentage increased substantially to 80 percent in year two. Similarly, in year one only about one fourth of cohort students had spoken with someone from their school about college entrance requirements. During year two, however, almost three fourths of cohort students reported having a conversation with someone at their school regarding this topic. Year two also saw sizeable increases in the number of priority group students reporting that they had spoken with someone from their school about college entrance requirements and financial aid for college.

Figure 1: Percentage of respondents who reported discussing college entrance requirements and the availability of financial aid for college with someone at their school.



¹ West Virginia GEAR UP Annual Survey, December 2009. 1,819 students and 893 parents were surveyed.

Knowledge regarding the college-planning process also increased among parents of GEAR UP cohort students¹. In year one, only five percent of parents reported having talked with someone at their child’s school regarding the availability of financial aid for college; only three percent reported having spoken with someone about college entrance requirements. In year two, 27 percent of parents reported talking with someone about financial aid, and nearly 22 percent had discussed college entrance requirements with school personnel.

Positive perceptions among parents regarding the impact of GEAR UP services on students: Thirty-two percent of parent respondents reported that their child’s plans for college changed as a result of participating in the GEAR UP program¹. A summary of the program’s perceived effects is presented in table one.

Table 1: Perceptions of parents regarding West Virginia GEAR UP’s impact on their child’s plans for postsecondary education.

Perceived Effect:	% of respondents
My child decided to go to a trade school, college or university	24.0%
My child decided to get more education or a higher degree than originally planned	25.1%
My child now has a good idea of where he or she will go to school	21.1%
My child now knows what he or she wants to study in school	22.3%

A high level of satisfaction regarding GEAR UP activities and services: Ninety-one percent of priority group respondents and 90 percent of cohort respondents indicated that they were satisfied or very satisfied with the overall GEAR UP program¹. Among respondents, “campus visits” was by far the most popular service offered through the grant.

Skewed perceptions regarding affordability: As in year one, students and parents continue to overestimate the cost to attend college at an in-state institution, yet a moderate number of students and parents indicate that they think they will be able to afford college utilizing personal funds, scholarships, grants and other forms of financial aid¹. From year one to year two of the program, students report being less certain that they will be able to afford college, while parents’ responses suggest a slight increase in their perceptions of affordability. It is to be noted that effects of the global recession became more apparent in West Virginia during the past year, and some economic uncertainty among our students and families might be expected. Tables two and three illustrate student and parent perceptions of the cost of tuition alone at in-state institutions. Figures four through six illustrate perceptions of whether or not students and parents think they can afford college.

Table 2: Perceptions of cohort students regarding the cost of tuition at in-state institutions. Please note, respondents were specifically told NOT to consider the cost of food, housing, books or other expenses.

Estimated Cost of Tuition at an In-state Institution	% of respondents
Up to \$5,000	9%
\$5,001 to \$10,000	18%
\$10,001 to 15,000	13%
\$15,001 to \$20,000	12%
\$20,001 to \$25,000	6%
\$25,001 to \$30,000	6%
More than \$30,000	5%
I don't know	32%

Table 3: Perceptions of priority group students regarding the cost of tuition at in-state institutions. Please note, respondents were specifically told NOT to consider the cost of food, housing, books or other expenses.

Estimated Cost of Tuition at an In-state Institution	% of respondents
Up to \$5,000	10
\$5,001 to \$10,000	26%
\$10,001 to 15,000	19%
\$15,001 to \$20,000	10%
\$20,001 to \$25,000	7%
\$25,001 to \$30,000	4%
More than \$30,000	3%
I don't know	22%

Table 4: Perceptions of cohort parents regarding the cost of tuition at in-state institutions. Please note, respondents were specifically told NOT to consider the cost of food, housing, books or other expenses.

Estimated Cost of Tuition at an In-state Institution	% of respondents
Up to \$5,000	7%
\$5,001 to \$10,000	23%
\$10,001 to 15,000	15%
\$15,001 to \$20,000	14%
\$20,001 to \$25,000	8%
\$25,001 to \$30,000	7%
More than \$30,000	5%
I don't know	20%

Figure 2: Cohort respondents' perceptions regarding their ability to afford a public four-year college.

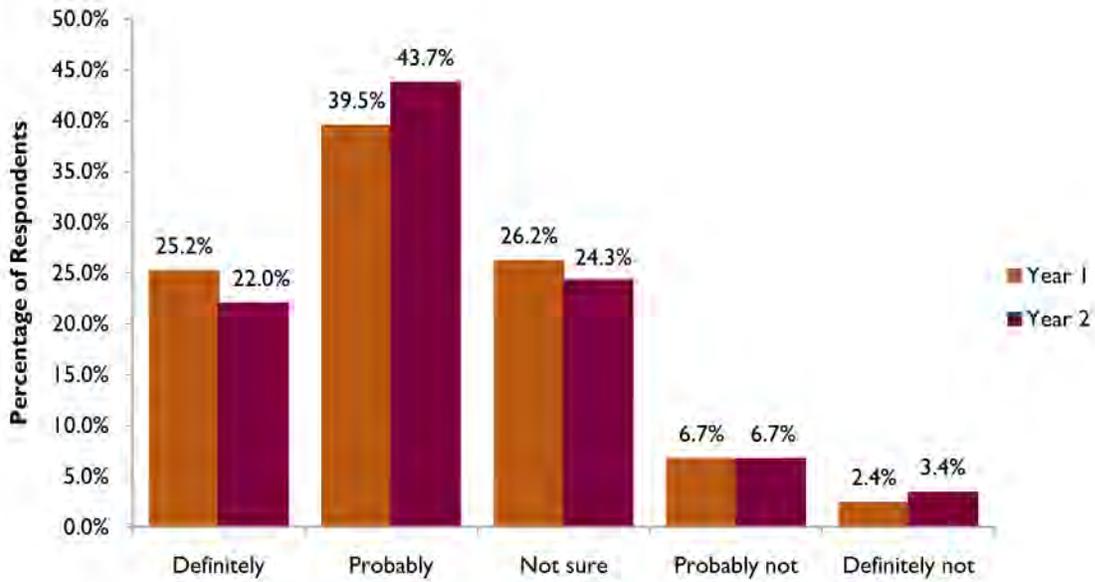


Figure 3: Priority group respondents' perceptions regarding their ability to afford a public four-year college.

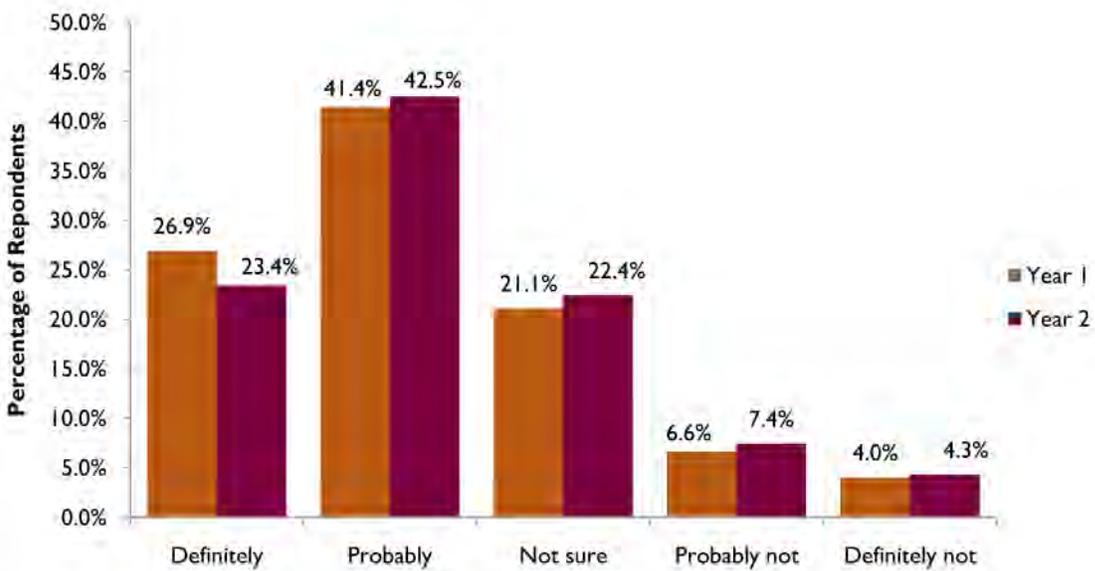
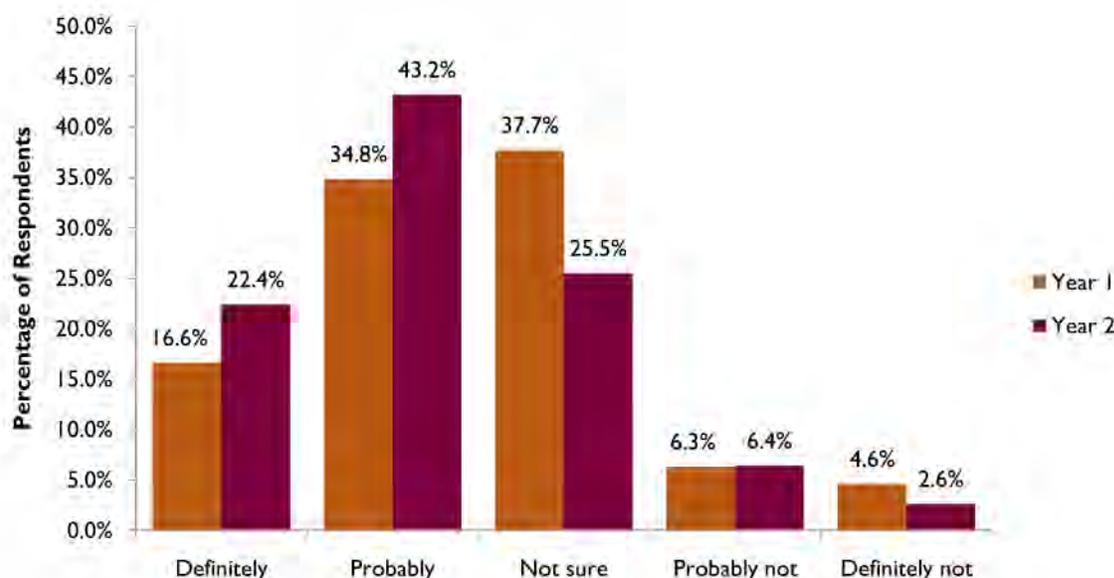


Figure 4: Parents’ perceptions regarding their child’s ability to afford a public four-year college.



Decreases in math scores have led to slightly lower overall academic achievement: Cohort students earned a slightly lower overall grade point average in year two than in year one. However, performance in three of the four content areas increased slightly. Cohort students’ GPAs in science, social studies and English were higher, while students’ math GPAs were nearly one quarter of a point lower from year one to year two. West Virginia GEAR UP is currently examining ways the program can help address the math deficiency.

Significant increases in program participation rates: West Virginia GEAR UP services have been implemented with greater success in year two of the grant, and activities and services are constant and ongoing. A summary of key services and participation data regarding year two program activities is outlined in table four.

Table 5: Highlights of year two services and student, parent and educator participation.

Service Type:	Service group:	# of participants:	Avg. hours:
College Visit	Students	1823	4.28
Counseling/Academic Advising	Students	3211	2.94
Family Events	Students	1405	2.73
Mentoring	Students	639	2.81
Tutoring/Homework Assistance	Students	2601	20.46
Academic or College-Planning Workshops	Students	1253	2.05
Family Events	Parents	1139	2.46
Counseling/Advising	Parents	316	2.21
Professional Development	Educators	617	9.73

Please note, not all of West Virginia GEAR UP's activities and services are reflected here.

Outreach services and initiatives: In addition to the school-level services and programs West Virginia GEAR UP implements on an almost daily basis, Commission staff members also coordinate several broad outreach initiatives, including:

- **West Virginia GEAR UP Incentive Award:** The Incentive Award is a one-time financial aid award given to graduating GEAR UP seniors who plan to attend a two- or four-year college in West Virginia. Last year, nearly \$500,000 was distributed to students to help pay for their first year of college. The application period for the class of 2010 is currently underway.
- **West Virginia GEAR UP Fall Workshop:** In September, West Virginia GEAR UP hosted a two-day professional development event. Nearly 100 educators from throughout GEAR UP's service area attended.
- **Regular site coordinator meetings and professional development workshops:** Commission staff meets approximately every six weeks with school-level site coordinators (who are also teachers, counselors and principals) to track the grant's progress and discuss program-wide initiatives. This year, staff incorporated a series of one- to two-hour professional development workshops within each site coordinator meeting.
- **Comprehensive Parent Guidebooks:** West Virginia GEAR UP partnered with the Council for Community and Technical College Education and the West Virginia Department of Education to update an existing college- and career-planning guidebook for parents. The guides also provide excellent resources to assist parents and students with the middle to high school transition process. The books now include the new high school graduation requirements, recent changes to state-level financial aid programs, and information regarding the Commission's new online college-planning portal, www.cfwv.com.
- **Governor's Honors Symposium:** Graduating seniors at West Virginia GEAR UP high schools are invited each year to attend the Governor's Honors Symposium for West Virginia GEAR UP graduates. The Governor and First Lady host the event, and each student who attends is presented with a medallion to honor their accomplishments in completing their high school educations. The event also serves as a platform to encourage students to pursue postsecondary education, and a college fair proceeds and follows the ceremony.
- **College Foundation of West Virginia:** West Virginia GEAR UP is a proud partner of the College Foundation of West Virginia (CFWV). West Virginia GEAR UP has taken the lead in building statewide partnerships to encourage the use of CFWV. GEAR UP staff has developed curriculum guides, which help teachers integrate college planning lessons featuring cfwv.com within core content classes, and GEAR UP site coordinators have been serving as [CFWV.com](http://cfwv.com) outreach counselors. West Virginia GEAR UP has also built several high-impact partnerships, which have led to the use of cfwv.com in 4-H activities and program

guides, and the portal's inclusion in other youth and parent outreach initiatives.

- ***College Access and Student Success Summit:*** West Virginia GEAR UP, along with the Commission's P-20 Collaborative Task Force and Fairmont State GEAR UP, will host the state's first College Access and Student Success Summit April 27th at the Charleston Civic Center. The event will feature a broad range of concurrent sessions and a series of round table discussions aimed at engaging educators and community leaders at all levels of education in providing solutions to issues surrounding the topics of college access and P-20 alignment.
- ***West Virginia GEAR UP U!:*** Staff from the Commission and Concord University are planning GEAR UP U!, a college-planning and academic-enrichment academy to be held June 16 through 19 at Concord University. Nearly 200 cohort students will participate in classes and activities while experiencing life on a college campus.

College Foundation of West Virginia (CFWV)

In 2008, the West Virginia Higher Education Policy Commission received a College Access Challenge Grant to develop a comprehensive online portal designed to help students and families in the state plan, apply and pay for education and training beyond high school.

The result is www.cfwv.com — an interactive web site that streamlines the college readiness process by consolidating previously decentralized resources and allowing students of all ages to create personalized college and career-planning portfolios.

The construction of this web portal has fueled statewide collaboration and allowed the Commission to leverage other funds and partnerships in order to bolster West Virginia's existing college access initiatives. Brief summaries of completed, pending, and future activities are provided below along with an update on outcomes regarding students', families' and educators' use of the portal.

Training and Outreach: Since early October, staff from the Commission have hosted several training sessions for college access professionals from across the state, including middle school and high school counselors, GEAR UP, TRiO and other college access outreach personnel, and RESA coordinators. The sessions are designed to create grassroots outreach networks and build a more united college-readiness support system for students and families. These individuals were provided not only with information regarding the features of the site, but also with resources and strategies that will allow them to integrate CFWV.com as a college and career planning tool within the day-to-day activities of their school or organization. Additionally, Commission staff members have developed several training modules, and are working to develop a “train-the-trainer” program to further expand outreach capabilities.

Marketing and Public Information Campaigns: The Commission recently completed the first phase of the statewide CFWV marketing campaign. The first phase, which occurred from January 1 through March 31, 2010, featured television advertisements, billboards, radio advertisements, media and public relations outreach, and school-level outreach events. Messaging during this phase focused on reasons to go to college, and how cfwv.com can make the college-planning process easier (and less intimidating) for students and parents.

The below table outlines previous and upcoming phases of the campaign, alongside the area of focus and intended target audiences:

Campaign Phase and Message	Timeline	Target Audience
Phase I: cfwv.com is the easy way to plan, apply and pay	Jan-Mar. 2010	Students and Parents
Phase II: visit cfwv.com to learn about the enhanced RBA	May-Aug. 2010	Adult Learners
Phase III: start planning your future at cfwv.com	Aug-Dec. 2010	Students, Parents, Adult Learners, and Educators

Progress and Outcomes: As of April 1, 2010, more than 28,000 unique accounts have been created at www.cfww.com. At least 500 K-12 educators and outreach counselors have been trained to use the site, and the portal averaged 587 unique visitors per day throughout phase one of the media campaign. The most popular pages include those providing information regarding financial aid and career exploration. Between October 4, 2009 and April 1, 2010, 9,373 college applications were submitted to in-state colleges and universities through cfww.com.

Upcoming Initiatives and Activities: Marketing personnel at the Commission have been working with the Adult Learner Task Force to prepare for the launch of Phase II of the campaign, which will target adult learners throughout the state — particularly those who have already earned 60 college credit hours or more. Staff have also started planning phase III, which will include additional television advertisements; radio advertisements; billboards; special events, including a “College Application Week” that West Virginia GEAR UP and Fairmont State GEAR UP will pilot; online marketing; and additional school-level outreach.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Final Series 51, Bookstores and Textbooks

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 51, Bookstores and Textbooks, for final filing with the Secretary of State.

STAFF MEMBER: Bruce Ray Walker

BACKGROUND:

At the January 22, 2008 meeting, the Commission directed the Chancellor to work with the Chancellor for Community and Technical College Education to appoint a Statewide Task Force on Textbook Affordability. This entity, co-chaired by Ms. Kay Goodwin and Mr. Nelson Robinson, held several meetings and multiple public forums across the state. At the August 7, 2009 meeting, the Commission received the final report and recommendations of the Task Force.

The attached draft rule requires that the governing boards, in adoption of their own rule, take the following actions:

- Require institutions to address the mandates in West Virginia Code § 18B-10-14 regarding the operation of bookstores and the actions of employees in adoption of textbooks and course materials.
- Require institutions to promulgate rules that will effectuate the mandates in the federal Higher Education Opportunity Act.
- Require institutions to address the recommendations of the Task Force.
- Require deadlines for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester, with some mechanism put in place for a default selection of textbooks if deadlines are not met.
- Require annual reports to the Chancellor on deadlines and percentage of those meeting the deadlines.
- Require a Textbook Affordability Committee at each institution to advise the governing board.

- Consider a number of nationally recognized strategies that have been identified as reducing increased textbook and course material costs.
- Place a deadline on a governing board to adopt new rules addressing the requirements of this rule.

At the January 25, 2010 meeting, the Commission approved filing the rule for an official thirty-day comment period. Several comments were received and changes were made to the proposed rule in order to provide additional clarification to address expressed concerns. A summary of the comments and the proposed changes follow this agenda item.

It is recommended that the Commission approve Series 51, Bookstores and Textbooks, for final filing with the Secretary of State.

Title 133
Proposed Procedural Rule
Higher Education Policy Commission

Series 51
Bookstores and Textbooks

CHANGES MADE BASED UPON COMMENTS

- Section 3.1.1.3 was changed to provide that earlier editions could be utilized if appropriate.
- Section 3.1.4 was changed to require firm deadlines "to the maximum extent practicable" for faculty to be assigned to courses and textbooks to be selected. The change was made to reflect that faculty turnover might make some deadlines impracticable.
- Section 3.1.4.2 was changed to address a comment that the language of the first draft might mislead persons to believe the listed examples were the only options.
- Section 4.3.1 was deleted because of comments that there may be no practical way to penalize publishers.
- Section 6.1.1.2 was changed to address concerns that this requirement might impose too great a burden on faculty. The change provides for a simple form where the faculty member indicates whether requested material was provided.
- Section 6.1.1.13 was added to address concerns that the strategies set out in 6.1.1 for institutions to consider might become outdated.

Other comments submitted and considered, but for which no changes were made, included:

- Faculty do not need a rule to tell them how to select textbooks.
- The concept of a Textbook Affordability Committee at each institution was supported.
- The rule might infringe on academic freedom and is a burden to faculty.
- The collection of the information in 3.1.6 is too burdensome.
- Section 4.1.1 should be deleted until federal rules are adopted.
- Textbook default selections are not feasible or advisable.

**TITLE 133
PROCEDURAL RULE
HIGHER EDUCATION POLICY COMMISSION**

SERIES 51

BOOKSTORES AND TEXTBOOKS

§133-51-1. General.

- 1.1. Scope - Rule establishing process and guidelines for institutions to adopt rules governing the selection, adoption, use and sale of textbooks and other course materials.
- 1.2. Authority - - W. Va. Code § 18B-1B-4, 18B-10-14.
- 1.3. Filing Date -
- 1.4. Effective Date -

§133-51-2. Purpose.

- 2.1. To require institutions to promulgate rules that fully and adequately address the mandates in W. Va. Code § 18B-10-14 regarding the operation of bookstores and the actions of employees of the institution in the selection and adoption of textbooks and course materials.
- 2.2. To require institutions to promulgate rules that will effectuate the mandates regarding textbooks and supplementary course materials set out by Congress in the Higher Education Opportunity Act (HEOA) enacted on August 14, 2008, and any successor to that Act.
- 2.3. To require institutions to promulgate rules addressing the recommendations of the Statewide Task Force on Textbook Affordability contained in the final report of that Task Force jointly adopted by the Higher Education Policy Commission (Commission) and the Council for Community and Technical College Education.

§133-51-3. West Virginia Code Mandates.

- 3.1. Each institutional governing board under the jurisdiction of the Commission shall promulgate rules that fully and adequately address the statutory mandates of W. Va. Code § 18B-10-14. Specifically, these rules shall, at a minimum:

3.1.1. Provide specific mechanisms to ensure that bookstores operated at institutions under the governing board's jurisdiction minimize the costs to students for textbooks and course materials. To that end, the governing board rule shall:

3.1.1.1. Commit, to the maximum percent practicable, the number of used books the bookstore will repurchase from students at the end of each semester.

3.1.1.2. Commit, to the maximum percent practicable, a range of percentage repurchase prices based on the new textbook price.

3.1.1.3. Commit, to the maximum percent practicable, to a selection procedure that will ensure certain basic textbooks will be utilized for a reasonable number of consecutive years without new editions being adopted, or selection of basic textbooks where earlier editions are easily and appropriately utilized in the courses.

3.1.2. Prohibit any employee of the governing board from receiving any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course materials, provided, however, that an employee may receive royalties or other compensation from such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional material but may not resell those items and retain the proceeds.

3.1.3. Prohibit any employee of the governing board from requiring for any course a textbook that includes his or her own writing or workbook if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in or removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar material which is published independently from the textbook.

3.1.4. Provide firm deadlines, to the maximum extent practicable, for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester.

3.1.4.1. For those deadlines not met there shall be a mechanism in place reasonably calculated to ensure that used textbooks, if available, can be located and purchased by the time of enrollment each semester, to the maximum extent practicable.

3.1.4.2. This mechanism ~~may~~ should include, but is not limited to, such measures as default selection of certain textbooks, continuing to use the previous textbook, or having a chair or dean select the textbook. Any such textbook default selection must be strictly enforced and faculty not allowed to change the selection.

3.1.5. Provide that a listing of all selected textbooks and materials selected and assigned prior to each semester shall be prominently posted immediately after such selection process is completed and the textbook and course materials are designated for order by the bookstore.

3.1.5.1. In a central location on campus communicated to the student body;

3.1.5.2. In every campus bookstore operated at the institution;

3.1.5.3. On the institution's website; and

3.1.5.4. With the International Standard Book Number (ISBN), edition number and any other relevant information regarding each textbook or supplemental course materials.

3.1.6. Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule.

3.1.7. Provide that all revenue the institution receives from a private entity for bookstore operation be utilized for non-athletic scholarships at the institution.

§133-51-4. Federal Mandates.

4.1. Each institutional governing board under the jurisdiction of the Commission shall promulgate rules that fully and adequately address the federal mandates regarding textbooks contained in the Higher Education Opportunity Act of 2008 (Public Law 110-315). Specifically, these rules shall, at a minimum:

4.1.1. Provide that textbook publishers soliciting any employee of the governing board to select textbooks or supplemental course material provide that employee, in writing:

4.1.1.1. The price of the textbook and supplemental course materials;

4.1.1.2. The copyright dates of the three previous editions, if any;

4.1.1.3. A description of substantial content revisions from the previous editions;

4.1.1.4. Whether the textbook is available in other lower; cost formats and, if so, the price to the institution and the general public;

4.1.1.5. The price of textbooks unbundled from supplemental material; and

4.1.1.6. The same information, to the extent practicable, for custom textbooks.

4.2.1. Provide that no employee of the governing board shall select or assign a textbook or supplemental course materials if the publisher has not supplied the information, in writing, required by Section 4.1.1 of this rule.

~~4.3.1. Provide a penalty for publishers that do not supply the information required by Section 4.1.1 of this rule.~~

4.4.3.1. Provide that the institution shall provide on its electronic course schedule, or through a link to its bookstore's website, prior to course enrollment each semester for all required or recommended textbooks and supplemental material:

4.4.3.1.1. The ISBN number and retail price, or if the ISBN number is not available then the author, title, publisher and copyright date.

4.4.3.1.2. If such disclosure is not practicable, then the designation "To Be Determined."

4.4.3.1.3. A reference shall be made on any written course schedule to the information available on the electronic course schedule accessible through the institutional website and the internet address for the electronic course schedule.

4.5.4.1. Provide that the institution will include on its website or through a link to its bookstore's website and electronic course schedule any of its policies or provisions for:

- 4.5.4.1.1. Rental of textbooks;
- 4.5.4.1.2. The purchase of used textbooks;
- 4.5.4.1.3. Textbook repurchase or buy backs; and
- 4.5.4.1.4. Alternative content delivery programs.

4.6.5.1. Provide that the institution will update its policies to comply with any future federal mandates.

§133-51-5. Textbook Affordability Committee.

5.1. Each institution shall establish a permanent Textbook Affordability Committee consisting of faculty, students, administrators and bookstore representatives which shall meet periodically, but at least annually, to advise the faculty senate, student government, administration, and institutional board of governors on affordability issues and initiatives, textbook selection guidelines and strategies, and educational opportunities.

5.2. The governing board shall annually meet with the Textbook Affordability Committee to receive any recommendations or reports it may have generated and copies of any such recommendations and reports shall be transmitted to the Chancellor of the Commission.

§133-51-6. Required Provisions.

6.1. In adopting the policies required by this rule each governing board shall:

6.1.1. Adopt guidelines for faculty in the selection of textbooks and supplementary course materials that ensure appropriate, high quality course materials are selected but give students timely access to the most affordable materials. Institutions are encouraged to consider:

6.1.1.1. Requiring faculty to consider more than one textbook publisher and compare prices for textbooks and course materials;

6.1.1.2. Requiring that all new textbook selections submitted to the appropriate dean or chair for approval be accompanied by the a simple form for the faculty member to state whether or not the written information required from the publisher pursuant to Section 4.1.1 of this rule, if requested, was provided;

6.1.1.3. Discouraging selection of textbooks in which less than 50 percent of the content will be used in the course unless the same textbook will be utilized by the student in other courses;

6.1.1.4. Encouraging selection of textbooks that have low cost alternative editions available;

6.1.1.5. Encouraging selection of textbooks it is believed will not be revised by the publisher in the near future;

6.1.1.6. Utilizing consortiums which make available open source textbooks or course materials to faculty and students free or at low cost;

6.1.1.7. Directing an examination of the feasibility of operating a textbook rental program;

6.1.1.8. Providing that the institution shall conduct training for all faculty, at the time of hire and periodically thereafter, on textbook selection and strategies that guarantee high quality course materials at the most affordable cost;

6.1.1.9. Providing that at least one administrator at the institution shall be designated as a liaison with textbook publishers, to be responsible for dissemination of relevant information to the faculty on textbook strategies and education and training opportunities regarding textbook selection, and to enforce the policies the governing board adopts.

6.1.1.10. Providing that the institution, to the maximum extent practicable, consider placing a copy of required textbooks on reserve in the institutional or departmental library;

6.1.1.11. Addressing the issue of providing financial aid to students prior to the start of classes that will allow them to purchase course materials; ~~and~~

6.1.1.12. Addressing the institution's commitment to utilizing various 21st Century technology innovations for the provision of textbooks and course materials, such as electronic textbooks, on-line textbooks, print-on-demand services, open source materials, and institution produced textbooks; and

6.1.1.13. Periodically updating their rules to address emerging technologies or new strategies which address textbook affordability.

§133-51-7. Deadline.

7.1. The rules required by this rule shall be adopted by each governing board within 180 days of the effective date of this rule.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Allocations of Fiscal Year 2011 State Appropriations to Institutions and Other Entities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the allocation of Fiscal Year 2011 state appropriations to institutions and other entities.

STAFF MEMBER: Richard Donovan and Terry Hess

BACKGROUND:

Senate Bill 213 (the Fiscal Year (FY) 2011 budget bill) appropriated \$276,662,113 directly to four-year institutions, a net decrease of \$8,891,695 from the previous year. The reduction will be backfilled on a one-time basis with funds from the American Reinvestment and Recovery Act of 2009 (ARRA).

The FY 2011 budget, including ARRA funds, is roughly equivalent to the overall level of general revenue appropriated in FY 2010. It should be noted that FY 2011 will be the final year in which institutions will be eligible for ARRA funding. Institutions are preparing for additional cuts in FY 2012 as current estimates show that institutions should expect budget levels in the next cycle to equal 95 percent of FY 2009 levels.

The information below relates only to state funded appropriations. Institutions are currently compiling budgets for FY 2011 that include tuition, fees, and other revenue sources. Budget recommendations for Commission operations will be provided during the July 23, 2010 Commission meeting.

FY 2011 Institution Base Budgets (Table 1)

Institution Base Budgets: In the FY 2011 budget bill, the Legislature appropriated \$276,662,113 directly to the four-year institutions and medical schools, respectively a net decrease of \$8,891,725 from the previous year. Table 1 compares the FY 2011 appropriations to institutional budgets for FY 2010. As expected, the budget contains reductions to the base budgets of the institutions, which are eligible to be backfilled with ARRA funding.

Items Receiving Increased Funding: The FY 2011 budget bill contains an increase of \$661,974 to cover PEIA premium increases of four percent. This increase is allocated to the institutions based on personnel data on file with the State Budget Office.

Fairmont State University and Marshall University each received an additional \$2.5 million as the result of House Bill 3215 (2008) which separated the community and technical colleges from their administratively-linked institutions. This is the third year of such funding. The funding plan calls for a final additional appropriation of \$1.25 million in FY 2012.

FY 2011 Allocations for Multiple Institutions (Table 2)

Vista e-Learning: The FY 2011 budget bill contains \$274,522 for Vista e-learning, a reduction of \$14,743 from FY 2010. Staff proposes that these funds remain at Marshall University to assist in the development and dissemination of high school distance learning courses using the WebCT Vista platform.

State Priorities – Brownfield Professional Development: Brownfields are real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant. West Virginia’s Brownfield Professional Development advances three state priorities: Brownfield development, professional development, and public school finance. Funding for the program was reduced by \$37,846 to \$739,246. Staff recommends the following allocations for FY 2011:

- **Marshall University** - \$369,623
- *Brownfield development* - \$169,623;
- *June Harless Center for Rural Education Research and Development* - \$125,000 for professional development coordination; and
- *Center for Business and Economic Research* - \$75,000 for public school financial analysis.
- **West Virginia University** - \$369,623
- *Brownfield development* - \$169,623;
- *Professional development coordination* - \$125,000; and
- *Bureau of Business and Economic Research* - \$75,000 for public school financial analysis.

Rural Health Allocations (Table 3)

The FY 2011 budget bill contains line items related to rural health totaling \$5,342,670. Staff proposes to allocate funds in the same manner as in FY 2010, with the following exceptions:

- *RHI Program and Site Support – RHEP Program Administration* - funding of \$169,731 will be retained and administered from the Commission Office;
- *Vice Chancellor – Rural Health Residency Program* – the FY 2011 budget bill contains \$249,632, a \$13,081 decrease;
- *Lincoln Primary Care Center* – Staff proposes to allocate \$181,850 to Marshall University School of Medicine to support the rural residency program; and,
- *Commission’s Division of Health Sciences* – \$67,782 to support grants for rural residency rotations and rural fellowships statewide.

Table 1

Higher Education Policy Commission
Fiscal Year 2011 Institution Base Budget Adjustments

	FY 2010 Base Budget Appropriation	Reductions or Increases	PEIA 4% & HB 3215 Increases	FY 2011 Appropriation
GENERAL REVENUE				
Bluefield State College	6,174,504	(314,693)	22,800	5,882,611
Concord University	9,634,825	(491,054)	32,000	9,175,771
Fairmont State University	13,769,754	(701,797)	2,543,704	15,611,661
Glennville State College	6,268,810	(319,500)	25,200	5,974,510
Jackson's Mill	0	200,000		200,000
Marshall University	49,406,129	(2,518,061)	2,663,137	49,551,205
Marshall Medical School	11,967,464	(609,941)	31,000	11,388,523
Marshall Medical School - BRIM Subsidy	982,670	(50,083)		932,587
School of Osteopathic Medicine	7,244,063	(369,205)	26,152	6,901,010
School of Osteopathic Med - BRIM Subsidy	168,841	(8,605)		160,236
School of Osteopathic Med - Rural Health Initiative	461,156	(23,504)	1,344	438,996
Shepherd University	10,665,423	(543,580)	31,371	10,153,214
West Liberty University	8,854,062	(451,261)	37,308	8,440,109
West Virginia State University	10,391,801	(529,634)	15,712	9,877,879
West Virginia State University - Land Grant	1,846,384	(94,104)		1,752,280
West Virginia University	110,312,115	(5,822,230)		104,489,885
WVU - Potomac State	4,437,890	(226,184)		4,211,706
WVU Institute of Technology	8,247,189	(420,331)	9,888	7,836,746
WVU School of Health Sciences	16,620,863	(847,108)	196,293	15,970,048
WVU School of Health Sciences - Chas.	2,543,185	(129,617)	14,001	2,427,569
WVU School of Health Sciences - Eastern	2,535,527	(129,227)	8,861	2,415,161
WVU School of Medicine - BRIM Subsidy	1,354,826	(69,051)	-	1,285,775
Subtotal Revenue	\$283,887,481	(14,468,770)	5,658,771	\$275,077,482
Other Items:				
VISTA E-Learning	289,265	(14,743)		274,522
State Priorities - Brownfield Professional Development	777,092	(39,606)	1,760	739,246
Rural Health Outreach Programs	600,000	(30,580)	1,443	570,863
Total Revenue	\$285,553,838	(\$14,553,699)	\$5,661,974	\$276,662,113

Table 2

Higher Education Policy Commission
Fiscal Year 2011 Allocations to the Institutions

	FY 2011 Appropriation	Brownfield Professional Development	VISTA E- LEARNING	Rural Health Outreach Programs	FY 2011 Total Funding
GENERAL REVENUE					
Bluefield State College	5,882,611				5,882,611
Concord University	9,175,771				9,175,771
Fairmont State University	15,611,661				15,611,661
Glenville State College	5,974,510				5,974,510
Jackson's Mill	200,000				200,000
Marshall University	49,551,205	369,623	274,522		50,195,350
Marshall Medical School	11,388,523			190,288	11,578,811
Marshall Medical School - BRIM Subsidy	932,587				932,587
School of Osteopathic Medicine	6,901,010			190,288	7,091,298
School of Osteopathic Med - BRIM Subsidy	160,236				160,236
School of Osteopathic Med - Rural Health Initiative	438,996				438,996
Shepherd University	10,153,214				10,153,214
West Liberty University	8,440,109				8,440,109
West Virginia State University	9,877,879				9,877,879
West Virginia State University - Land Grant	1,752,280				1,752,280
West Virginia University	104,489,885	369,623			104,859,508
WVU - Potomac State	4,211,706				4,211,706
WVU Institute of Technology	7,836,746				7,836,746
WVU School of Health Sciences	15,970,048			190,287	16,160,335
WVU School of Health Sciences - Chas.	2,427,569				2,427,569
WVU School of Health Sciences - Eastern	2,415,161				2,415,161
WVU School of Medicine - BRIM Subsidy	1,285,775				1,285,775
Total Revenue	\$275,077,482	\$739,246	\$274,522	\$570,863	\$276,662,113

Table 3

Higher Education Policy Commission
Fiscal Year 2011 Allocation of Rural Health Funding

State Budget Line Items									
	RHI - District Consortia	VC for Health Sciences Rural Health Residency Program	RHI - Medical Schools Support	RHI - MU School of Medicine	RHI - WVU School of Health Sciences	RHI - RHEP Program Admin.	RHI - Fiscal Oversight	Rural Health Outreach	Total FY 2011 Allocation
District Consortia									
Eastern WVRHEC	279,278								\$279,278
Gorge Connection	254,605								\$254,605
Kanawha Valley	120,512								\$120,512
Northern WV RHEC	634,349								\$634,349
Southeastern	257,361								\$257,361
Southern Counties	232,747								\$232,747
Western Valley Health Ed. - Ft. Gay	141,920								\$141,920
Western Valley Health Ed. - Pt. Pleasant	148,020								\$148,020
Winding Roads	144,677								\$144,677
Medical School Program Support									
MU School of Medicine				427,085				190,288	\$617,373
WVU School of Health Sciences					1,175,955			190,288	\$1,366,243
WV School of Osteopathic Medicine			438,996					190,288	\$629,284
Program Administration/Fiscal Oversight									
WVU School of Health Sciences									\$0
Higher Education Policy Commission						169,731	96,939		\$266,670
VC for Health Sciences Rural Health Residency Program									
MU School of Medicine		181,850							\$181,850
Higher Education Policy Commission		67,782							\$67,782
TOTAL	\$2,213,469	\$249,632	\$438,996	\$427,085	\$1,175,955	\$169,731	\$96,939	\$570,863	\$5,342,670

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Fiscal Year 2011 Institutional Capital Assessments

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2011 institutional capital assessments.

STAFF MEMBER: Richard Donovan

BACKGROUND:

The Commission is responsible for making system-wide debt service payments on behalf of the four-year and two-year institutions to bond trustees, the Municipal Bond Commission, and The Bank of New York Mellon. Table 1 details the total amount of debt service payments due in Fiscal Year 2011. Of the \$33,234,002 in debt service payments required for this year, \$18,240,764 must be allocated across institutions and paid from student fees and \$14,993,238, will be paid from Lottery revenue appropriated to the Commission.

Staff seeks approval from the Commission to allocate the student fee portion of debt service, \$18,240,764, and the facilities planning and administration assessment of \$414,056 as shown in Table 2 to the institutions.

As detailed in Table 2, staff transfer the funds semi-annually from institutional accounts on September 1 and March 1 in order to make the debt service payments to the trustees. Institutions are restricted from using their Education and General Capital Fees (formerly Tuition and Registration Fees) until such time as adequate funds have been collected for debt service payments in any given fiscal year.

Table 1
West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2011 Capital Debt Payment Summary

FY 2011 PAYMENTS				
	Principal	Interest	Total	Principal Outstanding
College System Bonds:				
Series 2003 A	2,690,000	150,275	\$2,840,275	\$1,235,000
Series 2007 A	320,000	320,876	\$640,876	\$7,160,000
Total College System Bonds	\$3,010,000	\$471,151	\$3,481,151	\$8,395,000
University System Bonds:				
Series 1998 A	1,485,000	2,332,813	\$3,817,813	\$42,040,000
Series 2003 A	7,505,000	769,000	\$8,274,000	\$7,875,000
Series 2004 B (MU)	890,000	302,500	\$1,192,500	\$5,160,000
Series 2007 A	765,000	710,300	\$1,475,300	\$16,020,000
Total University System Bonds	\$10,645,000	\$4,114,613	\$14,759,613	\$71,095,000
Total College and University System Bonds	\$13,655,000	\$4,585,764	\$18,240,764	\$79,490,000
Excess Lottery Revenue Bonds:				
Series 2004 B (HEPC & CTC)	3,125,000	6,870,050	\$9,995,050	\$134,850,000
Series 2009 A (CTC)	1,360,000	3,638,188	\$4,998,188	\$75,510,000
Total Excess Lottery Revenue Bonds	\$4,485,000	\$10,508,238	\$14,993,238	\$210,360,000
Total FY 2011	\$18,140,000	\$15,094,002	\$33,234,002	\$298,245,000

Table 2
West Virginia Higher Education Policy Commission
West Virginia Council for Community & Technical College Education
FY 2011 Institutional Assessments to Cover System Bond Debt

	Principal	Interest	Facilities	Total	1st Half Assessment	2nd Half Assessment
College System Bonds:						
Blue Ridge CTC	\$106,860	\$5,970	\$8,224	\$121,054	\$60,527	\$60,527
Bluefield State College	\$22,902	\$1,279	\$1,763	\$25,944	\$12,972	\$12,972
Bridgmont CTC	\$64,269	\$3,590	\$4,946	\$72,805	\$36,403	\$36,403
Concord University	\$291,448	\$16,282	\$22,430	\$330,160	\$165,080	\$165,080
Fairmont State University	\$778,647	\$187,967	\$48,184	\$1,014,798	\$507,399	\$507,399
Glenville State College	\$191,896	\$56,886	\$11,016	\$259,798	\$129,899	\$129,899
Kanawha Valley CTC	\$106,772	\$5,965	\$8,217	\$120,954	\$60,477	\$60,477
New River CTC	\$19,810	\$1,107	\$1,525	\$22,442	\$11,221	\$11,221
Shepherd University	\$483,202	\$26,994	\$37,188	\$547,384	\$273,692	\$273,692
West Liberty University	\$509,367	\$140,820	\$30,069	\$680,256	\$340,128	\$340,128
West Virginia Northern CC	\$28,840	\$1,611	\$2,220	\$32,671	\$16,336	\$16,336
West Virginia State University	\$243,526	\$13,604	\$18,743	\$275,873	\$137,936	\$137,936
WVU Institute of Technology	\$162,462	\$9,076	\$12,504	\$184,042	\$92,021	\$92,021
Total College System Bonds	\$3,010,000	\$471,151	\$207,029	\$3,688,181	\$1,844,091	\$1,844,091
University System Bonds:						
Marshall University	\$3,160,103	\$1,105,380	\$45,313	\$4,310,796	\$2,155,398	\$2,155,398
Mountwest CTC	\$333,622	\$95,825	\$5,409	\$434,856	\$217,428	\$217,428
Potomac State College	\$75,050	\$7,690	\$2,070	\$84,810	\$42,405	\$42,405
West Virginia University	\$6,963,650	\$2,894,183	\$151,130	\$10,008,963	\$5,004,482	\$5,004,482
WVU Parkersburg	\$112,575	\$11,535	\$3,105	\$127,215	\$63,608	\$63,608
Total University System Bonds	\$10,645,000	\$4,114,613	\$207,027	\$14,966,640	\$7,483,320	\$7,483,320
Totals All Bonds	\$13,655,000	\$4,585,764	\$414,056	\$18,654,821	\$9,327,411	\$9,327,411

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Fiscal Year 2011 Higher Education Resource Assessment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2011 Higher Education Resource Assessment.

STAFF MEMBER: Richard Donovan

BACKGROUND:

During a 2004 special session, the Legislature passed House Bill 101 (W. Va. Code §18B-10-1) consolidating fees into three broad classifications: (a) tuition and required educational and general fees; (b) required educational and general capital fees; and (c) auxiliary and auxiliary capital fees. This legislation also established the Higher Education Resource Assessment (HERA) in §18B-10-2 to be assessed by and transferred to the Commission and Council for Community and Technical College Education as appropriate and used for general operating expenses or to fund statewide programs. The Commission and Council are also to use a portion of the assessments to offset the impact of tuition increases by allocating part of the assessment to the Higher Education Grant Program.

For the past six years, the Commission has approved a uniform assessment per FTE student that differentiates between resident and non-resident students, generates approximately the same revenues as the current and historic allocations in total, minimizes the changes in allocations by institution, and is predictable for budgeting purposes. The assessment is calculated based on fall enrollment in the current year to determine each institution's assessment for the subsequent fiscal year. Institutions are assessed at a rate of \$35 per resident FTE student and \$150 per non-resident FTE student. Staff recommend continuing with this same assessment for Fiscal Year (FY) 2011.

The total HERA assessment to the four-year institutions for FY 2010 was \$4,418,444. The total HERA assessment proposed for FY 2011 is \$4,528,499. Table 1 summarizes the distribution of HERA for the four-year institutions based upon the final FTE enrollment for Fall 2009. The calculation reflects changes in both enrollment levels and mix of resident and non-resident students.

The proposed budget for the expenditure of HERA funds for FY 2011 will be presented at the next Commission meeting.

Table 1
West Virginia Higher Education Policy Commission
FY 2011 HERA Assessments for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2009 FTE Students	FY 2011 Calculated Assessment	FY 2010 Allocated Assessment	FY 2011 Change Increase / (Decrease)
Bluefield State College					
Resident Undergraduate	\$35	1,515.80	\$53,053		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	234.73	\$35,210		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,750.53	\$88,263	\$84,472	\$3,791
Concord University					
Resident Undergraduate	\$35	2,118.73	\$74,156		
Resident Graduate/First Professional	\$35	93.00	\$3,255		
Non-Resident Undergraduate	\$150	545.87	\$81,881		
Non-Resident Graduate/First Professional	\$150	12.75	\$1,913		
Subtotal		2,770.35	\$161,204	\$157,191	\$4,013
Fairmont State University					
Resident Undergraduate	\$35	3,530.20	\$123,557		
Resident Graduate/First Professional	\$35	182.75	\$6,396		
Non-Resident Undergraduate	\$150	315.33	\$47,300		
Non-Resident Graduate/First Professional	\$150	7.83	\$1,175		
Subtotal		4,036.11	\$178,427	\$178,625	(\$198)
Glennville State College					
Resident Undergraduate	\$35	1,179.60	\$41,286		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	180.47	\$27,071		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,360.07	\$68,357	\$65,850	\$2,507
Marshall University					
Resident Undergraduate	\$35	6,524.40	\$228,354		
Resident Graduate/First Professional	\$35	1,743.00	\$61,005		
Non-Resident Undergraduate	\$150	2,063.07	\$309,461		
Non-Resident Graduate/First Professional	\$150	635.41	\$95,312		
Subtotal		10,965.88	\$694,131	\$667,466	\$26,665
Shepherd University					
Resident Undergraduate	\$35	2,185.77	\$76,502		
Resident Graduate/First Professional	\$35	56.50	\$1,978		
Non-Resident Undergraduate	\$150	1,492.60	\$223,890		
Non-Resident Graduate/First Professional	\$150	22.50	\$3,375		
Subtotal		3,757.37	\$305,744	\$299,681	\$6,063
West Liberty University					
Resident Undergraduate	\$35	1,705.73	\$59,701		
Resident Graduate/First Professional	\$35	17.25	\$604		
Non-Resident Undergraduate	\$150	822.73	\$123,410		
Non-Resident Graduate/First Professional	\$150	7.50	\$1,125		
Subtotal		2,553.21	\$184,839	\$178,866	\$5,973
WV School of Osteopathic Medicine					
Resident Undergraduate	\$35	0.00	\$0		
Resident Graduate/First Professional	\$35	221.00	\$7,735		
Non-Resident Undergraduate	\$150	0.00	\$0		
Non-Resident Graduate/First Professional	\$150	557.00	\$83,550		
Subtotal		778.00	\$91,285	\$78,465	\$12,820

Table 1
West Virginia Higher Education Policy Commission
FY 2011 HERA Assessments for HEPC Institutions

Institution	Standardized HERA Assessment	End of Term Fall 2009 FTE Students	FY 2011 Calculated Assessment	FY 2010 Allocated Assessment	FY 2011 Change Increase / (Decrease)
WV State University					
Resident Undergraduate	\$35	2,326.20	\$81,417		
Resident Graduate/First Professional	\$35	18.08	\$633		
Non-Resident Undergraduate	\$150	342.47	\$51,371		
Non-Resident Graduate/First Professional	\$150	9.83	\$1,475		
Subtotal		2,696.58	\$134,895	\$118,465	\$16,430
West Virginia University					
Resident Undergraduate	\$35	11,047.30	\$386,656		
Resident Graduate/First Professional	\$35	3,388.34	\$118,592		
Non-Resident Undergraduate	\$150	10,651.70	\$1,597,755		
Non-Resident Graduate/First Professional	\$150	2,390.09	\$358,514		
Subtotal		27,477.43	\$2,461,516	\$2,445,629	\$15,887
WVU Institute of Technology					
Resident Undergraduate	\$35	935.67	\$32,748		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	184.67	\$27,701		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,120.34	\$60,449	\$54,809	\$5,640
Potomac State College of WVU					
Resident Undergraduate	\$35	1,058.87	\$37,060		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	415.53	\$62,330		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
Subtotal		1,474.40	\$99,390	\$88,925	\$10,465
Total for HEPC Institutions					
Resident Undergraduate		34,128.27	\$1,194,489		
Resident Graduate/First Professional		5,719.92	\$200,197		
Non-Resident Undergraduate		17,249.17	\$2,587,376		
Non-Resident Graduate/First Professional		3,642.91	\$546,437		
Grand Total		60,740.27	\$4,528,499	\$4,418,444	\$110,055

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Bond Projects

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher Education Policy Commission approves the bond projects.

STAFF MEMBER: Richard Donovan

BACKGROUND:

Staff will provide several options for consideration with respect to the EAST Bond Projects and the Higher Education Capital Improvement Bond Projects at the Commission meeting.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Tuition and Fees for 2010-11 Academic Year

INSTITUTIONS: All (except Marshall University and West Virginia University)

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves tuition and fees for the 2010-11 academic year.

STAFF MEMBERS: Brian Noland and Richard Donovan

BACKGROUND:

The higher education institutions are in the process of submitting requests for tuition and fees for the 2010-11 academic year as approved by their respective governing boards. Commission staff recommends approval of the institutional governing board requests, except where the Commission may elect to impose limitations on proposed tuition and fees for resident undergraduate students.

At the time of this mailing, all institutional boards of governors have not approved tuition and fees for the upcoming academic year. Staff will provide further details on all requests at the meeting.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of 2009 Institutional Compact Update

INSTITUTION: Marshall University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2009 institutional compact update for Marshall University.

STAFF MEMBER: Bruce Flack

BACKGROUND:

In 2007, the Commission developed a program for the state's public colleges and universities to establish compacts with the Commission that would address the goals of the system master plan, *Charting the Future, 2007-2012*. Each institution was to prepare a compact that reported on a number of core and elective elements, with 2007-08 as the initial reporting year. In the compact, the institution was to establish goals and strategies for goal attainment relating to the compact elements for each year of the master plan reporting period. Beginning in 2009, each institution was to update annually its compact over the course of the planning cycle. All institutional compact updates, with the exception of the report for Marshall University, were reviewed and approved by the Commission in January 2010.

The Marshall University compact update was not received in time for inclusion in the agenda for the January 22, 2010 Commission meeting. The review team has evaluated the revised submission. The following report provides an assessment of progress on compact elements and areas requiring institutional attention in the 2010 update. The evaluation team recommends approval of the 2009 institutional compact update for Marshall University.

Marshall University

Comment on the 2009 compact update:

Following the initial submission of the 2009 update, the team requested that Marshall University revise several sections of the report that did not clearly provide data on activities during 2008-2009. The institution in response to the request submitted revisions on compact elements relating to alignment with K-12 schools, instructional technology, career services, research and development, and service to underrepresented populations that addressed activities during the last year. The review team has evaluated the revised update and in the following report makes its assessment of progress on compact elements and areas requiring institutional attention in the 2010 update.

The compact update for 2010, due on October 1, 2010, needs to adhere to the compact reporting format and to provide a comprehensive summary of progress and issues confronted in addressing compact goals for the 2009-2010 academic year.

Progress on compact elements:

- While student enrollment at Marshall University in 2008-09 was below that of the previous year, the annualized FTE enrollment (11,582) exceeded the goal projection (11,505) for the year. The university anticipates an increase in headcount enrollment from Fall 2008 to 2009 (13,573 to 13,779). Projected headcount enrollment for the final year (2012-13) of the compact reporting period is 14,476, an increase of 6.7 percent from that of 2008-09.
- The university has redesigned its recruitment plan and will administer the plan through the Office of Recruitment. The plan establishes ambitious benchmarks for enrolling freshman students and an extensive array of strategies for boosting overall enrollment. Additionally, the institution hired a new director of recruitment to oversee enrollment growth efforts.
- The campus policy on conditional admissions outlined in the report is in compliance with provisions of Higher Education Policy Commission Series

23, Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities.

- Marshall University in April 2009 announced a new Student Success and Retention plan that should help improve student retention. The university projects an increase in student retention from the current level of 71 percent to 74 percent in 2012-13.
- The graduation rate in 2008-09 was 44 percent, an increase of four percent from the previous year. The institution projects a 49 percent graduation rate by the final year of the reporting period.
- The overall licensure pass rate goal for Marshall students is 90 percent for all areas. In 2008-09 Marshall was largely successful in attaining this goal and exceeded 90 percent in a number of areas, including teacher education, speech pathology and audiology, and nursing.
- Marshall University plans to maintain the current level (89 percent) of faculty who hold the terminal degree for the remainder of the compact planning period.
- The university has a comprehensive and well-administered program for assessment of student learning.
- The large majority of accreditation-eligible academic programs hold the appropriate subject area accreditation. The university has developed a timeline for securing additional accreditations in several areas, including engineering, early childhood education, English as a second language, and school library media.
- The university maintains and is expanding its strong program in instructional technology. It has a commitment to online teaching and learning and continues to build on its reputation for leadership and innovation in instructional technology.
- Marshall University reports significant progress in receipt of grant-derived revenue for research in 2008-09. The university received a total of \$46.8 million in research funding, an increase of approximately \$10 million from the previous year.
- Marshall University has extensive programs to promote international education and global awareness. In 2008-09 the institution made

significant progress in curriculum development, study abroad and student exchange programs, enrollment of international students, and foreign language study.

- The institution through its Division of Multicultural Affairs expanded its mission to serve a broader representation of diverse multicultural populations than in previous years. An example of expanded service is the formation of the Multicultural Leadership Ambassadors, a group providing educational outreach to students and the community on issues of inclusion and cultural awareness.
- The university has made commendable steps in implementing MU-ADVANCE, a program intended to advance women in science, mathematics, and engineering at Marshall. The program is designed to increase recruitment and retention of female faculty in STEM disciplines and has been successful in improving the institutional educational climate at Marshall.

Areas requiring institutional attention:

- As part of its student retention efforts, Marshall University is offering remedial coursework (English 100, Math 102, and Math 103) to students not meeting Higher Education Policy Commission Series 21, *Freshman Assessment and Placement Standards*, benchmarks in English and mathematics. While the report states that Marshall University does not offer developmental courses, it appears that the three remedial courses in English and math are indeed developmental courses. Although developmental courses do not typically count towards credits for graduation, the three Marshall courses apparently do count towards hours for graduation. The 2010 compact update needs to address more clearly the nature of Marshall's developmental offerings. Do the three courses count as hours for the general education program? Do these courses apply for degree and graduation requirements? Furthermore, Marshall University will need to reassess the structure of its remedial offerings in English and math to assure compliance with Series 21, currently under revision.
- The institution is beginning discussions with faculty, department chairs, and college deans about the possibilities of restructuring certain academic units and programs with an eye to re-evaluating existing administrative structures for efficiency of program delivery and cost effectiveness. The

2010 update needs to address how the possible restructuring will impact degree production and efficacy of low productivity degree programs.

- Most of the increase in graduation numbers in STEM fields is in the area of nursing. The only science area to experience significant growth in number of graduates in 2008-09 was in chemistry. The chart in the report listing STEM field graduates does not include engineering, though the engineering offerings are mentioned in another area of the update. The report for 2010 needs to include engineering as a STEM field and to include undergraduate engineering in the goals on STEM degree production.
- A notable exception to the successful efforts of Marshall University in student performance on licensure pass rates was in National Certified Counselor where the pass rate for eight students was 50 percent, a decline from the previous year level of 78 percent. The institution will need to monitor progress on licensure pass rates in this field.
- The university in efforts to align with K-12 schools has implemented several technology programs to enhance high school student recruitment, professional development for K-12 teachers and counselors, and delivery of online college credit courses for qualified high school students. In the 2010 compact update the institution needs to provide data on the success of the new MU Online Second Life island for meeting goals for greater K-12 alignment. The Second Life portal appears to hold promise for enhancing high school student recruitment functions as well as other K-12 alignment initiatives.
- The evaluation team was puzzled by the institutional response on programs of distinction. In its response, Marshall University ignored the charge in the 2008 compact evaluation to provide more data on the eight programs of distinction originally designated by the institution. In the university's update, it is stated that the goal is to define the elements of a procedure that will be used annually to derive a list of prospective programs. Additionally, Marshall observes that it has not integrated assessment and program review processes into a broader process for determining programs of distinction. The report goes on to argue that there are additional elements to consider beyond enrollments and degree production when determining whether any program (presumably including the eight originally designated) has met the standards defining the threshold for designation as a program of distinction.

In the 2010 update, the institution needs to report on how it has defined its review processes and to designate programs of distinction as provided in the Higher Education Policy Commission compact document, *Compact Reporting Elements, 2007-2012*.

- The report on research and development indicates a four-fold strategy in expansion of its research activity. In the 2010 update, the institution needs to provide more specific information on the results of this strategy. In what areas was there progress and in what areas does more need to be done?
- Since Marshall University is conducting a study of possible academic restructuring, the 2010 update needs to address explicitly how results from the study will be used in expanding the outreach of graduate education, both with new and existing programs. The 2010 report should also indicate data on student enrollments and degree production in graduate programs.

Evaluation Team recommendation:

- Approval of the 2009 compact update

Institutional Compact Reports, 2007-2012 with Goals

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 1 Goal 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	13,808	13,573	13,697	13,779	13,959	14,198	14,476
1b	Annualized FTE Enrollment*	11,706	11,582	11,505	11,574	11,726	11,926	12,160
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	71	71	71	72	72	73	74
2b	Avg Retention Rate of Institution Peers (median)*	72.5	74	N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	40	44	45	46	47	48	49
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	46	46.7	45.5	46.5	47.5	48.5	49.5
3c	Avg Graduation Rate of Peers (Median)*	48	50	N/A	N/A	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	100	111	100	100	100	100	100
	Bachelor	1,450	1,400	1,411	1,359	1,359	1,389	1,416
	Masters	872	885	860	850	840	830	820
	1st Professional	42	50	45	57	58	65	72
	Doctoral	17	15	20	20	20	20	20
	Total Degrees	2,481	2,461	2,436	2,386	2,377	2,404	2,428
5	Number of undergraduate degrees in STEM & Health Fields***	375	395	363	397	390	377	420

8/31/2009

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Authorization of National College to Operate in West Virginia

INSTITUTION: National College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the request of National College to open a campus in West Virginia and to commence offering degree programs in the Summer of 2010.

Further Resolved, That the West Virginia Higher Education Policy Commission approves that, for continuing authorization to operate in West Virginia, National College must meet the criteria for authorization set forth in Series 20, Authorization of Degree Granting Institutions.

STAFF MEMBER: Bruce Flack

BACKGROUND:

National College seeks approval from the Commission to establish a campus in Princeton, West Virginia and to begin offering courses commencing the Summer of 2010 on a campus located in Princeton. National College is a privately owned postsecondary educational institution with campuses in Virginia, Kentucky, Tennessee, Ohio, and Indiana. The college will be transferring students and programs from its existing Bluefield, Virginia campus to a newly developed campus in Princeton. National College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS), an accrediting organization recognized by the U.S. Department of Education and appropriate to the institution's educational purposes and programs.

National College offers associate and baccalaureate degrees; as well as diplomas in the following areas: information systems, computer applications, medical office support services, general office support, business administration, and pharmacy technician. The initial offerings at the Princeton campus will include one baccalaureate degree program (Business Administration-Management), six associate degree programs, and thirteen diploma programs. Degree programs are comprised of three components – program core, career support, and general education. The institution is licensed to operate by appropriate higher education authorities in Alabama, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Maryland, North Carolina, Pennsylvania, South Carolina, Tennessee, and Virginia.

Current enrollment at the National College campus in Bluefield, Virginia is 185 headcount students, with a substantial number who are West Virginia residents. The institution anticipates that with its new location in a more accessible site in Princeton that enrollment will expand to 400 students.

Series 20, Authorization of Degree Granting Institutions, provides that the Commission is responsible for the approval of any institution which desires to offer programs or courses of higher learning in the state. An institution must meet 1) the 13 essential conditions outlined in Series 20 and 2) accreditation standards established by the Commission. Academic Affairs staff met with National College officials on several occasions and visited the Bluefield, Virginia campus. In addition, staff reviewed the institution's response to the essential conditions which is included with this agenda item. The responses provided by National College adequately address the essential conditions.

Series 20 provides for approval to operate in several categories. If approved, National College would initially be assigned a Category III status. This category recognizes institutions accredited by a regional or national accrediting association approved by the Commission, but not on the basis of an on-site review in West Virginia. Following approval, National College will be expected to obtain an on-site review from its accreditor for the West Virginia location. Once the institution receives accreditation on the basis of an on-site review in West Virginia, it would be assigned a Category II status which will serve as the final step in the approval process.

National College

www.national-college.edu • 800.664.1886



January 18, 2010



Dr. Bruce Flack
Director of Academic Affairs
West Virginia Higher Education Policy Commission
1018 Kanawha Blvd., Suite 700
Charleston, WV 25301-2800

RE: National College Application for State Authorization

Dear Dr. Flack:

National College is a privately owned postsecondary educational institution with campuses in Virginia, Kentucky, Tennessee, Ohio, and Indiana. National desires to open a campus in Princeton, West Virginia, and accordingly submits this letter, together with supporting documentation, in application for State Authorization to offer postsecondary programs of education at the diploma, associate degree, and bachelor's degree levels. It is the College's intent to transfer students and programs from its existing Bluefield, Virginia campus to a newly developed campus in Princeton, West Virginia. In accordance with Section 133-20-9.2 of Title 133, Series 20 of the West Virginia Higher Education Policy Commission's Legislative Rules (hereinafter "the Rule"), this letter and supporting documentation demonstrates fulfillment of the essential conditions set out in Section 133-20-9.3 and the accreditation standards set out in Section 133-20-9.4.

National College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS)¹, an accrediting organization recognized by the U.S. Department of Education, and appropriate to the College's educational purposes and programs.

"The scope of ACICS recognition by the Secretary of Education is defined as accreditation of private postsecondary institutions offering certificates or diplomas, and postsecondary institutions offering associate, bachelor's, or master's degrees in programs designed to educate students for professional, technical, or occupational careers, including those that offer those programs via distance education.

¹ See Attachment 1

ACICS currently accredits more than 680 institutions throughout the United States and more than a dozen foreign countries enrolling approximately 650,000 students. ACICS is a not for profit organization incorporated in the Commonwealth of Virginia with offices maintained in the District of Columbia."²

The scope of accreditation by ACICS is appropriate to the programs offered by National College, which offers programs consonant with its following mission statement.

"National College is dedicated to the training and educating of men and women for a full life and a successful career in a number of general and particular fields. The College seeks to give students a broad competency in a field of specialization and an understanding of and respect for their own and others' ideas and thoughts. Graduates of National College should understand and practice their responsibilities to their families, their fellow men and their communities by becoming effective and contributing citizens.

As a collegiate institution offering educational credentials from diplomas to master degrees, National College strives to develop each student intellectually, culturally and socially. The College is interested in each individual becoming proficient in the disciplines necessary for his and her success, with the training necessary to be self-sufficient and enterprising and with the background necessary to be constantly expanding his or her intellectual and cultural horizons."³

National College's governing board is a Board of Directors whose members have the authority to establish and review the policies that govern the institution. The Board of Directors is set forth below, together with a brief resume of each.

Mr. Frank Longaker

Mr. Longaker, a graduate of Eastern Kentucky University who earned his Master's Degree from Radford University in 1986, began his career in education in 1972. Mr. Longaker has served in a variety of positions in private career colleges to include: Admissions, Financial Aid Director, Federal Funds Manager, Extension Program Director, and Regional Director of Operations. Mr. Longaker became CEO of National Business College, now National College, in 1975.

Ms. Lenora Downing

Ms. Downing received her Associate of Arts Degree in Business Administration – Management from National College in 1992, her Bachelor's Degree in Business Administration - Management from National College in 1993, and her Master's Degree in Liberal Studies from Hollins University in 1997. Ms. Downing joined the

² From ACICS website www.acics.org

³ National College Mission Statement, p.1, National College 2009-2010 Catalog

organization in 1989 and served in a variety of positions including Executive Director of Administrative Services, Director of Institutional Research and Reporting, and Executive Assistant. Ms. Downing was promoted to her current position of Vice President in 1997. Ms. Downing is also involved in numerous professional activities and is a member of the Salem/Roanoke County Chamber of Commerce, Roanoke Regional Chamber of Commerce and the Rotary Club of Salem.

Ms. Charlotte Brinneman

Ms. Brinneman received her Bachelor's Degree in Public Relations and Communication from Eastern Kentucky University in 1985. Ms. Brinneman joined the organization in February of 1993 as Campus Director and has been in her current position of Vice President since October 1999. Prior to joining National College, Ms. Brinneman was the Vice President for Park Avenue Limousines from 1991-1993 and the Regional Sales Manager for Haque Publishing from 1989-1991.

Mr. Steven Cotton

Mr. Cotton is Vice President and General Counsel for National College. He graduated from Denison University in 1974 and The Ohio State University College of Law in 1977. He served in the U.S. Navy as a Judge Advocate from 1977 to 1986, and was appointed a Special Assistant U.S. Attorney prosecuting cases in federal court. After leaving the Navy, he began a career in education during which he has served as General Counsel for two multi-campus private career college organizations, including the last twelve years with National College. He has been appointed to a variety of executive and legislative committees formulating education policy in several states, and currently serves as President of the Virginia Career College Association and as President of the Career College Advisory Board to the State Council of Higher Education of Virginia.

Mr. Patrick Kennard

Mr. Kennard has been Director of Institutional Planning for National College since 2002. A graduate of Texas A&M University in 1967, Kennard also received a Master of Science Degree in Management from the Hartford Graduate Center in 1991. Mr. Kennard had a distinguished career with The Travelers Insurance Corporation from 1967 until 1994, culminating as Divisional Vice President, Travelers Managed Disability Operation. In 2001, he joined National College as an adjunct instructor and after concurrent stints as Director of the Tourism & Hospitality Program and Director of Student Services for the Roanoke Valley Campus, he was appointed to his current position. As Director of Institutional Planning, Mr. Kennard has overseen the construction or renovation of 21 of the College's 26 campus locations, as well as the development of new curricula and programs.

The Board of Directors has designated Mr. Frank Longaker as President of National College to provide administrative leadership for the institution.

Some of the faculty members to be employed by the Princeton, West Virginia campus of National College will transfer from the current Bluefield, Virginia campus. Other faculty member will be recruited and hired both to replace those faculty who do not transfer as well as to provide additional faculty members to support increased enrollment and program offerings. All faculty qualifications and credentials will be in accordance with the requirements of Section 133-20-9.3.7 of the Rule. A listing of faculty identifying their academic credentials and teaching fields will be provided to the Commission once the faculty members have been identified. At least one full-time faculty member will be employed for each major, and the student-teacher ratio will be maintained at or about the level of 12:1.

National College awards diplomas and degrees upon successful completion of an educational program. The degrees and diplomas to be awarded at the Princeton, West Virginia campus are as follow:

Baccalaureate Degree

Bachelor of Business Administration – Management

Associate of Science Degrees

Administrative Office Professional
Business Administration – Accounting
Business Administration – Management
Computer Applications Technology
Information Systems Engineering
Medical Assisting

Diplomas

Accounting
Accounting Office Assistant
Administrative Office Specialist
Business Administration
Computerized Office Applications
Desktop Support
Medical Billing and Coding
Medical Office Assistant
Medical Office Specialist
Medical Transcription
Pharmacy Technician
Supervisory Management Specialist
Technical Support Assistant

Each of the educational programs offered by the College is fully described in the attached College Catalog, Attachment 2. Further, representative course syllabi are set forth in Attachment 3. In general, each degree program at the College is divided into three areas of concentration: Program Core, Career Support and General Education. The Program Core and Career Support satisfy the curriculum concentration. For successful completion of the Associate's degree programs, a student must complete 96 credit hours, of which 24 credit hours will comprise general education courses. For the Bachelor's programs, a student must complete 180 credit hours, of which 56 credit hours will comprise general education courses.

The College supports its students through faculty advising, financial planning, and career planning services on a continual basis. If a student demonstrates a problem with alcohol, drugs, marital problems, or the like, College personnel are available to direct the student to the proper community agency that is designed to handle their situation.

Financial planning services are provided at two levels. First, at the campus level the Financial Planning Representatives interact with students individually to assess their need and advise them as to available resources. Second, at the administrative level financial aid processors remain in constant contact with the Financial Planners and the Campus Director to ensure that all loans and electronic funds transfers are being received, processed, and deposited in a timely manner.

The College Career Center offers various workshops and one-on-one training throughout the year that focus on resume writing and how to conduct a job search. These trainings help to prepare students as they enter the job market. The Career Center also maintains a collection of career publications and various videos and job search techniques. Students are also counseled on how to use the Internet for job searches. These sources provide students with the necessary career-related material for job research.

The institution's library provides study, reading and information technology resources to make the educational program(s) effective, and the institution subscribes to literature that is pertinent in all areas of the educational program(s). The Virtual Library is an extremely effective tool to use for the learning process in the educational programs offered at the College.

The College's admissions policies are set forth in the College Catalog⁴. In general graduation from high school is a minimum requirement for admission to National College for those students enrolling in the Diploma, Associate of Science, or Bachelor's programs. Those who have satisfied graduation requirements through the General Education Development (GED) Test are also eligible for admission.

⁴ See Attachment 2

In addition, as the College reviews applications for admission to the Bachelor's degree programs, it will strive to select students who have the necessary maturity, motivation and academic preparation to successfully complete the requirements for the Baccalaureate degree. The following criteria are used by the College to determine those essential qualities:

1. The applicant must have completed an Associate's degree.
2. The applicant must have earned at least a 2.5 grade point average (GPA) on a 4.0 scale for all previous collegiate course work. If the applicant's GPA falls below 2.5, the applicant will be evaluated for conditional acceptance.
3. The applicant does not possess an Associate's degree, but has substantial collegiate experience and transferable credits, will be evaluated for conditional acceptance.

The College has financial resources adequate to support both start-up activities and ongoing operations. A current audited financial statement is attached as Attachment 4. Attachment 5 is a budget listing income and expenditures. The budget draws upon the Bluefield, Virginia campus experience for the preceding 3 year data.

National College has developed an Institutional Effectiveness Plan which it reviews annually to evaluate and assess its curriculum and its effectiveness. Implementation and monitoring of the IEP is the responsibility of the College President, the Vice President/Regional Director of Operations, the Director of Institutional Effectiveness, and the Campus Director. The College focuses on the following areas: Student Satisfaction and Retention, Student Placement, Graduate and Employer Satisfaction, and Learning Outcomes. The IEP provides for the following activities in each of the areas identified above.

Student Satisfaction and Retention

Attendance Interruption Audit: Staff members contact students who have withdrawn from the College and consult with them on the reasons why they have left the College and work with the students to assist them with continuing their education.

Tutor Assistance: The College has found that academic issues are among the top reasons students fail to complete their program of study. The College provides tutoring assistance at no additional cost to our students to help them succeed in the area of academics.

Faculty Awareness of their Role in Student Retention: The College is aware that a student spends most of his/her time at the College with our faculty. Through in-services and faculty meetings, the College emphasizes the importance of its role in student retention.

Re-entry Campaign: Staff members work closely with students who have previously withdrawn from the College and assists them with coming back to finish their program of study.

Student Placement

Provide Career Opportunities to Students at Least Three Times a Year: The College will hold a minimum of three career opportunity events each year. These events include hosting individual employers on campus as well as conducting career fairs.

Conduct Quarterly Workshops: The Career Center Director will conduct quarterly workshops on topics such as: dress for success, resume' writing, interviewing skills, and networking. These campus events assist the students with their job searches and prepare them for their new career.

Graduate Placement Rate Reports: The College monitors the status of its graduates and upcoming graduates on a continuing basis. The Campus Director meets regularly with his/her Career Center Director to discuss the progress of these groups. Likewise, the Campus Director and Career Center Director meet with the Vice President/Regional Director of Operations to discuss the employment status of each graduate on a quarterly basis. Keeping in close contact with our graduates allows us to assist them more effectively with their job search.

Graduate and Employer Satisfaction

Level of Graduate Satisfaction: The College surveys its graduates 90 days after graduation. These results are shared with the faculty, staff, advisory board, and administration. The College takes the comments of our graduates seriously, and from these comments, the College may make adjustments to curricula and/or classroom instructional equipment.

Level of Employer Satisfaction: The institution surveys the employers of our graduates 90 days after the student graduate. The College takes the comments of the employers seriously with regards to their satisfaction with the graduate's training. Comments from employers are shared with the faculty, staff, advisory board, and administration. These comments may result in adjustments to our curricula and/or classroom instructional equipment.

Student Learning Outcomes

Pre and Post Testing: During the student's first and last terms, the College administers tests based on the curriculum the student is completing. The results of these tests provide the College with outcome data for use in evaluating the curriculum. This data is used by the academic committees when evaluating the programs.

Each term, or as directed in the IEP, the Campus Director and his/her staff will evaluate and analyze the data received from these activities. At the end of the year, the Campus Director and his/her staff and the Vice President/Regional Director of Operations conduct an annual review and will use the results to make changes to improve the effectiveness and strength of the institution.

The College has established tuition and financial aid policies and practices which comport with the requirements of Sections 133-20-9.3.9 and 133-20-9.3.10 of the rule. These are set forth in detail in the College Catalog⁵ from page 27 through page 43.

National College does not have a formal inter-library loan agreement with outside libraries. However, within the multi-campus structure of National College, books and other materials can be loaned between campuses. In addition, although there is no formal interlibrary-loan agreement, students have local access to Tazewell County Public Library, Craft Memorial Library of Bluefield WV, Princeton Public Library, Bluefield State College, Concord University, and Bluefield College.

The College has established a virtual library to allow for, in an exponential manner, the availability of resources over what can be purchased through conventional means. Additionally, a Virtual Library provides more timely data and a wealth of historical data – all at the click of a mouse button. Library staff are knowledgeable of the on-line resources. Training was provided by the host network.

Students, staff and faculty will be able to access the virtual library through the College's web page via a password. This will allow students to be able to do research for classes from any internet accessible computer. Set forth below are databases that the faculty, staff and students have available with the virtual library:

- Academic Search Elite: Cumulative full-text coverage for more than 2,050 journals dating as far back as January 1985. 1500 of the available journals are peer-reviewed titles. 100 journals have PDF images back to 1985. Database is updated daily.

⁵ See Attachment 2

- Business Source Premier: Cumulative full-text coverage for nearly 8,350 business periodicals, including full-text for more than 1,100 scholarly business publications. This is the world's largest full-text business database. BSP provides full-text (PDF) for more than 350 of the top scholarly journals dating as far back as 1922. Database is updated daily.
- Regional Business News: Comprehensive full-text coverage of seventy-five (75) business journals, newspapers, and newswires from all metropolitan and rural areas within the United States. Database is updated daily.
- Computer Source: CS provides the latest information and current trends in high technology as found in the full-text for more than 300 publications. Indexing and abstracts for another 450 publications are also to be found.
- CINAHL: The authoritative resource for nursing and allied health professionals, students, educators and researchers. Provides indexing for 1,835 from the fields of nursing and allied health. Database contains more than 1,000,000 records dating back to 1982. Searchable cited references for more than 930 journals are also included. Full-text material includes nearly seventy (70) journals plus legal cases, clinical innovations, critical paths, drug records, research instruments and clinical trials. Includes internal subject thesaurus (i.e., CINAHL headings).
- Pre-CINAHL: Companion database to CINAHL. Intended to provide current awareness of new journal articles. Includes rotating file of limited bibliographic information (e.g., no subject searching). Information is available to searchers only until these articles are assigned additional indexing and added to CINAHL database.
- MEDLINE with MeSH: Allows users to search abstracts from over 4,800 current biomedical journals. MEDLINE provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences and much more. Database was created by the National Library of Medicine and utilizes MeSH (i.e., Medical Subject Headings, as assigned by NLM). Also has index search capability.
- Health Source: Nursing/Academic Edition: Provides full-text access to more than 550 scholarly journals focusing on medical disciplines. Also features abstracts and indexing for nearly 850 journals. Provides an electronic medical dictionary. Database is updated daily.
- Clinical Pharmacology: CP provides access to up-to-date, concise, and clinically-relevant drug monographs for all U.S. prescription drugs, as well as, hard-to-find

herbal and nutritional supplements, over-the-counter products and new and investigational drugs. Provides an electronic drug index resource.

- Columbia Encyclopedia: Contains more than 51,000 entries, addressing current hot topics. Provides updated geographical, political, and statistical information. Provides more than 84,000 cross-reference links. Provides integrated subject category sorting. The Columbia Electronic Encyclopedia is unmatched in scope, completeness, currency, and for its reputation for accuracy and authority.
- Funk & Wagnalls New World Encyclopedia: Database provides over 25,000 encyclopedic entries covering a variety of subject areas. Full-text for each record is easily accessed from the topic displays. The database contains various images and offers brief biographies. Database is updated annually.
- MAS Ultra - School Edition: Database provides full-text for more than 700 popular general interest and current events publications. Information for key magazines dates back to 1975. Also provides more than 500 full-text pamphlets, 542 full-text reference books, 84,074 biographies, 86,135 primary source documents, and an Image Collection of 107,135 photographs, maps, and flags. Database is updated daily.
- Military & Government Collection: Provides cover-to-cover full-text for nearly 400 journals and periodicals. Provides indexing and abstracts for more than 500 titles. Offers current news pertaining to all branches of the military and government. Database offers a thorough collection of periodicals, academic journals, and other pertinent content.
- EBSCO Animals: EBSCO's Encyclopedia of Animals offers in-depth information on a variety of topics relating to animals. Database consists of indexing, abstracts, and full-text records describing the nature and habitat of familiar animals. Within some of the full text, image links are available for the Windows client.
- Primary Search: Provides full-text for more than 60 popular magazines for elementary school research. All full-text articles included in database are assigned reading level indicator (Lexiles), and full-text information dates back to 1990. Database is updated daily.

All permanent student files are maintained for five years after the end of the award year the student withdrew, with the exception of official transcripts and Perkins Loan documents. At the end of five years, these files are shredded and recycled. Physical copies of all Perkins Loan documents are maintained by the College indefinitely as are official transcripts. The student files are organized in two sections. The first section is the

Academic documentation (application, acceptance letter, student request, academic change form, graduation request, etc) the second section contains the Financial Planning documentation.

Beginning October 2009, the College implemented an electronic file storage process. At this time, all new student records are stored electronically through the use of the Image Now Document Imaging System. Once documents are scanned and indexed, they are maintained on a SAN. The documents are backed up nightly and backup tapes stored off-site to ensure document retention and integrity.

All permanent paper based records for the College are maintained in filing cabinets in the Administrative Service Center file room or at an off-site records storage facility. The file room is equipped with an up-to-date sprinkler system that will not destroy paper records. The off-site facility is equipped with a sprinkler system (no records stored there are more than 5 feet from a sprinkler head), plus there is 24/7 monitoring of motion water flow and temperature. Only those persons who work directly within the financial aid department have access to these permanent student files.

All electronic records are maintained within the Campus Vue administrative software and the Image Now Document Imaging System. Both databases are backed up on a daily basis and the tape back-ups are maintained in a safe off-site location. In the event that the Princeton, West Virginia campus should close, student records are maintained centrally at the National College Administrative Services Center located in Roanoke, Virginia and would be preserved there.

The privacy of all student records is maintained by the College in strict conformity with the Family Educational Rights and Privacy Act. Release of non-directory information generally requires the written permission of the student. The College's policy is set forth in the College Catalog⁶ at page 22.

In addition the College has published and made available to its students a grievance policy which is both set out in the College Catalog and posted conspicuously in each campus location. That policy is set forth at page 20 of the College Catalog⁷.

National College has taken several preliminary steps toward establishing a campus in Princeton, Vest Virginia. The College has acquired property, has designed a facility, has registered with the Secretary of State's office⁸ in accordance with Section 133-20-6.1 of the Rule, and has secured a security bond⁹ in accordance with Section 133-20-7.4 of the Rule. The original of that bond accompanies this application under separate cover as it requires

⁶ See Attachment 2

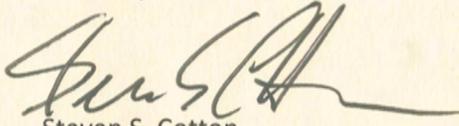
⁷ See Attachment 2

⁸ See Attachment 6

⁹ See Attachment 7

separate approval. It is the College's desire to be able to begin offering classes by the summer of 2010. Accordingly the College requests review of this application at the next Commission Meeting. The College looks forward to working with the Commission, the Executive Director and their staff in furtherance of our common goal of providing excellence in the educational opportunities afforded the citizens of West Virginia. If there is any further information that we can provide to assist the Commission, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven S. Cotton", with a long horizontal flourish extending to the right.

Steven S. Cotton
Vice President
General Counsel

Encl.

**West Virginia Higher Education Policy Commission
Meeting of April 23, 2010**

ITEM: Approval of Authorization of Tri-State College of Pharmacy to Operate in West Virginia

INSTITUTION: Tri-State College of Pharmacy

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Tri-State College of Pharmacy for Preliminary State Authorization for a period of six months, until October 23, 2010. Under provisions of Series 20, Authorization of Degree Granting Institutions (Sections 10.7.14 - 10.7.1.10), Tri-State College of Pharmacy shall have a six-month period to initiate efforts to attain accreditation from the Accreditation Council for Pharmacy Education and the Higher Learning Commission of the North Central Association of Colleges and Schools. During this initial period, the institution shall not accept students, offer instruction, award credits toward a degree, or award a degree until granted Category IV authorization status, Maintaining Reasonable and Timely Process Toward Accreditation. Continuing authorization of Tri-State College of Pharmacy to operate in West Virginia is contingent on the institution making adequate progress toward receiving accreditation from the Accreditation Council for Pharmacy Education and Higher Learning Commission of the North Central Association of Colleges and Schools. Final authorization and Category I status is achieved upon attainment of accreditation from the two accrediting agencies.

STAFF MEMBER: Robert Walker

BACKGROUND:

Following an initial and unsuccessful request of Tri-State Institute of Pharmaceutical Sciences (TIPS) in February 2009 to establish a college of pharmacy in West Virginia, TIPS resubmitted a request to open and operate a new degree-granting institution in West Virginia, Tri-State College of Pharmacy, in November 2009. An evaluation team

has reviewed the application materials and conducted a site review in Huntington, West Virginia, the proposed home of the institution. While the report of the review team notes concerns in the following areas: 1) degrees and academic programs (including classrooms, laboratories and learning resource facilities); 2) faculty credentials; and (3) library resources, the team concludes that TIPS has made sufficient progress since the submission of the initial request to warrant recommendation for Preliminary State Authorization.

The report from the evaluation team, which follows this agenda item, recommends that Tri-State College of Pharmacy be granted preliminary authorization to operate in West Virginia. Continuing authorization will be contingent upon Tri-State College of Pharmacy meeting the conditions in Series 20, Authorization of Degree Granting Institutions, and in attaining accreditation from the Accreditation Council for Pharmacy Education and the Higher Learning Commission of the North Central Association and Schools.

Representatives from TIPS have been invited to appear at the April 23, 2010 Commission meeting.

Report of the Review Team

**Request of Tri-State Institute of Pharmaceutical Sciences
to operate Tri-State College of Pharmacy in West Virginia**

**West Virginia Higher Education Policy Commission
March 22, 2010**

**Review Team Report of the Request of
Tri-State Institute of Pharmaceutical Sciences (TIPS)
to Operate Tri-State College of Pharmacy in West Virginia**

**West Virginia Higher Education Policy Commission Series 20, *Authorization of
Degree Granting Institutions***

Context for the Report

On January 8, 2010, a review team from the West Virginia Higher Education Policy Commission (HEPC) conducted an “on-site” review of Tri State Institute of Pharmaceutical Sciences in Huntington, West Virginia. Tri-State C-P System, LLC, a West Virginia Limited Liability Company, submitted its initial application to the Community and Technical College System of West Virginia in September of 2008 to operate the Tri-State Institute of Pharmaceutical Sciences (TIPS) to offer the Pharmacy Technician program. A meeting was held at HEPC offices in October 2008 involving the Community College Chancellor, Academic Affairs staff and Institute officials. Following this meeting, Institute officials decided to move forward immediately to seek approval of the Pharmacy Technician program and to delay filing for authorization of the Pharm D program. An on-site evaluation was conducted in December of 2008 by Chancellor Skidmore and authorization was granted shortly afterwards for the Pharmacy Technician program. TIPS began offering Pharmacy Technician courses in June 2009. The first class will graduate in the spring of 2010.

TIPS has purchased a facility located at 1057 Sixth Avenue, Huntington, West Virginia. A part of this facility has been renovated to include classroom, library, lounge, and offices to house the Pharmacy Technician program. The facility includes parking and an in-house recreational center.

TIPS has employed faculty and staff and formally formed a Governing Board.

Tri-State Institute of Pharmaceutical Sciences was formed in 2008 and is registered with the WV Secretary of State under the name Tri-State CP System, LLC. It is intended that both the Pharmacy Technician and the College of Pharmacy will be administered under this legal name. The first tax return was filed for 2009 and the first year of financial statements has been issued for calendar year 2009.

The mission statement reports the purpose of Tri-State College of Pharmacy is:

To improve the quality of community health care services provided to the residents of the tri-state region through the education of pharmacy professionals.

A request to open and operate a degree granting institution, Tri-State College of Pharmacy, was originally submitted by TIPS in February 2009. On April 22, 2009, a

review team conducted an on-site review. Following this on-site visit and a review of the documentation submitted under the provisions of Series 20, *Authorization of Degree Granting Institutions*, the review team prepared a report that concluded that TIPS failed to meet the essential conditions in the areas of (1) Institutional Organization, (2) Degrees and Academic Programs, (3) Financial Resources, (4) Faculty Credentials, (5) Evaluation and Assessment, and (6) Library Resources. The team report was shared with TIPS officials. In a letter dated July 28, 2009, TIPS indicated that it was withdrawing its application.

In November 2009, TIPS resubmitted a request to West Virginia to apply for a license to open and operate a degree granting institution, Tri-State College of Pharmacy, in West Virginia. Under HEPC Series 20, *Authorization of Degree Granting Institutions*, for TIPS to obtain preliminary authorization for establishing a college of pharmacy, the first step in the approval process, it must demonstrate that it holds accreditation or has the capacity to obtain appropriate accreditation. Section 7.2 of Series 20, states, “no private college or university shall operate until its accreditation is documented or its potential for accreditation is established and accepted by the Commission.” Section 9.4 of Series 20 states that appropriate accreditation is (1) accreditation by one of the six regional accrediting associations or (2) an acceptable alternative accrediting agency determined by the Commission. Since Tri-State will be offering a professional program in pharmacy, accreditation will be expected from the Accreditation Council for Pharmacy Education (ACPE). In addition, ACPE requires that “a college or school that is not a component of a regionally accredited institution or is not regionally accredited itself must promptly seek and achieve institutional accreditation from the appropriate regional accrediting body within the prescribed time frame.”

Series 20 mandates that an institution seeking authorization to operate in West Virginia must meet thirteen essential conditions outlined in section 9.3. The institution must provide to the Commission full documentation that demonstrates fulfillment of the essential conditions. Commission staff is given the responsibility to determine whether or not the institution is in substantial compliance with the essential conditions. As provided in Series 20, Commission staff organized a review committee to assist in verifying that the institution complies with the Commission’s standards for preliminary authorization.

The remainder of this report will address the findings of the review team as to how well TIPS complies with the essential conditions.

Section 9.3.1-Familiarity with Accreditation and State Authorization Policies and Procedures

TIPS officials indicated they are seeking preliminary authorization from the State of West Virginia Higher Education Policy Commission to operate a Tri-State College of Pharmacy to offer a Pharm D program. In parallel to submission to obtain preliminary authorization from HEPC, TIPS indicated it is pursuing accreditation processes with the Higher Learning Commission (HLC) of the North Central Association of College and

Schools and with the Accreditation Council for Pharmacy Education (ACPE).

It is the opinion of the review team that TIPS is familiar with appropriate accreditation processes. The team remains concerned that TIPS still has inadequate recognition of existing weaknesses that may impact receipt of appropriate accreditation in the area of faculty and critical facility issues. These issues are outlined in this report.

Section 9.3.2 - Statement of Mission

A mission statement has been developed. This statement appears to have been adopted by the board, but there is no documentation of this. There should be a much clearer mission statement that is developed with input from stakeholders as more individuals are hired.

Section 9.3.3 - Institution Organization

Series 20 provides that a governing board must exist and possess legal powers to establish and review basic policies that govern the institution. Tri-State College of Pharmacy is currently governed by a thirteen-member board. As the college is formed, faculty, staff and student representatives will be added.

The members appear to represent the public interest. A proposal for authorization identified the current occupations for the members of the board and very brief resumes as required by Series 20. There appears to be little if any expertise on the board that could provide any direction for operating a pharmacy school.

The essential condition on institution organization also speaks to faculty credentials of current faculty and procedures to recruit qualified faculty. The director of TIPS is the only individual with the Pharm D degree. During the site visit, the difficulty in finding and recruiting qualified faculty was raised. The institution has plans to hire 23 faculty members over a three year period. Though six faculty have been hired, none are clinical pharmacy faculty. The documentation provided by the Tri-State does not include any concrete plans for faculty recruitment nor does it acknowledge the difficulty in hiring that is experienced by other pharmacy programs especially in the challenging area of salary.

Section 9.3.4 - Degrees and Academic Programs

(a) A degree shall be awarded....

The Institutional self-study sets out the Pharm D and the requirements.

(b) ...programs shall be compatible with mission.

The proposal contains a mission statement consistent with the healthcare aspect of pharmacy. In discussion, the Dean noted it needed to be revisited when all

faculty were hired. As previously discussed in 9.3.2, the overall mission statement and program mission lack approval by the Tri-State Board of Governors.

- (c) The academic program shall be appropriately named and based on fields of study recognized as appropriate...**

The Pharm D proposal meets the standards as noted under 9.3.4.

- (d) The content and length of the proposed academic program shall follow practices common to institutions of higher education.**

The proposed curricula for Pharm D degrees are patterned after the curricula suggested by the American Council on Pharmacy Education (ACPE). However, the curriculum in this proposal is delivered in a calendar year mode in contrast to a more common academic year mode. The Review Team is not concerned with the curriculum but with the capacity of Tri-State to deliver it in a minimally acceptable manner.

- (e) ...coherent general education component consistent with mission and appropriate to the educational programs.**

Since Tri-State will rely on other institutions to deliver all pre-pharmacy requirements, this section is not relevant to the proposal.

- (f) Student access to all necessary learning resources and support services shall be provided.**

The Tri-state facility is inadequate for modern Pharm D education. There are insufficient classroom, laboratory, and learning resource center facilities (see also 9.3.11 below) for a program with 100-300 Pharm D students. The current faculty and staff are also inadequate to meet the advising and learning needs of professional students. Additionally, the physical facilities are not in total compliance with the Americans with Disabilities Act (ADA) (e.g., elevator).

Section 9.3.5 - Admission Policies

Series 20 provides that institutional admission policies must define the minimum requirements for eligibility for admission to the institution and for acceptance into all specific degree programs.

The proposed policies state the credentials required. A copy of the admissions policy was provided and it defines requirements.

Section 9.3.6 - Financial Resources

West Virginia Higher Education Policy Commission Series 20 (Authorization of Degree-Granting Institutions), Section 9.3.6 provides that an institution seeking authorization to operate in West Virginia must meet the following finance-related essential condition: "The institution shall have financial resources adequate to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted." Section 9.3.6 goes on to state that the Commission shall be provided with:

- (a) A current financial statement compiled or audited by an independent certified public accountant. If the financial statement is unaudited or internally generated, a copy of the most recent income tax return must also be submitted; and
- (b) A budget listing all sources of income and all Educational and General (E&G) expenditures and specifying the dollar amounts and percentages for each component of the budget for the preceding three fiscal years (including the current year). A projection of expenditures and revenues for the upcoming year should be included.

Summary of Financial Data Provided

The financial data that have been provided are primarily prospective in nature because the Tri-State College of Pharmacy is not operating as a higher education institution as of November 2009. The Tri-State Institute of Pharmaceutical Sciences was authorized by the West Virginia Council for Community College Education to offer a Pharmacy Technician Program in September 2008, and began classes for this program in June 2009. For financial and tax purposes, both programs (*i.e.*, Pharmacy Technician Program and the proposed Pharm D) are consolidated and reported together under the legal name Tri-Sate CP System, LLC. Through mid-year 2009, the main financial activity included investor contributions and bank loans, which have been mainly utilized to purchase the building and complete building renovations. The building infrastructure is intended to be used by both programs. Currently, the bookkeeping is outsourced to a local company, First Choice Bookkeeping, and the tax return preparation and financial statement compilation is completed by Bagby and Weaver, a local CPA firm in Huntington.

Tri-State CP System's first year accrual basis financial statements are not audited and have been compiled by the CPA firm for the calendar year ending December 31, 2009. Revenues represent the first two semesters of the Pharmacy Technician Program and the majority of the expenses consist of both program's start up costs (building and infrastructure) as well as the Pharmacy Technician's current program expenses. This information does not include the significant revenue anticipated under the College of Pharmacy nor reflect a typical operating year and cannot be used as a basis for evaluating the viability of the College of Pharmacy program. The December 31, 2009

financial statements reflected the following information: revenues totaled \$316,622, expenses totaled \$525,264, which resulted in net income (loss) of \$208,642. Assets totaled \$1,165,628, liabilities totaled \$697,449, and member's equity totaled \$468,179. Cash on hand at December 31, 2009 totaled \$141,167 and approximately \$300,000 of a bank loan has yet to be drawn.

The 2008 Partnership Tax Return (Form 1065) was the first tax return filed for this organization. The tax return financial activity mainly reflects initial investor contributions and the purchase of the building but does not provide a sufficient basis for determining their current financial viability. This tax return for the year ending December 31, 2008 reflected an ordinary business loss of \$82,579. Assets totaled \$535,888, liabilities totaled \$336,218 and partner's capital accounts totaled \$199,670.

Projected financial information included in the November 2009 proposal, prepared by the local CPA firm, is based on estimates and consists of pro forma compensation and operation budgets for the following academic school years:

Year 1 - 2009-2010	Year 3 - 2011-2012	Year 5 - 2013-2014
Year 2 - 2010-2011	Year 4 - 2012-2013	

The budgets are summarized as follows:

1. Revenues are divided between the Institute and the College and are derived from the following fees:
 - a. The Institute:
 - i. A \$50 application fee per applicant;
 - ii. Tuition of \$3,900 each semester per student due by the first day of class or per an approved payment plan.
 - b. The College:
 - i. A \$100 application fee per applicant;
 - ii. A \$1,000 nonrefundable seat deposit per first-year students – applied to tuition;
 - iii. Tuition of \$31,000 per year (includes seat deposit), first-year students, one-half payable in July and the second half payable in January;
 - iv. Tuition of \$31,000 per year for second-year students, one-half payable in July and January; and
 - v. Tuition of \$31,000 per year for third-year students, one-half payable in July and January.

Notes: Tuition and fees in 2009-10 at WVU for Pharm D students are: \$11,588 in-state, \$28,528 out-of-state. Tuition and fees at the

University of Charleston for the Pharm D total \$26,200.

c. Other:

i. For the 2009-2010 budget year only, loan proceeds from the building of \$1,000,000 and capital investments of \$200,000 are reflected as income in addition to the tuition. All years thereafter, no other income except tuition is reflected.

2. Expenses are divided between personnel costs, operating costs, and one time (start-up) costs:

a. Personnel costs are comprised primarily of salaries and fringe benefits for College Administration, Office of Student Affairs, Basic Sciences Department, Clinical Sciences Department, and the Pharmacy Technology Program;

b. Operating costs are comprised primarily of the cost of laboratory supplies, office expenses, accreditation fees, property maintenance, utilities, insurance, property tax, computer replacement, security bonds, and library services; and

c. One time costs (includes start-up) are comprised primarily of accreditation costs, building payoff, loan payment (for cash advance) building renovations, recruitment costs, furniture and equipment.

3. The annual budgets provided by Tri-State in the November 2009 proposal has been condensed and summarized below:

Projections	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Pharm Tech Tuition Revenue	\$363,500	\$792,500	\$792,500	\$792,500	\$792,500
Pharm D Tuition Revenue	-	3,180,000	5,970,000	8,915,000	8,915,000
Loan Proceeds and Capital Investment	1,150,000	-	-	-	-
Total Projected Revenue	\$1,513,500	\$3,972,500	\$6,762,500	\$9,707,500	\$9,707,500
Personnel Expenses	\$545,416	\$2,600,122	\$3,275,748	\$3,372,461	\$3,473,776
Operating Expenses	93,470	283,510	349,510	395,510	463,510

Projections	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Non-routine Expenses	493,000	639,800	614,800	449,800	369,800
Total Projected Expenses	\$1,131,886	\$3,523,432	\$4,240,058	\$4,217,771	\$4,307,086
Unallocated Revenue	\$381,614	\$449,068	\$2,522,422	\$5,489,729	\$5,400,414

From the financial data provided, the following financial weaknesses have been concluded:

- The annual budgets are based on estimates which may or may not prove to be accurate.
- It appears that allowances were made in the revenue projections for students that may drop out or not be academically eligible to progress to the next year of instruction. It also appears that allowances were made for internally awarded scholarships or student worker positions which would waive tuition for qualifying students. However, it cannot be determined if these allowances are reasonable.
- Financial statements and tax return are prepared on an accrual basis of accounting and reported on a calendar year. The budget is reported on a cash basis of accounting and budgeted on the academic year. Moving forward, these differences in reporting will make it difficult to monitor viability.
- The financial statements for the year ended December 31, 2009 and the 2008 Partnership tax return only includes start up activity which is mainly the building purchase and renovations for the two programs. The financial statements only reflect activity under the first year of the Pharmacy Technology Program and cannot serve as a basis for evaluating their future financial viability.
- Salaries budgeted for College of Pharmacy appear to be budgeted very low and are not in line with industry standards.
- As of December 31, 2009, available cash on hand totaled \$141,167. Available cash balance from the loan yet to be drawn from the bank is approximately \$300,000. In addition, an available line of credit totals \$25,000. The College also has stated that it is able to secure additional funds if needed. And, post site visit, the College has obtained approval to receive an additional \$200,000 from Federal stimulus funds and also claims additional large investments through private equity investors. Since the total of available cash and potential cash from investors has not been disclosed, it cannot be determined if sufficient funds are available to complete all required start-up costs prior to the flow of a steady stream of revenue.
- The current financial information provided reflects loans obtained and cash on hand to move forward. However, success is contingent on a steady and significant revenue stream which would be the Pharmacy College tuition to pay for salaries and to further enhance the facility. This tuition budgeted is at least 80% of the total revenue in any given year. If this revenue is not generated in a

timely manner, it will be extremely difficult for this organization to remain in business, which includes the operation of the Pharmacy Technology Program.

- It also appears that continued start-up costs, or one time costs, are dependent upon the revenue from the College of Pharmacy.

Section 9.3.7 - Faculty Credentials

Series 20 outlines the basic criteria for faculty wherein each faculty member must hold appropriate academic credentials in the program area or discipline in which the faculty member teaches...

...faculty member holds appropriate academic credentials...

Since there are few faculty hired at this point, it is somewhat difficult to evaluate faculty credentials. Currently, there are only two faculty members, including the Dean, who are potentially qualified to deliver science-based pharmacy courses. There are currently no clinical pharmacy faculty members. Discussion by the Review Team with the Dean and the one qualified basic science faculty person suggested that there is confusion as to the actual disciplinary scope and needs for instruction and learning in professional pharmacy doctoral programs—especially in the areas of physical pharmacy, biopharmaceutics, pharmacokinetics, and pharmacodynamics. Additionally, the financial plan for hiring basic science and clinical faculty is unrealistic. For example, the proposal to hire clinical pharmacy faculty members (*i.e.*, with creditable Pharm D degrees and post-graduate residencies) for \$75,000 per year is not in sync with the current reality that freshly-minted Pharm D graduates are assuming pharmacist posts in West Virginia at \$115,00 per annum.

While the report acknowledges the credentials per Series 20 and indicates adherence, the plan and understanding of hiring of qualified pharmacy faculty is inadequate.

Section 9.3.8 - Evaluation and Assessment

Series 20 provides that the institution must have a clearly defined process by which the curriculum is established, reviewed, and evaluated. The institution must provide for appropriate and regular evaluation of the institution and its program and course effectiveness including assessment of student learning, retention, graduation rates and student, graduate, and faculty, and employer satisfaction. The results must be used to ensure and improve quality of instruction.

It is obvious that Tri-State acknowledges the importance of assessment; however, the acknowledgement of such does not equate to high quality assessment planning. It is positive to see evidence of multiple methods of assessing student learning including testing and project-based learning; however, the assessment plan does not provide any evidence of student, faculty, or peer assessment.

Assessment scholars widely agree that assessment is an iterative process that must be engaging, well organized, and intentional. Moreover, they insist that the purpose of assessment is to develop a deep understanding of what students know or can do as a result of learning and that the process culminates when it is evaluated and results are used to enhance student learning experiences. The proposed plan does have a process and an individual responsible for the review and oversight.

Section 9.3.9 - Tuition Policies

The tuition policy proposed by the Tri-State Institute of Pharmaceutical Sciences meets the requirements established in this section of Series 20. The rule requires that a tuition policy be developed that provides for the following:

1. The total tuition for any specific program shall be the same for all persons enrolled at the same time;
2. Tuition charges for programs shall be justifiable, effective on specific dates and applicable to all who enroll thereafter;
3. All extra charges and costs shall be revealed to the prospective student before he or she is enrolled.

An institutional refund policy has also been developed that meets Series 20 requirements.

Since the Tri-State Institute of Pharmaceutical Sciences does not qualify for participation in federal student financial aid programs, a policy has not been developed for the refund of federal student financial aid. However, compliance with federal student financial aid refund requirements are part of the Program Participation Agreement that schools must enter into with the United States Department of Education (DOE) when they agree to participate in the federal student aid programs. Regular compliance audits by the DOE ensure that institutions are meeting these requirements.

Section 9.3.10 - Financial Aid

The Tri-State Institute of Pharmaceutical Sciences does not meet the requirements for participation in federal student financial aid programs. To be an eligible institution for participation in federal student financial aid programs, a school must meet the following requirements established by the United States Department of Education (DOE):

- It must be legally authorized by the state where the institution offers postsecondary education to provide a postsecondary education program,
- It must be accredited by a nationally recognized accrediting agency or have met the alternative requirements, if applicable, and
- It must admit as a regular student only individuals with a high school diploma or its recognized equivalent, or individuals beyond the age of compulsory school attendance in the state where the institution is located.

The requirements established by this section of Series 20 are also part of the Program Participation Agreement institutions must enter into with the DOE when they meet the DOE requirements and agree to participate in the federal student financial aid programs. Regular compliance audits by the DOE ensure that institutions are meeting these requirements.

The Tri-State Institute of Pharmaceutical Sciences has stated its intent to provide limited institutional financial assistance to students in the Pharm D program through tuition discounting and institutionally sponsored work programs. The eligibility criteria for establishing institutional financial aid eligibility are vague; however, that is not unexpected at this early point of institutional development.

The institution plans to help prospective students identify private non-educational loans to assist with the payment of educational costs. It is important that students be fully advised by appropriate institutional staff that such loans are not federal student educational loans which could have more favorable interest and repayment terms. However, the borrowers have the ultimate responsibility for understanding their rights and responsibilities under the terms of the respective promissory note.

Section 9.3.11 - Library Resources

Series 20 provides that “institutions offering graduate work shall provide library resources that include basic reference and bibliographic works in each field where work is offered and the major journal and serial sets for maintaining currency in each discipline.”

The library resources are extremely weak, especially including reliance on public library facilities to access materials necessary for a modern pharmacy professional doctoral program. In examining the requirements for program accreditation, the ability to provide the necessary support, resources and materials is not evident. While Tri-State has increased its allotment for library resources (*i.e.*, to \$170,000 per year as stated on pg. 155 [although this figure does not appear in the financial pro-forma on p. 129]) the resources including the facilities and infrastructure of the Learning Resource Center are clearly inadequate. Furthermore, the current staff do not seem to appreciate the need for full access to electronic scientific, biomedical, and clinical literature resources (*i.e.*, with full-download capabilities of the primary literature, including basic science, biomedical, pharmaceutical, clinical medical and clinical pharmacy, and social science journals) that are not only necessary for faculty scholarly work (including the preparation and revision of course materials) but also for students learning and use in a modern pharmacy professional doctoral program.

Section 9.3.12 - Student Records

As provided in Series 20, student records must minimally include the following:

- Admission application along with the education records to support the student's educational qualifications
- Transcript of the student's academic work at the institution
- Record of student academic progress at the institution

In addition, Series 20 provides that "the institution must have policies concerning retention and disposal of records and information-release policies which respect the rights of individual privacy, the confidentiality of records and the best interests of the student and institution." Finally, the institution is required to have a plan for the preservation of student transcripts in the event of institutional closure.

Documentation provided indicates that that academic records on all students will be retained in both hardcopy stored in locked files and electronically in secured database backups. Forms have been developed for the release of student information and student transcripts. These forms clearly state student rights as outlined in the Family and Educational Rights and Privacy Act. Finally, the institution has made arrangements with Huntington Junior College to accept student records in the event of closure.

Section 9.3.13 - Student Grievances

Series 20 provides that "an institution shall publish and make available to all students the institution's grievance policies and procedures regarding the receipt, investigation and resolution and provide safeguards for impartiality."

This policy is in place, as required.

Recommendation

Based on a review of the application materials submitted by Tri-State Institute of Pharmaceutical Sciences for the establishment of Tri-State College of Pharmacy and the on-site visit with TIPS officials on January 8, 2010 at the Huntington, West Virginia facility, the review team concludes that the proposed Tri-State College of Pharmacy minimally meets the essential conditions for preliminary authorization outlined in Series 20.

The review team acknowledges that significant progress had been made since the College first applied for authorization in February 2009. In particular, the review team notes improvement in the essential conditions in the areas of (1) institutional organization, (2) financial resources and (3) evaluation and assessment. While noting progress, the review team still has concerns in the essential conditions for the areas of (1) degrees and academic programs (including classrooms, laboratories, and learning resource facilities), (2) faculty credentials, and (3) library resources. In discussions with TIPS officials, review team members have encouraged them to exercise due diligence in these critical areas.

Given the fact that TIPS has provided satisfactory information regarding the essential

conditions outlined in Series 20, the review team recommends that Tri-State College of Pharmacy be granted Preliminary State Authorization for a period of six (6) months. This Preliminary Authorization will expire on October 23, 2010. As provided in Series 20 (sections 10.7.1.4 - 10.7.1.10), within the six-month time frame the institution shall initiate efforts to attain accreditation from the Accreditation Council for Pharmacy Education and the Higher Learning Commission of the North Central Association of Colleges and Schools. During this period the institution shall not accept students, offer instruction, award credits toward a degree, or award a degree until granted Category IV authorization status, Maintaining Reasonable and Timely Process Toward Accreditation.

Upon presentation of documentation that the preliminary information submitted to the two accrediting associations is complete and satisfactory, the West Virginia Higher Education Policy Commission, as provided in Series 20, will grant the institution Category IV state authorization. The institution shall also continue its efforts to successfully attain accreditation from the ACPE and HLC and file reports with the Higher Education Policy Commission as provided in sections 10.7.1.4 - 10.7.1.10 of Series 20.