



MEETING AGENDA

August 9, 2013

Bruce Berry, MD, Chair
Jenny Allen, Vice Chair
Kathy Eddy, CPA, Secretary
Bob Brown, Ex-Officio
John Estep
Kay Goodwin, Ex-Officio
David Hendrickson, Esq.
John Leon, MD
James Phares, Ed.D., Ex-Officio
David Tyson, Esq.

Paul Hill, Ph.D., Chancellor

Directions to Stonewall Resort
940 Resort Drive
Roanoke, West Virginia

The resort is located at 940 Resort Drive in Roanoke, West Virginia just 2 miles off Interstate 79 at exit 91.

Stonewall Resort is a little over one hour north of Charleston, West Virginia and 2 hours south of Pittsburgh, Pennsylvania. The resort is an easy drive from airports in Charleston and Clarksburg, West Virginia.

By car, take the Roanoke exit (exit 91) from I-79 and follow the signs to Stonewall Resort State Park.

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

August 9, 2013

**Stonewall Resort
Stonewall Ballroom II
940 Resort Drive
Roanoke, West Virginia**

9:30 AM

AGENDA

- I. Call to Order**
- II. Approval of Minutes (Pages 6-22)**
- III. Chairman's Report**
- IV. Chancellor's Report**
- V. Interim Reports from Constituent Groups**
 - A. Advisory Council of Faculty
 - B. Advisory Council of Classified Employees
- VI. Assessment (Pages 23-122)**
 - A. Report on Master's Degree Programs (*Pages 23-27*)
 - B. Report on Productivity Review (*Pages 28-30*)
 - C. Approval of Low-Productivity Review Programs Audit (*Pages 31-33*)
 - D. Approval of Multi-Categorical Special Education Specialization within the Master of Arts in Curriculum and Instruction at Shepherd University (*Pages 34-52*)
 - E. Approval of Bachelor of Arts in Community Education at West Liberty University (*Pages 53-99*)
 - F. Approval of Bachelor of Science in Creative Arts Therapy at West Liberty University (*Pages 100-120*)
 - G. Approval of Ten-Year Campus Master Plan for Shepherd University (*Pages 121-122*)

VII. Collaboration (Pages 123-153)

- A. Overview of Compact Process for *Leading the Way: Access. Success. Impact.* (Pages 123-146)
- B. Overview of Distance Education Initiatives (Pages 147-148)
- C. Senate Bill 330 Progress Report (Page 149)
- D. Approval of Revisions to Series 40, Equal Opportunity and Affirmative Action (Pages 150-153)

VIII. Fiscal Responsibility (Pages 154-181)

- A. Approval of Refunding Bond Resolution for Shepherd University (Pages 154-159)
- B. Approval of Fiscal Year 2014 WVNET Budget (Pages 160-173)
- C. Approval of Fiscal Year 2014 Science and Research Spending Plans (Pages 174-176)
- D. Discussion of Fiscal Year 2015 Appropriation Request (Page 177)
- E. State Enterprise Resource Planning System (Pages 178-181)

IX. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

- A. Approval of Presidential Compensation for Shepherd University
- B. Approval of Presidential Contract and Compensation for West Liberty University

X. Additional Board Action and Comment

XI. Adjournment

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SCHEDULE**

**Stonewall Resort
940 Resort Drive
Roanoke, West Virginia**

Friday, August 9, 2013

9:30 AM Commission Meeting
Stonewall Ballroom II

MINUTES
HIGHER EDUCATION POLICY COMMISSION
April 17, 2013

1. Call to Order

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 3:30 PM in the Presidents' Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, David Hendrickson, and John Leon. Absent: Bob Brown, John Estep, Kay Goodwin, James Phares, and David Tyson.

2. Review of April 26, 2013 Meeting Agenda

Commission staff provided a brief overview of the items on the agenda for the April 26, 2013 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

April 26, 2013

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 9:30 AM in the Erickson Alumni Center on the campus of West Virginia University in Morgantown, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, John Leon, James Phares, and David Tyson. Absent: Bob Brown and Kay Goodwin. Also in attendance were institutional presidents, higher education staff, and others.

2. Approval of Minutes

Mr. Estep moved approval of the minutes of the meetings held on January 23, 2013 and February 1, 2013 as provided in the agenda materials. Mr. Tyson seconded the motion. Motion passed.

3. Chairman's Report

A. Formation of a Nominating Committee

Chairman Hendrickson announced the formation of a Nominating Committee consisting of Commissioners Estep and Leon with Secretary Goodwin as Chair. Chairman Hendrickson indicated that the Nominating Committee will meet and recommend a slate of officers for consideration by the full Commission during a special meeting to be held in June.

B. 2014 Meeting Schedule

Chairman Hendrickson announced the 2014 meeting dates as follows: Thursday, February 20, 2014 at West Virginia State University; Friday, April 25, 2014 at Fairmont State University; Friday, August 1, 2014 in Charleston; and Friday, November 21, 2014 at the West Virginia School of Osteopathic Medicine.

Chairman Hendrickson noted that Ashley Schumaker, Senior Director of Board and Public Relations, will distribute the schedule to members of the Commission, institutional representatives, and the general public. The schedule will also be posted on the Commission's website.

C. Interim Reports from Constituent Groups

1. Message from the Advisory Council of Students

Chairman Hendrickson indicated that Adam Fridley, Chair of the Advisory Council of Students (ACS), was not able to attend the Commission meeting due to preparing for the close of the Spring semester and, therefore, the Advisory Council of Students did not provide an update.

2. Advisory Council of Faculty

Chairman Hendrickson introduced Dr. Sylvia Shurbutt, Chair of the Advisory Council of Faculty (ACF). Dr. Shurbutt thanked Chairman Hendrickson for his leadership and collaborations with faculty. Dr. Shurbutt discussed the importance of the adoption of a new paradigm for higher education with a Pre-K through 20 approach to better prepare West Virginia students to meet the needs of the current economy.

3. Advisory Council of Classified Employees

Chairman Hendrickson indicated that Amy Pitzer, Chair of the Advisory Council of Classified Employees (ACCE) was not able to attend the Commission meeting due to preparing for the close of the Spring semester and, therefore, the Advisory Council of Classified Employees did not provide an update.

4. West Virginia University Institute of Technology Update

Chairman Hendrickson introduced Carolyn Long, Chief Executive Officer at West Virginia University Institute of Technology, who provided a campus update. Ms. Long thanked Chairman Hendrickson, Chancellor Paul Hill, and members of the Commission for their support of the institution and indicated that 118 students were anticipated to graduate during the Spring 2013 Commencement. Ms. Long noted that the institution is anticipating increases in both overall enrollment and retention. Ms. Long discussed various campus updates including renovations to campus infrastructure and the addition of Wi-Fi capabilities in all residence halls and classrooms.

4. Special Recognition

1. Commissioner John Estep

Chairman Hendrickson presented a resolution and Blenko vase to Commissioner Estep for his contributions as a member of the Commission.

Commissioner Estep noted that he was honored to serve on the Commission and commended members of the Commission, Chancellor Hill, and staff for advancements that have been made across the state's higher education system.

2. Commissioner David Tyson

Chairman Hendrickson presented a resolution and Blenko vase to Commissioner Tyson for his contributions, both as former Chairman and as a member of the Commission.

Commissioner Tyson thanked Chairman Hendrickson, Chancellor Hill, members of the Commission, and staff for the opportunity to serve the faculty, staff, and students in West Virginia.

3. Closing Remarks

Vice Chairman Bruce Berry presented a resolution and Blenko vase to Chairman Hendrickson for his contributions as Chairman of the West Virginia Higher Education Policy Commission from 2009-2013.

Chairman Hendrickson thanked the members of the Commission, Chancellor Hill, and staff for their dedication to the faculty, staff, and – most importantly – the students of West Virginia. He commended the work that has been done to advance the state's higher education system and urged that efforts be refocused regarding financial need and graduation rates.

4. Concord University President Gregory Aloia

Chancellor Hill highlighted President Aloia's contributions to Concord University and the State of West Virginia and thanked him for his service. Chancellor Hill advised that a resolution has been prepared and will be presented to President Aloia at a later date in honor of his exemplary service.

5. Chancellor's Report

Chancellor Hill discussed statewide commencement activities and noted that more than 10,000 students are slated to receive a degree at the conclusion of the Spring 2013 semester.

Chancellor Hill reviewed the distribution and implementation of the 2013-2018 Master Plan, *Leading the Way: Access. Success. Impact.*, noting that the Master Plan was granted final approval as part of the February 1, 2013 Commission meeting and was approved by the Legislative Oversight Commission on Education Accountability for full implementation. Chancellor Hill indicated that the plan focuses on access, success, and impact, with a central goal of producing 20,000

additional graduates over current degree production by 2018.

Chancellor Hill provided updates regarding several on-going initiatives including: international education, the Beckley Center, and the search for an Executive Director of the West Virginia Regional Technology Park. Chancellor Hill also provided an overview of the regular session of the West Virginia Legislature which included an extended session for the budget and a special session. Chancellor Hill provided highlights of the session including: a requirement for a veteran advocate at all public higher education institutions; comprehensive education reform to increase the level of collaboration between the Commission and the West Virginia Department of Education; and the Commission's oversight and administration of the West Virginia Center for Nursing.

6. Assessment

A. Review and Analysis of the Class of 2012 High School Senior Opinions Survey

Dr. Sarah Tucker, Director of Planning and Research, and Mr. Chris Davies, Research Fellow, provided an overview of the Class of 2012 High School Senior Opinions Survey. The Class of 2012 High School Senior Opinions Survey was designed to be representative of the seniors enrolled in public high schools in 2012 and utilized data from 51 of the 115 high schools across the state. The survey was designed as an evaluation tool for the state's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which provides educational services to help students plan, apply, and pay for college. The survey asked students a series of questions regarding high school experiences and plans after graduation.

Mr. Davies noted the survey focused on five key areas: academic preparation in high school, sources of college information, financial aid awareness, collegiate plans, and college decisions. Mr. Davies indicated that the survey was distributed to 8,513 seniors and that 4,409 valid surveys were received, resulting in a 51.8 percent response rate.

As part of the presentation, Dr. Tucker noted that West Virginia is ranked 45th in the nation in regards to tuition rates.

Dr. Leon inquired if the increased knowledge of GEAR UP translates into an increase in the college-going rate. Dr. Tucker indicated that staff is working to determine that information.

B. Overview of Rural Definition

Ms. Laura Boone, Director of Health Science Programs, reviewed the official definition of the word "rural" as it relates to rural health program activities. Ms. Boone noted that the new definition utilizes the Rural-Urban Commuting Area (RUCA) codes developed by the federal Health Resources and Services

Administration. Each zip code in West Virginia is assigned its own score on a scale of one through 10. Under this definition, rural is any zip code with a RUCA code of four or higher.

C. Approval of Bachelor of Science in Nursing at West Virginia University at Parkersburg

Dr. Mark Stotler, Director of Academic Programming, presented a proposal from West Virginia University at Parkersburg to implement a Bachelor of Science in Nursing. The degree program is a 120 credit-hour course of study. Dr. Stotler noted that a specific need has been identified in Wood County for 80 percent of all nurses within the hospital to hold a bachelor degree in nursing. Currently, the number of baccalaureate-prepared nurses available in the area will not meet the workforce demand.

Dr. Stotler indicated that the program will be subject to a post-audit review conducted by the Commission during the 2016-2017 academic year.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Nursing to be implemented at West Virginia University at Parkersburg, effective August 2013, contingent upon approval by the West Virginia Council for Community and Technical College Education.

Further Resolved, That this approval expires in August 2015 if the program is not fully implemented at that time.

Mr. Tyson seconded the motion. Motion passed.

7. Collaboration

A. Approval of Reciprocity Agreement Between West Virginia and Maryland

Dr. Stotler provided an overview of a request from West Virginia University to renew an agreement, originally signed in 1979, with the State of Maryland for an additional three years, extending through June 30, 2016. Dr. Stotler stated that, according to the agreement, Garrett College, located in Maryland, will accept up to 125 full-time equivalent (FTE) students per fiscal year from various West Virginia counties for enrollment in a select number of certificate and associate degree programs offered at the institution. Dr. Stotler noted that, in exchange, West Virginia University will enroll Garrett College graduates at the main campus in Morgantown and at Potomac State College of West Virginia University in Keyser in degree programs not offered at Frostburg State University, also located in Maryland.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the reciprocity agreement between West Virginia University and Garrett College until June 30, 2016.

Mr. Estep seconded the motion. Motion passed.

B. Approval of Reciprocity Agreement Between West Virginia and Ohio

Dr. Stotler provided an overview of a request from West Virginia University to renew an agreement, originally signed in 1985, with the State of Ohio, through June 30, 2015. The agreement provides an opportunity for qualified non-resident students to enroll on a resident tuition and fee charge basis and involves West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, and Washington State Community College.

Dr. Stotler stated that the proposed agreement merges two separate agreements, which were approved in 2011.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the tuition reciprocity agreement between West Virginia and Ohio involving West Virginia University, West Virginia University at Parkersburg, West Virginia Northern Community College, Belmont Technical College, Eastern Gateway Community College, and Washington State Community College until June 30, 2015.

Ms. Eddy seconded the motion. Motion passed.

C. Approval of Appointments to the Higher Education Student Financial Aid Advisory Board

Mr. Brian Weingart, Senior Director of Financial Aid, provided an overview of the Higher Education Student Financial Aid Advisory Board, which is statutorily charged to provide financial aid expertise and policy guidance to the Commission and the West Virginia Council for Community and Technical College Education (Council) on matters related to federal, state, and private student financial aid resources and programs.

Mr. Weingart noted that the Board consists of seven members. Three members are appointed by the Commission, two members by the Council, one member by the West Virginia Independent Colleges and Universities, and one member by the West Virginia School Counselor Association. According to statute, although original appointments by the Commission were for different term lengths,

subsequent appointments shall be for three-year terms and members are eligible to succeed themselves for one additional consecutive term.

Mr. Weingart recommended the appointment of Kaye Widney, Vice President for Student Services at Fairmont State University, consistent with a recommendation from the West Virginia Association of Student Financial Aid Administrators.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment to the Higher Education Student Financial Aid Advisory Board.

Dr. Berry seconded the motion. Motion passed.

D. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors

Chancellor Hill provided a brief overview of Senate Bill 484, which provided for a new corporation to be established for operation and development of the West Virginia Regional Technology Park and authorized the appointment of a Board of Directors. Chancellor Hill noted that, according to state law and Board bylaws, the Commission is to annually approve appointments, but is not provided with a directive regarding the duration of such appointments.

Chancellor Hill recommended that the remaining original board members be reappointed to one-year terms and that Kevin DiGregorio and Steven Hedrick be added to the board. Chancellor Hill advised that the appointment process may be revised in future years.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointments to the West Virginia Regional Technology Park Board of Directors.

Further Resolved, That the Commission directs the West Virginia Regional Technology Park Board of Directors to amend its bylaws to establish staggered appointment terms.

Mr. Estep seconded the motion. Motion passed.

E. Approval of Membership to the Compensation Planning and Review Committee

Mr. Mark Toor, Vice Chancellor for Human Resources, reviewed Senate Bill 330, which requires the Commission and the Council to establish a Compensation Planning and Review Committee, which is charged with managing all aspects of compensation planning and review for institutional classified employees. Mr.

Toor noted that this Committee consists of four members representing the statewide Advisory Council of Classified Employees, two members representing the Advisory Council of Faculty; four human resources administrators; and a president from each of the two systems.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointments to the Compensation Planning and Review Committee.

Ms. Eddy seconded the motion. Motion passed.

F. Approval of Membership to the Job Classification Committee

Mr. Toor reviewed Senate Bill 330 which requires the Commission and Council to establish a Jobs Classification Committee, which is charged with maintaining a uniform system for classifying jobs and positions for institutional classified employees. Mr. Toor indicated that this Committee replaces the former Job Evaluation Committee and shall consist of four classified employees and six Human Resources specialists.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointments to the Job Classification Committee.

Dr. Berry seconded the motion. Motion passed.

8. Fiscal Responsibility

A. Approval of Great West Financial Retirement Plan Investment Option Change

Mr. Toor provided an overview of retirement plans available to West Virginia public higher education employees, which includes TIAA-CREF, Great West Financial, and the State Teachers' Retirement Plan. Mr. Toor indicated that Great West Financial's Guaranteed Fixed Fund (GFF) will be closed to new deposits beginning August 30, 2013 and will be replaced with a Guaranteed Interest Fund (GIF).

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves changes to the Great West Financial plan document to substitute the Guaranteed Interest Fund for the Guaranteed Fixed Fund.

Dr. Berry seconded the motion. Motion passed.

B. Approval of Fiscal Year 2014 Higher Education Resource Assessment

Dr. Ed Magee, Vice Chancellor for Finance, presented the proposed Higher Education Resource Assessment (HERA) for Fiscal Year (FY) 2014. Dr. Magee noted that HERA funds are utilized by the Commission to support statewide initiatives and projects as well as for the West Virginia Higher Education Grant Program. Dr. Magee stated the HERA is calculated based on Fall enrollment in the current year to determine each institution's assessment for the subsequent fiscal year. Dr. Magee noted that a project listing will be presented for the Commission's review and approval at an upcoming Commission meeting.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 Higher Education Resource Assessment.

Dr. Berry seconded the motion. Motion passed.

C. Approval of Fiscal Year 2014 Institutional Capital Assessments

Dr. Magee presented the proposed institutional assessments for debt services and facilities planning administration payments. Dr. Magee stated that Commission staff will transfer the funds from institutional accounts on September 1 and March 1 in order to make the debt service payments.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the institutional capital assessments for Fiscal Year 2014 as shown in Table 2.

Mr. Estep seconded the motion. Motion passed.

D. Approval of Soccer Complex Improvements at Shepherd University

Based on discussion during the April 17, 2013 work session, a staff presentation was waived.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Shepherd University's Soccer Field Improvements Project with a total estimated budget of \$2,224,100, and the lease-purchase financing of a portion of the project up to \$1 million at an interest rate not to exceed 1.5 percent through a financing contract the West Virginia Department of Administration has with SunTrust Equipment Finance Corporation.

Mr. Hendrickson seconded the motion. Motion passed.

E. Presentation of the West Virginia Comprehensive Financial Aid Report 2012 Federal Aid and Student Loan and the 2013 Institutional Aid Supplements

Mr. Weingart provided an overview of the West Virginia Comprehensive Financial Aid Report 2012 Federal Aid and Student Loan and the 2013 Institutional Aid Supplements. Mr. Weingart explained that the supplemental materials provide more specific and in-depth information regarding the federal and institutional aid that West Virginia's postsecondary students receive. Mr. Weingart reviewed the status of the Federal Pell Grant Program, Subsidized Stafford Loan, Direct Loans and noted that 49.8 percent of in-state students utilize student loans.

Ms. Eddy inquired as to the impact the Federal Sequestration will have on West Virginia. Mr. Weingart indicated it would be less than \$100,000. Chancellor Hill requested clarification regarding the effect of the Sequestration on student veterans. Mr. Weingart indicated that it is a work in progress and the information is not yet available.

F. Approval of Fiscal Year 2014 Distribution Plan for the West Virginia Higher Education Grant Program

Mr. Weingart provided an overview of Series 42, the legislative rule which regulates the West Virginia Higher Education Grant Program and allows staff to make adjustments to the award structure for the program. He noted that the state's financial aid programs are exempted from any budget reduction for FY 2014 and that revenues are anticipated to remain at the same base level as the 2012-13 academic year. Mr. Weingart also reviewed the award process for the program.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2014 Distribution Plan for the West Virginia Higher Education Grant Program.

Ms. Eddy seconded the motion. Motion passed.

G. Approval of Fiscal Year 2014 Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

Mr. Weingart provided a detailed overview of eligibility requirements, summer awards, and the annual award amount for the PROMISE Scholarship Program. Mr. Weingart noted that \$200,000 has been allocated for summer awards and indicated that no changes have been made to the eligibility requirements, which have been in effect since the 2007-08 academic year. He indicated that staff

recommends that the Higher Education Student Financial Aid Advisory Board continue to study the options available for utilizing the balances that will begin accruing during the 2013-14 academic year.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves proposed eligibility requirements, annual award amount, and summer awards for the PROMISE Scholarship Program.

Dr. Leon seconded the motion. Motion passed.

9. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues

Dr. Berry moved to go into Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel and property issues. The motion was seconded by Mr. Estep. Motion passed.

Dr. Berry moved to rise from Executive Session. Mr. Estep seconded the motion. Motion passed.

Chairman Hendrickson reported that the Commission discussed the items noted on the agenda during Executive Session, but no action was taken.

There was no subsequent discussion or action.

10. Additional Board Action and Comment

There was no additional board action or comment.

11. Adjournment

The meeting was adjourned.

David K. Hendrickson

Chairman

Kathy Eddy

Secretary

MINUTES

HIGHER EDUCATION POLICY COMMISSION

June 25, 2013

1. Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 1:30 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: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, and James Phares. Absent: Bob Brown, John Leon, and David Tyson.

2. Approval to Proceed with New Student Housing Project at West Virginia State University

Dr. Ed Magee, Vice Chancellor for Finance, provided an overview regarding a request from West Virginia State University for approval of a new student housing project. Dr. Magee noted that, at the December 7, 2012 meeting, the Commission authorized the project and directed the staff to work with the institution and Attorney General's Office to move the project forward, pursuant to state law and the Commission's policies. The approval was made subject to the completion of various steps.

In order to comply with the prior approval, Dr. Magee noted that institutional officials are requesting approval of the project design, budget, pro-forma, and financing. Dr. Magee reported that, as of this date, the institution has made substantial progress towards meeting these requirements; however, the budget, pro-forma, and financing instrument requiring Commission approval will not be completed until the financing is finalized in July.

Dr. Magee recommended approval of the project to ensure that construction can commence at the beginning of August 2013 for an opening of the completed residence hall for the Fall 2014 semester.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the design for the New Student Housing Project at West Virginia State University.

Further Resolved, That the Commission authorizes the Chancellor, in consultation with the Chair, to approve the project budget, pro-forma, and instrument for financing for the New Student Housing Project at West Virginia State University on behalf of the Commission.

Secretary Goodwin seconded the motion. Motion passed.

3. Approval of Lease Agreement at Glenville State College

Mr. Richard Donovan, Senior Director of Facilities, provided an overview of a request from Glenville State College for approval of a lease agreement. Mr. Donovan stated that the lease between the institution and the institution's Foundation will provide funding necessary for the completion of the Waco Center. Mr. Donovan noted that the lease has been approved by the Attorney General's Office.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request of the Glenville State College Board of Governors to enter into a Contract of Lease with the Glenville State College Foundation for a 2.74 Acre Tract of land along Mineral Road in Glenville and for Building A of the Waco Center.

Ms. Eddy seconded the motion. Motion passed.

4. Nominating Committee Report and Election of Officers

Secretary Goodwin reported that the Nominating Committee recommends Bruce Berry to serve as Chair, Jenny Allen as Vice Chair, and Kathy Eddy as Secretary. She indicated that the recommended individuals are willing to serve if approved by the Commission.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission elects the slate of officers for Fiscal Year 2014 as proposed by the Nominating Committee.

Mr. Estep seconded the motion. Motion passed.

5. Approval of Fiscal Year 2014 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment

Dr. Magee provided an overview of funding from state appropriations and the Higher Education Resource Assessment (HERA) charged to all in-state and out-of-state students for operation of the Commission office and statewide projects and initiatives.

Dr. Magee also reviewed the proposed Commission and divisional budgets for Fiscal Year 2014, which total approximately \$10.9 million, of which, personal services, employee benefits, and Other Post Employment Benefits (OPEB) equate to 57 percent of the operating budget. As part of the presentation, Dr. Magee

discussed operating budgets and efficiencies to address the 8.94 percent state appropriation reduction. In total, Dr. Magee reported that adjustments, totaling \$341,000, were made to division budgets.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 division operating budgets and Higher Education Resource Assessment projects.

Ms. Eddy seconded the motion. Motion passed.

6. Approval of Tuition and Fees for 2013-14 Academic Year

Dr. Magee provided an overview of tuition and fees from state, regional, and national perspectives. Dr. Magee stated that institutions were asked to align costs with institutional and state goals regarding affordability, quality of instruction, retention, and financial strength.

Dr. Magee noted that tuition and fee requests from Bluefield State College, Fairmont State University, Shepherd University, West Virginia State University, and West Virginia University exceeded five-percent and, as a result, are subject to Commission approval. Dr. Magee indicated that officials from all institutions participated in briefings in order for the Commission to review plans for the 2013-14 academic year.

Chairman Hendrickson, Vice Chairman Berry, and Secretary Eddy participated in briefings and commended the institutions regarding their respective presentations. The group indicated that such presentations clearly detailed institutional needs necessitating tuition and fee increases at varying levels across the system. Further, the group expressed their concern for the impact on student affordability, but acknowledged the landscape of the state's higher education system, including a recent reduction in state support.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves tuition and fees for the 2013-14 academic year.

Dr. Berry seconded the motion. Motion passed with Secretary Goodwin and Dr. Phares voting no.

7. Review of Institutional Operating Budgets and Approval of Capital Budgets for Fiscal Year 2014

Dr. Magee provided an overview of institutional operating budgets for Fiscal Year 2014. Dr. Magee indicated that this is the second year for the Commission to review institutional operating budgets due to a requirement as part of Senate Bill 330, which passed during the 2011 regular legislative session.

Dr. Magee worked with institutional representatives to revise a common reporting form, as previously developed for the initial reporting year. Institutional submissions were thoroughly reviewed by the Finance Committee. Based on discussion by the Finance Committee, Dr. Magee recommended approval of the capital budgets as presented.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 institutional capital budgets.

Dr. Berry seconded the motion. Motion passed.

8. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

A. Approval of Chancellor Contract and Compensation

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the contract and compensation of Dr. Paul L. Hill as Chancellor and delegates to the Chairman the authority to enter into a contract with Chancellor Hill consistent with the terms and conditions communicated to the Commission.

Secretary Goodwin seconded the motion. Motion passed.

B. Approval of Interim President Selection and Compensation at Concord University

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment by the Concord University Board of Governors of Dr. Kendra Boggess as Interim President and the contract between the Concord University Board of Governors and Dr. Boggess.

Ms. Eddy seconded the motion. Motion passed.

9. Additional Board Action and Comment

Chairman Hendrickson thanked Ashley Schumaker, Senior Director of Board and Public Relations, for her service to the Commission. Chairman Hendrickson read a resolution in honor of Ms. Schumaker and presented a framed copy. Chancellor Hill presented Ms. Schumaker with a Blenko vase honoring her dedication to the state's higher education system. Chairman Hendrickson, members of the Commission, and Chancellor Hill wished Ms. Schumaker well in her new position as Chief of Staff and Special Assistant to the President at West Virginia State University. In closing, Ms. Schumaker thanked the Commission and the Chancellor for their unwavering support throughout her tenure.

10. Adjournment

There being no further business, the meeting was adjourned.

_____	Chairman
David K. Hendrickson	

_____	Secretary
Kathy Eddy	

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Report on Master's Degree Programs

INSTITUTIONS: Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports on the viability of master's degree programs at their respective institutions.

The reporting elements as delineated in West Virginia Code are:

1. The number of programs being offered and the courses offered within each program;
2. The disciplines in which programs are being offered;
3. The locations and times at which courses are offered;
4. The number of students enrolled in the program; and
5. The number of students who have obtained master's degrees through each program.

The first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-04 academic year. The number of approved graduate programs across the institutions has increased from five to 21 over the nine-year period. It should be noted that one program is scheduled for implementation in fall 2013. In addition, the Commission approved two new programs in December 2012. The implementation dates for these new programs have not been established. Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists number of program enrollees and graduates are as follows:

Concord University:

- The M.A. in Health Promotions program enrolled its first students during the 2012-13 academic year. The Health Promotions specialization under the M.Ed. in Education is no longer offered.

- Due primarily to the implementation of the Health Promotions program, graduate enrollment of degree seeking students increased by nearly 18 percent over the previous year.
- The Master of Arts in Teaching (MAT) program is an online program designed to accommodate individuals seeking initial certification and a master's degree.
- Specializations within the M.Ed. program were reduced to four with the implementation of the Health Promotions program. The Geography content specialization will be terminated due to low enrollment. The remaining specializations will be a) Educational Leadership and Supervision, b) Reading Specialist, and c) Special Education.
- Educational Leadership and Supervision and Reading Specialist make up 76 percent of the enrollment for the M.Ed. program.

Fairmont State University:

- The M.Arch. in Architecture was approved by the Commission in December 2012. The program has yet to be implemented.
- Total enrollment of 416 students was unchanged from the previous year.
- A Special Education option for students without a prior teaching certification has been transferred from the M.Ed. program to the M.A.T. program.
- The 111 graduates in 2012-13 represent an increase of 26 percent over the previous year.

Shepherd University:

- The number of hours required to complete a graduate degree ranges from 30 hours for M.M. in Music Education to 39 hours for the M.A.T. in Teaching.
- While enrollment remained virtually unchanged from the previous year, the overall number of graduates decreased by 11 percent. Alternately, the M.B.A. in Business Administration increased the number of graduates by nearly 53 percent.
- The M.B.A. program offers concentrations in Health Administration and Accounting.

West Liberty University:

- West Liberty University increased its graduate program offerings from two to three with the Commission's approval of the International Master of Business Administration program in December 2012.
- The first graduates from the Physician Assistant program are expected in July 2014.
- The M.A. in Education program increased its enrollment by nearly 19 percent over the previous year.
- The Education program is offered at the Highlands Center, while the Physician Assistant program is offered on the main campus.

West Virginia State University:

- The Entrepreneurship program was never implemented. The University has requested this program be removed from the statewide inventory.
- The Higher Learning Commission has approved the offering of the Multicultural Instructional Leadership program. Implementation is expected in Fall 2013.
- Overall graduate enrollment increased from 50 to 54, but remains relatively modest.
- The Biotechnology program increased its graduates by 50 percent (six to nine).

**Enrollment Summary for
Concord University, Fairmont State University,
Shepherd University, West Liberty University, and West Virginia State University
Master's Degree Programs
2012-2013**

Institution	Program	Term of Implementation	Total Program Enrollment* (Degree Seeking)		Graduates*	
			2011-12	2012-13	2012-13	Total
Concord University	MEd Education	Fall 2003	189	199	28	241
	MAT Teaching	Spring 2012	8	7	1	1
	MA Health Promotions	Fall 2012	---	26	---	---
	MSW Social Work	Fall 2013	---	---	---	---
Fairmont State University	MEd Education	Fall 2003	271	274	72	400
	MAT Teaching	Spring 2005	44	38	10	76
	MS Criminal Justice	Fall 2005	26	30	5	41
	MBA Business Administration	Fall 2006	72	74	24	116
	MArch Architecture	TBD	---	---	---	---
	MS Human Services <i>Note: Terminated February 2012</i>	Fall 2007	3	0	0	3
Shepherd University	MA Curriculum & Instruction	Fall 2003	31	30	11	77
	MA Student Development & Administration	Fall 2006	37	36	10	61
	MAT Teaching	Fall 2005	22	29	4	29
	MM Music Education	Fall 2005	16	10	2	15
	MBA Business Administration	Fall 2005	103	101	29	160

Institution	Program	Term of Implementation	Total Program Enrollment* (Degree Seeking)		Graduates*	
			2011-12	2012-13	2012-13	Total
West Liberty University	MA Education	Fall 2008	59	70	19	64
	MS Physician Assistant Studies	Summer 2012	18	17	---	---
	IMBA International Master of Business Administration	TBD	---	---	---	---
West Virginia State University	MA Media Studies	Fall 2003	20	25	4	31
	MA/MS Biotechnology	Fall 2003	21	18	9	41
	MB Entrepreneurship	Terminated (never implemented)	---	---	---	---
	MS Law Enforcement Administration	Fall 2011	9	11	---	---
	MEd Multicultural Instructional Leadership	Fall 2013	---	---	---	---
Totals			949	995	228	1,356

*Self-reported by institutions

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Report on Productivity Review

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, West Liberty University, West Virginia University, Potomac State College of West Virginia University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission recommends the termination of nine programs that fail to meet the productivity standards as provided in Series 10, Policy Regarding Program Review.

Further Resolved, That this recommendation be forwarded to the appropriate institutional governing boards for final action.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 10, Policy Regarding Program Review, provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards which are summarized below are based on averages for the five most recent years.

<u>Degree Level</u>	<u>Degree Awards</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Masters/1 st Professional	3	6
Doctoral	2	4.5

When a program fails to meet both standards, it is placed on probation for four years. In 2009, the *first* productivity audit was performed. At that time, 27 programs were identified as failing to meet the standards and were placed on probation. Since being placed on probation, 11 of the programs have been terminated by institutional action. Those programs are listed on the following page.

<u>Institution</u>	<u>Program</u>
Bluefield State College	AS Architectural Engineering Technology
Fairmont State University	BA/BS Interdisciplinary Studies
Marshall University	BA Adult & Technical Education
	BA Multidisciplinary Studies
	MA Family & Consumer Sciences
West Virginia University	MS Anatomy
	MS Biochemistry (Medical)
	MS Microbiology & Immunology
	MS Physiology (Medical)
	MS Pharmaceutical Sciences
Potomac State College of WVU	AAS Childcare

The remaining 16 programs have been subject to a second audit for the most recent five-year period to determine if they have made progress in meeting the enrollment and degrees awarded standards. The attached table reveals the data from the original and most recent reviews. The nine programs highlighted on the table still fall short of meeting at least one of the two standards and, according to policy, should be recommended for termination. The provision of Series 10 states:

“At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting productivity standards and termination of programs that again fail to meet the standards. The recommendation of the Commission will be forwarded to the appropriate institutional governing board for final action.”

Productivity Review
Institutional Programs on Probation from 2009 Audit

Institution	Program		2009 Review		2013 Review	
			Enrollment	Degrees	Enrollment	Degrees
Bluefield State College	BS	Accountancy	9.2	3.6	17.4	6.8
Concord University	AA	Office Supervision	3.2	1.0	0.6	0.2
Fairmont State University	BA	French	2.8	0.6	2.6	1.6
	BA	Spanish	2.8	1.6	6.0	1.2
Glenville State College	AS	Criminal Justice	9.8	2.2	104.8	5.0
Marshall University	BS	Medical Technology	5.8	3.0	12.2	3.6
West Liberty State College	BS/BA	Mathematics	5.2	0.8	14.6	1.6
	BS	Chemistry	7.8	1.6	23.0	4.2
West Virginia University	MA	Liberal Studies	1.8	0.6	1.4	0.8
	MS	Genetics & Developmental Biology	3.8	1.6	3.2	0.4
	MS	Dental Hygiene	0.8	0.4	5.6	1.4
Potomac State College of WVU	AAS	Agricultural Applied Sciences	1.2	0.2	25.6	8.6
	AAS	Tourism & Hospitality	8.2	0.6	20.8	3.6
WVU-Tech	BS	Industrial Technology	0.0	0.4	3.0	1.0
	BS	Mathematics	4.0	0.6	4.8	0.8
	BS	Chemistry	10.4	1.2	15.8	2.2

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Low-Productivity Review Programs Audit

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University Shepherd University, West Virginia University, Potomac State College of West Virginia University and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission recommends to the respective institutional governing boards that the designated low-productivity programs be placed on probationary status in accordance with Series 10, Policy Regarding Program Review.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 10, Policy Regarding Program Review, provides for a biennial productivity review of academic degree programs. The purpose of this third biennial review is to identify programs that have failed to meet at least one of the following productivity standards. The standards below are based on the average number of degree awards and the number of students enrolled as majors for the five most recent years.

<u>Degree Level</u>	<u>Degree Awards</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Master/1 st Professional	3	6
Doctoral	2	4.5

The purpose of the low-productivity review is to ensure that institutions offer viable academic programs that serve the educational needs of a significant core of students. By identifying low-producing degree programs, institutions have the opportunity over a period of several years to strengthen low-enrollment programs and enhance their viability, or to consider their discontinuance if the enhancement efforts are unsuccessful. Series 10 states that the Commission will make recommendations to the respective governing boards with designated low-productivity academic degree programs for the placement of such program on probationary status for a period of four years. At the conclusion of the four-year probationary period, the Commission will recommend

continuing approval status for programs meeting productivity thresholds and discontinuance of programs that again fail to meet the standards.

Based on information collected in system data files, eighteen academic degree programs were identified as not meeting the productivity standards. Of the eighteen, three were given an exemption from further review. Commission staff recommends probationary status for the remaining fifteen degree programs.

The programs, as outlined on the following page, are recommended to the Commission for designation of probationary status.

Higher Education Policy Commission
Designated Low-Productivity Program - Probationary Status
2013 Review

Institution	Program		Enrollment 5-year Average	Degrees Awarded 5-year Average
Bluefield State College	AAS	Civil Engineering Technology	2.0	3.4
	AAS	Mechanical Engineering Technology	1.8	2.8
Concord University	BS	Medical Technology	9.2	0.4
Fairmont State University	BA	Studio Art	6.2	3.6
Glenville State College	BA	Music	9.8	2.4
Marshall University	BS	Medical Laboratory Science	10.0	2.8
	MA	Spanish	2.2	0.0
	MA	Latin	2.4	1.4
Shepherd University	BA	Spanish	10.2	3.6
West Virginia University	MSE	Engineering	4.4	1.8
Potomac State College of WVU	AAS	Office Systems Technology	12.4	3.8
WVU Institute of Technology	BS	Printing Management	6.6	2.6
	BEET	Electronic Engineering Technology	8.8	3.6
	BAS	Bachelor of Applied Science	0.4	0.0
	BS	Technology Management	2.4	2.0

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Multi-Categorical Special Education Specialization within the Master of Arts in Curriculum and Instruction

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the Multi-Categorical Special Education Specialization within the Master of Arts in Curriculum and Instruction at Shepherd University, effective August 2013. This approval expires in August 2015 if the program is not fully implemented at that time.*

STAFF MEMBER: Kathy Butler

BACKGROUND:

Shepherd University proposes a Fall 2013 implementation of a new teaching specialization, the Multi-Categorical Special Education Specialization, which will be a specialization within their existing Master of Arts in Curriculum and Instruction graduate program. The program is designed for individuals who already hold either teacher certification in elementary education or secondary education in an academic content area such as English, mathematics, social studies, science, or biology.

The 33-hour program includes five courses (15 credit hours) in pedagogy and five courses (15 credit hours) in the special education area of specialization. At the completion of all other coursework, which includes a significant field placement, the student must pass a written comprehensive exam and complete a three-hour thesis in order to complete the program. Additionally, in order to qualify for West Virginia teaching licensure the student must pass the PRAXIS II (Special Education: Core Knowledge and Mild to Moderate Applications).

The Multi-Categorical Special Education Specialization within the Master of Arts program will help to address the West Virginia Department of Education identified shortage of “highly qualified” teachers who meet the requirements of the Individuals with Disabilities Education Act (IDEA) 2004, No Child Left Behind, and West Virginia Department of Education Policy 5202. The submitted proposal includes letters of support from four school systems in the Eastern Panhandle region of West Virginia. This program will prepare teachers to meet a critical need in these school systems.

While there are several other schools in the state that offer variations of this special education specialization for certified teachers, Shepherd University is geographically well-positioned to offer the endorsement to teachers in West Virginia's eastern panhandle.

One new faculty member will be added to existing full-time faculty to deliver the Multi-Categorical Special Education Specialization. Additionally, the institution has committed to hiring adjunct faculty as needed to support the program.

The institution expects that 15 students will enroll in the program during the first year. A conservative increase of three to five students per year is projected for each of the following four years. By 2018, it is estimated that 31 students will be enrolled in the graduate program.

It is projected that all start-up costs for the program not covered by tuition and fees will initially be funded from University reserve funds. By 2015, it is estimated that the program will be financially self-supporting. Additional funding will not be needed for library resources, clerical support, or faculty.

Once the Commission has approved the Multi-Categorical Special Education Specialization, the proposed teacher education specialization must also be approved by the West Virginia Department of Education prior to implementation.

Shepherd University
Teacher Education Program
Multi-Categorical Special Education Endorsement
(PK-6 and 6-Adult)

CIP 131001

Fall 2013

Official Authorizations:

Next several pages will have the following items:

Shepherd University President approval letter

BOG Agenda (approval)

Minutes of approval from Department of Education, Professional Education Unit Council and School of Education and Professional Studies

EPPAC Approval Date April 29, 2013

February 25, 2013

Superintendent James B. Phares, Ed.D.
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

Reference:
Shepherd University Multi-Categorical Special Education Endorsement

Dear Superintendent Phares:

I am enclosing the proposed endorsement in Multi-Categorical Special Education for Shepherd University. This proposed endorsement was approved by Shepherd's Board of Governors during its meeting on February 18, 2013. A full copy of the agenda page, including the Board resolution, is included on the following pages.

We would appreciate your review and approval of this endorsement in Multi-Categorical Special Education to allow Shepherd to proceed with offering this critically-needed degree. The endorsement will allow Shepherd to fully support the implementation of West Virginia Policy 2410, Regulations for the Education of Students with Exceptionalities, by training regional teachers to become "highly qualified" teachers who meet the requirements of IDEA 2004, NCLB and West Virginia Policy 5202, making them eligible for obtaining an endorsement in special education.

Any questions regarding the proposed Multi-Categorical Special Education endorsement may be directed to Dr. Christopher Ames, Vice President for Academic Affairs, at comes@shepherd.edu or phone 304.876.5176. Your attention to this proposal is greatly appreciated.

Sincerely,

Dr. Suzanne Shipley
President

Enclosure

APPROVAL OF NEW CONCENTRATION IN THE MASTER OF ARTS, CURRICULUM AND INSTRUCTION

Program Overview

The Master of Arts in Curriculum and Instruction is a 33-credit-hour program designed for currently certified elementary and secondary teachers and non-certified professional educators. All students take 15 hours (five courses) in a pedagogy core and 15 hours (five courses) in a content strand according to the area of emphasis. After all of the above coursework has been completed, students take a written comprehensive exam and complete a three-hour action research thesis. In this capstone project, students synthesize the knowledge and experience gained to conduct a project in the classroom and improve teaching in a specific area. The full curriculum for the proposed concentration in special education for the Master of Arts, Curriculum and Instruction (MACI-SPED), is outlined on the following page.

Multi-Categorical Special Education Concentration

The primary purpose of the MACI-SPED program is to advance knowledge and increase skills for education professionals in instructional or leadership contexts. The West Virginia Department of Education (WVDOE) mandates initial teacher certification for the delivery of all special education courses. According to area boards of education, there is a strong need for special education teachers due to population growth.

In the recent revisions to West Virginia (WV) Policy 2419 (Regulations for the Education of Students with Exceptionalities) it is stated that special educators must be “highly qualified” teachers who meet the requirements of IDEA 2004, NCLB and WV Policy 5202. Special educators in WV are able to meet this requirement by obtaining an endorsement in special education. The MACI-SPED concentration, planned to start in Fall 2013, would endorse teachers who already hold either an elementary teacher certification or a secondary certification in an academic content area (English, math, social studies, science or biology) in multi-categorical special education and meet the documented need for special educators in WV.

Because this degree program involves endorsement or certification, final approval for the programs rests with the WVDOE. Following approval by the Shepherd University Board of Governors, the proposal will be forwarded to WVDOE for consideration.

The MACI-SPED does not require approval by the WV Higher Education Policy Commission (HEPC) or the Higher Learning Commission (HLC). A notification letter will be sent to both organizations to inform them of the Fall 2013 start date.

The following resolution is recommended for adoption by the Board:

RESOLVED, that the Shepherd University Board of Governors approves the additional concentration in special education strand in the Master of Arts in Curriculum and Instruction, effective for the Fall 2013 academic semester.

MACI-CORE COURSES

EDUC 500	Advancing the Use of Technology in the Classroom	3
EDUC 501	Methods of Educational Research	3
EDUC 502	Curriculum and Pedagogy	3
EDUC 523	Diversity Awareness and Collaborative Practice	3
EDUC 504	Structures of Effective Student Assessment	3
Total Core Credits		15

MULTI-CATEGORICAL SPECIAL EDUCATION SPECIALIZATION

EDUC 560	Intro to Exceptional Children	3
EDUC 525	Collaborative Methods in Inclusive Education (New Course Name)	3
*EDUC 566	Advanced Methods: Low Incidence Disabilities (Intellectual Disabilities)	3
*EDUC 564	Advanced Methods: High Incidence Disabilities (Specific Learning Disabilities/Emotional and Behavior Disorders)	3
*EDUC 562	Individualized Education Planning	3
Total Specialization Credits		15

(*EDUC 560 and EDUC 525 are existing courses. EDUC 562, EDUC 564 and EDUC 566 are newly developed courses.)

ACTION RESEARCH THESIS

EDUC 580	Action Research Thesis Experience	3
----------	-----------------------------------	---

Total Credits 33

Special requirements: Students taking the five courses to receive the special education endorsement will be required to have already received the initial licensure in either elementary education or secondary education in one of five content areas (English, math, social studies, science or biology). In addition to completing the five required courses in the strand, students must also pass the Praxis II (Special Education: Core Knowledge and Mild to Moderate Applications).

Proposed Program Development and Implementation:

List of Similar Programs offered by WV Institutions:

West Virginia University: Offers a five year program which includes initial certification in elementary education and an additional endorsement in multi-categorical special education. Also offer an online graduate program that offers a multi-categorical SPED specialization

University of Charleston, Charleston Only: Offers an additional five courses to receive multi-categorical SPED specialization.

West Virginia State: Offers additional courses beyond initial certification to receive multi-categorical SPED endorsement

Ohio Valley University: Offers an additional 19 credits of classes in order to receive multi-categorical SPED endorsement

West Virginia Wesleyan: Offers a Master's Degree in multi-categorical SPED with the option to complete the degree of take courses for SPED endorsement only

Wheeling Jesuit University: Offers a full undergraduate degree in Special Education PK-Adult, multi-categorical

Fairmont State: Offers a Master's degree in Special Education for those who have received initial licensure to earn a Special Education endorsement.

Glenville State College: Offers a full undergraduate degree in Special Education PK-6, multi-categorical

West Liberty University: Offers additional courses to their elementary education majors to receive additional specialization in Multi-categorical SPED K-6. Offers additional courses to their secondary education majors to receive additional specialization in Multi-categorical SPED 5-Adult.

Needs Assessment:

Currently, the West Virginia Department of Education mandates initial teacher certification in Elementary Education and/or a Secondary content area (Science, Social Studies, Math, English and Biology) and then an endorsement or degree in Special Education in order to be Highly Qualified to teach Special Education. In recent revisions of West Virginia Policy 2419 states that Special Educators must be “Highly Qualified” teachers who meet the requirements of IDEA 2004, NCLB and West Virginia Policy 5202. One way for special educators in West Virginia are able to meet this requirement is to be endorsed in Special Education.

Numerous meeting and discussions were conducted with surrounding public school district offices and the consensus was that there was a strong need for teachers in the area to have the option of an endorsement in special education to become highly qualified. One nearby county has such a desperate need in this area that they have hired a specialist to help current teachers in their county seek out options for becoming highly qualified. We are partnering with this county to help meet their needs.

Two additional points that illustrate need for the program are as follows: 1) There is no other university which serves the RESA 8 area that offers such a program. Shepherd University is the only university in the RESA 8 area that will have the ability to provide both online and Face 2 Face traditional instruction to those who are seeking an endorsement in Special Education. 2) Students at Shepherd are highly interested in such a program. Our recent graduates have been asking for such a program and we already have several that are planning to enroll as soon as the program is approved.

On the following pages you will find letters of support from neighboring county school boards who feel that there is a strong need for the endorsement in Special Education and are in full support of our program.



Office of Special Education

Hal Van Metre, Executive Director

West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

To Whom It May Concern:

Please accept this letter as Berkeley County Public Schools' support of Shepherd University's proposal to create a program of study that would lead to an endorsement in Special Education.

Approximately 18,000 students are enrolled in Berkeley County Public Schools. Students with disabilities compromise about 16 percent of the student population. We employ around 325 special education teachers and paraprofessionals. Recruiting and retaining qualified, licensed special education professionals is often challenging. At this time we are looking at hiring twenty-five special education teachers for the 2013-14 school year. Given that Shepherd University is geographically located close to Berkeley County and that classes in the Special Education endorsement strand will be offered in Martinsburg, the program will be beneficial to us in our recruitment and retention efforts as it would provide a way for provisionally licensed special education teachers to take the necessary coursework that would lead to full licensure without requiring significant travel. Additionally, students enrolled in the program could participate in field experiences in our school system which could lead to future employment opportunities. The program could also benefit us by providing teachers currently endorsed in regular education with coursework that would improve their understanding of the needs of students with disabilities which would result in improved outcomes for our students with disabilities.

I look forward to partnering with Shepherd University in this endeavor and support their efforts to create an endorsement in Special Education.

Sincerely,

Executive Director
Office of Special Education
Berkeley County Schools

Board Members

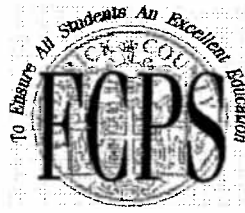
Dr. William F. Queen
President

Rick A. Pill
Vice-President

Todd M. Beckwith
Member

Dr. Darin L. Gilpin
Member

Ron Gray
Member



Frederick County Public Schools

Visit us at www.frederick.k12.va.us

Special Services

January 25, 2013

West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

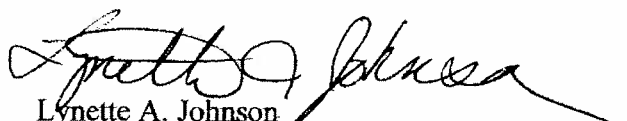
To Whom It May Concern:

Please accept this letter as Frederick County (Virginia) Public Schools' endorsement of Shepherd University's proposal to create a program of study that would lead to a Master of Arts in Curriculum and Instruction Degree with an Endorsement in Special Education.

Approximately 13,300 students are currently enrolled in Frederick County Public Schools. Students with disabilities comprise eleven percent of the student population. We employ over 150 special education teachers and paraprofessionals. Recruiting and retaining qualified, licensed special education professionals is often challenging. Given that Shepherd University is geographically located near Frederick County, Virginia, the creation of the proposed Master of Arts in Curriculum and Instruction Degree with an Endorsement in Special Education could be beneficial to us in our recruitment and retention efforts as it would provide a way for provisionally-licensed special education teachers to take the necessary coursework that would lead to full licensure without requiring significant travel. Additionally, students enrolled in the program could participate in field experiences in our school division which could lead to future employment opportunities. The program could also benefit us by providing teachers currently endorsed in regular education with coursework that would improve their understanding of the needs of students with disabilities which would result in improved outcomes for our students with disabilities.

I look forward to partnering with Shepherd University in this endeavor and support their efforts to create the program.

Sincerely,


Lynette A. Johnson
Director of Special Instructional Services



WASHINGTON COUNTY PUBLIC SCHOOLS

P.O. Box 730 | 820 Commonwealth Avenue | Hagerstown, Maryland 21741-0730

www.wcboe.k12.md.us

Jeffrey S. Gladhill

Director of Special Education

January 22, 2013

To Whom It May Concern:

Throughout the course of my six (6) years as the Director of Special Education and prior two (2) years as the Supervisor of special Education for Case Management and Compliance, we have intertwined and enhanced special education and core instructional programs. Special education has continued to be one of the neediest areas in public education throughout this timeframe. While instituting principles of response to intervention, examining core instruction and optimizing the efficiency of special education, we are implementing the Common Core State Standards to assist us in refining our vision while ensuring our neediest students are taught through our most highly qualified teachers.

The Multi-Categorical Special Education /Endorsement accreditation Shepherd University is hoping to implement provides a necessary pathway to increase the diverse skills a core content teacher requires to better understand our neediest learners. This program will permit existing teachers of Social Studies, Mathematics, English, Science, and Biology to earn their special education endorsement.

This program will result in two outcomes that will impact school districts who receive their graduates and employs their students. First, general education teachers will enhance their instructional strategies for all students through increasing their background and practical knowledge of students with a variety of exceptionalities. This will be completed through the eleven (11) courses developed through the two (2) year course rotation and the culminating activity of an Action Research Experience. The second outcome would be a more qualified pool of candidates for special education programs for students who need assistance in getting over hurdles preventing them from entering into their natural least restrictive setting in the general educational classroom for 100% of the time. While this will increase the quality of teachers within public school programs, it will also increase the standards of teachers who are employed by non-public schools.

If you have any questions regarding the potential need or effectiveness of the Multi-Categorical Special Education Endorsement being proposed by Shepherd University, please call me at the number listed below. I am happy to provide any necessary assistance required throughout this process which advances the learning proficiency/achievement of all our students.

Sincerely,

Jeffrey S. Gladhill
Director of Special Education
301-766-8605

Department of Pupil Services
Ann Ebersole, Director
Jefferson County Schools
110 Mordington Avenue
Charles Town, WV 25414
(304) 728-9236
Fax: (304) 724-9071

Superintendent:
Susan K. Wall

Board Members:
Peter Dougherty, President
Gary Kable, Vice-President
Mariland Dunn Lee
Mark Osbourn
Scott Sudduth

March 5, 2013

West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

To Whom It May Concern:

Please accept this letter as Jefferson County Public Schools' support of Shepherd University's proposal to create a program of study that would lead to an endorsement in Special Education.

Approximately 8800 students are enrolled in Jefferson County Public Schools. Students with disabilities compromise about 14% of the student population. We employ around 100 special education teachers and paraprofessionals. Recruiting and retaining qualified, licensed special education professionals is often challenging. Given that Shepherd University is geographically located within Jefferson County, the program will be beneficial to us in our recruitment and retention efforts as it would provide a way for provisionally licensed special education teachers to take the necessary coursework that would lead to full licensure without requiring significant travel. Additionally, students enrolled in the program could participate in field experiences in our school system which could lead to future employment opportunities. The program could also benefit us by providing teachers currently endorsed in regular education with coursework that would improve their understanding of the needs of students with disabilities which would result in improved outcomes for our students with disabilities.

I look forward to partnering with Shepherd University in this endeavor and support their efforts to create an endorsement in Special Education.

Sincerely,



Ann Ebersole
Director of Pupil Services

Curriculum Summary Sheet

Multi-Categorical Special Education Endorsement

Institution: Shepherd University
Grade Levels: PK-6 & 6-Adult
Specialization Coordinator: Dr. Belinda B. Mitchell
EPPAC Review: April 2013

Course Number and Title	Credit Hours
EDUC 560 Survey of Exceptionalities	3
EDUC 525 Collaborative Methods in the Inclusive Classroom	3
EDUC 562 Individualized Education Planning	3
EDUC 564 Advanced Methods: High Incidence Disabilities (SLD, EBD)	3
EDUC 566 Advanced Methods: Low Incidence Disabilities (ID)	3
Total Hours	15

Testing Requirements will include successful completion of Praxis II Special Education Core Knowledge and Mild to Moderate Applications.

The **multi-categorical special education endorsement** will prepare teachers to teach students with **Specific Learning Disabilities, Emotional/Behavioral Disabilities and Intellectual Disabilities** by creating teachers who are knowledgeable of learners with exceptionalities and their diverse needs. Teachers will also be prepared by using knowledge that they have learned in coursework and connecting that knowledge to authentic real world experiences. Finally, the endorsement program will be offered in a **co-hort style** and this will enhance the teachers' ability to collaborate with professionals and families which is a vital part of the special education profession.

Students taking the **five courses** to receive their Special Education Endorsement will be required to have already received their **initial licensure in either Elementary Education or Secondary Education in one of 5 content areas (Social Studies, Math, English, Science, Biology)**. In addition to completing the five required courses students must pass the **Praxis II (Special Education: Core Knowledge and Mild to Moderate Applications)** and complete a **significant field placement** experience during the semester they are enrolled in advanced methods courses (EDUC 564 and EDUC 566).

Program of Study

Summer Session	EDUC 560 Survey of Exceptionalities
Fall Semester	EDUC 525 Collaborative Methods in the Inclusive Classroom EDUC 562 Individualized Education Planning
Spring Semester	EDUC 564 Advanced Methods: High Incidence Disabilities (SLD, EBD) EDUC 566 Advanced Methods: Low Incidence Disabilities (ID)

ATTACHMENT A

Page 1 of 3

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
Number of Students Served through Course Offerings of the Program:					
Headcount:	15	20	23	27	31
FTE:	7	11	13	15	17
Number of student credit hours generated by courses within the program (entire academic year):	99	117	135	153	180
Number of Majors: Only one Major/SPED Multi-Categorical Endorsement					
Headcount:					
FTE majors:					
Number of student credit hours generated by majors in the program (entire academic year):					
Number of degrees to be granted (annual total):					

FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCE REQUIREMENTS

A. FTE POSITIONS	2014	2015	2016	2017	2018
1. Administrators	1.0	1.0	1.0	1.0	1.0
2. Full-time Faculty	2.0	2.0	2.0	2.0	2.0
3. Adjunct Faculty	1.25	1.25	1.25	1.25	1.25
4. Graduate Assistants	N/A	N/A	N/A	N/A	N/A
5. Other Personnel: same as line 1					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators	\$46,880	\$48,052	\$49,253	\$50,484	\$51,746
b. Full-time Faculty	\$112,000	\$114,000	\$116,000	\$118,000	\$120,000
c. Adjunct Faculty	\$12,450	\$12,450	\$12,450	\$12,450	\$12,450
d. Graduate Assistants	N/A	N/A	N/A	N/A	N/A
e. Non-academic Personnel (same as line a)					

Note: "Adjunct Faculty" includes full-time faculty teaching in summer.

Shepherd University

Correction of chart in original report; July 11, 2013

	First Year (20__)	Second Year (20__)	Third Year (20__)	Fourth Year (20__)	Fifth Year (20__)
2. Current Expenses					
3. Repairs and Alterations	<u>***See Chart Below</u>				
4. Equipment:					
Educational Equipment					
Library Books					
5. Instructional Technology					
6. Nonrecurring Expense (specify)					
Total Costs					

1. General Fund Appropriations (Appropriated Funds Only)						
<input type="checkbox"/> Reallocation <input type="checkbox"/> New funds (check one)						
2. Federal Government (Non-appropriated Funds Only)						
3. Private and Other (specify)		All total costs are coming from reserve funds for startup cost purposes. By 2015 it is estimated the program will be self-supporting.				

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	General Operating Expense	\$4,975	\$27,913	\$28,750	\$29,613	\$30,501	\$31,416
	Curriculum Development	0	0	0	0	0	0
	Faculty Recruitment	100	103	106	109	113	116
	Professional Development/Training	400	1,400	1,442	1,485	1,530	1,576
	Marketing	34,700	19,200	18,000	16,000	18,000	18,540
	Student Recruitment	0	0	0	0	0	0
	Contractual Services	1,614	1,708	1,760	1,812	1,867	1,923
	Consulting	0	2,720	2,802	2,886	2,972	3,061
	Computer Hardware	0	0	0	600	600	600
	Computer Software	900	3,600	3,708	3,819	3,934	4,052
	Facilities Leases	8,062	45,852	47,227	48,644	50,104	51,607
	Equipment	0	0	0	0	0	0
	Equipment Replacement/Repair	0	0	0	0	0	0
	General Building Expense	0	48,523	48,523	48,523	48,523	48,523
	Total Operating	\$50,751	\$151,019	\$152,318	\$153,492	\$158,143	\$161,414

Method for Predicting the Numbers:

The Special Education Endorsement will be offered at the new Martinsburg Center for Shepherd University. During the last year Shepherd University has conducted extensive market research using an external marketing firm, Widmeyer Marketing. This firm contacted surrounding county school board offices and large numbers of teachers in need of the Special Education Endorsement were reported and based on these findings numbers for enrollment projection were created. Faculty and Operating costs were generated by a committee designed especially to guide the opening of the new Martinsburg Center. Funds for the startup costs for the center were used from Shepherd University reserve funds with the expectation that the program would be self-sustaining in operation year 6.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Bachelor of Arts in Community Education

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Community Education at West Liberty University, effective August 2013. This approval expires in August 2015 if the program is not fully implemented at that time.

STAFF MEMBER: Kathy Butler

BACKGROUND:

West Liberty University proposes a Fall 2013 implementation of a new baccalaureate program, the Bachelor of Arts in Community Education program. The program is designed to prepare leaders for informal education opportunities focused on community education. The program is designed to provide options for students to specialize in one of three interdisciplinary majors: Community Arts, Outdoor Education, or Sports, Recreation and Wellness.

The Community Education program has been structured to promote and facilitate the development of critical thinking, problem-solving skills, and creativity in ways that can benefit and enhance community-based activities. Students will be equipped to serve the community in informal education settings through a broad repertoire of skills. The program embraces not only the students' interests but also prepares them for employment options in a number of community organizations.

Because of its physical location, West Liberty University is poised to utilize its many community-based partnerships to support the traditional educational portion of the program. Each of the three proposed major areas offered to students within the Community Education program is supported by a number of well-established community partnerships such as theatre, museums, environmental centers, and wellness and recreation facilities. Each of the partnerships will provide opportunities for student involvement and internships where the students can apply the instruction that they have received in actual hands-on experiences.

The 120-hour Bachelor of Arts in Community Education degree program at West Liberty University includes 63 credit hours of general studies courses, 36 credit hours of common core requirements, and 21 credit hours of major studies requirements.

Included in the 36 credit hours of common core requirements are 4 credit hours of internship/international community experience in the student's chosen major of Community Arts, Outdoor Education, or Sports, Recreation and Wellness. While designed for completion in an accelerated three academic year format, the option is available for the student to complete the program in the traditional four-year cycle if preferred.

Based upon numerous requests from local and regional organizations and institutions within the geographical area surrounding West Liberty, the Community Education program addresses the need for individuals with academic preparation in areas that directly impact community growth and the quality of life in local communities. While there may be programs in the state that offer components of the three proposed majors, currently there is no program in the state that offers a major in Community Arts or Outdoor Education. While three other state colleges and universities offer programs in sports, recreation, and wellness, West Liberty University would be the only public institution in the northern panhandle providing students with this major specifically linked to education, service, and community involvement.

The quality and sustainability of the program will be periodically reviewed by the Dean of the College of Education. A determination will be made as to whether the institution needs to secure additional resources, if necessary, in the areas of faculty and technology. Initially, operating resources will be derived from existing budget allocations. However, it is anticipated that enrollment tuition will allow funding for any necessary resources. The institution expects that seven (7) students will enroll in the program during the first year. With a conservative projected increase of eight to ten students a year, by 2018, it is estimated that 55 students will be enrolled in the Community Education program.

If the Community Education program is not fully implemented by August 2015, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.

In the 2016-17 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

Proposal to Add New Degree Program

Bachelor of Arts

Community Education

West Liberty University



April 2013

Brief Summary Statement: This document supports our request for approval to offer an accelerated Bachelor of Arts in Community Education 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 Hill in March 18, 2013. The proposed implementation date is August 2013.

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§133-11-6.2. PROGRAM DESCRIPTION

The accelerated 120-credit hour (three-year) Bachelor of Arts in Community Education will prepare future leaders in all aspects of community education through the working and teaching in 21st Century non-formal and informal learning environments. The Community Education program gives students the option to select one of three wide-ranging, interdisciplinary majors that expand learning and knowledge of children and adult learners outside the realm of traditional classrooms into the community: Community Arts, Outdoor Education, and Sports, Recreation and Wellness.

The strength of the majors within the Community Education Program is enhanced through vibrant community-based partnerships. The Community Arts Major is addressed through the theatre component (e.g. City Theatre Pittsburgh PA, Towngate Theatre Wheeling WV, and West Liberty University Theatre) of the Community Education program, the Outdoor Education major is addressed through collaboration with Environmental Centers (e.g. Schrader Environmental Center) and Outdoor Centers (e.g. Linsly School Outdoor Center) of the Community Education program, and the Sports, Recreation and Wellness major is addressed through partnerships with a variety of after-school programs (e.g. YMCA) and Recreation and Wellness Centers (e.g. Wheeling Recreation Department) of the Community Education program.

The Community Education program is characterized by a uniting mission and vision and goals and outcomes detailed below.

6.2.a. Program Objectives

Table 6.2.a.1. Community Education Program Objectives/Goals

At the completion of the program, students will:

<u>Goal 1:</u>	Speak, write, and effectively present on issues and research related to Community Education
	1A: <i>Critically analyze and compare non-formal and formal educational models.</i>
	1B: <i>Collect and present research to varied audiences.</i>
	1C: <i>Advocate on behalf of non-formal education and community-based education through community engagement.</i>
<u>Goal 2:</u>	Work with a diverse group of children and adolescents and global communities on a local, national, and international level.
	2A: <i>Adjust programs for special needs students.</i>
	2B: <i>Include multicultural themes in the curriculum development.</i>
	2C: <i>Establish the development of collaborations with people and institutions on a local, national, and international level.</i>
<u>Goal 3:</u>	Support Community Education by designing programs and measures of assessment.
	3A: <i>Develop an after-school programming plan.</i>
	3B: <i>Include outdoor activities and learning spaces.</i>
	3C: <i>Create and implement measureable learning outcomes for Community Education.</i>

	3D: <i>Design and model various facets of educational assessment.</i>
Goal 4:	Develop effective leadership, administrative and managerial skillsets relevant to community-educational and non-profit organizations.
	4A: <i>Create a comprehensive, strategic plan for an educational and community-based non-profit organization that includes fundraising, marketing, and enrollment.</i>
	4B: <i>Identify grant resources and develop a grant proposal.</i>
	4C: <i>Connect community resources in the greater region/ community with educational and non-profit agencies.</i>
	4D: <i>Develop programs and collaborations between schools and community resources.</i>
Goal 5:	Integrate the arts and foster 21st Century Skills in various majors in Community Education.
	5A: <i>Organize field trips to sights of interest, exhibitions, and museums that match their major.</i>
	5B: <i>Take ideas from international educational examples and apply them to their major studies.</i>
	5C: <i>Use the arts to design interdisciplinary units.</i>
	5D: <i>Foster and model 21st Century Skills (e.g. Creativity, Problem-based Learning, Critical Thinking).</i>

For the definition of each program objective and where that objective is taught and assessed within the program, please see Table 6.2.d.1. Program Outcomes and Assessment in section 6.d.2., as well as attached syllabi in [Appendix A](#).

6.2.b. Program Identification

The following program identifications are provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education statistics (2010).

Non-Formal/Community-Based Education Program Identification:

CIP Code 30.9999 Title: Multi-/Interdisciplinary Studies, Other.

Definition: Any instructional program in multi/interdisciplinary studies not listed above.

6.2.c. Program Features

The mission of the Community Education program at West Liberty University is to attract intelligent and creative students showing an interest in education that is not limited to “traditional teacher education” in the classroom. The program seeks candidates who are open to serve as competent and effective professional educators and facilitators, willing to marry the two worlds of Formal and Non-Formal Education through active engagement in and through the community.

The curriculum is designed to structure, facilitate, and promote the 21st Century skills of critical thinking, problem-solving, and creativity. Students are encouraged to communicate and collaborate with individuals, groups, and institutions of the community on a local, national, and even international level. The program aims to develop master educators, facilitators, and

educational leaders that contribute to community development at various levels, by engaging in the community through teaching, motivating its members through reflection, and consequently changing lives in a positive way.

Students will be equipped to serve the community/non-formal education of children, adults, and communities through a broad set of coursework. The acquired knowledge of specific common core courses, community education courses, and the possibility of specification in one of the three majors of Community Arts, Outdoor Education, and Sports, Recreation and Wellness will not just embrace the students' interests and strengths, but also provide students with multifaceted employment options in schools, universities, museums, community centers, and other community facilities upon graduation.

Important Features

West Liberty University is a desirable place to initiate such a program in that it already offers a strong undergraduate program in education. Currently, the Teacher Education Program at West Liberty University offers certification-based programs in 13 content areas. With continuing national accreditation via NCATE, the Education Program has a demonstrated track-record of excellence and longevity. The Education Program also supports a strong Professional Development School network and shared professional development with area educators. The College of Education also houses programs in Exercise Physiology and Athletic Training. Both of these clinically-rich programs have demonstrated great work with community engagement in the establishment of internship sites.

West Liberty University is also a unique place to initiate the Community Education program in that just recently, in July 2011, the Center for Arts & Education was established "as a collaboration between the Appalachian Education Initiative and the Colleges of Education and Arts and Communication at West Liberty University with support from the Claude Worthington Benedum Foundation." The Center would serve as a valuable resource for students in the new Community Education program since the purpose of the Center is to "provide innovative professional development programs and services to educators, students, teaching artists and others interested in the role of the arts in Pre-K to 12th grade education."

Furthermore, West Liberty University is conveniently located close to the cities of Wheeling (West Virginia), Pittsburgh (Pennsylvania), and Columbus (Ohio). Each of these three-state cities could offer unique accesses for Community Education students to art, community, environmental, and sport centers.

Pittsburgh, specifically, can offer a very unique and new opportunity for students. The city has been selected (after New York and Chicago) to be the third city of the Hive Learning Network, which is an initiative of the MacArthur Foundation. The Network is a "key component" of MacArthur's approach to re-imaging learning as connected, engaging, relevant and anywhere, anytime. The Hive's Network mission is a community of civic and cultural institutions dedicated to transforming the learning landscape, and creating opportunities for youth to explore their interests in virtual and physical spaces. Through the Hive, youth will have multiple, continuous and connected opportunities to explore their intellectual and skill-based interests. (<http://hivelearningnetwork.org/>). Pittsburgh's selection is tied to the work of the Kids+Creativity Network (not just in Pittsburgh but also the recent expansion to the region covered by the Power of 32 initiative which includes several counties in West Virginia). These partnerships offer a great opportunity for students interested in Community Education to experience and explore first-hand the varied aspects of the program relative to the three majors:

Community Arts, Outdoor Education, and Sports, Recreation and Wellness.

Recently, West Liberty University also received a Claude Worthington Benedum Foundation Grant that supports the design of creative and innovative teaching and learning spaces (see detailed listings below).

Claude Worthington Benedum Foundation

\$250,000	12 month Grant for Teaching Artist Residency Programming (2013)
\$230,000	2 year Grant for Innovative Class Design in partnership with Carnegie Mellon CREATE Lab and Harless Center at Marshall University (2012)
\$75,000	12 month Grant for Digital Media Design Teacher Certification (2011)
\$166,000	15 month Grant co-authored with Dean of Arts and Communication to create an Arts and Communication Center (2011)
\$266,000	2 year Grant for Elementary Science Collaborative Lab School Initiative, (2010)

WV Professional Development Schools Grant from WV State Department Educ. and the Arts
\$96, 000 (2010) and \$94,000 (2012) and \$96,500 (2013)

Community Foundation of the Ohio Valley (CFOV)

\$6,050 – 12 month grant for Parent Project workshop series (2012-2013)

6.2.c.1. Admissions and Performance Standards

The following will be outlined in the University Catalog/Bulletin and will be available in a student handbook that will be accessible to all students of the Community Education Program through the Department of Professional Education website.

Application Requirements

To ensure well-qualified candidates and competent graduates, the following qualifications for the Bachelor of Arts in Community Education Program and its three majors of Community Arts, Outdoor Education, and Sports, Recreation and Wellness have been established.

For admission, the applicant must:

- ✓ Complete the application form for the Bachelor of Arts in Community Education Program
- ✓ Submit an essay – a brief statement discussing when and why they became interested in Community Education and their chosen major, any work or volunteer experience they might have had that will demonstrate their awareness of the field, and their long-term professional goals.
- ✓ Submit three letters of recommendation (at least one of them must be from outside the West Liberty University faculty or staff).
- ✓ Submit official transcripts. Students must have a minimum GPA of 2.75.

Applicants will be evaluated and ranked based on a rubric that assigns points to the admission criteria.

To remain in the Community Education Program students must maintain a 2.5 cumulative grade point average with at least a “C” average in all required coursework in the

Community Education core and major studies.

Please note, this program will require students to complete internships at facilities internal and/or external to the University, and such facilities will or may require a criminal background check, an Act 33/34 clearance, and perhaps a drug screen to determine qualification for participants during the time of the program.

6.2.c.2. Program Requirements

The Bachelor of Arts in Community Education degree program at West Liberty University will be a 120 credit hour course of study. The coursework includes 63 credit hours of general studies courses, 36 credit hours common core requirements, and 21 credit hours of major studies. Included in the 36 credit hours of common core requirements are 4 credit hours of internship/international community experience in one of the chosen majors of Community Arts, Outdoor Education, and Sports, Recreation and Wellness.

The general studies portion of the curriculum follows that for the Bachelor of Arts at West Liberty University. The general studies requirements are summarized in Table 6.2.c.2.A, the common core requirements, including the internship requirements for each major are shown in Table 6.2.c.2.B, and the major studies requirements for the majors are displayed in Table(s) 6.2.c.2.C. This program curriculum is designed to address the goals and objectives described in section 6.2.a. Syllabi for new courses (marked with an asterisk) are included in [Appendix A](#). A coursework overview of the program of study for the Bachelor of Arts in Community Education is provided below:

Bachelor of Arts in Community Education Coursework Overview

Total: 120hours

I. General Studies
(63 credit hours)



II. Major Common Core
(36 credit hours including 4 credit hour Internship)

Common Core Classes (32 credit hours)

Internship (4 credit hours within area of specification)

**Community Arts
Internship**

**Outdoor Education
Internship**

**Sports, Recreation &
Wellness
Internship**



III. Major Studies (21 credit hours)

**Community Arts
Major**

**Outdoor Education
Major**

**Sports, Recreation &
Wellness
Major**

Table 6.2.c.2.A. Bachelor of Arts Community Education Program Curriculum: General Studies
(63 credit hours)

COMMUNICATIONS – 21 Sem. Hrs.	
(To be eligible for graduation, a minimum grade of “C” is required in ENG 101 & 102 and COM 101).	
ENG 101 3hrs	College Composition I
ENG 102 3hrs	College Composition II
COM 101 3hrs	Fund of Oral Communication
FOREIGN LANGUAGE 12hrs	(All Credits must be in a single foreign language).
FREN 101	Beginning French I
FREN 102	Beginning French II
FREN 201	Intermediate French I
FREN 202	Intermediate French II
or	
GER101	Beginning German I
GER102	Beginning German II
GER201	Intermediate German I
GER202	Intermediate German II
or	
RUS 101	Beginning Russian I
RUS 102	Beginning Russian II
RUS 201	Intermediate Russian I
RUS 202	Intermediate Russian II
or	
SPAN 101	Beginning Spanish I
SPAN 102	Beginning Spanish II
SPAN 201	Intermediate Spanish I
SPAN 202	Intermediate Spanish II
or	
SPA 252	Sign Language I
SPA 352	Sign Language II
SPA***	Sign Language III
SPA***	Sign Language IV
MATHEMATICS – 3 Sem. Hrs.	
MATH 102 or	Nature of Math
MATH 140 or	College Algebra
MATH 145 or	Pre-calculus Algebra
MATH 160	Intro to Statistics

3hrs MATH 210 5hrs	Calculus & Analytic Geometry I (Check in your major field for required courses)
NATURAL SCIENCES – 8 Sem. Hrs.	
BIO 105 and BIO 106 or BIO 124 and BIO 125 4hrs	Life Science for Non Major Life Science for Non Major Lab Biological Principles Biological Principles Lab (Check in your major field of studies for required courses)
CHEM 100 CHEM 101 or CHEM 110 CHEM 111 or PHYS 101 PHYS 110 or PHYS 190 PHYS 191 4hrs PHYS 345 4hrs	Foundations of Chemistry Foundations of Chemistry Lab General Chemistry I General Chemistry I Lab Elementary Physics I Elementary Physics Lab I The Physical World The Physical World Lab Earth and Space Science & Lab (Check in your major field of studies for required courses)
FINE ARTS/ HUMANITIES – 12 Sem. Hrs.	
A. Fine Arts: ART 100 or ART 140 or ART 340 or ART 341 or ART 343 or COM 203 or COM 211 or THE 100 or THE 300 or FA 101 or MUS 130 or MUS 131 or MUS 132 3hrs	<u>Choose one course from the following</u> Fundamentals of Art Appreciation of the Art Major Hist. of Western Art I Hist. of Western Art II Survey of Non-Western Art Argumentation & Debate Mass Communication Media Theatre Appreciation Hist. of the Theatre Fine Arts as a Human Experience Appreciation of Music Introduction to Music Literature Jazz Appreciation
B. Literature: 3hrs	Choose any Literature course with ENG prefix
C. Philosophy or Religion: 3hrs	Choose any course
D. Elective:	Choose any additional course from A, B, or C

3hrs	
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SOCIAL AND BEHAVIORAL SCIENCES – 12 Sem. Hrs.	
<u>A. History</u> HIST 103 or HIST 104 or HIST 210 or HIST 211 3hrs	<u>Choose one course from the following</u> History of Civilization I History of Civilization II History of U.S. To 1865 History of U.S. Since 1865
	Choose one course each from the THREE of the following four groups
<u>B. Geography</u> GEO 205 GEO 206 3hrs	Introduction to Geography World Regional Geography
<u>C. Political Science & Social Science</u> POLS 101 POLS 201 3hrs	Basic Concepts/ Politics & Government National Government
<u>D. Sociology</u> SOC 150 SWK 201 3hrs	Basic Concepts of Sociology Ethnicity, Diversity, and Cultural Awareness
<u>E. Psychology</u> PSYC 101 3hrs	Introduction to Psychology
BUSINESS AND ECONOMICS – 3 Sem. Hrs.	
ECON 101 ECON 102 GBUS 140 3hrs	Choose one course from the following: Prin. Of Macroeconomics Prin. Of Microeconomics Introduction to Business
WELLNESS/ PHYSICAL EDUCATION – 4 Sem. Hrs.	
	Students must choose HE 253 or HE 250.
#PE 101 and/or #PE 102 1hr	General Program in PE I General Program in PE II # Credits earned in PE 101 & PE 102 must be in different activities.
HE 253 2hrs or HE 250 3hrs	Personal Health Introduction to Health

* Indicates new course.

Table 6.2.c.2.B. Bachelor of Arts Community Education Program Curriculum: Common Core
(36 credit hours)

EDUC 201 3hrs	Human Development
SPED 241 3hrs	Exceptionalities and Diversities
EDUC 301 3hrs	Educational Psychology
ENT 350 3hrs	Entrepreneurship and Law
CEP 411* 3hrs	Formal & Non-Formal Education Models
CEP 421* 3hrs	Promoting Creativity & the Arts
CEP 422* 2hrs	Outdoor Learning Spaces
CEP 433* 3hrs	Program Design & Implementation
CEP 442* 3hrs	Community Empowerment & Engagement
CEP 443* 3hrs	Fundraising & Grant Writing
CEP 463* 3hrs	Rethinking 21st Century Education
CEP 493* 4hrs	Internship/ International Community Experience

* Indicates new course.

Table 6.2.c.2.C. Bachelor of Arts Community Education Program Curriculum: Major Studies (21 credit hours) – Each major defined separately.

Table 6.2.c.2.C.1. Community Arts Major

ENT 202 3hrs	Creative Problem Solving
COM 227 Or one of the following: COM 231 COM 313 COM 426 COM 434 3hrs	Visual Literacy News Writing and Reporting Organizational Communication Multimedia & Social Networking Desktop Publishing
MGT 350 3hrs	Principles of Management
CEP 452* 3hrs	Reggio Emilia & Other Approaches
CEP 473* 3hrs	Community Outreach
CEP 492* 3hrs	Practicum I (on-campus)/ Community Arts (theatre, dance & movement, music & youth symphony, visual arts & exhibitions)
CEP 482* 3hrs	Practicum II (off-campus)/ Community Arts (theatre, dance & movement, music & youth symphony, visual arts & exhibitions)

* Indicates new course.

Community Arts Major Outcomes

Students will:

1. Identify effective management and marketing or media strategies for the promotion of community arts programs.
2. Utilize community-based resources in the planning and development of community arts programs.
3. Evaluate arts-based programs and their unique design elements.
4. Coordinate programming and exhibition relative to areas in community arts.

Community Arts Outcomes and Assessments

MAJOR OUTCOMES Students in the Community Arts major at West Liberty University will:	COURSES	ASSESSMENTS
1. Identify effective management and marketing or media strategies for the promotion of community arts programs.	ENT 202 MGT 350 COM (all)	Research Paper Case Study
2. Utilize community-based resources in the planning and development of community arts programs.	CEP 452 CEP 473 CEP 492	Project Portfolio
3. Evaluate arts-based programs and their unique design elements.	ENT 202 CEP 452 CEP 482	Debate Test Presentation
4. Coordinate programming and exhibition relative to areas in community arts.	CEP 473 CEP 482 CEP 492	Portfolio Problem-Based Learning

Table. 6.2.c.2.C.3. Outdoor Education Major

BIO 224 3hrs	Field Natural History Fall only
SDE 232 3hrs	First Aid & Emergency Services (Certification in First Aid & CPR)
BIO 235 3hrs	Introduction to Environmental Policies and Issues
PE 280 3hrs	Recreation Camp/ Outdoor Leisure Pursuits
GEO 307 3hrs	Environmental Issues in Appalachia
GEO 312 or one of the following: GEO 317 GEO 405 GEO 444 3hrs	Geographies of World Tourism Geographies of Disasters Environmental Geography Weather and Climate
BIO 340 4hrs	General Biology for Elementary Teachers

Outdoor Education Major Outcomes:

Students will:

1. Explain the influence of the natural environment and geography regions on outdoor learning and recreational spaces.
2. Analyze current issues in environmental and natural sciences.
3. Describe and demonstrate the organization and structure of effective outdoor camping and recreational organizations including needed safety measures.
4. Critique the historical significance of history, geography, and environment as it impacts human activity.

Outdoor Education Outcomes and Assessments

MAJOR OUTCOMES Students in the Outdoor Education Major at West Liberty University will:	COURSES	ASSESSMENTS
1. Explain the influence of the natural environment and geography regions on outdoor learning and recreational spaces.	BIO 224 BIO 235 GEO 307	Paper Test Presentation
2. Analyze current issues in environmental and natural sciences.	BIO 224 BIO 235 GEO 307 GEO 312 BIO 340	Test Paper Project Problem-Based Learning Scenario
3. Describe and demonstrate the organization and structure of effective outdoor camping and recreational organizations including needed safety measures.	SDE 232 PE 280 BIO 340	Case Study Red Cross Certification Test
4. Critique the historical significance of history, geography, and environment as it impacts human activity.	GEO 307 GEO 317/405/444	Field-Research Project

Table. 6.2.c.2.C.4. Sports, Recreation, and Wellness Major

PE 211 2hrs	Group Fitness Leadership
SDE 232 3hrs	First Aid & Emergency Services (Certification in First Aid & CPR)
PE 240 3hrs	Anatomy
PE 280 3hrs	Recreation Camp/ Outdoor Leisure Pursuits
PE 345 or EP 299 3hrs	Physiology of Exercise Basic Strength and Conditioning
HE 360 3hrs	Community & Environmental Health Fall and Spring
PE 382 2hrs	Principles of Recreation Spring only
HE 470 1hr	Current Health Issues Seminar Online
	Select 1 credit hour from the following classes:
PE 117 1hr	Individual and Recreational Sports Fall only
PE 225 1hr	Lifeguarding American Red Cross certification in lifeguarding. Prerequisite: Proficient swimming skills applicable to American Red Cross level V.
PE 320 1hr	Principles of Coaching Fall only
PE 322 1hr	Organization and Administration of Physical Education, Intramurals, and Athletics Spring only

Sports, Recreation, and Wellness Major Outcomes

Students will:

1. Identify trends and organizational needs related to sports, recreation, and wellness programs in the community.
2. Design and implement a community-based athletic program.
3. Apply the principles of body mechanics and anatomy to effectively designed recreational and sports programming.
4. Research and critique current issues and best practices related to sports, recreation, and wellness programs in the community.

Sports, Recreation, and Wellness Outcomes and Assessments

MAJOR OUTCOMES Students in the Sports, Recreation, and Wellness Major at West Liberty University will:	COURSES	ASSESSMENTS
1. Identify trends and organizational needs related to sports, recreation, and wellness programs in the community.	PE 211 PE 280 HE 360 PE 382	Case Study Research Paper Presentation
2. Design and implement a community-based athletic program.	PE 211 SDE 232 PE 280 HE 360 HE 470	Problem-Based Learning Scenario Community Service-Project Red Cross Test
3. Apply the principles of body mechanics and anatomy to effectively designed recreational and sports programming.	SDE 232 PE 240 PE 345/EP 299 PE 117/225/320/322	Test Paper
4. Research and critique current issues and best practices related to sports, recreation, and wellness programs in the community.	PE 382 HE 470 PE 117/225/320/322	Test Research Project Presentation

6.2.d. Program Outcomes

Table 6.2.d.1 Program Outcomes and Assessment

PROGRAM OBJECTIVE Graduates of the Community Education program at West Liberty University will:	PROGRAM OUTCOMES The student will:	ASSESSED
1. Speak, write, and effectively present on issues and research related to Community Education	A. Critically analyze and compare non-formal and formal educational models. B. Collect and present research to varied audiences. C. Advocate on behalf of non-formal education and community-based education through community engagement.	CEP411: Formal and Non- Formal Education CEP 422: Outdoor Learning Spaces CEP433: Program Design & Implementation CEP 442:Community Empowerment & Engagement CEP 463: Rethinking 21 st Century Education CEP 493: Internship/International Community Experience
2. Work with a diverse group of children and adolescents and global communities on a local, national, and international level.	A. Adjust programs for special needs students. B. Include multicultural themes in the curriculum development. C. Establish the development of collaborations with people and institutions on a local, national, and international level.	EDUC 201: Human Development SPED 241: Exceptionalities & Diversities EDUC 301: Educational Psychology CEP433: Program Design & Implementation CEP 442:Community Empowerment & Engagement CEP 463: Rethinking 21 st Century Education CEP 493: Internship/International Community Experience
3. Support Community Education by designing programs and measures of assessment.	A. Develop an after-school programming plan. B. Include outdoor activities and learning spaces. C. Create and implement measureable learning outcomes for	CEP 411: Formal and Non- Formal Education CEP 422: Outdoor Learning Spaces CEP 433: Program Design & Implementation CEP 442:Community Empowerment &

	Community Education. D. Design and model various facets of educational assessment.	Engagement CEP 463: Rethinking 21 st Century Education CEP 493: Internship/International Community Experience
4. Develop effective leadership, administrative and managerial skillsets relevant to community-educational and non-profit organizations.	A. Create a comprehensive, strategic plan for an educational and community-based non-profit organization that includes fundraising, marketing, and enrollment. B. Identify grant resources and develop a grant proposal. C. Connect community resources in the greater region/ community with educational and non-profit agencies. D. Develop programs and collaborations between schools and community resources.	ENT 350: Entrepreneurship and Law CEP 433: Program Design & Implementation CEP 443: Fundraising & Grant Writing CEP 493: Internship/International Community Experience
5. Integrate the arts and foster 21 st Century Skills in various tracks in Community Education.	A. Organize field trips to sights of interest, exhibitions, and museums that match their track. B. Take ideas from international educational examples and apply them to their track studies. C. Use the arts to design interdisciplinary units. Foster and model 21 st Century Skills (e.g. Creativity, Problem-based Learning, Critical Thinking). D. Foster and model 21 st Century Skills (e.g. Creativity, Problem-	CEP433: Program Design & Implementation CEP 463: Rethinking 21 st Century Education CEP 442:Community Empowerment & Engagement CEP 421: Promoting Creativity & the Arts CEP 422: Outdoor Learning Spaces CEP 493: Internship/International Community Experience

	based Learning, CriticalThinking).	
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Tabl

e 6.2.d.1 Program Outcomes and Assessment

6.2.e. Program Content

Every program, including the proposed Bachelor of Arts in Community Education Program, in the College of Education follows the mission of West Liberty University and the Institutional Goals and Outcomes (see 6.3.a)

6.2.e.1.

The proposed Bachelor of Arts in Community Education Program follows the 120 credit hour model for a bachelor’s degree and is designed for completion in three academic years. Despite the intention of this program to be an accelerated three-year program, students who wish to expand their studies to four years have the option to do so, by not taking summer classes but adding a fourth year of Fall IV and/or Spring IV classes.

The typical Course of Study for the proposed Community Education Program would include the following courses (see Table 6.2.e.1.A).

Table 6.2.e.1.A. Generic Plan of Study for a Bachelor of Arts in Community Education

Y E A R O N E		Fall I (18h) 15h General Studies & 3h Common Core Community Education	Spring I (18h) 12h General Studies & 6h Common Core Community Education
Y E A R T W O	Summer I (6h) 6h General Studies Summer I, II, III or IV Term (to be announced)	Fall II (18h) 6h General Studies & 3h Common Core Community Education 9h Major Studies	Spring II (18-19h) = 9h General Studies & 5h Common Core Community Education 3h Major Studies
Y E A R T H R E E	Summer II (6h) 6h General Studies Summer I, II, III or IV Term (to be announced)	Fall III (18h) 6h General Studies & 6h Common Core Community Education 6h Major Studies	Spring III (19h) 3h General Studies 13h Common Core CE 3h Major Studies

6.2.e.2 & 6.2.e.3

The General Studies component for the Bachelor of Arts in Community Education as listed in Table 6.2.c.2.A exceeds the minimum hours required (30) and is the established BA General Studies program for all WLU students.

6.3. Program Need and Justification

This Community Education program will meet a number of societal, occupational, and public service needs. The demand for a Community Education program with a variety of major choices became obvious by numerous requests that were expressed by various institutions in the Northern Panhandle of West Virginia (e.g. Schrader Center in Wheeling WV), but also other parts of the state (e.g. The Mountain Institute, Circleville West Virginia) for graduates of the West Liberty University College of Education/Department of Professional Education that could be hired as work full-time employees or interns, to serve as community educators.

6.3.a. Relationship to Institutional Goals/Objectives

The educational objective of this program is to provide a robust Community Education program with supporting majors in the specialized areas of Community Arts, Outdoor Education, and Sports, Recreation and Wellness. This objective supports the mission of West Liberty University, “to provide our students the opportunity for a high quality undergraduate, graduate and professional education” and the West Liberty University core values of opportunity, caring, professionalism and integrity, excellence, and civic engagement education.

More specifically, the educational objective of the Community Education program directly supports the visions of West Liberty University described in the following passages: “Providing a comprehensive and significant liberal arts foundation that will prepare its students to communicate effectively, think critically and assume productive roles as citizens of their communities;” and “Building strong and enduring relationships with alumni, benefactors, and the community, in general.” This new Community Education program supports and integrates community engagement activities and further strengthens and enhances the partnerships with schools and non-profit organizations.

The Community Education program from West Liberty University will prepare students for employment as Community Educators in formal and non-formal learning environments at a time when the demand for persons with these qualifications is increasing.

In addition, this intended degree program does not just directly support the visions of West Liberty University, but also the “Focus 2020” Initiative of the University. The “Focus 2020” Initiative is a strategic positioning initiative for West Liberty University. On October 17, 2012, President Capehart introduced the “Focus 2020” Initiative and stressed that West Liberty University is currently competing with 64 post-secondary institutions in the state of West Virginia. In order to stay competitive, he emphasized a focus on distinction and distinctiveness for the university. From his point of view, West Liberty University must continue to develop high quality programs of distinction and specialized programs that will satisfy the future career market of our graduates. The accelerated Bachelor of Arts in Community Education could

become a pillar of distinction with its majors in Community Arts, Outdoor Education, and Sports, Recreation and Wellness.

In addition, the suggested three-year accelerated Bachelor of Arts Program in Community Education is especially suitable for West Liberty University students, because it would provide them with the opportunity to finish eight full semesters of coursework in just three years, instead of four, by including the summers in the program. Consequently, the three-year accelerated degree opportunity would provide great flexibility and options in higher education for students (the option to expand the program to four years, instead of three, exists for students who wish to do so and was explained earlier in this document). Many other states, including Ohio, require at least ten percent of their Bachelor of Arts degrees to be three-year programs. In 2014, the state of Ohio plans to offer sixty percent of its Bachelor of Arts programs in three-year programs. The establishment of the three-year accelerated Bachelor of Arts in Community Education would be very distinctive in the state of West Virginia and would well position West Liberty University relative to regional and national institutions of higher education.

The Bachelor of Arts in Community Education Program relates exceptionally well to the goals and objectives of West Liberty University and to the statewide master plan. The goals listed in the “Institutional Master Plan for West Liberty University 2008-2013” under Academic Plan Outline: 1. Economic Growth and include four goals which are particularly well aligned with this program and correspond to the statewide master plan. These goals state that West Liberty University will produce:

1. Economic Growth

1.1. Goal: Students prepared to participate in a knowledge-intensive global economy

Community Education is a knowledge intensive profession wherein evidence-based, current, and accurate information must be disseminated to individuals, groups, communities, and organizations for non-formal education to take place. Students also use their educational and psychological knowledge to develop community programs for life-long learners of all ages. The Community Education Program with its three majors of Community Education falls into various categories which all express the need of graduates of the program, as well as growth (see also more detailed descriptions 6.3.).

Emphasis on cultural diversity, cultural awareness, and global competency on a local, national, and international level (see also Table 6.2.d.1. Program Outcomes and Assessment/ Program Objective/Goal no. 2) allows for students to be able to compete in an increasingly interconnected global economy. This global competency is specially stressed by the integration/possibility for students to study abroad. Throughout the program, students have the option to either complete an internship and/or participate in an International Community Experience (see [Appendix A – Syllabus CEP 493](#) for more details).

1.2. Goal: Students qualified in high demand fields

The field of Community Educators “per se” is not listed on the U.S. Bureau of Labor Statistics website. Nevertheless, graduates of the Community Education program, with their non-formal education background, should be seen as a combination of Social and Community Service Managers (as is detailed in <http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>) and self-enrichment teachers (as is detailed in <http://www.bls.gov/ooh/education-training-and-library/self-enrichment-teachers.htm>), both of which are likely to continue to be

high demand fields and are growing faster than average.

In addition, each major of the community education program will qualify students in one of the three major areas of Community Arts, Outdoor Education, and Sports, Recreation and Wellness, which also display a high demand of graduates (for more detailed information on each major see 6.3.).

1.3. Goal: Adults and other nontraditional students prepared for professional advancement in current or alternative vocations

The accelerated Community Education Program serves especially adults and non-traditional students well and prepares them for alternative vocations in the community education field. Requests for this program came from non-traditional students who had been working on a degree in formal education, but never finished because of their disinterest in working in the formal school system. Their need was a program that provided the possibility to work as an educator, but in a non-formal setting. WLU's goal of the strategic plan to "extend WLSC into the community to meet continuously changing needs of our customer" will be met with this Community Education Program.

1.4. Goal: Students prepared to transition from school to work.

Students completing the Community Education Program earn a Bachelor of Arts degree in Community Education. Depending on the chosen major, graduates of the program may find employment in multiple areas of Community Education: Community Arts, Outdoor Education, and Sports, Recreation and Wellness (for more detailed career possibilities in Community Education please see 6.3.).

The following stated in the "Institutional Master Plan for West Liberty University 2008-2013" under Part 1: Strategic Platform also relates exceptionally well with the proposed Community Education Program:

In an increasingly competitive academic environment, the key to sustainability lies in the ability to achieve distinction and distinctiveness by demonstrating (1) our competitiveness with our peer institutions and (2) our ability to achieve remarkable results based upon our size and our commitment.

At present, there are no colleges/universities in West Virginia that offer a Community Education degree. Out of the three prospective majors (Community Arts, Outdoor Education, and Sports, Recreation and Wellness), only the major area of Sports, Recreation and Wellness is represented by other programs offered in West Virginia (see 6.3.b. for more detailed information). West Liberty University would be the only four-year public university in this area to offer this degree, which makes our program very distinct and competitive. Throughout the planning period of this new degree program, we received tremendous support by various institutions that are hoping to have some of our students on-site (see Letters of Support in [Appendix C](#)). These letters show how the new Community Education degree is expected to become a well-respected and high quality program adding to the excellence of West Liberty University.

6.3.b. Existing Programs

As the only public four-year institution in the northern panhandle, West Liberty aims to provide a comprehensive listing of program offerings to educate students in its service areas. Likewise, communities in this region seek to hire graduates from this university. The addition of this program will expand the pool of graduates that are well-trained and equipped with 21st Century skills to work in a variety of non-formal and informal educational agencies and related organizations.

There is no other institution in West Virginia offering a COMMUNITY EDUCATION program. Out of the three prospective major areas (Community Arts, Outdoor Education, and Sports, Recreation and Wellness) only the major area of SPORTS, RECREATION, & WELLNESS is represented by other programs offered in West Virginia:

Seven other institutions in West Virginia offer programs similar to the SPORTS, RECREATION, and WELLNESS major:

- Alderson Broaddus College
- Davis & Elkins College
- Fairmont State University
- Glenville State College
- Ohio Valley University
- Shepherd University
- University of Charleston

Despite the existence of these programs in the state of West Virginia, the programs still are different from the Bachelor of Arts in Community Education with a major in Sports, Recreation, and Wellness in the sense that only three out of the seven are public four-year institutions - the four other ones are private institutions. Furthermore, four of the seven institutions only offer Bachelor of Science degrees and the remaining three offer Bachelor of Arts degrees that focus on Administration and Management.

Two of the three major areas are not at all offered in the state of West Virginia – in the entire state of West Virginia, there is no other institution that offers a program in:

- COMMUNITY ARTS
- OUTDOOR EDUCATION

6.3.c. Program Planning and Development

The Intent to Plan for the Bachelor of Arts in Community Education Program was approved by Dr. Paul L. Hill, Chancellor of the West Virginia Higher Education Policy Commission on March 18, 2013.

Planning for this program began last year with discussion about serving the needs of students at West Liberty University identified as interdisciplinary in study, specifically around environmental education/outdoor education. With collaboration between and among various colleges at the University, the concept of Community Education grew.

In September 2012, Dr. Miriam Roth Douglas joined the College of Education faculty. Given Dr. Roth Douglas' expertise in community education and the interest in the potential

degree program within the community as well as the campus, she was designated to lead the formation of a full Community Education curriculum and coordinate the administrative paperwork approval process.

She has met with 24 different community leaders and organizations across the Ohio Valley to share the program design, solicit feedback from community organizations, and orchestrate potential partnerships. She has also met with four Deans and faculty of other Colleges at the University to develop majors in the program that are interdisciplinary and highly marketable.

The curriculum for the proposed program was developed and approved by the faculty of the Department of Professional Education on April 2nd 2013. The WLU Curriculum Committee approved the curriculum on April 9th 2013 ([Appendix E](#)). The WLU Faculty Senate approved the proposed degree program on April 16th 2013 ([Appendix E](#)), and the WLU Board of Governors approved the proposed degree program at a special meeting on May 22nd 2013([Appendix E](#)).

6.3.d. Clientele and Need

This section focuses on detailed information on the clientele to be served and their specific needs that will be met by the program and additional indicators justifying the need of the program. The Community Education Program will be highly desirable to a large market of students, specifically students from the southern and eastern parts of West Virginia where more limited community organizations exist as resources. Drawing from the strength of Wheeling and Pittsburgh, known for the Arts and Music and in the unique features of this area related to outdoor and environmental education, West Liberty University is a highly desirable location, still rural and personal, but with larger-city networking and cultural organizations. Students are expected from a large geographic region, even further west and south.

The necessity of the program and each of its three majors will be addressed on a regional, state, and national level:

Community Arts

There is no program in the state of West Virginia that offers a major for Community Arts. Only one institution in the state of West Virginia offers a program that is similar to Community Arts: Davis & Elkins College. Nevertheless, it has to be stressed that this institution is a private institution. The program is also different from the Community Arts program in the sense that it focuses on formal education/teacher education:

“This program is geared toward training secondary school theatre teachers. With new education standards, many states now require a specialization to teach a specific subject. It has been set up to meet those needs” (<http://www.hotcoursesusa.com/us/bachelor-of-arts-in-theatre-education-at-davis-elkins-college-53760588-usa.html>).

Similar issues arise in the national search for Community Arts programs. No Community Arts programs could be found in a national search - only Theatre Education programs were available. The most of these programs though are geared toward teacher education. This is especially true in the bordering states to West Virginia:

Pennsylvania - Only one program is offered in the state at Marywood University and this

program focuses on training theatre teachers for schools.

Ohio – Only one program is offered in the state at Ohio Wesleyan and this program focuses more on speech than on theater education

Virginia – Two programs are offered in the state at Virginia Commonwealth University and Old Dominion University. Virginia Commonwealth focuses on training theater teachers for schools and Old Dominion University strongly supports dance, as well.

Maryland – There is not Bachelor degree in theatre education available in Maryland, only a Master's degree.

Kentucky – There is neither a Bachelor degree, nor a Master degree offered in this state.

The need for a program becomes evident that relates Community Arts to the non-formal educational field and prepares individuals that serve the educational needs of the community and its members (all ages) in a less formal environment. This program will not meet WV teacher certification requirements for Theater or Art Education, and it is not intended to substitute for an approved teacher education program. Individuals in this program will not be eligible for teacher licensure in an area of the arts.

A number of employment opportunities would be available for graduates of the new program. The U.S. Bureau of Labor website (http://www.bls.gov/opub/ted/2010/ted_20100616.htm) does not list Theatre Educators, but related employment opportunities: Producers and directors, actors, set and exhibit designers and art, drama, and music teachers. The job growth for the most of these areas is as fast as average.

Nowadays, theatres usually employ at least one person who is responsible to community outreach and education, as well as work in relation to the community. The Community Education program is intended to fulfill those needs by focusing on Community Arts with a special emphasis on theatres (e.g. Towngate Theatre Wheeling WV, City Theatre Pittsburgh PA).

Outdoor Education

Currently, there is no college or university in the whole state of West Virginia that offers Outdoor Education – neither Bachelors nor Masters programs. West Virginia University offers a similar program in outdoor recreation, but not a program in outdoor education.

Many West Virginia colleges and universities offer environmental science curricula, but West Liberty University's program would be distinctive by being the only program in the state that would marry outdoor studies and education in a Bachelor of Arts degree in Community Education with a major in Outdoor Education.

The Oglebay Institute's Schrader Environmental Center, as a public nature history interpretation/environmental education/recreation center, specifically expressed its need for well-educated graduates with the knowledge, experience, and training to teach diverse audiences in multiple modes, critical to its mission of connecting individuals to outdoors and nature. Located in Wheeling, West Virginia, the Schrader Center serves the regions of West Virginia, southwestern Pennsylvania, and eastern Ohio and reaches more than 50,000 annual participants through hands-on programs. The Schrader Environmental Center enthusiastically expressed its support for the "important initiative" of a program in Community Education with a major in Outdoor Education. For more detailed information about the Schrader Environmental Center and its need for graduates in outdoor education, please see the support letters ([Appendix B](#) and

[Appendix C](#)) by the Center for the Community Education program.

The Community Education program is intended to meet this demand for outdoor educators. Several collaborations have been established. West Liberty University is already working together with the following institutions:

The Linsly Outdoor Center that is located in Raccoon Creek State Park, Hookstown, PA. The Center has been developed for the implementation of Adventure, Environmental, and Outdoor Skills Education.

The Meadowcroft Rockshelter Historic Village, a recreated 19th Century village celebrating rural life.

The Oglebay Institute – Schrader Environmental Center, a public nature history interpretation, environmental education, and recreation center in Wheeling, WV.

West Liberty University is also currently working on building a relationship with the Ohio County 4-H organization that is part of WVU's Extension Service.

Sports, Recreation, and Wellness

Out of the seven institutions that offer similar sports, recreation, and wellness programs in the state of West Virginia, only three of them are state colleges or universities. West Liberty University would be the only public institution in the northern panhandle providing students with the service area of sports, recreation, and wellness.

Furthermore, most degrees offered in sports and/or recreation, by other institutions, are interrelated with administration, business, and science. West Liberty would be the only university to provide a program in sports and recreation connected to education, teaching, and Community Education. The Community Education program is intended to fulfill those needs and the employment projections data for job opportunities, by the U.S. Bureau of Labor Statistics, support this intent:

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20	
				Percent	Numeric
Recreation Workers	39-9032	339,100	403,400	19	64,300

Employment projections data for recreation workers, 2010-20

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

The Employment projections data for recreation workers 2010-20 table shows that employment for sports and recreation workers is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations.

6.3.e. Employment Opportunities

This section will discuss and list employment opportunities that are likely to be available to program graduates:

Community Arts

Graduates could become programming specialists in theatre pedagogy, methods of educational theatre and outreach, theatre for all audiences, or they even could become teaching artists. All of them could find their niche in community-based theatre education and non-formal education in general. The community education program's combination of collaborations, knowledge of curricula, as well as a background in human development and psychology would serve as the basis for these special occupational opportunities.

The College of Education has existing partnerships with the Towngate Theatre in Wheeling WV, the City Theatre in Pittsburgh, PA and West Liberty University Theatre.

Outdoor Education

In addition to working with the previously mentioned centers (see 6.3.d. Outdoor Education), graduates of the new program would also team up with Regional Environmental Action Programs (R.E.A.P). The need of graduates for one of those programs was already expressed in 2009 (see [Appendix B](#) for advertisement example of Environmental/Outdoor Education Position). Besides these job opportunities, various camps, and outdoor activities of all sorts, graduates of the Community Education program with a focus on Outdoor Education could also teach and lead environmental literacy programs or work at non-formal nature and outdoor or environmental centers and outdoor/environment-oriented organizations. Furthermore, with their adventure, environmental, and outdoor skills and their background in community education, they also would have the opportunity to work in the related field of tourism education.

Sports, Recreation, and Wellness

The U.S. Bureau of Labor Statistics website (<http://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm>) lists a number of occupation possibilities for recreation workers like camp counselors, camp directors, activity specialist recreation leaders, recreation supervisors, and directors of recreation and parks. While these are occupational possibilities for graduates, the focus of this program is to emphasize community outreach, wellness, coaching, and collaborations with partnership camps and institutions, as for example YWCA. The reason for this slight shift of occupation emphasis lies in the fact that the community education program is intended to prepare graduates for year-round and full-time positions, instead of part-time, seasonal, or temporary recreation jobs. These jobs commonly offer a vocation with outdoor activities.

6.3.f. Program Impact

The most significant impacts resulting from the creation of the proposed Community Education Program will be within the College of Education, as well as other Colleges that will be supported by the creation of this program and its three majors. The Community Education Program was designed with the idea to collaborate across Colleges and their Departments, to integrate as many as possible of the already existing and applicable courses for the Community Arts, Outdoor Education, and Sports, Recreation and Wellness majors.

Collaborating Colleges, Centers, and Departments are:

College of Arts& Communication:

Department of Journalism, Communication Studies & Visual Arts;
Department of Music & Theatre;

Gary E. West College of Business:

Center for Entrepreneurship
Department of Marketing & Management

College of Education:

Department of Professional Education;
Department of Health & Human Performance;
Center for Art & Education;

College of Liberal Arts:

Department of Humanities;

College of Science:

Department of Natural Sciences & Mathematics;

Please see Table 6.3.f.1. for a list of Colleges that the College of Education is collaborating with for this program, as well as the list of courses that come from each of these Colleges.

Table 6.3.f.1. List of Collaborating Colleges and courses for the Community Education Program

Colleges & Departments	Common Core/Majors	Courses
College of Education:		
Department of Professional Education;	Common Core	EDUC 201 SPED 241 EDUC 301 CEP 411* CEP 421* CEP 422* CEP 433* CEP 442* CEP 443* CEP 463* CEP 493*
	Community Arts	CEP 452* CEP 473* CEP 482* CEP 492*
Department of Health & Human Performance;	Sports, Recreation and Wellness	PE 117 or PE 225 or PE 320 or PE 322 PE 211 SDE 232 PE 240 PE 280 PE 345 or EP 299 HE 360 PE 382 HE 470
Center for Art & Education;	Community Arts	CEP 433 CEP 443 CEP 482* CEP 492*
College of Arts & Communication:		
Department of Journalism, Communication Studies & Visual Arts;	Community Arts	COM 227 Or one of the following: COM 231 COM 313

		COM 426 COM 434 CEP 482* CEP 492*
Department of Music & Theatre;	Community Arts	CEP 482* CEP 492*
Gary E. West College of Business:		
Center for Entrepreneurship	Community Arts Common Core	ENT 202 ENT 350
Department of Marketing & Management	Community Arts	MGT 350
College of Liberal Arts:		
Department of Humanities;	Outdoor Education	GEO 307 GEO 312 or GEO 317 or GEO 405 or GEO 444
College of Science:		
Department of Natural Sciences & Mathematics;	Outdoor Education	BIO 224 BIO 235 BIO 340

* Indicates new course. For course description and syllabi, please see [Appendix A](#).

6.3.g. Cooperative Arrangements

The Community Education Program requires all students of the program to complete an internship in their major (Community Arts, Outdoor Education, and Sports, Recreation and Wellness). Students of the Community Arts major will also have to fulfill, in addition, Practicum I and Practicum II, because of the nature of these majors. Cooperative arrangements have already been explored. A number of letters of support from in-state, but also out-of-state facilities expressed their willingness to provide internship and practicum sites for West Liberty University's Community Education students (see [Appendix C](#)).

Please see Table 6.3.g.1. for a list of facilities that already provided (and pending) support letters, listed by the three majors. Also, please see [Appendix C](#) for their letters of support.

Table 6.3.g.1. List of Support Letters (received and pending)

<u>Major</u>	<u>Facilities/Institutions</u>	<u>Provided/Pending Support Letters</u>
Community Arts		
	Children's Museum of the Ohio Valley (CMOV) Wheeling, WV	R

	Gateway to the Arts Pittsburgh, PA	R
	Mattress Factory Pittsburgh, PA	R
	Andy Warhol Museum Pittsburgh, PA	R
	CREATE Lab Carnegie Mellon University Pittsburgh, PA	R
	Oglebay Institute Wheeling, WV	R
	City Theatre Pittsburgh, PA	P
Outdoor Education		
	The Wilds Cumberland, Ohio	R
	4-H Wheeling West Virginia University Extension Service Ohio County Wheeling, WV	R
	Oglebay Institute - Schrader Environmental Center Wheeling, WV	R
	Phipps Conservatory and Botanical Gardens Pittsburgh, PA	R
Sports, Recreation, and Wellness		
	Wheeling Recreation Department Wheeling, WV	R
	Oglebay Institute Wheeling, WV	R

R - Letters received

P - Letters pending

6.3.h. Alternative to Program Development

There has not been any alternative to the development of the Community Education Program. In reference to the majors, “environmental science” was considered as one option. The idea was dismissed, because an environmental science major would require a robust science curriculum, which did not align with our program objectives and goals (see also 6.2.a. Program Objectives). The College of Science will pursue this major area of study with a focus on science.

This Community Education Program is geared more towards the fundamentals of leadership and administration skills in non-formal Community Education, supported by the three majors of Community Arts, Outdoor Education, and Sports, Recreation and Wellness.

6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration

The Bachelor of Arts in Community Education Program will be housed within the College of Education and the Department of Professional Education, which also offers degrees in Early Education, Elementary Education, Secondary Education, and Special Education. The following is the proposed administrative organization for the program:



6.4.b. Program Projections

In order to sustain the quality of the program upon completion of the first five years of implementation, the proposed CEP program will be reviewed by the Dean of the College of Education to secure needed resources, if necessary, in the areas of faculty and technology. The number of students in the proposed CEP program is expected to rise in the future, based on enrollment trends. It is expected that the increase in tuition dollars based on increased student enrollment will allow for the necessary resources.

Table 6.4.b.A. CEP Credit Sequence

CEP Course Credits by Term and Year				
Term	First Year Fall 2014	Second Year	Third year	Fourth Year
Fall	3 credits	6 credits	12 credits	21 credits
Spring	6 credits	12 credits	15 credits	21 credits

Table 6.4.b.B. CEP Student Credits by Class

FALL	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	Year 5 (2018-19)
Class of 2018	7 x 3 cr	7 x 6 cr	7x 12 cr	7 x 21 cr	
Class of 2019		19 x 3 cr	19 x 6 cr	19 x 12 cr	
Class of 2020			37 x 3 cr	37 x 6 cr	37 x 12 cr
Class of 2021				50 x 3 cr	50 x 6 cr
Class of 2022					55 x 3 cr
SPRING					
Class of 2018	7 x 6 cr	7 x 12 cr	7 x 15 cr	7 x 21 cr	
Class of 2019		19 x 6 cr	19 x 12 cr	19 x 15 cr	
Class of 2020			37 x 6 cr	37 x 12 cr	37 x 15 cr
Class of 2021				50 x 6 cr	50 x 12 cr
Class of 2022					55 x 6 cr

Table 6.4.b.C. Program Student Credit Hours Generated by Majors

TERM	Year 1	Year 2	Year 3	Year 4	Year 5
FALL	21	99	309	747	909
SPRING	42	198	555	1176	1485
FALL/SPRING FTE	7	19	37	50	55

FORM 1
FIVE-YEAR PROJECTION OF PROGRAM SIZE

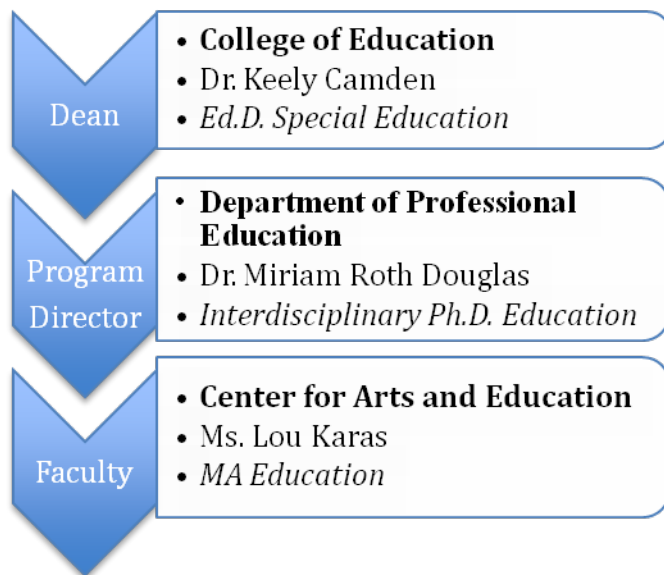
Number of Students Served through Course Offerings of the Program:	1 st Year 2014	2 nd Year 2015	3 rd Year 2016	4 th Year 2017	5 th Year 2018
Headcount	7	19	37	48	55
FTE	7	19	37	48	55
Credit Hours	84	228	444	576	660

Number of Majors:	1 st Year 2013	2 nd Year 2014	3 rd Year 2015	4 th Year 2016	5 th Year 2017
Headcount	7	19	37	48	50
FTE majors	7	19	37	48	50
Credit Hours	84	228	444	576	660
Degrees Granted	0	0	5	10	15

The enrollment and budget calculations were prepared using only new courses in Community Education. These new courses will be taught by full-time and adjunct faculty once program approval is secured. The enrollment and budget projections were built on a three-year cohort model (accounting for fall and spring semesters only, not summer enrollment, although summer enrollment would be required to complete the 120 credit hours in a condensed time-frame). Per the tables, year one of the program, calculated as Fall 2014, is projected to enroll 7 full-time traditional students. Full-time enrollment was calculated using the traditional 12-hour credit load per semester (however, we acknowledge that students will likely be enrolled in an average of 18 hours per semester). Only those courses specific to the community education program *that are new to the University* were included in the calculations for FTE. The general studies courses, and the content-based and Education coursework currently offered and populated at the University were not included in the FTE. These courses would be offered and populated with or without the Community Education Program. The table and budget projections represent the total projected revenue as a result of the approval and offering of the Community Education Program during the first five years of offering (assuming a three-year cohort model for most students).

6.4.c. Faculty Instructional Requirements

The College of Education currently employs three full-time faculty who will be involved with the organization, instruction, and delivery of the Program requirements:



Two of the three faculty have a terminal degree. The third faculty member has an MA in Education. Please see Table 6.4.c.1. below for a list of faculty members, adjuncts, and staff teaching in the Community Education Program. More detailed information on the three faculty members, as well as all the other faculty members, adjuncts, and staff that will be involved with the program can be found in the Faculty Data Sheets in [Appendix D](#).

Table 6.4.c.1. List of faculty members, adjuncts, and staff teaching in the Community Education Program (see their full Faculty Data Sheets in Appendix D).

<u>Name & Degree</u>	<u>Major Area Teaching</u>	<u>College Affiliation</u>
Three Full-time Faculty (including Dean: College of Education) & Department Chair: Department of Professional Education		
Camden, Keely (Dean) Ed.D.	Common Core	College of Education
Douglas, Miriam Roth Ph.D.	Common Core, Community Arts	College of Education
Karas, Lourdes M.Ed.	Common Core	College of Education Center for Arts & Education
Ullom, JoJo M.A.		College of Education
	Faculty, Adjuncts, Staff	

	Common Core	
Schimmel, Sarah M.A.	Common Core	College of Education
White, Carrie MBA, JD, Ed.D.	Common Core, Community Arts	Gary E. West College of Business
Stechly, Judy Ed.D.	Common Core	College of Education
Community Arts		
King, Mike MAAT	Community Arts	College of Arts and Communication
Outdoor Education		
Kruse, Robert Ph.D.	Outdoor Education	College of Liberal Arts
Kettler, Karen M.S., A.B.D.	Outdoor Education	College of Sciences
Sports, Recreation, and Wellness		
Hudson, Melissa MAT, MS	Sports, Recreation, and Wellness	College of Education
Huffman, Aaron M.S.	Sports, Recreation, and Wellness	College of Education
Ma'afala, Abu MS	Sports, Recreation, and Wellness	College of Education

No Community Education Program Director will need to be hired, since she is already a full-time faculty at the College of Education/Department of Professional Education.

FORM 2 (in Section 6.4.g below) details the costs of full-time faculty and adjuncts teaching in the Community Education Program over the five-year period.

6.4.d. Library Resources and Instructional Materials

Currently the Elbin Library at West Liberty University provides adequate resources for all students and is willing to provide any additional resources that are needed. No additional resources are necessary at this point.

6.4.e. Support Service Requirements

The Department of Education at West Liberty is well equipped to handle the addition of the Bachelor of Arts degree in Community Education with our existing staff, and facilities. A Director of the Community Education Program is already part of the existing faculty. The university also has existing student support services like counseling, tutoring, meeting with a retention specialist, and computer support with IT in place.

6.4.f. Facilities Requirements

The new program will not require the addition of new space or facilities or the remodeling or renovation of existing space. The existing facilities are more than adequate and

include well-outfitted classrooms and the Center for Arts and Education. Current facilities are suitable to house the proposed program.

6.4.g. Operating Resource Requirements

The Operating Resource Requirements will be described by using FORM 2, as well as the budget narrative (see both below).

FORM 2 FIVE YEAR PROJECTION OF TOTAL OPERATING RESOURCE REQUIREMENTS

	1st Year 2014/15	2nd Year 2015/16	3rd Year 2016/17	4th Year 2017/18	5th Year 2018/19
A. FTE POSITIONS					
1. Administrators	0.25	0.25	0.25	0.25	0.25
2. Full-Time Faculty	1.0	1.5	1.5	1.5	1.5
3a. Adjuncts – applied	0.00	0.00	0.00	0.00	0.00
3b. Adjuncts – classroom	0.00	0.5	1.0	1.0	1.0
4. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
5. Non-Academic Personnel:					
a. Clerical	0.10	0.10	0.10	0.10	0.10
b. Professionals	0.00	0.00	0.00	0.00	0.00
B. OPERATING COSTS (appropriated funds only)					
1. Personal Services					
a. Administrators	\$19,776	\$20,369	\$20,980	\$21,610	\$22,258
b. Full-Time Faculty	\$48,500	\$84,000	\$86,520	\$89,115	\$91,788
c. Adjunct Faculty	\$0	\$8,400	\$16,800	\$19,200	\$21,600
d. Graduate Assistants	\$0	\$0	\$0	\$0	\$0
e. Non-Academic Personnel:					
Clerical	\$3,400	\$3,502	\$3,607	\$3,715	\$3,827
Professionals	\$0	\$0	\$0	\$0	\$0
TOTAL SALARIES	\$71,676	\$116,271	\$127,907	\$133,640	\$139,473
2. Current Expenses					
Marketing	\$5,000	\$5,000	\$5,000	\$0	\$0
Technology	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
Library Acquisitions	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
Miscellaneous	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
3. Repairs	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
4. Equipment	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
5. Non-Recurring	\$0	\$0	\$0	\$0	\$0
TOTAL COSTS	\$82,176	\$126,771	\$138,407	\$144,140	\$149,973
C. SOURCES					
1. General Fund Approp.	\$0	\$0	\$0	\$0	\$
2. Federal Government	\$0	\$0	\$0	\$0	\$0
3. Private and Other	\$43,582	\$118,294	\$230,362	\$311,300	\$342,430
TOTAL ALL SOURCES	\$43,582	\$118,294	\$230,362	\$311,300	\$342,430

Budget Narrative

For the purposes of budget predictions, a base salary of \$48,500.00 was used for the Program Director. The second faculty member (who teaches .5 starting year two) has a base salary of \$70,500. A three percent salary increase (starting year 3) was used to calculate the salary costs. A flat fee of \$700 per credit hour was used to calculate adjunct faculty costs until year four and five at which time a small percentage increase was noted. These costs include: Year 2 \$700; Year 3-4 \$800; Year 5 \$900.

The clerical work, to be provided by the Department's administrative assistant, will be 0.10 of her workload each year and is based on \$34,000 salary and a three percent increase. Funding for the program is based on in-state tuition. This conservative estimate was maintained throughout the projected 5-year calculations. Tuition from an enrollment of seven in-state students for the first year was calculated. We anticipate some out-of-state participation but did not calculate that into the proposal. We also anticipate a robust transfer population as a result of strong articulation agreements with the community colleges.

Since the proposed degree will become a part of the existing College of Education, most of the required infrastructure and resources are already in place.

6.4.h. Source of Operating Resources

The operating resources will be derived from existing budget allocations. As this program does not require large-scale equipment or specialized curriculum/lab materials, the costs are mainly contained to personnel. Any classroom upgrades and typical maintenance will be financed through the general operating budget of the University. As the program grows, additional faculty that may be hired in year five and beyond would be entirely financed through the increasing enrollment.

6.5. Program Evaluation

6.5.a. Evaluation Procedures

The University has a programmatic assessment review process in place (2-2.5y cycle) in addition to required five-year BOG reviews. The College of Education fully participates in all assessment initiatives brought forth by the University. The proposed Community Education Program will also be subject to such initiatives and appropriate data will be collected beginning with the first year of program implementation.

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 6.2.d.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 institutional assessment committee will review the compiled reports on a 2 to 2.5 year cycle.

As demonstrated by the alignment of Program Goals and Outcomes to Course Objectives, every course in the Common Core of the Program is clearly aligned. As the Program is implemented, every course in the Common Core will have an identified key performance assessment. These key performance assessments will be conducted and scored in LiveText®, the assessment platform used in the College of Education. This will allow for the disaggregation of performance by student outcome across the program and within specific majors.

Every major within the Community Education Program has a set of four specific student-learning outcomes. Each one of these outcomes is aligned to the specific courses in the major. Each outcome is also aligned with course-level performance-based assessments.

This dovetails with the work currently undertaken in the College of Education for accreditation purposes. All courses have an identified key performance assessment (at least one). Over the course of the entire Teacher Education Program, all teacher candidates will have demonstrated mastery on all aspects of the program outcomes. In the course, Exceptionalities and Diversities, SPED 241, students complete a key performance assessment related to beginning sign language and participation in an on-campus day of recreation and fun for area children with disabilities.

Within the Program itself, the Director of Community Education will meet once a semester with the Director of Assessment for the College of Education and the Chair for Professional Education to review all aggregated data and program effectiveness from LiveText®.

Additionally, the Director of the Community Education Program will work with an Advisory Council to edit and revise key performance assessments in order to maintain relevancy to community needs and standards. The Advisory Council will be created in year two of the program and will be comprised of members of the community, students, faculty, and the Dean for the College of Education. The Advisory Council will meet twice a year to make program and major recommendations, review practicum expectations, consider assessment results, and develop ideas related to professional development and community engagement.

The Program dispositions and Internship evaluations will be conducted in LiveText® to demonstrate the proficiency of students in the program. The capstone project for the Community Education Program is the extensive Internship Placement. Students will complete an internship portfolio, and the field supervisor will complete an extensive internship evaluation.

6.5.b. Accreditation Status

The Community Education Program does not have a regional or national accreditation organization as part of its identity.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Bachelor of Science in Creative Arts Therapy

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Creative Arts Therapy at West Liberty University, effective August 2013. This approval expires in August 2015 if the program is not fully implemented at that time.

STAFF MEMBER: Kathy Butler

BACKGROUND:

West Liberty University has developed a Bachelor of Science in Creative Arts Therapy program which blends core creative arts therapy courses with art and psychology. The program is designed to provide undergraduate students with a foundation of practice for entry-level positions and for matriculation in masters-level graduate coursework and later licensure.

Though licensure to practice creative arts therapy requires a graduate level education, this program is designed based upon the ethical principles proposed by the accrediting organization, the American Art Therapy Association. The curriculum includes learning opportunities to build a foundation of knowledge, values, and skills for creative arts therapy. The student who completes the baccalaureate program is prepared for admission into a graduate level creative arts therapy program and working alongside a licensed therapist, is able to apply the concepts and principles of art therapeutic practice.

The 120 credit hour program is built upon a foundation of 48 credit hours of general education. Along with 36 credit hours of required arts studio courses and 9 credit hours of psychology courses, the program requires 27 credit hours of specifically designed creative arts therapy courses. Internship and observation are key components of the program.

Presently, the proposed Creative Arts Therapy program would be the only one of its kind in the state. Additionally, no option exists for students to remain in West Virginia to pursue the creative arts therapy graduate degree.

Agencies and organizations in the West Liberty University area that employ health care workers have expressed great interest in the development of a new Bachelor of Science in Creative Arts Therapy Degree Program. Several letters of support accompanied the program proposal.

As is the process at West Liberty University, the quality and sustainability of the program will be reviewed by the Dean of the College of Arts and Communication upon completion of the first five years of implementation. At that time, a determination will be made as to whether the institution needs to secure additional resources, if necessary, in the areas of faculty and technology. Proposed funding for the program relies heavily on student tuition. However, operating resources will be derived from existing budget allocations initially.

The institution expects that eight (8) students will enroll in the program during the first year. With a projected increase of ten to twelve students a year, it is estimated that 50 students will be enrolled in the Creative Arts Therapy program by 2018.

This program was developed based upon the standards and requirements of the American Art Therapy Association though the Association does not accredit undergraduate programs in creative arts therapy. However, these standards have formed a foundation or basis for the curriculum designed for this undergraduate program.

If the Bachelor of Science in Creative Arts Therapy program is not fully implemented by August 2015, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.

In the 2016-17 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

Proposal to Add New Degree Program

Bachelor of Science in Creative Arts Therapy (B.S. in Creative Arts Therapy)

West Liberty University



April 30, 2013

Brief Summary Statement: This document is our complete proposal to create a Bachelor of Science degree program in Creative Arts Therapy (CAT) at West Liberty University. The CAT degree is geared toward art students who wish to study intensively in the field of creative arts therapy. 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 2013.

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§133-11-6 PROGRAM DESCRIPTION

There are numerous definitions of art therapy, however, the American Art Therapy Association defines it as, “The therapeutic use of art making, within a professional relationship, by people who experience illness, trauma or challenges in living, and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and help others cope with symptoms, stress and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art.” As our program conceives it, creative arts therapy incorporates the essence of the national association’s definition while allowing room for the later expansion of the arts into areas of music, drama, poetry, etc.

The proposed 120 credit hour BS in Creative Arts Therapy at WLU blends core CAT courses that develop the foundation for training in art and psychology to prepare undergraduate students for entry-level positions and for acceptance in masters-level graduate coursework. At this time, there are no accreditation requirements for undergraduate CAT programs. We have been in constant contact with the American Art Therapy Association (AATA) and have used them as a reference while building the proposed CAT program. Currently, AATA only has approval standards at the Masters level.

Creative Arts Therapy is a therapy that can be incorporated into already existing academic degrees as an adjunct to the academic infrastructure of that degree. It can complement a Masters in Education, Masters in Clinical Psychology and Social Work, and numerous undergraduate degrees within both the medical environment and psychiatric environment. For the adult and non-traditional student, it is an excellent manner in which to enhance the already existing body of knowledge with a goal driven focus to expand and explore new avenues to promote the welfare of the individuals, families or groups.

11.6.2a Program Objectives: State the program objectives so they can be related to the criteria in the evaluation plans (Section 6.5). (See [Appendix H](#))

In preparing students to meet the primary objective of gaining the competency needed for beginning undergraduate art therapy, the formal curriculum is designed to support basic Creative Arts Therapy education. The curriculum includes learning opportunities to develop the knowledge, values, and skills of a creative arts therapist. The student who completes the baccalaureate program is prepared for admission into a graduate level creative arts therapy program and is able to apply the concepts and principles of art therapeutic practice assisting with individuals, families, groups, in mental health, and medical facilities but not limited to these populations.

Students will be able to:

1. Apply Creative Arts Therapy ethical principles to guide professional practice.
2. Apply critical thinking to inform and communicate professional judgments.
3. Engage multicultural, diversity and difference in practice.
4. Engage in research-informed practice and practice-informed research.
5. Apply knowledge of human behavior and the societal environment.
6. Assist in the assessment, intervention, and evaluation of individuals, families, groups, medical, and mental health populations.

Graduates of the proposed CAT program will assist in Creative Arts Therapy professionally and ethically, following all Ethical Principles as proposed by the American Art Therapy Association in a manner befitting their age, education and intelligence.

11.6.2b 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.

51.2301

(1990 Crosswalk) Art Therapy/Therapist. A program that prepares individuals, in consultation with other rehabilitation team members or in private practice, to use drawing and other art media forms to assess, treat, and rehabilitate individuals with mental, emotional, developmental, or physical disorders. Includes instruction in art, history and theory of art therapy, art therapeutic techniques, psychopathology, patient assessment and diagnosis, cultural diversity issues, legal and ethical practice issues, and professional standards and regulations.

11.6.2.c Program Features: Summarize the important features of the program and include a full description.

The proposed program standards have been developed with an approach to prepare students for graduate programs in Art Therapy or related fields. This objective directly supports the Mission of West Liberty University: “To provide our students the opportunity for a high quality undergraduate, graduate, and professional education.” The proposed program emphasizes West Liberty University’s core values of opportunity, caring, professionalism and integrity, excellence, and civic engagement education. The proposed Creative Arts Therapy, Bachelor of Science degree would provide a vehicle for students to study and practice a wide range of solution-focused therapies with ample opportunities to build professional portfolios.

11.6.2.c.1 Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program objectives.

Relationship to Program Objectives: Admission to the program is based on admission to the University. There are no required portfolio reviews for entrance.

Students in the proposed CAT degree program will adhere to all of the following standards:

- Minimum Grade Requirements
- Sophomore Portfolio Review
- Senior Project

Minimum Grade Requirements

All students must meet the CAT requirements of an overall GPA of 2.0 and maintain a GPA of at least 2.5 within the CAT major. All students are required to pass CAT 486 Senior Project with a minimum grade of “C”. A minimum of 40 upper-level credit hours must successfully be completed in order to fulfill graduation requirements.

Sophomore Portfolio Review

CAT students will take Art Appreciation for the Art Major (ART 150) the spring semester of their sophomore year. The review is for the purpose of assessment and to

identify problems with the students' work or skills that may prevent them from completing the program.

Senior Project

The Capstone is a combined utilization of Research, Thesis, and Clinical Internship, to provide a comprehensive application component in the Creative Arts Therapy program. The goal of the Capstone is to integrate three cornerstones in combined didactic knowledge, research/thesis and clinical internship/observation.

11.6.2.c.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.

Below is a listing of all courses and credit hours required for the proposed Creative Arts Therapy degree.

SUMMARY

120 Total Credit Hours:

48 credit hours	General Studies
27 credit hours	Required CAT* Courses
36 credit hours	Required Art Studio Courses
9 credit hours	Required Psychology Courses

GENERAL STUDIES 48

REQUIRED CAT* COURSES 27

CAT 200 - Introduction to Art Therapy	3
CAT 300 - Developmental and Comparative Stages in Art	3
CAT 301 - Art Therapy Studio	3
CAT 302 - Art Therapy Studio II	3
CAT 310 - Art Therapy Ethics	3
CAT 340 - Art Therapy Literature and Symbolism	3
CAT 403 - Art Therapy Internship and Observation	3
CAT 440 - Art Therapy Assessments and Techniques	3
CAT 486 - Senior Project, Research, Thesis, Clinical Internship Colloquium	3

*All CAT prefix courses were developed specifically for this curriculum

REQUIRED ART STUDIO COURSES 36

ART 104 - Drawing I	3
ART 110 - Design I	3
ART 150 - Art Appreciation for the Art Major	3
ART 160 - Design II	3
ART 204 - Drawing II	3
ART 230 - Printmaking I	3

Choose one course from the following:

ART 210 - Watercolor Painting I	3
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ART 215 - Oil/Acrylic Painting I	3
Choose one course from the following:	
ART 220 - Ceramics I	3
ART 250 - Crafts I	3
Choose one course from the following:	
ART 341 - Art History II	3
ART 342 - Art History III	3
ART 343 - Survey of Non-Western Art	3
ADDITIONAL 9 HOURS IN ART STUDIO ELECTIVES	9
(MUST BE IN A 300 OR 400 LEVEL COURSE)	

REQUIRED PSYCHOLOGY COURSES	9
PSYC 322 - Personality Psychology	3
PSYC 441 - Abnormal Psychology	3
PSYC 320 - Psychology of Adulthood and Old Age	3

11.6.2.d 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.

With the addition of the CAT degree, we intend to achieve the following results:

Create an educational environment in an academic simultaneous experiential setting to facilitate artistic knowledge and the psychotherapeutic process.

1. Expand awareness of art therapeutic culture in its application of the art process.
2. Create awareness of both aspects of psychology and art through creative expression as a therapeutic tool.
3. Prepare for an educational foundation supporting preparatory art therapy academia for further preparation of Master's and Doctorate Programs.
4. Produce a literary value expansion of creative curiosity.
5. Communicate a comprehensive understanding of art therapy.

11.6.2.e Program Content. The proposed educational programs shall be compatible with the institutional mission. The relationship shall be described in documents provided to the Commission.

Every program, including the proposed CAT program, in the College of Arts and Communication follow the mission of West Liberty University and the Institutional Goals and Outcomes (See 11.6.3.a)

11.6.2.e.1 The content and length of the proposed academic program shall follow practices common to institutions of higher education. The commonly accepted program length is: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, 30 semester credits beyond the bachelor's degree for master's degrees, 30 semester credits beyond the master's degree for doctorates.

The proposed CAT program follows the 120 credit hour model for a bachelor's degree. The typical Course of Study for the proposed CAT program would include the following

courses.

Semester	Academic Load	Courses
Fall Term – Year 1	15 Credit Hours	ENG 101 ART 104 ART 110 COM 101 FA 101
Spring Term – Year 1	15 Credit Hours	ENG 102 CAT 200 ART 160 ART 204 PSYC 101
Fall Term – Year 2	16 Credit Hours	SWK 201 PHYS 190/191 CAT 300 ART 230 PSYC 225
Spring Term – Year 2	16 Credit Hours	CAT 310 ART 150 ART 341,342, or 343 MATH 140 SPAN 101 PE 101
Fall Term – Year 3	15 Credit Hours	HIST 211 CAT 301 ART 210 or 215 PSYC 322 ART 220 or 250
Spring Term – Year 3	16 Credit Hours	BIO 105/106

		GBUS 140 CAT 302 CAT 340 ART ELECTIVE
Fall Term – Year 4	12 Credit Hours	HE 253 PE 102 CAT 440 PSYC 441 ART ELECTIVE
Spring Term – Year 4	15 Credit Hours	GEO 205 ENG LIT CAT 403 CAT 486 ART ELECTIVE

11.6.2.e.2 All proposed undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented.

(See [Appendix I](#) for complete General Studies Requirements for students seeking a Bachelor of Science degree from WLU, 2012-2013)

11.6.3. Program Need and Justification.

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

The University *Academic Plan* addresses the first three planning areas in the statewide master plan: economic growth, learning and accountability, and innovation by setting forth a series of goals, strategies, and projects. In particular, our Academic Plan is organized, as follows:

1. ECONOMIC GROWTH

1.1. Goal: Students prepared to participate in a knowledge-intensive global economy

Creative Arts Therapy is a knowledge-based intensive profession wherein evidence-based, current, and accurate information must be disseminated to individuals, groups, communities, and organizations for clinical decision-making. Multicultural diversity

and cultural awareness emphasis allows for students to be able to compete in an increasingly interconnected global economy.

CAT falls into the category of Recreational Therapy, as defined by the U.S. Bureau of Labor Statistics. Employment of Creative Arts Therapists is expected to grow 17 percent by 2016, according to the U.S. Bureau of Labor Statistics.

(<http://www.bls.gov/ooh/healthcare/recreational-therapists.htm>)

1.2. Goal: Students qualified in high demand fields

As is detailed in <http://www.bls.gov/oes/current/oes291125.htm>, CAT is likely to continue to be a high demand field. Recognized positions for art therapists are established in numerous settings under various titles: state hospitals, correctional facilities, outpatient clinics, private clinics, mental health, veteran's and medical hospitals, and community programs including substance and alcohol abuse. Graduation from a Creative Arts Therapy program, such as the one proposed here, qualifies undergraduate students to immediately accept positions under the umbrella of Recreational Therapists (<http://www.bls.gov/oes/current/oes291125.htm>), Activity Therapists, Psychiatric Assistants or Aids, Mental Health workers to name a few and/or enter into AATA approved graduate programs culminating in professional Licensure Registered Art Therapist or Registered Art Therapist-Board Certified after completion of 2500 hours of Supervised post-graduate work for the American Art Therapy Association for National licensure.

1.3. Goal: Adults and other nontraditional students prepared for professional advancement in current or alternative vocations

N/A

1.4. Goal: Students prepared to transition from school to work.

The skills necessary to be an effective art therapist are relevant to many professions, as is indicated by art therapists moving into the corporate structure and forensic fields in recent years. Gerontology, medical 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 art therapy profession.

11.6.3.b 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.

Presently, no option exists for students to remain in West Virginia to pursue a CAT degree. The proposed degree would be the only such program in the state.

11.6.3.c 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 Intent to Plan for the BS in Creative Arts Therapy was approved by Dr. Paul L. Hill,

Chancellor of the West Virginia Higher Education Policy Commission on February 28th, 2012. The curriculum for the proposed program was developed and approved by the faculty of the Department of Journalism, Communication Studies & Visual Arts on February 19th, 2013. The WLU Curriculum Committee approved the curriculum on February 26th, 2013 ([Appendix B](#)). The WLU Faculty Senate approved the proposed degree program on March 19th 2013 ([Appendix C](#)), and the WLU Board of Governors approved the proposed degree program on April 17th, 2013 ([Appendix D](#)).

11.6.3.d 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 Science in Creative Arts Therapy program is undergraduate students seeking careers in the creative arts therapy 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, a growing number of non-traditional students seeking entry into second careers may choose creative arts therapy as a major or as an expertise to an already existing professional degree. This proposed program will provide these students with the credentials to obtain entry-level employment in the field of creative arts therapy and/or to gain admission to a Masters of Creative Arts Therapy program.

Local agencies employing health care workers in a variety of settings have expressed great interest in the development of a new Bachelor of Science in Creative Arts Therapy Degree Program in the area. Letters supporting the program and providing indications of employment opportunities for graduates are included as Attachment 1.

As the demand for creative arts therapists increases, professional registration requirements have become more stringent. The American Art Therapy Association administers the art therapy professional registration regulations and rules through the Art Therapy Credentials Board, INC (www.ATCB.org). The Association represents more than 5,000 members around the world and in 36 Countries.

It is also notable that the American Art Therapy Association receives inquiries from high school students in the northern panhandle intending to pursue careers in creative arts therapy who would likely attend West Liberty University rather than go elsewhere if a major in Creative Arts Therapy were available.

11.6.3.e 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.

Often, Creative Arts Therapists fall under the title of Activities Therapies, Recreational Therapists, Registered Therapists, Art Therapists, Expressive Therapists and Creative Arts Therapists for the establishments of salaries and/or benchmarking. “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 Creative Arts Therapists 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 workers are expected to grow at an annual rate of 1.14% and those for medical and public medical and health services managers at 1.51% through 2020.

(<http://workforcewv.org/LMI/occproj/longterm/WIA5.htm>)

The Bureau of Labor Statistics web page for West Virginia lists “The median annual wage of recreational therapists was \$39,410 in May 2010. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$24,640, and the top 10 percent earned more than \$62,670.

(<http://www.bls.gov/ooh/healthcare/recreational-therapists.htm#tab-5>)

The 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 Therapists, Medical and Hospital Therapists, Rehabilitation Counselors, Child, Family, and Public Education, Medical and Public Health Occupational Workers, Mental Health and Substance Abuse positions, Probation Officers and Correctional Treatment Specialists and Social and Human Service Assistants.

Recreational therapists held about 22,400 jobs in 2010. The following industries employed the largest number of recreational therapists in 2010:

Nursing care facilities	22%
General medical and surgical hospitals; state, local, and private	17%
Psychiatric and substance abuse hospitals; state, local, and private	12%
Community care facilities for the elderly	6%
Individual, family, community, and vocational rehabilitation services	6%

11.6.3.f 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 the proposed CAT program will be within the College of Arts and Communication. Currently, the majority of students at West Liberty University interested in the human service oriented fields are working toward careers in programs such as Psychology, Social Work, Nursing and Gerontology. The availability of a Creative Arts Therapy program will potentially cause enrollment growth in these programs while pursuing classes in the proposed Creative Arts Therapy program. The expected increase in the overall number of students caused by the addition of this proposed program will equate to greater demand for general studies courses provided by the University.

11.6.3.g 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 (please see [Appendix J](#) for letters of support).

11.6.3.h Alternatives to Program Development: Describe any alternatives to the

development of this program that have been considered and why they were rejected.

N/A

11.6.4 Program Implementation and Projected Resource Requirements.

11.6.4.a 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. Brian Crawford, Provost
College of Arts and Communication	Dr. William Baronak, Dean
Department of Journalism, Communication Studies and Visual Art	Brian Fencel, M.F.A., Chair

11.6.4.b 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. Include a plan for sustainability of the program after the initial five (5) year start-up.

In order to sustain the quality of the program upon completion of the first five years of implementation, the proposed CAT program will be reviewed by the Dean of the College of Arts and Communication to secure needed resources, if necessary, in the areas of faculty and technology. The number of students in the proposed CAT program is expected to rise in the future, based on enrollment trends. It is expected that the increase in tuition dollars based on increased student enrollment will allow for the necessary resources.

Table 11.6.4.b.A CAT Credit Sequence

CAT/ART STUDIO Course Credits by Term and Year				
Term	First Year	Second Year	Third year	Fourth Year
Fall	6 credits	6 credits	9 credits	6 credits
Spring	9 credits	9 credits	9 credits	9 credits

Table 11.6.4.b.B CAT Student Credits by Class

FALL	Year 1 (2013-14)	Year 2 (2014-15)	Year 3 (2015-16)	Year 4 (2016-17)	Year 5 (2017-18)
Class of 2017	8 x 6 cr	8 x 6 cr	8 x 9 cr	8 x 6 cr	

Class of 2018		10 x 6 cr	10 x 6 cr	10 x 9 cr	10 x 6 cr
Class of 2019			12 x 6 cr	12 x 6 cr	12 x 9 cr
Class of 2020				13 x 6 cr	13 x 6 cr
Class of 2021					15 x 6 cr
SPRING					
Class of 2017	8 x 9 cr	8 x 9 cr	8 x 9 cr	8 x 9 cr	
Class of 2018		10 x 9 cr	10 x 9 cr	10 x 9 cr	10 x 9 cr
Class of 2019			12 x 9 cr	12 x 9 cr	12 x 9 cr
Class of 2020				13 x 9 cr	13 x 9 cr
Class of 2021					15 x 9 cr

Table 11.6.4.b.C Program Student Credit Hours Generated by Majors

TERM	Year 1	Year 2	Year 3	Year 4	Year 5
FALL	48	108	204	288	336
SPRING	72	162	270	387	450
FALL/SPRING FTE	4	9	15.8	22.5	26.2

FORM 1
FIVE-YEAR PROJECTION OF PROGRAM SIZE

Number of Students Served through Course Offerings of the Program:	1 st Year 2013	2 nd Year 2014	3 rd Year 2015	4 th Year 2016	5 th Year 2017
Headcount	8	18	30	43	50
FTE	4	9	15.8	22.5	26.2
Credit Hours	120	270	474	675	786
Number of Majors:	1 st Year 2013	2 nd Year 2014	3 rd Year 2015	4 th Year 2016	5 th Year 2017
Headcount	8	18	30	43	50

FTE majors	4	9	15.8	22.5	26.2
Credit Hours	120	270	474	675	786
Degrees Granted	0	0	0	8	10

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

The College of Arts and Communication currently has twenty-five full-time faculty and twenty-two adjunct instructors. Fourteen of the twenty-five full-time professors have terminal degrees. Three of the twenty-five faculty will be teaching classes in the proposed CAT program. Two of the three faculty have a terminal degree. The third faculty member has an MA in Art Therapy. A CAT Program Director will be hired once the proposed program is approved, the successful candidate will be required to have five years of clinical experience in the field of Creative Arts Therapy and corresponding experience in higher education (see Full-time Faculty Vita, [Appendix E](#)).

FORM 2 (in Section 11.6.4.g below) details the costs of full-time faculty and adjuncts teaching in the CAT program, over the five-year period.

11.6.4.d 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 proposed CAT degree will require the use of a variety of instructional methods for the various classes and studios. Notably, students will learn from a wide variety of online resources, some open source as well as subscription-based. Examples include (but are not limited to) subscriptions to Lynda.com (a tutorial site with built in instructor resources) and W3Schools.com, an open source collaboration of web-based resources. Access to Web-based instructional systems exist on campus and are well-supported (Sakai), but are primarily used for teaching online classes. There will be no additional costs for technology-based delivery beyond what is currently supported by the University.

11.6.4.e 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 Department of Journalism, Communication Studies and Visual Art at West Liberty is well equipped to handle the addition of the Bachelor of Science degree in CAT with our existing staff, and facilities. A Director of CAT will be required for the proposed program upon approval of the proposal. The current budget allows for library acquisitions, equipment purchases and repair, computer hardware and software, etc.

The Department of Journalism, Communication Studies and Visual Art at West Liberty has an established infrastructure that will be more than able to accommodate the addition of the Bachelor of Science degree in CAT. We have studio spaces for drawing and painting, sculpture, printmaking and ceramics. We also have a dedicated graphic design lab and photography studio.

11.6.4.f 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.

11.6.4.g 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 2011/2012	2nd Year 2012/2013	3rd Year 2013/2014	4th Year 2014/2015	5th Year 2015/2016
A. FTE POSITIONS					
1. Administrators	0.25	0.25	0.25	0.25	0.25
2. Full-Time Faculty	0.75	0.75	0.75	0.75	0.75
3a. Adjuncts – applied	0.00	0.00	0.00	0.00	0.00
3b. Adjuncts – classroom	0.25	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	0.10	0.10	0.10	0.10	0.10
b. Professionals	0.00	0.00	0.00	0.00	0.00
B. OPERATING COSTS (appropriated funds only)					
1. Personal Services					
a. Administrators	\$19,776	\$20,369	\$20,980	\$21,610	\$22,258
b. Full-Time Faculty	\$59,328	\$61,108	\$62,941	\$64,829	\$66,274
c. Adjunct Faculty	\$4,200	\$8,400	\$8,400	\$8,400	\$8,400
d. Graduate Assistants	\$0	\$0	\$0	\$0	\$0
e. Non-Academic Personnel:					
Clerical	\$3,400	\$3,502	\$3,607	\$3,715	\$3,827
Professionals	\$0	\$0	\$0	\$0	\$0
TOTAL SALARIES	\$86,704	\$93,379	\$95,928	\$98,554	\$100,759
2. Current Expenses					
Marketing	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Technology	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
Library Acquisitions	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
Miscellaneous	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
3. Repairs	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
4. Equipment	\$0,000	\$0,000	\$0,000	\$0,000	\$0,000
5. Non-Recurring	\$0	\$0	\$0	\$0	\$0
TOTAL COSTS	\$90,204	\$96,879	\$99,428	\$102,054	\$104,259
C. SOURCES					
1. General Fund Approp.	\$0	\$0	\$0	\$0	\$0
2. Federal Government	\$0	\$0	\$0	\$0	\$0
3. Private and Other	\$46,240	\$104,040	\$173,400	\$248,540	\$289,000
TOTAL ALL SOURCES	\$46,240	\$104,040	\$173,400	\$248,540	\$289,000

Budget Narrative

For the purposes of budget predictions, a base salary of \$61,800, 29% benefits, and a three percent salary increase was used to calculate the salary costs for the new Program Director in CAT. The existing faculty in the College of Arts and Communication will not be teaching any “New” courses and will not be calculated into the FTE for the proposed

degree program. A flat fee of \$700 per credit hour was used to calculate adjunct faculty costs.

The clerical work, to be provided by the Department's administrative assistant, will be 0.10 of her workload each year and is based on \$34,000 salary and a three percent increase.

Funding for the program is based heavily on tuition (see Private and Other in Form 2). Tuition from an enrollment of eight in-state students adjusted for CAT majors of \$5,780 for the first year was calculated. We anticipate some out-of-state participation, but did not calculate that into the proposal.

Since the proposed degree will become a part of the existing College of Arts and Communication, most of the required infrastructure and resources are already in place.

11.6.4.h 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. Due to the nature of any program, upgrades may be required every five years or so in order to maintain the quality of facilities, technology, classroom supplies, and other equipment owned by the University. The upgrades and maintenance will be financed through the general operating budget of the University.

11.6.5 Program Evaluation.

11.6.5.a 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 has a programmatic assessment review process in place (2-2.5y cycle) in addition to required five-year BOG reviews. The College willingly participates in all assessment initiatives brought forth by the University. The proposed CAT program will also be subject to such initiatives and appropriate data will be collected beginning with the first year of program implementation.

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 11.6.2.c.2 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 compiled reports will be reviewed by the institutional assessment committee on a 2 to 2.5 year cycle.

The following instruments are currently being used by the Art Division to assess the program and its students (all are described fully in section 11.6.2.c.1):

Sophomore Portfolio Review

Upper Division Qualification is a sophomore-level review to ensure students are progressing satisfactorily through the program. The sophomore portfolio review is embedded in the Art Appreciation for the Art major (ART 150) class. Both academic and project evaluation measures are used to assess how the student has grown during the first two years of study. Data related to a students' academic progress is collected starting with their first semester of study through to the UDQ (see [Appendix F](#) for ART 150 Syllabus and portfolio requirements).

CAT Senior Project

Students in the program will take this course as a capstone experience. The student will design the project with assistance from the student's advisor at the beginning of the Senior Project semester (see [Appendix G](#) for portfolio and capstone rubrics).

(See [Appendix H](#) for Program Level Matrix Alignment with Program Objectives)

11.6.5.b 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 and how each accreditation standard will be addressed within the proposed program.

At this time, there are no accreditation requirements for undergraduate CAT programs. We have been in constant contact with the American Art Therapy Association (AATA) and have used them as a reference while building the proposed CAT program. Currently, AATA only has approval standards at the Masters level.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Ten-Year Campus Master Plan

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves Shepherd University's Ten-Year 2014 Campus Master Plan.*

STAFF MEMBER: Richard Donovan

BACKGROUND:

Shepherd University engaged the firm of Robert A. M. Stern Architects, LLP to assist it in updating its ten-year campus master plan. This updated plan responds to West Virginia Code §18B-19 and the Commission's requirement that all colleges and universities develop/update their campus master plan as a prerequisite for capital funding. The plan will also serve as a vehicle for the University to achieve its vision of becoming a premier public liberal arts university. The 2014 Campus Master Plan is intended to be used as a guide for architects, landscape architects, engineers, and other disciplines as the University moves forward with the design and construction of new facilities and renovates existing facilities on campus for the next ten years and beyond.

The University anticipates minimal growth over the coming ten-year period and is projecting up to two percent annual growth, the majority of which is expected to occur at the new Martinsburg Center. While the total student population on the main campus is projected to be stable, the University's goal is to increase the residential population. The build out of additional bed capacity in the 2014 Campus Master Plan would move the University from its current resident population of approximately one-third of undergraduate enrollment to 40 to 50 percent of this enrollment base. The higher resident population would move Shepherd University toward the average among its COPLAC (Council of Public Liberal Arts Colleges) peers, which house on average 46 percent of their undergraduate population.

The Planning Team worked closely with the University's Facilities Maintenance Department, reviewed drawings and records of the University's existing buildings and defined new studies necessary to complete a full analysis of Shepherd's Main Campus concentrating on the following:

- The relationship between 'town' and 'gown';
- Connections between the east and west campuses;

- Pedestrian circulation and walking distances;
- Topography and view corridors;
- Outdoor space including athletic fields, programmed and unprogrammed green spaces;
- Vehicular circulation including access to parking, service, emergency and Pan Tran Shuttle circulation; and
- Building program, use, and condition.

The Planning Team evaluated deferred maintenance needs on an annual basis, and considered how existing campus facilities could be repurposed. Existing conditions reports, projected building deferred maintenance costs, and building analyses are included in *Volume 2 Appendix*. The total deferred maintenance cost identified for Shepherd's 49 buildings is approximately \$17.5 million. The *Volume 2 Appendix* also includes the traffic and parking analysis performed as part of this Master Plan.

The Campus Master Plan identifies a series of projects and recommendations over the next ten years and beyond totaling approximately \$122 million for important campus site improvements, capital projects, and strategic financial planning giving consideration to the cost for deferred maintenance and the enhancement of the student residential and student life experience at Shepherd University.

The results of the campus analysis and recommendations for the 2014 Campus Master Plan were presented and discussed with the Facilities Master Planning Committee and with the Town of Shepherdstown's Mayor in early March 2013. The Campus Master Plan was presented to and approved by the Board of Governors in June 2013.

The Shepherd University 2014 Campus Master Plan is presented in two volumes, which may be downloaded at the following links.

- <http://www.shepherd.edu/university/masterplan-volume1.pdf> (Volume I)
- <http://www.shepherd.edu/university/masterplan-volume2.pdf> (Volume II)

A brief presentation identifying the highlights of the Campus Master Plan will be made at the meeting.

**West Virginia Higher Education Policy Commission
Meeting of August, 9, 2013**

ITEM: Overview of Compact Process for *Leading the Way: Access. Success. Impact.*

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

Consistent with the Commission's legislative rule Series 49, Accountability System, each institution will develop a Compact to address the goals in each of the focal areas of the system master plan and annually submit a report on progress. After the approval of the new five-year master plan, *Leading the Way: Access. Success. Impact.*, by the Commission in February 2013 and by the Legislative Oversight Commission on Education Accountability in March 2013, Commission staff began development of the institutional compact reporting process.

A draft of the Compact document, which sets forth the requirements for institutional reporting, was sent to institutions at the beginning of June. Commission staff convened a system-wide meeting on June 17, 2013 for institutions to receive clarifications, ask questions, and provide feedback. At that meeting, a group of chief academic officers volunteered to work with Commission staff to address some issues related to academic quality and faculty scholarship. Institutions were given until June 28, 2013 to provide further feedback. Input from the institutions and the subcommittee of chief academic officers has been considered by Commission staff and integrated into the document where deemed appropriate. The new version of the document, which follows this agenda item along with a timeline, was provided to institutions on July 19, 2013. Final versions of these documents are currently being created.

The Commission is setting a consistent model upon which master plan efforts are to be based. This model consists of setting tangible objectives for the master plan time period, developing and carrying out institutional strategies to move the institution toward meeting the objectives, and developing and executing assessment to evaluate progress and effectiveness of the strategies and to guide future efforts.

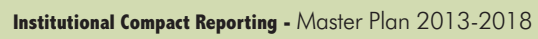
In the master plan, there are two types of objectives. The first are objectives where the Commission recognized the need for progress on the same exact challenges at all institutions (e.g., enrollment, retention rates, graduation rates). The Commission has identified uniform quantitative metrics for the system and, with institution input, set system targets. Institutions, through the Compact process, will set their own targets on

these metrics, develop strategies for the master planning time period to meet the targets, and create a means of assessment. Reporting in subsequent years will consist of: 1) data updates; 2) narratives explaining progress on the metrics and strategies; and 3) the results of their assessment and how the results will guide future efforts. The first step in this process was the Commission sending the institutions historical data in the metrics to inform their setting of targets, which are due to the Commission on November 1, 2013.

The second type of master plan objective is in areas such as access and ensuring academic quality where there is need of progress for all institutions, but differences in mission and context require that institutions have the latitude to identify the specific focus of their efforts and develop comprehensive plans for addressing the challenge. These comprehensive plans are to be consistent with institution mission, articulate objectives and strategies to meet them, and set forth how the institution will assess its progress. Subsequent Compacts will report on activities based on their comprehensive plans during the reporting year, the results of assessment, and decisions made based on that assessment for the next year's activities. The first step in this process will occur during the 2013-14 academic year as institutions develop the focus of their comprehensive plans. Commission staff will be providing research, professional development, and opportunities for sharing across campuses to facilitate this planning.



Leading the Way
Access. Success. Impact.



Institutional Compact Reporting Elements

Master Plan 2013-2018

◀ INTRODUCTION

The new master plan of the Higher Education Policy Commission (Commission) for the years 2013 through 2018 focuses the efforts of the system on three mutually reinforcing areas: **access** to higher education, student **success**, and the **impact** our institutions have on the state. Consistent with Series 49 Legislative Rule on the accountability system of the Commission, each institution will develop a Compact to address the goals in each of the focal areas and annually submit a report on progress. The Commission is setting a consistent model upon which master plan efforts are to be based. This model consists of setting tangible objectives for the master plan time period, developing and carrying out institutional strategies to move the institution toward meeting the objective, and developing and executing assessment to evaluate progress and effectiveness of the strategies and to guide future efforts.

In the master plan, there are two types of objectives. The first are objectives where the Commission saw the need for progress on the same exact challenge at all institutions (e.g., enrollment, retention rates, graduation rates). Here, the Commission has identified uniform quantitative metrics for the system and, with institution input, set targets for the system to reach. Institutions, through the Compact process, will set targets for their institutions on these metrics, develop strategies for the master planning time period to meet the targets, and create a means of assessment. Reporting in subsequent years will consist of: 1) data updates; 2) narratives explaining progress on the metrics and strategies; and 3) the results of their assessment and how the results will guide future efforts.

The second type of master plan objectives is in areas such as efforts focused on access and ensuring academic quality where there is need of progress for all institutions, but differences in mission and context require that institutions have the latitude to identify the specific focus of their efforts and develop **comprehensive plans** for addressing the challenge. These comprehensive plans are to be consistent with institution mission, articulate objectives and strategies to meet them, and set forth how the institution will assess its progress. Subsequent Compacts will report on activities based on their comprehensive plans during the reporting year, the results of assessment, and decisions made based on that assessment for the next year's activities.

Tools. Institutions will be asked throughout their Compact documents, both in the initial year and in subsequent updates, to illustrate how their efforts utilize important best practices or tools set forth in the master plan. These tools are **collaboration**, **fiscal responsibility**, and **assessment**. The integration of assessment was addressed above. The Commission is asking institutions to employ collaboration both within the institution across departments and functions, and beyond their institution with other community stakeholders to maximize resources, reduce duplication, and approach problems in a holistic way. Collaboration is particularly important with our K-12 colleagues as we work together to ensure academic readiness of students and adequate preparation of elementary and secondary teachers. Institutions are asked to employ and report on collaboration in identifying objectives, and developing and implementing strategies. Furthermore, as the three areas of the master plan (access, success, and impact) are intended to be mutually reinforcing efforts, institutions will be asked to provide evidence that efforts in different areas of the plan inform one another. The Compact documents themselves will be integrated, holistic documents reflecting the reinforcing aspects of the three focal areas. Finally, the Commission encourages institutions to work collaboratively on their Compact submission and will request information on the individuals involved in preparing it and the nature of their involvement.

Fiscal responsibility recognizes that the state of West Virginia and institutions of higher education play a role in the cost of education through financial aid, finance policy, and institutional efficiency. Additionally, fiscal responsibility entails the strategic allocation of limited resources to efficiently enhance educational opportunities and outcomes. Institutions will be asked in their Compacts to report on how their strategies and plans responsibly employ resources (human, financial, capital, or other) to meet the institution's aims.

Institutional Compacts and annual Compact updates must be approved by the respective governing boards and the Higher Education Policy Commission. By November 1, 2013 institutions will submit their five-year targets on each of the system established quantitative metrics and the rationale for determining the targets. By November 1, 2014, each institution will submit their first Compact document. It will consist of: 1) the first year of data on the quantitative metrics along with the proposed institutional strategies and means of assessment, and 2) the institution's proposed comprehensive plans. Before becoming effective, the proposed institution Compacts must be approved by the Commission.

In subsequent years of the master planning cycle, each institution will submit its Compact update no later than November 1. A team of reviewers consisting of Commission staff and campus representatives will review each Compact report annually to determine if institutions are making sufficient progress in achieving objectives, implementing strategies that will produce continued progress, and utilizing the best practices of collaboration, fiscal responsibility, and assessment. The review team will make recommendations regarding approval of the Compacts to the Commission who will approve them at a quarterly meeting.

The Commission may request further information or revision of the institutional Compact prior to its approval. If the Commission determines that an institution is not making sufficient progress overall or in a particular area, the Commission may: direct the institution to modify its strategies; direct the institution to develop a remediation plan overall or in a particular area; direct the Chancellor to work with the institution's board of governors and/or president to remedy the deficiencies or to develop a remediation plan; withhold approval of a salary increase for the institution's president; and/or take other action consistent with its statutory responsibilities that is necessary or appropriate to ensure that adequate progress is made in the future.

Requests for changes to an institution's Compact targets and overall focus of strategies and plans may only occur prior to or with the 2015 Compact submission and must be approved by the institution's board of governors as well as the Commission. Institutions may make adjustments, however, to their strategies and plans throughout the course of the master planning cycle as a result of their assessment efforts.

In order to enhance the transparency of the system's progress toward meeting the goals of the master plan, the Commission will publish each institution's Compact after approval on the master plan area of the Commission's website. The Commission will also develop a means for sharing and promoting exemplary campus efforts.

◀ I. HOW LEADING THE WAY AND THE INSTITUTIONAL COMPACTS FIT TOGETHER

In each of the focal areas of Leading the Way, there is an overarching goal and several system objectives to be achieved over the time period of the plan. As mentioned above, some objectives have very specific pre-determined metrics on which progress toward the objectives is to be measured. System targets on these metrics have been set, partially based on input from the campuses in the fall of 2012. For these objectives, as part of the Compact process, institutions will set campus targets on each of the metrics and present rationales. Institutions will also develop and submit strategies as their means for achieving the targets. The quantitative data and strategy reporting processes are defined in detail in sections II and III of this document.

Other master plan system objectives do not have specific metrics but rather direct campuses to work on and provide documentation of the institution's efforts in important areas in each focal area. Some of these ask institutions to develop comprehensive plans that involve the setting of objectives, articulation of strategies, and development of means of assessment. Other objectives are less comprehensive and request summaries of institutional strategies and activities in a particular area. Detailed information about these parts of the Compact reporting process is provided in section IV of this document.

The Commission role in the Compact process is multifaceted. Commission staff will provide the data for most of the quantitative metrics, review Compact submissions, and make recommendations for approval to the Commission itself. However, beyond these functions, the Commission is committing to a broader vision of involvement as articulated in Leading the Way. The Commission will strive throughout the master planning and Compact cycle to inform, coordinate, and support. During the 2013-14 academic year when institutions are formulating their strategies and plans, and in subsequent years, Commission staff will inform Compact efforts through providing best practices research and literature, support them by offering professional development opportunities, and coordinate by bringing campus personnel from across the state together to learn, share, and problem solve. In subsequent years, the Commission will foster transparency and accountability through annually publishing institution Compacts on its website. Furthermore, it will develop ways to acknowledge and promote successful efforts, not only to recognize institutions for their hard work, but also to share effective practices across the state.



ACCESS

In the focal area of access the four objectives contribute to the goal of increasing access to postsecondary education for both traditional and non-traditional aged West Virginians. One objective has system metrics for which campuses will develop institutional targets and strategies and two objectives involve comprehensive plans in important access areas. One objective, increasing the college-going rate of recent high school graduates, has a system target but no specific campus reporting responsibility. It is assumed that progress toward meeting this objective will arise from the collective work of the Commission and the campuses in other aspects of access.

Table 1. Access Goal, Objectives, Metrics, and Institutional Compact Responsibility

Goal: Increase access to postsecondary education for both traditional and non-traditional aged West Virginians.

System Objectives	System Metrics	Institution Compact Responsibility
1. Increase enrollment in public institutions overall and specifically in important target populations.	<ul style="list-style-type: none"> ○ Increase headcount enrollment to 73,500 students. ○ Increase annualized FTE enrollment to 68,000 students. ○ Increase first-time freshman enrollment to 12,750 students. ○ Increase the enrollment of low-income students to 22,000 students. ○ Increase the enrollment of students from underrepresented racial/ethnic minority groups to 6,700 students. ○ Increase the enrollment of undergraduate adults age 25 and older to 11,500 students. 	<p>Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment. The strategy must include activities that address at least one of the target populations (low-income, underrepresented minority, or adult students).</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
2. Increase the college-going rate of recent high school graduates.	Increase the percentage of West Virginia high school graduates continuing on to higher education in the following fall to the Southern Regional Education Board average.	NA
3. Development of comprehensive, collaborative access efforts at all institutions with subsequent reports on the success and outcomes of these efforts.	NA	<p>Initially: Develop and submit the comprehensive plan for a collaborative access effort as described in section IV of this document.</p> <p>Annually: Report on the progress of the plan including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
4. Development of comprehensive financial aid plans at all institutions that guide institution financial aid allocation, administration, and outreach with subsequent reports on the success and outcomes of this plan.	NA	<p>Initially: Develop and submit the comprehensive financial aid plan as described in section IV of this document.</p> <p>Annually: Report on the progress of the plan including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>

◀ SUCCESS

In the focal area of success, the seven objectives contribute to the goal of increasing the number of students at system institutions completing quality academic programs. Four objectives have system metrics for which campuses will develop institutional targets and strategies and three objectives involve comprehensive plans or strategies in important success areas.

Table 2. Success Goal, Objectives, Metrics, and Institutional Compact Responsibility

Goal: Increase the number of students at system institutions completing quality academic programs.

System Objectives	System Metrics	Institution Compact Responsibility
1. Improve the outcomes of students requiring developmental education .	<ul style="list-style-type: none"> ○ Increase the percentage of first-time freshmen passing developmental courses taken in math to 70%. ○ Increase the percentage of first-time freshmen passing developmental courses taken in English/writing to 75%. ○ Increase the percentage of first-time freshman passing developmental courses taken in math and the first related college-level course to 60%. ○ Increase the percentage of first-time freshman passing developmental courses taken in English/writing and the first related college-level course to 70%. 	<p>Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment.</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
2. Increase the retention rate of students overall and specifically in important target populations.	<ul style="list-style-type: none"> ○ Increase the first-year retention rate of full-time first-time, degree-seeking freshmen to 80%. ○ Increase the first-year retention rate of part-time first-time, degree-seeking freshmen to 50%. ○ Increase the first-year retention rate of low-income first-time, degree-seeking freshmen to 75%. ○ Increase the first-year retention rate of first-time degree-seeking freshmen from under-represented racial/ethnic minority groups to 75%. ○ Increase the one-year retention rate of returning adult degree-seeking students to 65%. ○ Increase the one-year retention rate of degree-seeking transfer students to 76%. 	<p>Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment. The strategy must address at least one of the target populations (low-income, underrepresented minority, returning adult, and transfer students).</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
3. Increase the number of students making progress toward on-time completion .	<ul style="list-style-type: none"> ○ Increase the percentage of fall, first-time freshmen earning 30 or more credit hours in their first academic year of college to 65%. 	<p>Initially: Set campus target on the metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment.</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>

Table 2. Success Goal, Objectives, Metrics, and Institutional Compact Responsibility Continued

System Objectives	System Metrics	Institution Compact Responsibility
4. Increase the four- and six-year graduation rates of students overall and specifically important target populations.	<ul style="list-style-type: none"> ○ Increase the graduation rates of first-time, degree-seeking freshmen to 30 % and 60 % respectively. ○ Increase the graduation rates of low-income first-time, degree-seeking freshmen to 20 % and 40 % respectively. ○ Increase the graduation rates of first-time degree-seeking freshmen from underrepresented racial/ethnic minority groups to 20 % and 40 % respectively. ○ Increase the graduation rates of returning adult degree-seeking students to 48 % and 58 % respectively. ○ Increase the graduation rates of degree-seeking transfer students to 48 % and 58 % respectively. 	<p>Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment. This strategy must include activities that address at least one of the target populations (low-income, underrepresented minority, returning adult, and transfer students).</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
5. As an extension of academic program review, system wide assurance that academic programs prepare students to be knowledgeable and competent in their chosen disciplines and also to be proficient in quantitative literacy, critical thinking, problem-solving and communications skills.	NA	<p>Initially: Develop a comprehensive plan (as described in section IV of this document) to assure that all graduates are knowledgeable and competent in their content discipline and also proficient in quantitative literacy, critical thinking, problem-solving, and communication skills.</p> <p>Annually: Report on the progress of the components of plan including implementation and outcomes of assessment and actions to be taken based on the assessment.</p>
6. System wide implementation of efforts to improve the outcomes of students enrolled in graduate programs and assessment to monitor these efforts	NA	<p>Initially: Institutions with graduate programs will develop and provide a strategy to improve the outcomes of students enrolled in these programs along with how the success of these activities will be assessed.</p> <p>Annually: Institutions will report on the progress of the strategy including implementation, outcomes of assessment, and actions to be taken based on that assessment. Initiatives may include efforts to improve licensure pass rates, strategies for supporting students in the timely completion of their degrees, initiatives to decrease student debt loads, or other institutional efforts to improve student success.</p>
7. Enhance the contribution of faculty scholarships	NA	<p>Initially: Develop and provide 1 strategy, consistent with institution mission, to promote and support faculty scholarship. The strategy must incorporate collaboration, fiscal responsibility, and assessment.</p> <p>Annually: Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>

IMPACT

Table 2. Success Goal, Objectives, Metrics, and Institutional Compact Responsibility Continued

In the focal area of impact, the five objectives contribute to the goal of increasing the impact that public colleges and universities have on West Virginia through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth. Three objectives have system metrics for which campuses will develop institutional targets and strategies and two objectives involve comprehensive plans. The area of research and development is required of West Virginia University and Marshall University and is an optional reporting element for other institutions.

Table 3. Impact Goal, Objectives, Metrics, and Institutional Compact Responsibility

Goal: Increase the impact that public colleges and universities have on West Virginia through production of qualified graduates ready to contribute to the workforce and the community, provision of needed services, and research and development that promote knowledge production and economic growth.

System Objectives	System Metrics	Institution Compact Responsibility
1. Increase the number of degrees awarded annually at the undergraduate and graduate levels overall and in needed areas.	<ul style="list-style-type: none"> ○ Increase the number of degrees awarded to 15,500. ○ Increase the number of degrees awarded in STEM fields to 3,750. ○ Track the production of degrees awarded in STEM education and increase the number of these degrees over the master plan cycle. ○ Increase the number of degrees awarded in Health to 2,000. 	<p>Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment. The strategy must include an activity that addresses one of the target degree areas of STEM, STEM Education, or Health.</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
2. System wide address of regional economic needs through developing and promoting pathways to careers in West Virginia for students and recent graduates.	NA	<p>Initially: Develop and submit a comprehensive plan developing and promoting pathways to careers in West Virginia as described in section IV of this document.</p> <p>Annually: Report on the progress of the plan including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
3. System wide engagement with external organizations (government, business, non-profit) to solve critical regional civic and/or social issues .	NA	<p>Initially: Develop and submit the comprehensive plan to solve critical regional civic and social issues as described in section IV of this document.</p> <p>Annually: Report on the progress of the plan including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>
4. Reduce the number and percent of students excessively burdened by student loan debt .	Decrease the system average federal student loan cohort default rate to 9.0 percent.	<p>Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility, and assessment.</p> <p>Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategy including implementation and outcomes of assessment and actions to be taken based on that assessment.</p>

Table 3. Impact Goal, Objectives, Metrics, and Institutional Compact Responsibility Continued

System Objectives	System Metrics	Institution Compact Responsibility
5. Increase research and development activities which contribute to West Virginia's economic growth (Required for Marshall University and West Virginia University, optional for all other institutions).	<ul style="list-style-type: none"> ○ Increase annual external research and development funds to \$200 million. ○ Increase annual licensure income to \$170,000. ○ From 2013 to 2018, a total of 30 patents issued. ○ From 2013 to 2018, a total of 20 start-up companies based on university technology. ○ Track the number of articles that faculty members publish in peer-reviewed journals and increase the number of these publications over the master planning cycle. 	Initially: Set campus target on each metric and explain the rationale for the target. Prepare 1 campus strategy to foster improvement in the objective, incorporating collaboration, fiscal responsibility and assessment. Annually: Submit quantitative data on metric progress and an explanation for that progress. Report on the progress of the strategies including implementation and outcomes of assessment and actions to be taken based on that assessment.

II. QUANTITATIVE OBJECTIVES: SETTING TARGETS AND REPORTING DATA

Each focal area of the master plan has objectives for which numerical metrics have already been selected for the system because they apply to all institutions. System targets on these metrics for the master planning period were developed from institutional preliminary institutional targets set in the fall of 2012 with some adjusting upward due to system needs and the belief that Commission efforts will enhance institution efforts. Now institutions will be asked to work with Commission staff to formally set their targets for the five-year master planning cycle in the fall of 2013. It is expected that campuses will engage in a thoughtful and inclusive process to examine historical data supplied by the Commission to set challenging but reasonable targets on each metric. Almost all elements will be provided from Commission data derived from institution submissions. The exceptions are: enrollment of low-income students, degrees awarded in STEM education, the research and development metrics (for campuses reporting on research and development), and the student loan cohort default rate, which will be collected from the federal government. Institutions will also provide rationales for each target. Once approved by the Commission, these targets may only be revised or altered up until the fall 2015 Compact update. In years 2014-15 to 2018-19, campuses will report in their Compact on their progress toward the established targets and provide brief narratives for each metric on the reasons for the year's progress. In the late summer of each year, the Commission will send institutions spreadsheets of their most recent data for validation and to utilize in the drafting of their Compact update. In the Compact update submissions, the quantitative data will be reported in the focal area under which it falls. The table below provides the quantitative data categories and the year or cohort of data that institutions will report on in the first data submission in Fall of 2014.

Table 4. Quantitative Metrics: Reporting Year and Data Year Alignment

Focal Area	Metric Category	Example Reporting Year	Actual Data Year*
ACCESS			
	Enrollment	Fall 2014	Academic Year 2013-2014
SUCCESS			
	Developmental Education Outcomes	Fall 2014	Fall 2012 Cohort
	Retention	Fall 2014	Fall 2012 Cohort
	Progress Toward Degree	Fall 2014	Fall 2012 Cohort
	Four-Year Graduation Rate	Fall 2014	Fall 2010 Cohort
	Six-Year Graduation Rate	Fall 2014	Fall 2008 Cohort
IMPACT			
	Degrees Awarded	Fall 2014	Academic Year 2013-2014
	Research and Development	Fall 2014	Fiscal Year 2014
	Federal Student Loan Cohort Default Rate	Fall 2014	2010 Repayment Cohort

*Actual data year varies by availability and the nature of the measure.

Metric Definitions

Unless noted, all data are from Commission data submitted by institutions.

◀ ACCESS

Headcount enrollment: Fall end-of-term headcount enrollment

Annualized FTE enrollment: Sum of Summer, Fall, and Spring end-of-term FTE divided by 2.

First-time freshman headcount enrollment: Fall end-of-term headcount enrollment of students designated as first-time freshmen in registration type on the student file.

Low-income student headcount enrollment: Fall end-of-term headcount enrollment designated as having received a Pell Grant during that academic year at that institution. *This data element will be provided directly from institutions due to the timing of the financial aid file submission.*

Underrepresented minority student headcount enrollment: Fall end-of-term headcount enrollment designated in the student file as being from one of the following racial/ethnic minority groups: Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial. For years prior to the new IPEDS race/ethnicity categories, the Asian and Pacific Islander category is not included.

Adult undergraduate headcount enrollment: Fall end-of-term headcount enrollment with birth year on the student file indicating the student is 25 years of age or older. Year of birth is subtracted from year of enrollment.

◀ SUCCESS

First-time freshmen passing developmental education courses: Out of the number of fall end-of-term first-time freshmen who enroll in developmental education courses in math (CIP=320104) or English/writing (CIP= 320108, 320191, or 320192) in their first two years of school, the proportion who within those two years eventually pass each of the courses taken in that developmental subject area. The end of the two year period is in spring of the second year.

First-time freshmen students passing college-level course in subject requiring developmental course-work: Out of the number of fall end-of-term first-time freshmen who enroll in developmental education courses in their first two years, the proportion who eventually pass those developmental education courses as above and pass a college-level course in that same subject area (math CIP= 270000 thru 279999 and English/writing CIP = 230000 thru 239999) within two years. The end of the two year period occurs in spring of the second year. **First-year retention rate of full-time first-time, degree-seeking freshmen:** Out of the number of first-time, degree-seeking students enrolled for 12 or more credit hours according to fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data.

First-year retention rate of part-time first-time, degree-seeking freshmen: Out of the number of first-time, degree-seeking students enrolled for 11 or fewer credit hours according to fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data.

First-year retention rate of first-time, degree-seeking low-income freshmen: Out of the number of first-time, degree-seeking students according to fall end-of-term data who received a Pell Grant at that institution that year, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data.

First-year retention rate of first-time, degree-seeking freshmen from underrepresented racial/ethnic groups: Out of the number of first-time, degree-seeking students classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background according to fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data.

Retention of returning adult students: Out of the number of degree-seeking students age 25 and older who are coded as registration types readmitted or transfer in fall end-of-term data, the proportion who are enrolled

the following fall at any system institution according to fall, end-of-term data. Students who complete any credential prior to the next fall, but are not enrolled the next fall, are counted as a success.

Retention of transfer students: Out of the number of degree-seeking students coded as registration type transfer in fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data. Students who complete any credential prior to the next fall, but are not enrolled the next fall, are counted as a success.

Freshmen earning 30 or more credit hours: Out of the number of first-time, degree-seeking freshmen according to fall end-of-term data, the proportion who earn 30 or more credit hours by the end of the following summer at any institution. Developmental education hours are included.

Four- and six-year bachelor's degree graduation rates of first-time freshmen: Out of the number of first-time, bachelor's degree-seeking freshmen according to fall end-of-term data, the proportion who complete a bachelor's degree at any system institution by the spring of the fourth and sixth years since matriculation.

Four- and six-year bachelor's degree graduation rates of low-income first-time freshmen: Out of the number of first-time, bachelor's degree-seeking freshmen according to fall end-of-term data who received a Pell Grant at that institution their first year, the proportion who complete a bachelor's degree at any system institution by the spring of the fourth and sixth years since matriculation.

Four- and six-year bachelor's degree graduation rates of first-time freshmen from underrepresented racial/ethnic groups: Out of the number of first-time, bachelor's degree-seeking students classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background according to fall end-of-term data, the proportion who complete a bachelor's degree at any system institution by the spring of the fourth and sixth years since matriculation.

Four- and six-year bachelor's degree graduation rates of returning adult students: Out of the number of bachelor's degree-seeking students age 25 and older that are coded as registration types readmitted or transfer in fall end-of-term data, the proportion who complete a bachelor's degree at any system institution by the spring of the fourth and sixth years since enrollment as a returning adult student.

Four- and six-year bachelor's degree graduation rates of transfer students: Out of the number of bachelor's degree-seeking students coded as registration type transfer in fall end-of-term data, the proportion who complete a bachelor's degree at any system institution by the spring of the fourth and sixth years since enrollment as a transfer student.

◀ IMPACT

Degree production: The number of degrees produced during the academic year at the associate's, bachelor's, master's, and doctoral levels.

Science, Technology, Engineering, and Mathematics (STEM) degree production: The number of degrees produced during the academic year at the associate's, bachelor's, master's, and doctoral levels in National Science Foundation designated STEM fields (those categorized as STEM categories 1, 2, and 4 in the HEPC degree inventory: <https://www.wvhepc.org/resources/degree%20inventory%20update/deginvframe.html>).

Health field degree production: The number of degrees produced during the academic year at the associate's, bachelor's, master's, and doctoral levels in programs with CIP code beginning with 51.

STEM education degree production: The number of education degrees produced during the academic year with specializations in science, technology, or mathematics education according to institution data. A graduate specializing in multiple STEM areas is to be counted once.

Federal student loan cohort default rates: The percentage of a school's borrowers who enter repayment on certain Federal Family Education Loans (FFELs) and/or William D. Ford Federal Direct Loans (Direct Loans) during a fiscal year and default (or meet the other specified condition) within the three-year period. *This data will be pulled from the federal Office of Student Financial Aid Programs website: <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>.*

External research and development funds: The total amount of externally sponsored academic research grants and contracts underway during an academic year according to institution data. This figure includes both direct and indirect costs as indicated on the grant contract or budget.

Patents issued: The number of US patents issued during the fiscal year *according to institution data*.

Licensure income: The total amount of money derived from license royalty and associated income during the fiscal year *according to institution data*.

Start-up companies based on university technology: The number of start-up companies started by university faculty or based on university technology during the fiscal year *according to institution data*.

Articles published by faculty in peer-reviewed journals: The number of articles published in any peer-reviewed journal during the year measured from July 1 to June 30 *according to institution data*.

◀ III. IDENTIFYING STRATEGIES AND UPDATING PROGRESS

During the initial year of the Compact reporting process (2013-2014), institutions will develop strategies to support progress on each of the quantitative metrics within the master plan:

- Enrollment,
- Developmental Education,
- First-Year Retention Rate,
- Progress toward Degree,
- Graduation Rate,
- Degrees Awarded,
- Federal Student Loan Default Rate, and
- Research and Development (for institutions reporting in this area).

Institutions will also develop additional strategies in the following two areas:

- Graduate Student Success (for institutions with graduate programs), and
- Faculty Scholarship.

A strategy is an organized campus approach to an objective that includes multiple activities to coherently address the challenge and engages numerous units on campus in development and implementation. An example of such a strategy for graduation might be a focus on improved advising related to selection of a major and progress toward program completion. The importance of such a strategy lies with the benefits that the student receives through content area related support, assistance toward completion, and guidance into a career. Activities within that strategy might include early major advising, a distinct college for undeclared majors, and focused training for academic advisors.

Strategies will be identified for the duration of the master plan cycle. While it is expected that adjustments will be made in response to assessment activities, the overall approach is to be consistent for the five-year period. Strategies do not have to be entirely new efforts; considerable efforts are already underway on campuses in many of these areas. What is new is institutions deliberately tying their efforts to a system master plan objective, articulating to the Commission what outcomes the strategy will achieve and through what activities, and developing a means of assessment to guide refinement.

These strategies must address the issues of collaboration, fiscal responsibility, and assessment and should be strategies that incorporate a campus-wide approach as they are being implemented.

Institutions will submit their identified strategies to HEPC in the fall of 2014 and must address the following questions in relation to each strategy developed:

- What internal and external entities will collaborate to implement the strategy?
- How are resources (human, physical, time) being deployed in a targeted and responsible way to achieve the intended means?
- What are the intended outcomes of the strategy and how will the implementation and the outcomes of the strategy be assessed to shape future efforts in the strategy?

◀ IV COMPREHENSIVE PLANS

In subsequent years (2015 through 2018), institutions will report on the implementation of activities in support of each strategy, how collaboration was incorporated, what resources were employed, and the success of the activities based on assessment. Institutions will also report how future activities will be adjusted moving forward. In addition to the quantitative data and strategies discussed in the previous two sections, institutions are required to develop five comprehensive plans, two in the area of access, one in the area of success, and two in the area of impact. Comprehensive plans are utilized for objectives in which the Commission has identified system wide need, but is providing institutions latitude to approach the challenge in a manner befitting their unique context and mission. Consistent with the Compact reporting model, institutions through their plans will define specific objectives, develop strategies to meet those objectives, and assess the effectiveness of their efforts.

Value of Comprehensive Plans

Comprehensive plans provide institutions an opportunity to identify how they want to address a broad system objective and to develop a cogent, sustained effort in this area. Comprehensive plans are broad initiatives that are comprised of several interrelated strategies designed to meet the identified objectives in the focal area. Successful implementation will require coordination and marshalling of institution and community resources. The focus of the comprehensive plan extends throughout the duration of the master planning five-year cycle. Although assessment may lead to plan adjustments and improvements, the overall objective and approach will be maintained and hopefully contribute to the institution's success. Comprehensive plans do not have to be completely new campus initiatives; they may grow out of and further develop existing efforts.

Given the multifaceted and complex nature of the planning areas, these efforts should involve collaboration between multiple offices and departments within the institution and beyond, not just those directly associated with the area in question, i.e. the financial aid comprehensive plan should include other stakeholders such as academic advisors, student services, faculty, and secondary school personnel. Also, in keeping with the mutually reinforcing nature of access, success, and impact, it is expected that the comprehensive plans and efforts developed in each of these areas will inform and support one another.

Individual Planning Areas

The following comprehensive plan parameters provide focus and guidance for institutional leadership as to the purpose of each plan. It is strongly encouraged that institutions not only focus on the significance of each individual comprehensive plan, but also their value as a collective whole. In the coming months the Commission will be providing additional assistance and resources to support the planning and implementation process.

- **Collaborative Access Effort Comprehensive Plan.** This plan should incorporate best practices such as: early intervention, family involvement, education in the benefits of attending college, provision of information about college going, financial aid assistance and literacy, academic preparation and promotion of college readiness, and application assistance. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.
- **Financial Aid Comprehensive Plan.** This plan should guide institution level financial aid allocation, administration, and outreach and report on the success and outcomes of this plan. The plan should articulate goals which align with the institution's mission and this master plan; the institution's strategies in aid allocation, administration and outreach to reach those goals; and how the institution will assess the success of those strategies to progress toward the goals.

- **Academic Quality Comprehensive Plan.** This plan will provide how the institution will assure that all graduates are knowledgeable and competent in their content discipline and proficient in the use of quantitative literacy, critical thinking, problem-solving, and communication skills relative to their fields. The plan should articulate goals which align with the institution's mission and this master plan, the institutions strategies to meet those goals, and how the institution will assess the success of those strategies to progress toward its goals.
- **Career Pathways Comprehensive Plan.** This plan will direct how institutions will address regional economic needs through developing and promoting pathways to careers in West Virginia. It will include both
 - (1) developing formal partnerships with businesses, non-profit organizations, and other employers; and
 - (2) enhancing institutional career readiness programs for students (internships, co-operative arrangements, career counseling, job placement programs, etc.). The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies.
- **Critical Regional Issues Comprehensive Plan.** This plan will focus on how the institution and its students are engaging with external organizations (government, business, non-profit) to identify and solve critical regional civic and/or social issues. The plan should articulate goals aligned with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies.

Comprehensive Plan Process

In order to take advantage of this opportunity, institutions are strongly encouraged to engage in an in-depth process of review and planning. Institutions should engage a range of internal and external stakeholders, who can provide valuable insight and resources, to contribute to the comprehensive plans' creation and implementation. Such a process requires institutional leaders to develop a holistic vision for student success that extends beyond the individual focal areas of the master plan and the organizational structure of their institution.



1. **Identifying Objectives**
 - a. **Research and Input.** Assemble all related campus and community stakeholders to review information regarding institution successes and challenges in the plan area.
 - b. **Focus.** Identify the focus of the comprehensive plan that fits within the master plan parameters and the mission and goals of the institution.
 - c. **Outcomes.** Outline desired comprehensive plan outcomes for campus.
2. **Developing Strategies**
 - a. **Identify strategies.** Develop a coordinated set of mutually reinforcing strategies to achieve the objective. It is expected that some strategies will be unique but some may also be incorporated into other areas of the master plan.
 - b. **Longitudinal Vision.** Create a timeline for implementation of all strategies.
 - c. **Support.** Identify institutional resources (fiscal, human, facilities, etc.) which will be needed to meet implement each strategy.
 - d. **Connect.** Collaborate across different comprehensive planning areas to ensure a synthesis of efforts and resources.

3. Assessing Progress

- a. **Develop Measures.** Assessment questions should be developed in parallel with strategies that monitor the implementation of the plan as well as its outcomes.
- b. **Resources.** Guide assessment efforts with resources such as the master plan and Compact documents, internal institutional research, and focal area best practices.
- c. **Feedback.** Seek critique from multiple stakeholders, including those working on comprehensive plans in other focal areas.
- d. **Adapt.** Utilize findings to strengthen or alter plan areas of concern.
- e. **Report.** Progress will be reported as part of the Compact process to the Commission, but should also be disseminated to stakeholders.

Comprehensive Plan Compact Reporting

Initial Compact reporting will consist of the plan itself and information about how it was developed. Institutions will be responsible for the following in year one (2014) of the Compact process:

1. Objectives

- a. Explanation of plan focus
- b. Discussion of planning process
 - i. Participants, evidence the process was inclusive and collaborative
 - ii. Summary of research and information utilized in identifying the focus
- c. Outcomes associated with plan

2. Strategies

- a. Explanation of each strategy
- b. Timeline
- c. Identification of resources to support the plan
- d. Articulation of how strategies will be implemented in a collaborative fashion and that the strategies in different comprehensive planning areas inform one another

3. Assessment

- a. Explanation of the means of assessment to be employed for each strategy
- b. Explanation of the plan to utilize assessment results to guide future efforts

In later years of the Compact, reporting will shift to focus on plan progress. Institutions will be responsible for reporting the following during years two thru five (2015-2018) of the Compact process:

1. Strategies

- a. Progress on implementation of strategies
- b. Update on resource management
- c. Collaboration with stakeholders
- d. Connections with other master plan focal areas

2. Assessment

- a. Strategy outcomes
- b. Informing stakeholders of progress

3. Future Direction

- a. Any future alterations to comprehensive plan strategies
- b. Any future alterations to comprehensive plan process

CONCLUSION

The new master plan, Leading the Way, and its attendant Compact process, represent an evolution in both strategy and method. They have been thoughtfully designed to address the system's challenges, while building on the strengths of our diverse family of institutions. The new master plan is the result of institutional and public postsecondary stakeholder feedback and seeks to balance reporting consistent Commission-based metrics on some objectives with opportunities for institutions to exercise autonomy and individuality in the development of unique plans to address others. The compact also responds to concerns over academic quality by asking institutions to provide evidence that all graduates have achieved learning outcomes. Beyond annual reports, Leading the Way represents a renewed commitment on behalf of the Commission to coordinate, develop, and promote research and best practices that will inform the creation and implementation of institutional strategies and plans. Just as the master plan seeks to foster a reinforcing cycle of improvements in access, success, and impact, the compact sets forth a consistent model of objectives, strategies, and assessment to drive those improvements. The compact charges institutions with planning, acting, and evaluating to meet the state's goals. Through earnest attention and inclusive efforts, the Commission is confident that institutions will find both value and success throughout the compact process.





West Virginia Higher Education Policy Commission
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Compact Elements Timeline of Activities and Submissions Draft

Dates	Compact Activities	Process	Submission Format
11/1/2013	Submit targets in 7 quantitative metric areas (8 for research institutions), which are defined on pages 9-11 of the Compact document.	HEPC supplies historical data in summer. Institutions: 1.) gather campus members to assess data and set targets; and 2.) get Board approval.	Institutions return data spreadsheets with their targets for 2018 along with a word document detailing their rationale for each target.
Commission reviews and approves institution targets on quantitative metrics.			
11/2013 through 10/2014	Develop 8 strategies (+1 for research institutions, +1 for institutions with graduate programs) to support targets set on quantitative metrics and in other areas.	Gather campus members to develop strategies as detailed on pages 11-12 of the Compact document.	
	Develop 5 comprehensive plans.	Gather planning groups and develop plans as described on pages 14-15 of the Compact document.	
Commission provides literature, professional development, and opportunities for sharing while institutions engage in these planning activities.			
11/1/2014	First submission of data on quantitative metrics.	HEPC supplies data in summer. Institutions validate and gather campus members to assess progress. Questions about data should be addressed prior to submission.	Web-based entry of data not generated by HEPC.
	Submission of 8 strategies (+1 for research institutions, +1 for institutions with graduate programs) to support targets on quantitative metrics. Submission by institutions with graduate programs of graduate student success strategy.		Web-based entry of information about each strategy including activities, people involved, resources needed, and outcomes and means of assessment as detailed on pages 11-12 of the Compact document.
	Submission of 5 comprehensive plans.		Web-based entry of the plan's objectives and how they were identified, strategies to be utilized, and how progress will be assessed as detailed on page 15 of the Compact document.

Commission reviews and approves compact consisting of first year of data, strategies, and plans.

Dates	Compact Activities	Process	Submission Format
11/1 of 2015 through 2018	Submission of data and explanations of progress on quantitative metrics.	HEPC supplies data in summer. Institutions validate and gather campus members to assess progress. Questions about data should be addressed prior to submission.	Web-based entry of: 1.) data not generated by HEPC and; 2) explanations of progress in the past year on each metric.
	Submission of progress on all strategies.		Web-based entry of update on implementation, assessment, and future direction of strategies as detailed on page 12 of the Compact document.
	Submission of progress on comprehensive plans.		Web-based entry of progress on strategies, outcomes and assessment, and future direction as detailed on page 15 of the Compact document.

Commission reviews and approves compact consisting of data, strategies, and plans updates.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Overview of Distance Education Initiatives

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Roxann Humbert

BACKGROUND:

Making quality higher education opportunities more available to West Virginians is a major initiative of the Commission. While individual institutions are also moving forward with their distance education offerings, the Commission is supporting the work through a number of initiatives. Three areas of particular focus are: assurance of quality of online courses, a pilot project to assist schools in student authentication in online courses, and West Virginia Remote Online Campus Knowledge System (WVROCKS), a collaborative effort to provide more courses to adult students.

Quality of Online Courses

Heightened accreditation requirements for online course quality and recently implemented U.S. Department of Education distance education mandates have highlighted the need for a formal approval process for online courses and program reviews for online courses offered in West Virginia. The Southern Regional Education Board (SREB), of which West Virginia is a member, is currently working on an online course delivery reciprocity agreement between its sixteen member states. However, to be included in this proposed reciprocal approval process, each participating state must have in place a formal process for reviewing online courses and programs.

In May 2011, recognizing the need for online course quality assurance, the West Virginia Virtual Learning Network/Instructional Technology Forum, which includes a representative from each of the four-year public colleges and universities, created a subcommittee to review possible options for online course review. After reviewing several options, the subcommittee recommended that "Quality Matters" be utilized. Quality Matters is a nationally recognized, peer-based approach that provides for continuous improvement in online education and student learning. In August 2011, Instructional Technology Forum members voted unanimously to recommend that Quality Matters be used to review and approve online courses in West Virginia.

As part of the implementation plan, Dr. Roxann Humbert was trained as an online and face to face facilitator of the "Applying the Quality Matters Rubric" workshop and, to date, has provided Quality Matters training for 520 faculty. Having a statewide trainer has resulted in a savings of over \$90,000 to West Virginia institutions. Fifty-eight of

those faculty members have also been trained to be peer reviewers and two faculty members have received master reviewer status. Because WVNET paid the statewide subscription for institutions, an additional \$12,000 in savings for that training has resulted.

Kryterion Student Authentication and Proctoring Pilot

As online courses become more prominent, the need for a formal method of authenticating the identity of the students enrolled in online courses has become an issue to be addressed. Additionally, many faculty who are teaching online courses have expressed a need for a uniform method of proctoring online exams.

In May 2011, anticipating the need to assure that the student taking the online course and required exams is the enrolled student, the West Virginia Virtual Learning Network (WVVLN)/Instructional Technology Forum created a subcommittee to review possible options for student authentication and proctoring. After reviewing several options, the subcommittee recommended that Kryterion be the vendor of choice. Kryterion was the only solution that included both facial recognition and a key stroke analysis for authentication. In addition, they offered both a low and high stakes online test proctoring solution.

A student authentication pilot will be run during the next academic year for up to 25,000 online enrollments.

West Virginia Remote Online Collaborative Knowledge System (WVROCKS)

In an effort to make college courses more accessible to more West Virginians, Commission staff piloted the West Virginia Remote Online Collaborative Knowledge System (WVROCKS) during the 2012-13 academic year.

Faculty from Bluefield State College, Concord University, Fairmont State University, Marshall University, West Liberty University, and West Virginia University taught courses on the portal during the pilot year. However, only Bluefield State College, Fairmont State University, and Marshall University offered the courses to their students.

During the Fall 2012 semester, 30 unique students registered with a total enrollment of 55 course enrollments. Of the students that registered for the class, 78 percent of them actually participated in the course. Of those students who participated, 88 percent completed courses, and 87 percent of course completers passed the course. During spring 2013, 112 unique students registered with a total enrollment of 211 courses. Ninety percent of those who registered attended, 86 percent of those students who attended actually completed their courses and 82 percent of those completers passed the course.

Both West Virginia State University and West Virginia University Institute of Technology have expressed an interest of joining WVROCKS during fall 2013 or spring 2014.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Senate Bill 330 Progress Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Toor

BACKGROUND:

An overview of the progress toward fulfilling the requirements of Senate Bill 330, comprehensive human resources legislation passed during the 2011 regular legislative session, and related projects will be provided. Specific discussion will focus on the ongoing work of Fox Lawson and Associates, the vendor performing the compensation and classification analysis as required by the legislation.

A review of other recent human resources accomplishments will also be provided during the meeting.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Revisions to Series 40, Equal Opportunity and Affirmative Action

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 40, Equal Opportunity and Affirmative Action, Procedural Rule, for submission to the Secretary of State for a thirty-day public comment period.

Further Resolved, That staff is instructed to file the procedural rule with the Legislative Oversight Commission on Education Accountability and final filing with the Secretary of State at the conclusion of the comment period if no comments are received.

STAFF MEMBER: Mark Toor

BACKGROUND:

Series 40, Equal Opportunity and Affirmative Action, is the procedural rule that establishes policy relating to equal opportunity and affirmative action. The current version of the rule was developed in April 1992. The Chancellor's Diversity Council has provided suggested revisions to bring the rule in compliance with federal and state regulations.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and for final filing with the Secretary of State at the conclusion of the comment period if no comments are received.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 40
EQUAL OPPORTUNITY and AFFIRMATIVE ACTION

§133-40-1. General.
~~SECTION 1. GENERAL~~

- 1.1. Scope. This rule establishes equal opportunity and affirmative action policy.
- 1.2. Authority. West Virginia Code §18B-1-6 and §18B-1B-5.
- 1.3. Filing Date. ~~April 3, 1992~~
- 1.4. Effective Date. ~~April 3, 1992~~

§133-40-2. General Policy.
~~SECTION 2. GENERAL POLICY~~

- 2.1. It shall be the ~~general~~ policy of the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) to provide equal employment opportunities for to all qualified persons, employees and applicants and to prohibit discrimination in employment because of race, sex, age, color, religion, national origin, veterans status or handicap, and to take affirmative action to recruit and employ qualified faculty and staff. or harassment against any such individuals on the basis of protected characteristics. The Commission and Council consider race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity and veteran status as protected characteristics and will not permit discrimination or harassment against any employee or applicant for employment on the basis of any such characteristic. The Commission and Council will conform both to the letter and the spirit of the law and regulations with respect to prohibiting any such discrimination or harassment and will engage in affirmative action to employ, advance in employment and treat all qualified persons without discrimination in any employment practices.
- 2.2. The scope of this policy prohibiting discrimination and harassment extends, but is not limited to, the following: recruitment, employment, promotion, transfer, training, working conditions, wage and salary administration, benefits and the application of all other employment-related policies. These principles of non-discrimination and anti-

harassment also apply to the selection and treatment of independent contractors, personnel working on Commission and/or Council premises and any other persons or firms doing business with the Commission and Council.

- 2.3. Under the eCommission's and Council's additional authority to allocate specified functions and responsibilities among the institutions ~~under the Higher Education Policy~~ within the jurisdiction of the Commission and Council, each institution shall accept primary and long-term responsibility for the development and implementation of equal employment opportunity/ and affirmative action policies consistent with ~~all the eCommission's and Council's guidance state and federal and all applicable laws and regulations.~~
- 2.34. Each institution and the ~~Higher Education Policy~~ Commission and Council Office shall take the initiative in developing or modifying its own plans to achieve compliance with the equal employment opportunity and affirmative action and equal opportunity policies of the eCommission and Council as well as those of the ; state; and federal governments. The president of each institution shall, through appropriate means, establish and maintain a positive program of equal employment opportunity and affirmative action within her/his jurisdiction in accordance with ~~specific~~ all laws and regulations applicable to ~~her/his particular~~ the institution. The equal employment opportunity/ and affirmative action goals of the institution must be integrated into and consistent with ~~the~~ other performance goals of the institution. The realistic goals and timetables of each institution shall be vigorously pursued to achieve a proportional ~~representative~~ representation of minorities and women in the ~~faculty and non-faculty ranks in the workforce~~ based on ~~their~~ availability within the relevant workforce recruitment markets. The effective pursuit of affirmative action requires not only the adoption of an adequate plan, but also results-oriented procedures which designed to ensure the involvement of managers at all levels of each institution. Institutional affirmative action plans ~~are to~~ shall be submitted to the eChancellors by July 1 of each year.
- 2.4.5. The eChancellors shall appoint an equal employment opportunity/affirmative action advisory council, to be known as the Chancellors' Equal Employment Opportunity Council, consisting composed of at least one representative from each of the campuses or institutions. The eCouncil will help to facilitate the achievement of equal employment opportunity/affirmative action goals and compliance across the institutions under the ~~Higher Education Policy~~ Commission's and Council's jurisdiction. Under the general direction of the eChancellors, the ~~advisory eCouncil~~ shall be responsible for, but not necessarily limited to, the following ~~specific~~ duties and responsibilities:

- 2.4.5.1. Conducting periodic reviews of institutional equal employment opportunity/affirmative action plans and programs, while providing any assistance that may be required to improve programs and realize objectives.
- 2.4.5.2. Consulting from time to time with the ~~e~~Chancellors, and presidents of institutions; and/or their ~~assistants~~ designees on equal employment opportunity/affirmative action matters.
- 2.4.5.3. Reviewing copies of equal employment opportunity reports of all institutions (~~EEO-6 and others~~) submitted to federal ~~agencies~~ authorities responsible for enforcement of laws and regulations and providing consultation to the ~~e~~Chancellors where appropriate or as requested.
- 2.4.5.4. Helping to assure that current information affecting equal employment opportunity/affirmative action is disseminated to institutions and their employees. ~~The equal opportunity/affirmative action advisory council has the opportunity and authority to consult and cooperate with the equal opportunity/affirmative action council of the West Virginia Higher Education Policy Commission to share information and develop a statewide educational conference on related issues.~~
- 2.4.5.5. Conducting other advisory assignments as directed by the Chancellors.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Refunding Bond Resolution

INSTITUTION: Shepherd University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the resolution drafted by bond counsel approving and authorizing the refunding of certain revenue bonds issued by the Shepherd University Board of Governors between January 2003 and May 2005 in an aggregate principal amount not to exceed \$30 million.

STAFF MEMBER: Richard Donovan

BACKGROUND:

The Shepherd University Board of Governors issued the following series of revenue bonds in 2003, 2004, and 2005 for various capital improvements as follows:

- Student Fee Revenue Bonds, Series 2003, issued on January 22, 2003, in the original principal amount of \$5,990,000, \$4,930,000 of which remains outstanding. The bond proceeds funded design and construction of a new athletics field house, a new West Campus parking lot, other capital renovations, repairs and improvements, and the cost of issuance.
- Infrastructure Revenue Bonds, Series 2004B, issued on September 9, 2004, in the original principal amount of \$3,405,000, \$2,140,000 of which remains outstanding. The bond proceeds funded design and construction of certain campus infrastructure projects, i.e., roads, water and sewer system expansion and improvements, other infrastructure projects on the West Campus, other capital renovations and improvements, and the cost of issuance.
- University Residence Facilities Projects, Series 2005, issued on May 24, 2005, in the original principal amount of \$22,925,000, \$20,090,000 of which remains outstanding. The bond proceeds were used to fund designing, constructing, and equipping of a 300 bed apartment-style residence complex on the West Campus, to refund the outstanding portion of revenue notes used to fund improvements in Shaw and Thatcher Residence Halls, other capital improvements in residence halls, and the cost of issuance.

The University is working with Piper Jaffray & Co. in developing its plan to take advantage of low interest rates in the bond market to refinance all or a portion of the Series 2003, Series 2004B and Series 2005 bonds so long as the refunding provides for positive present value savings of approximately 3.0 percent. Interest rates on the Series 2003, Series 2004B, and Series 2005 range from 3.625 percent to 5.125 percent on the total outstanding principal of \$27,160,000. As of June 17, 2013, preliminary yields to maturity on the refunding bonds range from 0.680 percent to 4.577 percent. The University has a reserve fund of \$390,107.50 on the Series 2003 that will be applied to the refunding. Estimated average annual debt service savings from refunding the Series 2003, Series 2004B and Series 2005 is approximately \$50,790 per year or approximately \$1,117,387 over the remaining term of the bonds.

The refunding bonds must be certified by the Governor as required by West Virginia Code §5-1-28 prior to issuance.

The bond approving and authorizing resolution has been prepared by Bowles Rice, LLP, and is presented on the following pages.

**STATE OF WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION RESOLUTION APPROVING THE
REFUNDING OF ALL OR A PORTION OF THE
SHEPHERD UNIVERSITY BOARD OF GOVERNORS
STUDENT FEE REVENUE BONDS, SERIES 2003, THE
SHEPHERD UNIVERSITY BOARD OF GOVERNORS
INFRASTRUCTURE REVENUE BONDS, SERIES 2004B
AND/OR THE SHEPHERD UNIVERSITY BOARD OF
GOVERNORS REVENUE BONDS (SHEPHERD
UNIVERSITY RESIDENCE FACILITIES PROJECTS),
SERIES 2005 THROUGH THE ISSUANCE BY THE
SHEPHERD UNIVERSITY BOARD OF GOVERNORS OF
REFUNDING REVENUE BONDS IN AN AGGREGATE
PRINCIPAL AMOUNT OF NOT MORE THAN \$30,000,000,
IN ONE OR MORE SERIES**

WHEREAS, to improve the quality of student life and academic culture, enhance student services and respond to students needs, and to comply with its Master Plan, Shepherd University (the “University”) has previously undertaken certain capital projects and has financed all or a portion of the costs relating to those projects through the issuance of the following bonds: The Shepherd University Board of Governors Student Fee Revenue Bonds, Series 2003, issued on January 22, 2003, in the original principal amount of \$5,990,000, \$4,930,000 of which remains outstanding, The Shepherd University Board of Governors Infrastructure Revenue Bonds, Series 2004B, issued on September 9, 2004, in the original principal amount of \$3,405,000, \$2,140,000 of which remains outstanding, and The Shepherd University Board of Governors Revenue Bonds (Shepherd University Residence Facilities Projects), Series 2005, issued on May 24, 2005, in the original principal amount of \$22,925,000, \$20,090,000 of which remains outstanding (collectively, the “Bonds to be Refunded”); and

WHEREAS, the University has been advised that debt service savings can be achieved by refunding all or a portion of the Bonds to be Refunded; and

WHEREAS, the University proposes to refund all or a portion of the Bonds to be Refunded and to pay issuance and related costs through the issuance of Refunding Revenue Bonds (the “Bonds”) by the Shepherd University Board of Governors (the “Board of Governors”) in an aggregate principal amount of not more than \$30,000,000, in one or more series; and

WHEREAS, the principal of, premium, if any, and interest on the Bonds will be payable from all or a portion of the Auxiliary Fees and Auxiliary Capital Fees, as defined in Chapter 18B, Article 10 and Chapter 18, Article 23 (collectively, the “Act”), collected by the University, including but not necessarily limited to the revenues of all dormitories, housing facilities, residence halls and food service facilities of the University, and will also be payable from all or a portion of the required educational and general capital fees, as defined in the Act, imposed on students of the University and collected pursuant to the Act for the purposes of supporting debt service, capital projects and campus maintenance and renewal for the University’s educational and general educational facilities, exclusive of that component part of

the required educational and general capital fees of the University that constituted registration and tuition fees in effect as of March 21, 2004, and imposed and collected under the Act for the purpose of supporting debt service of systemwide bond issues, said sources of payment to be as finally determined by the University as evidenced by the Bond Indenture and Security Agreement, or a supplement or amendment thereto, as executed by an Authorized Officer, as hereinafter defined, between the Board of Governors and WesBanco Bank, Inc., as Trustee, to secure the Bonds (the “Indenture”); and

WHEREAS, the Bonds will be secured by a pledge of all or a portion of the Auxiliary Fees and Auxiliary Capital Fees, as defined in the Act, collected by the University, including but not necessarily limited to the revenues of all dormitories, housing facilities, residence halls and food service facilities of the University, and will also be secured by a pledge of all or a portion of the required educational and general capital fees, as defined in the Act, imposed on students of the University and collected pursuant to the Act for the purposes of supporting debt service, capital projects and campus maintenance and renewal for the University’s educational and general educational facilities, exclusive of that component part of the required educational and general capital fees of the University that constituted registration and tuition fees in effect as of March 21, 2004, and imposed and collected under the Act for the purpose of supporting debt service of systemwide bond issues, the revenues pledged to secure the payment of the Bonds to be as finally determined by the University as evidenced by the Indenture as executed by an Authorized Officer, as hereinafter defined, and other amounts held under the Indenture, all such pledges to be subject to all prior pledges thereof, if any, and otherwise in the manner and to the extent to be provided for in the Indenture, and the Bonds shall be special obligations of the State and shall not constitute debts of the State; and

WHEREAS, this Commission and the Board of Governors have the power and authority to execute and deliver the documents required and to carry out the refunding described above; and

WHEREAS, the proposed refunding of all or a portion of the Bonds to be Refunded will achieve debt service savings for the University and, accordingly, will be of great benefit to the University and its students, and the projects previously financed in whole or in part with proceeds of the Bonds to be Refunded did not give competitive advantage to new private sector projects over existing West Virginia businesses, did not involve any private sector business, and, specifically, did not involve any private sector businesses which would have the effect of reducing property taxes on existing properties or avoiding, in whole or in part, the full amount of taxes which would be due on newly developed or future properties; and

WHEREAS, this Commission deems it desirable, in keeping with its purposes and in the best interests of the University, to approve (i) the refunding of all or a portion of the Bonds to be Refunded, the determination of which of the Bonds to be Refunded are to be ultimately refunded to be made by the University after consultation with its underwriter and/or financial advisors, and (ii) the issuance of the Bonds by the University to consummate the refunding and to pay costs of issuance of the Bonds and related costs; and

WHEREAS, West Virginia Code Section 5-1-28, provides that the Bonds may not be issued without the express written direction of the Governor and, accordingly, the

Commission desires to authorize and direct the University to take all actions necessary to obtain the written consent and direction of the Governor to issue the Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:

Section 1. Approval of the Refunding. The refunding of all or a portion of the Bonds to be Refunded is hereby approved, the determination of which of the Bonds to be Refunded are to be ultimately refunded to be made by the University after consultation with its underwriter and/or financial advisors. The Chairperson and Vice Chairperson of the Board of Governors and the President of the University or her designee (each, an “Authorized Officer”) are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to refund all or a portion of the Bonds to be Refunded and to carry out the purposes of this Resolution.

Section 2. Approval of the Bonds. The issuance of the Bonds by the Board of Governors in an aggregate principal amount of not more than \$30,000,000, in one or more series, is hereby approved for the purposes of providing funds to consummate said refunding and to pay costs of issuing the Bonds and related costs. The Commission hereby further approves the pledge by the University of the following to secure the payment of the Bonds: (i) all or a portion of the Auxiliary Fees and Auxiliary Capital Fees, as defined in the Act, collected by the University, including but not necessarily limited to the revenues of all dormitories, housing facilities, residence halls and food service facilities of the University, and/or (ii) all or a portion of the required educational and general capital fees, as defined in the Act, imposed on students of the University and collected pursuant to the Act for the purposes of supporting debt service, capital projects and campus maintenance and renewal for the University’s educational and general educational facilities, exclusive of that component part of the required educational and general capital fees of the University that constituted registration and tuition fees in effect as of March 21, 2004, and imposed and collected under the Act for the purpose of supporting debt service of systemwide bond issues, the revenues actually pledged to secure the payment of the Bonds to be as finally determined by the University as evidenced by the Indenture relating to the Bonds as executed by an Authorized Officer, and other amounts held under the Indenture, all such pledges to be subject to all prior pledges thereof, if any, and otherwise in the manner and to the extent to be provided for in the Indenture as finally executed by an Authorized Officer of the University. Each of the Authorized Officers is hereby authorized and directed to execute and deliver the Indenture and any other documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to accomplish the refunding of all or a portion of the Bonds to be Refunded and the related issuance of the Bonds. The Commission recognizes that market conditions, the use of credit enhancement and other factors may affect the amount and terms of such refunding.

Section 3. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered into in connection with the refunding of all or a portion of the Bonds to be Refunded and the Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and

such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the refunding of all or a portion of the Bonds to be Refunded or the Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board of Governors or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 4. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution.

Section 5. Written Direction of the Governor. In accordance with the provisions of West Virginia Code Section 5-1-28, the Bonds may not be issued until such time as the express written direction of the Governor to issue the Bonds has been obtained. The University is authorized and directed to take all actions necessary to obtain the express written direction of the Governor to issue the Bonds and all prior actions taken by the University in connection therewith are hereby ratified and approved.

Section 6. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this ____ day of August 2013.

WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION

By: _____
Its: Chair

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Fiscal Year 2014 WVNET Budget

INSTITUTION: West Virginia Network for Educational Telecomputing

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 West Virginia Network for Educational Telecomputing budget.

STAFF MEMBER: Donna Meadowcroft

BACKGROUND:

Combined Budget (Chart 1 and 2)

The West Virginia Network for Educational Telecomputing (WVNET) budget consists of two main categories of revenues and expenditures: the operating budget and the pass-through budget. The Fiscal Year (FY) 2014 proposed combined budget for these two categories is \$13,958,293. This is an increase of 7 percent, \$930,092, from the FY 2013 budget. However, it is a decrease of 4 percent, or \$601,003, from the FY 2013 accrued actuals.

Operating Budget (Chart 3 and 4)

WVNET operating revenues are derived from the following sources: state appropriation, contracts, services, interest income, reserve, and an allocated portion of the Higher Education Resource Assessment (HERA). For FY 2014, \$8,817,900 is budgeted. This is an increase of 8 percent in total revenues, \$701,845, from the FY 2013 budget. However, it is a decrease of 7 percent, \$752,242, from the FY 2013 accrued actuals.

The FY 2014 state appropriation was reduced by 8.94 percent, \$174,242, from the FY 2013 base level. WVNET is fully funded on the classified staff salary schedule.

Revenues from contracts and services are expected to be approximately \$6,893,699. This is an anticipated decrease from FY 2013 actuals of \$528,000, mainly as a result of lowering the internet megabits per second rates from \$51 to \$29 in FY 2013. WVNET is developing other revenue sources to compensate, such as virtual machines and back up storage.

WVNET expects expenditures to be aligned with revenues. Three support positions, two Systems Program Leads and one Network Operator, were hired for Blackboard Learn 9

in FY 2013 to meet the customer needs and are established for FY 2014.

Pass-through Budget (Chart 5 and 6)

The pass-through budget consists of charges, which “flow through” WVNET enabling the consortium of institutions to negotiate lower overall costs. WVNET is the central billing site for vendors and manages allocations and charges back to the appropriate institutions. The pass through budget is expected to consist of revenues and expenses of approximately \$5,140,393. This budget depends largely on purchases made by the consortium of institutions or individual institutions from WVNET contracts. Services mainly consist of software license renewals including support, new software licenses, consulting, and scribing fees for Degree Works and Ellucian Management/Consulting Services. For FY 2014, an increase of \$155,239 from FY 2013 actuals is mainly due to an approximate 4 percent uplift fee, mandated by software vendors, such as Oracle and Ellucian.

Chart 1
West Virginia Network for Educational Telecomputing
Proposed FY 2014 Combined Budget

	FY 2013	FY 2013	FY 2014	FY 2014	FY 2014
				Proposed	Proposed Budget
				Budget Change	Change from FY 13
	Budget	Actual (accrued)	Proposed Budget	from FY 13	Change from FY 13
				Budget	Actual
<u>Revenue</u>	\$13,028,201	\$14,559,296	\$13,958,293	\$930,092	(\$601,003)
State Appropriation	1,948,443	1,948,443	1,774,201	(174,242)	(174,242)
HERA	200,000	200,000	150,000	(50,000)	(50,000)
Other Revenue	10,879,758	12,410,853	12,034,092	1,154,334	(376,761)
<u>Expenditures</u>	13,028,201	14,414,777	13,958,293	930,092	(456,484)
Personnel	2,714,948	3,063,549	3,436,331	721,383	372,782
Benefits	705,887	715,273	859,624	153,737	144,351
Current Expenses	8,306,143	8,851,681	8,522,584	216,441	(329,097)
Repairs and Alterations	6,667	4,710	10,000	3,333	5,290
Assets Equipment	532,004	678,817	694,754	162,750	15,937
Assets Other	762,552	1,100,747	435,000	(327,552)	(665,747)
<u>Balance</u>	0	144,519	0	0	(144,519)

Chart 2

**WVNET
FY 14 Proposed
Combined Budget
Revenue**

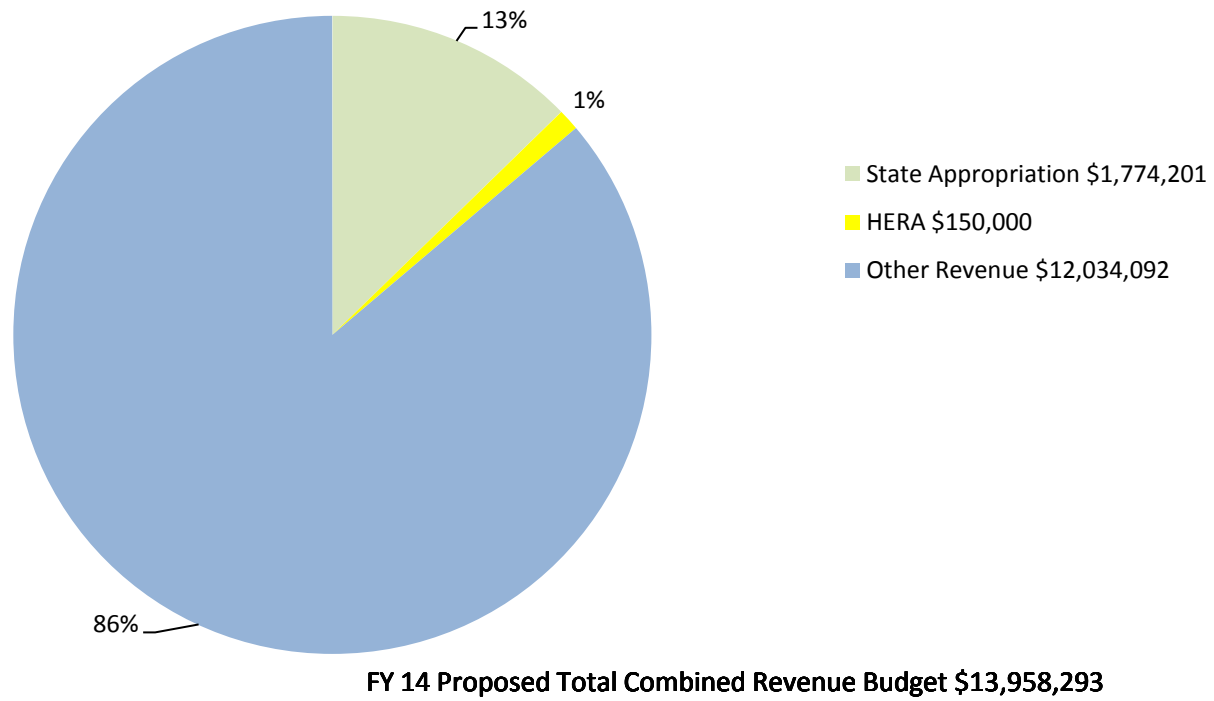
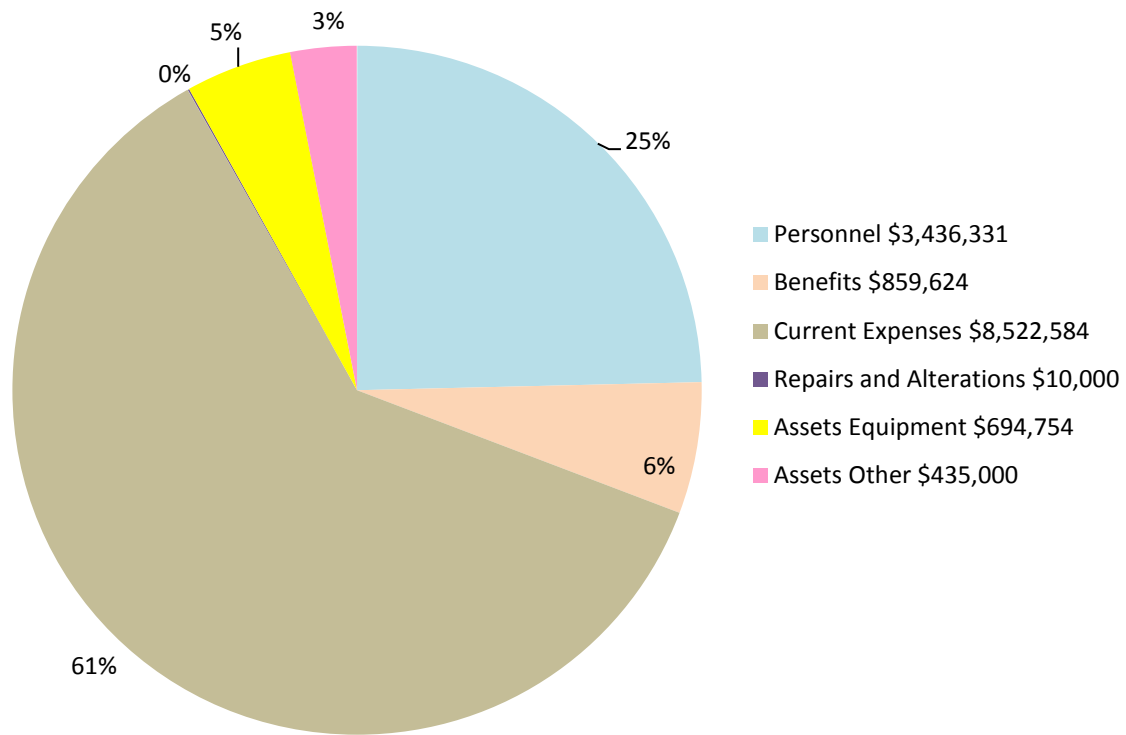


Chart 3

WVNET
FY 14 Proposed
Combined Budget
Expenses



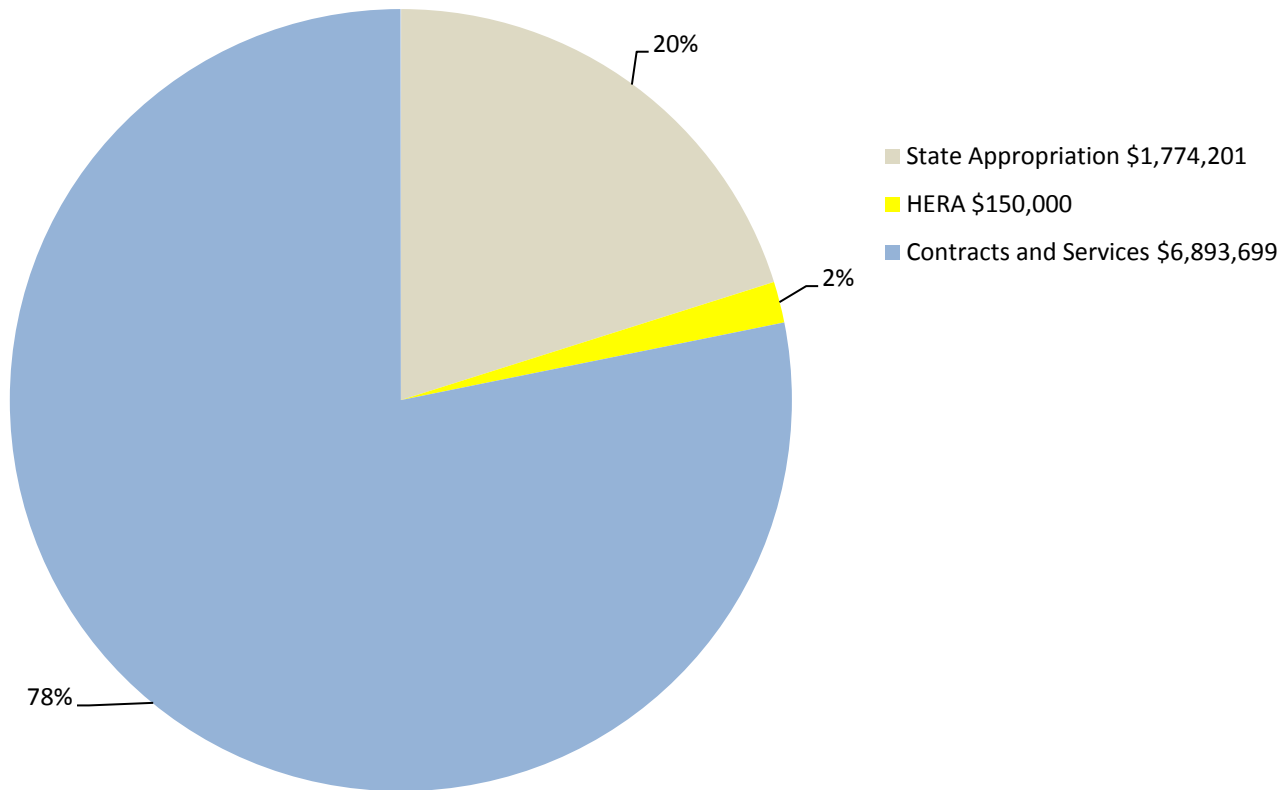
FY 14 Proposed Total Combined Expense Budget \$13,958,293

Chart 4
West Virginia Network for Educational Telecomputing
Proposed FY 2014 Operating Budget

	FY 2013 Budget	FY 2013 Actual (accrued)	FY 2014 Proposed Budget	FY 2014 Proposed Budget Change from FY 13 Budget	FY 2014 Proposed Budget Change from FY 13 Actual
<u>Revenue</u>	\$8,116,055	\$9,570,142	\$8,817,900	\$701,845	(752,242)
State Appropriation	1,948,443	1,948,443	1,774,201	(174,242)	(174,242)
HERA	200,000	200,000	150,000	(50,000)	(50,000)
Contracts and Services	5,967,612	7,421,699	6,893,699	926,087	(528,000)
<u>Expenditures</u>	\$8,116,055	\$9,425,623	\$8,817,900	\$701,845	(607,723)
Personnel	2,714,948	3,063,549	3,436,331	721,383	372,782
Benefits	705,887	715,273	859,624	153,737	144,351
Current Expenses	3,643,225	4,211,889	3,667,191	23,966	(544,698)
Repairs and Alterations	6,667	4,710	10,000	3,333	5,290
Asset Equipment	532,004	678,817	694,754	162,750	15,937
Asset Other (Software)	513,324	751,385	150,000	(363,324)	(601,385)
<u>Balance</u>	0	144,519	0	0	(144,519)

Chart 5

WVNET
FY 14 Proposed
Operating Budget Revenues



FY 14 Proposed Total Operating Revenue Budget: \$8,817,900

Chart 6

WVNET
FY 14 Proposed
Operating Budget Expenses

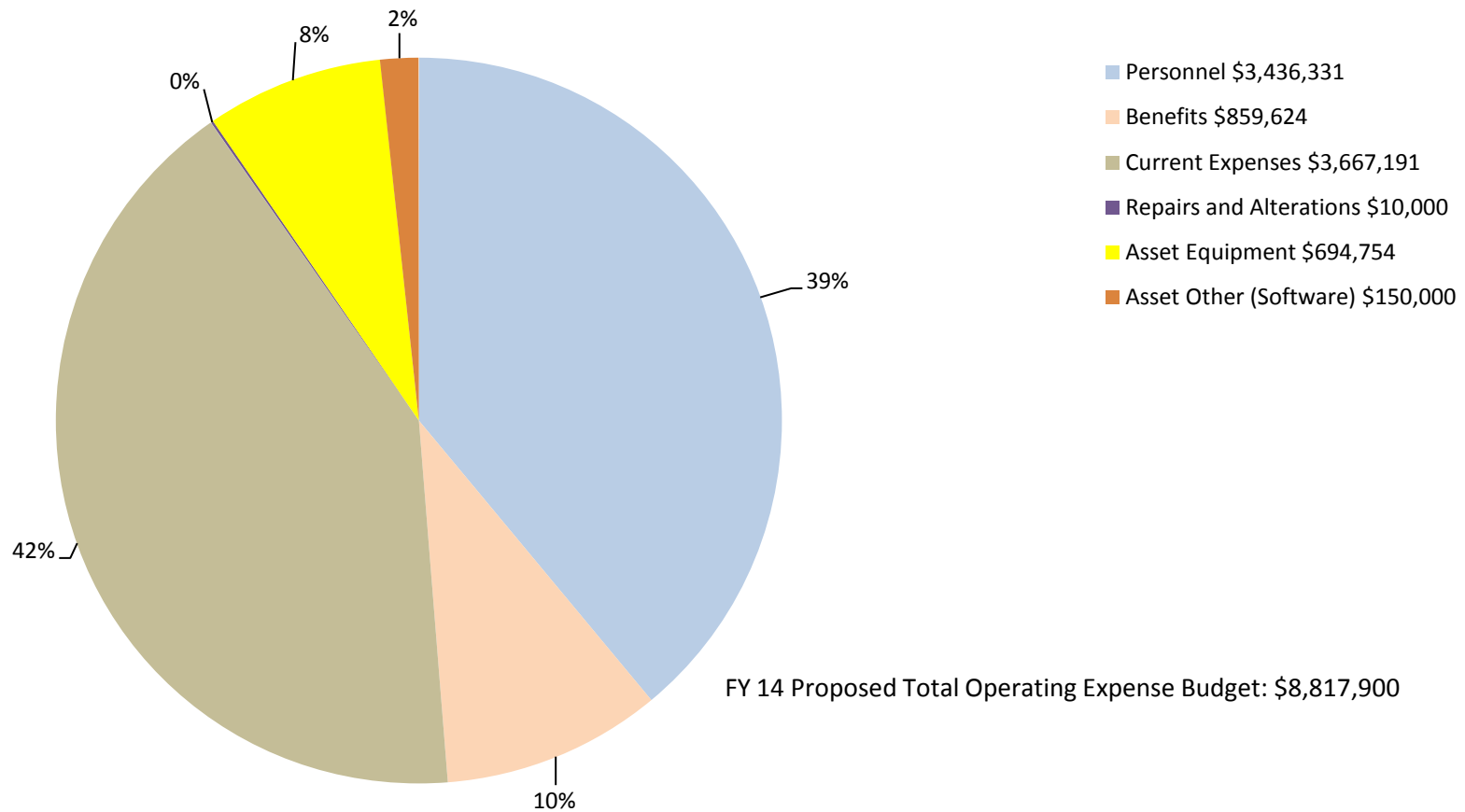
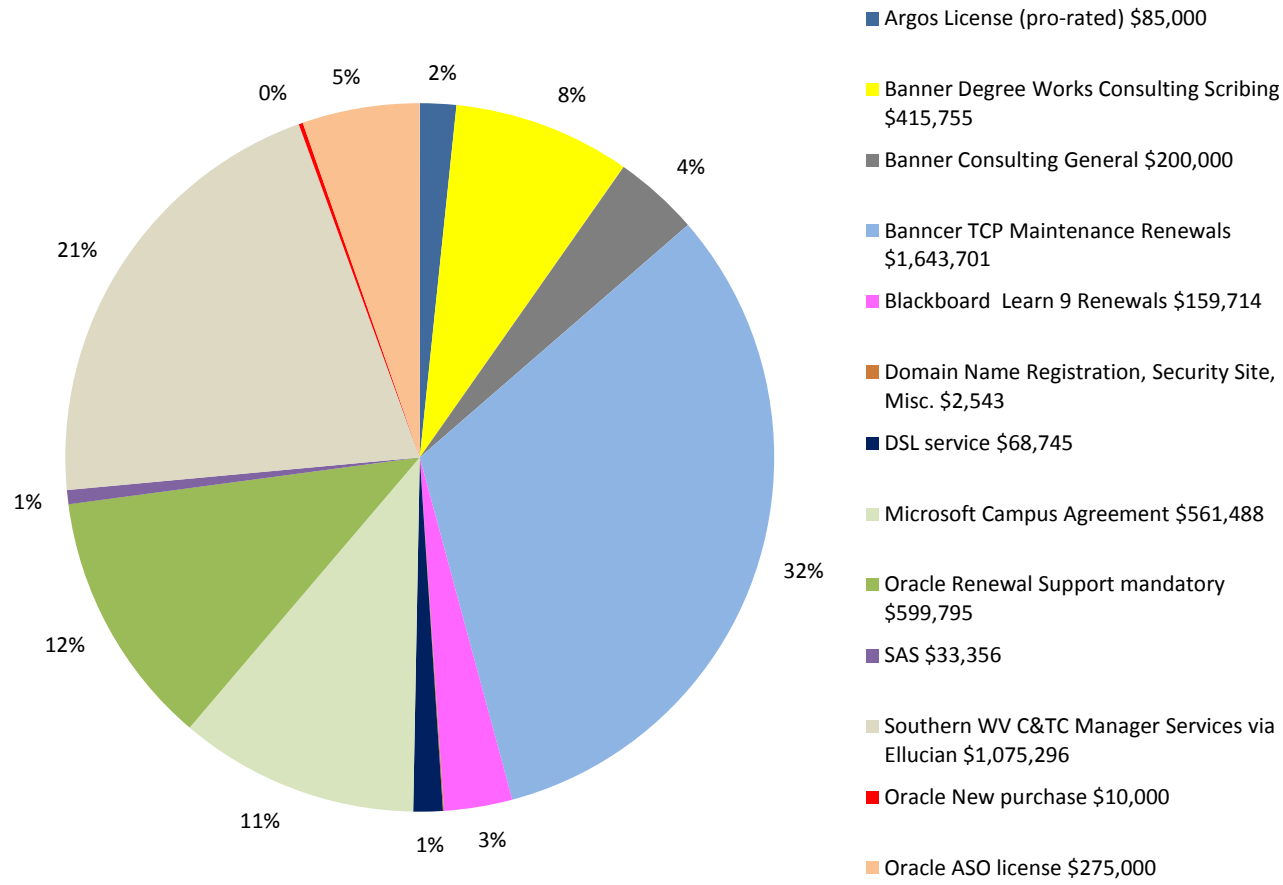


Chart 7
West Virginia Network for Educational Telecomputing
Proposed FY 2014 Pass Through Budget

	FY 2013 Budget	FY 2013 Actual (accrued)	FY 2014 Proposed Budget	FY 2014 Proposed Budget Change from FY 13 Budget	FY 2014 Proposed Budget Change from FY 13 Actual
Revenue	\$4,912,146	\$4,989,154	\$5,140,393	\$228,247	\$151,239
Argos License (pro-rated)	170,000	23,333	85,000	(85,000)	61,667
Banner Consulting Degree Works and Scribing	330,000	415,755	415,755	85,755	0
Banner Consulting General	350,627	170,481	200,000	(150,627)	29,519
Banncer TCP Maintenance Renewals	1,595,639	1,590,097	1,653,701	58,062	63,604
Blackboard Learn 9 Renewals	187,221	148,410	159,714	(27,507)	11,304
Domain Name Registration, Security Site, Misc.	4,860	2,543	2,543	(2,317)	0
DSL service	64,586	67,397	68,745	4,159	1,348
Microsoft Campus Agreement	550,000	539,892	561,488	11,488	21,596
Oracle Renewal Support mandatory	575,100	573,797	599,795	24,695	25,998
SAS	8,818	32,702	33,356	24,538	654
Southern WV C&TC Manager Services via Ellucian	1,039,000	1,075,296	1,075,296	36,296	0
Oracle New purchase	36,295	5,236	10,000	(26,295)	4,764
Banner new license	0	344,215	0	0	(344,215)
Oracle ASO license	0	0	275,000	275,000	275,000
Expenditures	\$4,912,146	\$4,989,154	\$5,140,393	\$228,247	\$151,239
Argos License (pro-rated)	170,000	23,333	85,000	(85,000)	61,667
Banner Consulting Degree Works and Scribing	330,000	415,755	415,755	85,755	0
Banner Consulting General	350,627	170,481	200,000	(150,627)	29,519
Banncer TCP Maintenance Renewals	1,595,639	1,590,097	1,653,701	58,062	63,604
Blackboard Learn 9 Renewals	187,221	148,410	159,714	(27,507)	11,304
Domain Name Registration, Security Site, Misc.	4,860	2,543	2,543	(2,317)	0
DSL service	64,586	67,397	68,745	4,159	1,348
Microsoft Campus Agreement	550,000	539,892	561,488	11,488	21,596
Oracle Renewal Support mandatory	575,100	573,797	599,795	24,695	25,998
SAS	8,818	32,702	33,356	24,538	654
Southern WV C&TC Manager Services via Ellucian	1,039,000	1,075,296	1,075,296	36,296	0
Oracle New purchase	36,295	5,236	10,000	(26,295)	4,764
Banner new license	0	344,215	0	0	(344,215)
Oracle ASO license	0	0	275,000	275,000	275,000
Balance	0	0	0	0	0

Chart 8

WVNET
FY 14 Proposed
Pass Through Budget



FY 14 Proposed Total Pass Through Budget: \$5,140,393

Chart 9
Appendix
West Virginia Network for Educational Telecomputing
Major Operating Budget Activities

The WVNET operating budget funds a variety of services and support areas. These services are offered mainly to the state's higher education institutions. Major activities supported from operating funds include:

WVNET Central Site/Administration – Maintains the physical facilities that house WVNET, manages day to day operations, Banner application (functional) support, WVNET business office, and machine room.

Virus and Spam Filtering – Provides virus and spam filtering of email messages.

Blackboard Services/Hosting – WVNET hosts and provides Premium Support for two institution Blackboard Campus users and Basic Support for eight institution Blackboard Campus users.

Banner Hosting – WVNET hosts the Banner databases of eleven institutions.

WVNET Support Services – Provides communications, systems, and Banner support to higher education institutions.

Email / Web Hosting – WVNET offers email and web hosting services to several customers. This includes email services for K-12.

Co-location – WVNET provides rack and floor space to entities who wish to place equipment in the WVNET machine room. WVNET monitors and provides support for equipment placed in the machine room.

Internet Access – WVNET provides internet access to many higher education institutions, K-12, and other state agencies.

Argos Hosting – WVNET provides Argos hosting and training.

Dial-up Modems – WVNET provides dial-up modem access to the internet with 24 hour help desk support for qualifying individuals.

OZ Problem Management System – OZ is a problem management system that entities can use to track and manage trouble tickets or issues. Users can submit tickets over the internet and are kept informed of the status of the ticket.

Statewide Technology Conference – WVNET, in collaboration with K-12, plans and coordinates this annual conference.

Chart 9
Appendix
West Virginia Network for Educational Telecomputing
Major Operating Budget Activities

TSM Backups – WVNET provides backups services.

Server Hosting – WVNET provides server hosting, including virtual machines.

Chief Information Officer – WVNET provides this service and the costs vary depending on size of institution, responsibilities, and scope of duties.

Miscellaneous Services – includes the following:

Audio Conferencing – WVNET offers audio conferencing to customers.

Help Desk – WVNET operates a 24/7/365 help desk. WVNET will assist customers by providing primary or off hours help desk support.

Address Cleansing – WVNET offers address cleansing services of any address data including links to the National Change of Address database.

Wi-Fi Access Points and Managed Services

Consulting – WVNET provides consulting in services for systems, applications, and communications support.

Chart 10
Appendix
West Virginia Network for Educational Telecomputing
Pass-through Budget Activities

The WVNET pass-through budget includes items for which WVNET performs as negotiator for contract consortium, purchasing and billing management agent. When items are purchased as a consortium or group a less expensive price, often times substantial, is realized, even when an institution buys off the aggregate contract individually. These costs flow through WVNET's budget. WVNET is invoiced by and pays the vendor and allocates the cost to the appropriate institutions: WVNET's expenditure schedule is affected by these expenditures as part of spending authority and WVNET's cash balance is affected on wait-back on payment from the institutions when WVNET has paid a vendor to meet mandated billing cycles. It is customary for Ellucian and Oracle to charge standard uplift fees for the renewals each year.

Banner TCP Maintenance – This is the cost of maintaining the Ellucian Banner software. This includes the cost of upgrades and Ellucian renewal support.

Oracle Maintenance – This is the cost of additional licenses, maintenance and renewal support for Oracle products. When the aggregate FTE of the schools increases above the maximum held on the Oracle License, there may be additional Oracle mandated license purchases. This is known as True-Up.
True-up was not necessary in FY 13.

HP Maintenance – This is the cost of maintaining HP products.

DSL Service – WVNET functions as a billing agent for DSL service provided by Verizon to several Health Departments and other state agencies including several K-12 entities. Only the portion of the fee that is paid to Verizon for DSL service is considered pass-through. In FY 2009, WVNET began billing the old "shared facilities" line fee as a part of the WVNET fee. (Customers were no longer charged by the Office of Technology.) This portion of the fee is accounted for in the Operating budget.

Software – Cost of miscellaneous software such as Multinet and Sigi Plus and the purchase of additional Banner or Oracle software.

Microsoft Campus Agreement – WVNET provides this contract each year for institutions to purchase Microsoft products and licenses.

Domain Name Registration – WVNET registers and renews domain names for entities.

SAS – SAS software, consultation, and training.

Blackboard – Licenses and any training or customization needed are purchased through WVNET.

Chart 10
Appendix
West Virginia Network for Educational Telecomputing
Pass-through Budget Activities

Argos – License and any training or customization needed are purchased through WVNET.

Banner Degree Works and Scribing – License and any training or customization needed are purchased through WVNET.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Approval of Fiscal Year 2014 Science and Research Spending Plans

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2014 spending plans as recommended by the Science and Research Council

STAFF MEMBER: Jan Taylor

BACKGROUND:

Recommendations for allocations of accrued or awarded funds within several federal and state programs administered by the Commission's Division of Science and Research are made annually by the West Virginia Science and Research Council to the Commission. As authorized by West Virginia Code 18B-1B-10, the Council is charged with oversight of the Research Challenge Fund, the Research Trust Fund, and the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR) Program, including annual spending plans proposed by staff. Based on current fund receipts, awards, and projections, Fiscal Year (FY) 2014 spending plans were developed by the Division of Science and Research and approved by unanimous vote of the Council on June 17, 2013 as detailed below and on the following pages.

Research Challenge Fund

The Research Challenge Fund provides the foundation for many of the competitive grant programs administered by the Division of Science and Research. The fund's establishment in 2004 by the West Virginia Legislature provides support to science and technology research and education. All science, technology, engineering, and mathematics (STEM) disciplines and all institutions are eligible to participate in various competitions for funding.

**FY 2014 Spending Plan
Research Challenge Fund**

	<u>5/16/2013</u>
Cash with Treasurer	1,802,671.83
Estimated Income	351,257.00
Estimated Expenses	-41,757.66
Encumbered Grants FY '13	<u>-2,067,726.57</u>
Estimated Carry forward	44,444.60
Estimated Earnings FY '14	<u>3,000,000.00</u>
Estimated Total Funds FY '14	\$ 3,044,444.60

Research Challenge Fund continued**New Awards and Grant Renewals**

SURE Renewals (1/13 - 06/13)	250,000.00
STEM New (1/13-6/13)	449,150.00
RCG New	1,050,000.00
DOE Energy Renewal	0.00
Tech Assistance -New	150,000.00
Instrumentation Grants -New (1/2 year)	140,000.00
Mini Grants -New	40,000.00
Opportunity Grants -New	50,000.00
RII Track 1 WVU Yr. 3	223,938.00
RII Track 1 MU Yr. 3	111,010.00
RII Track 1 WVSU Yr. 3	46,457.00
Shared Facilities*	90,000.00
PUI Match	10,000.00
Total Awards	<u>\$ 2,610,555.00</u>

*pending proposal submission

Administration

Payroll & Fringe	250,000.00
Supplies	3,000.00
Printing	2,500.00
Rent	42,000.00
Phone	1,000.00
Contractual	7,000.00
Travel	5,000.00
Vehicle Rental	500.00
Association Dues	500.00
Advertising/Promotional	2,000.00
Maintenance Contracts	1,400.00
Hospitality	2,000.00
Energy Expenses (fuel for rental cars)	300.00
Misc.	1,000.00
Postage	1,500.00
Computer Supplies	1,000.00
Misc. Equipment purchases	2,500.00
Equipment Repairs	1,000.00
Training & Development	3,000.00
sub-total	<u>327,200.00</u>

Administration -Match to NSF Award

Payroll & Fringe	65,500.00
Advertising/Promotional/Outreach	7,500.00
sub-total	<u>73,000.00</u>

Total Administration	<u>\$ 400,200.00</u>
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Estimated Carryforward FY 2014	<u>\$ 33,689.60</u>
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National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR)

NSF EPSCoR is a federal grant program that builds research capacity in states to spur competitiveness, scientific discovery and economic development. Below are spending plans for the current Research Infrastructure Improvement (RII) awards from NSF EPSCoR under the direction of the Division of Science and Research.

RII Track 1 Award

Under the leadership of the Division of Science and Research, Marshall University, West Virginia State University, and West Virginia University developed and submitted a five-year, \$20 million RII proposal to the National Science Foundation in 2009. The RII program supports faculty recruitment, start-up research, equipment, and students. The program began on July 31, 2010.

FY 2014 Spending Plan

NSF RII Track 1 Year 4

WVU sub award	1,922,023.00
MU sub award	1,127,977.00
WVSU sub award	485,000.00
PUI sub awards (TBD)	100,000.00
Total Sub Awards	\$ 3,635,000.00

Management

Payroll & Fringe	171,506.00
Travel	26,520.00
Supplies	167.00
Total Management	\$ 198,193.00

Outreach/Communications

Publications	9,384.00
Other- radio, TV, other	27,000.00
Total Outreach/Communications	\$ 36,384.00

Evaluation

Contractual-external evaluator	60,000.00
Contractual-technical advisors	11,400.00
Hospitality	2,750.00
Travel	595.00
Other-Meeting Facilitator	0.00
Total Evaluation	\$ 74,745.00

Indirect Costs

Total Indirect	\$ 55,678.00
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Total Administration	\$ 365,000.00
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**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: Discussion of Fiscal Year 2015 Appropriation Request

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

Dr. Paul Hill, Chancellor, will lead a discussion regarding the appropriation request for Fiscal Year 2015. Chancellor Hill will provide an overview of the budget forecast for higher education and the projected needs of the state's higher education system. This discussion will result in the development of a funding request to be filed with the State Budget Office by September 1, 2013.

**West Virginia Higher Education Policy Commission
Meeting of August 9, 2013**

ITEM: State Enterprise Resource Planning System

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Ed Magee

BACKGROUND:

The State of West Virginia is in the process of implementing a new enterprise resource planning (ERP) system that it purchased in late 2010. Oasis is the name that has been given to the system. The system will replace the outdated system that has been used since 1993.

The ERP Board is responsible for the oversight of the project. The Governor, State Auditor and State Treasurer are its members. A steering committee which includes three members from higher education advises the members of the ERP Board.

The system will serve as the general ledger for the Commission and the West Virginia Council for Community and Technical College Education as well as Eastern West Virginia Community and Technical College. The other public colleges and universities will continue to use other software systems for financial accounting and reporting. Invoice transactions will be sent to Oasis through electronic interfaces for payment from state accounts. Cash disbursements data will be electronically interfaced to the institutions. WVNET staff are developing the interface programs. Other transactions will require manual entries into both systems. For most of the institutions, human resource transactions and payroll transactions will be processed through Oasis. The ERP system does not have the capability to process student billing and payment transactions. For these types of transactions, only cash deposits and transfers will be entered into Oasis.

Although most of the institutions will continue to use their current financial reporting and accounting systems, Commission staff have been working closely with the Oasis implementation team to ensure that the system's design will not prevent institutions from migrating to it in the future. In addition, a common set of expense object codes has been developed for higher education institutions to enhance financial reporting capabilities.

The system will be implemented in five phases that will begin in August 2013. The final phase will be placed in operation in January 2015. The first phase of the system to be implemented is the budget development function. During August, state agencies will use the system to prepare their Fiscal Year 2015 appropriation requests. Institutional staff completed training for budget development in July.

The new system will greatly improve the State's financial accounting and reporting capabilities. As a result, public higher education institutions will have a better tool to manage their finances.

Project Phases



ERP SYSTEM GOALS

Implement a Statewide ERP System

Implement an integrated and highly efficient ERP system that meets the current and future needs of the State of West Virginia by:

- Replacing multiple outdated, stand-alone systems with a single, integrated ERP system;
- Incorporating business process improvements as appropriate, to increase the efficiency of managing State resources;
- Enhancing security;
- Eliminating administrative activities that do not add value, such as redundant keying and reconciliation of disparate systems; and
- Ensuring transparency with appropriate controls.

Facilitate Standardization

Implement the ERP system in a manner that supports statewide standardization of data and business processes by:

- Standardizing business processes and practices across the State organizations that are within scope to conform to State statutes, State code, and Statewide policies and procedures; and
- Addressing the business requirements of the operating agencies, both large and small, as well as those of the central administrative agencies/offices.

Facilitate Timely Access to Information

Capture ERP system information and make it readily accessible, as appropriate, to State decision-makers, managers, workers and employees, vendors and customers of the State by:

- Creating a business intelligence data warehouse with effective reporting tools and predefined reports;
- Providing agencies, and specifically system users and business managers, with the necessary technology, tools, and training to enable them to extract the data they require to meet their daily business needs;
- Making information more readily available, as appropriate, to all state agencies, local governments, the general public, and the business community;
- Improving the State's ability to conduct business, human resources, and technology planning based on reliable, timely financial and human resources data;
- Improving the State's ability to manage its resources by integrating funding, employee, location, equipment, and authorization information;
- Providing employees and fiduciaries with direct access, as appropriate, to personnel, payroll, time and attendance, and benefit information;
- Improving the State's ability to budget and measure program success based on performance metrics; and
- Enabling the State to more efficiently conduct business with its vendors and service providers through expansion of electronic commerce.

Governance Structure

