SHEPHERD UNIVERSITY

Academic Planning Process

1. The Department or unit should explore the possibility of adding new degree programs that increase the degree inventory of the university and state with their respective department chair(s), school dean, and Provost or Associate Provost, who will provide information to the President and Executive Staff.

2. Use the Series 11 (sections 5 & 6) information from the West Virginia Higher Education Policy Commission (WV-HEPC), which describes the information and timeline for planning and implementing new degree programs. See the appendix at the end of this document.

3. Curricular Process:

   a. Develop the curriculum for the program and obtain internal approvals from the department, school, Curriculum and Instruction Committee (C & I) and if applicable PEUC or graduate council. *Please note that programs that lead to licensure and/or certification or are accredited may require approval from their discipline specific accrediting body or other state organizations, such as the West Virginia Department of Education.

   b. Once curricular approvals have been obtained, or are in process, work with the Associate Provost on developing the intent to plan document, section 5 of Series 11. The Associate Provost has sample documents available, including institutional language available for library resources, program review, and the assessment process. Proposed program proposals should also address intended student outcomes (ISOs) for inclusion in both the intent to plan and implementation plan documents.

   c. The next step in the internal approval process is presentation of the intent to plan document to Executive Staff, who make a recommendation to the President, and finally a recommendation to the Shepherd University Board of Governors (BoG). The department chair and/or point person for the program should work with the Associate Provost, Provost, and the President's office to this item to the BoG agenda.

   d. Once these internal approvals have been obtained, the intent to plan document is forwarded with a letter of support from the President's office to the Chancellor.

4. Next Steps:

    a. Work with the Associate Provost to complete the items needed for the implementation plan, section 6 of Series 11. In addition to more detail on information provided in the intent to plan materials, other items required include: CIP code, planning process, enrollment and FTE projections, and financial information (revenue & expenses). It is also a good idea to include some type of curricular appendix such as course descriptions or syllabi and faculty profiles that detail qualifications and scholarship outcomes.

    b. The documents are then submitted to the WV-HEPC for approval by the Commission.

    c. During the final step of the implementation plan approval, catalog copy should be drafted and made available to the registrar's office.

    *Please note that the official catalog is updated in May for the next academic year. Please plan accordingly with regard to the deadlines in the approval process.

    d. New graduate programs will also require submission of a substantive change form to the Higher Learning Commission (HLC). While the submission is electronic, most proposals will have a desk or panel review, while other subject areas may require a site visit. The Associate Provost will work with Shepherd's HLC Institutional Liaison on this process. As a note, much of the information required by the HLC is similar to that provided to the WV-HEPC in both the intent to plan and implementation plan proposals.

Appendix A:

Intent to Plan, WV Series 11, Section 6

Outline and Sample Institutional Information

INTENT TO PLAN OUTLINE

Summary: Outline the program, how it prepares students, how it fits into the higher education landscape in West Virginia (i.e. only program, etc.), career preparation, and the date of approval by the BoG:

6.2.a. Program objectives: Outcomes, audiences, expected career trajectory (bit of a repeat of parts of the summary).

6.2.b. Program identification: CIP code (Consult Associate Provost & Registrar).

6.2.c. Program features: List credit hours, skills, outcomes, special features like concentrations, semesters of courses in a particular area. Let me know if you need to see a sample here.

6.2.c.1 Admissions and performance standards: See institutional language in the next section.

6.2.c.2 Program requirements: This would be detailed in the curriculum, which may be listed in its complete form as an appendix.

6.2.d. Program outcomes: Describe overall program goals, which will be helpful in terms of assessment. Look to some current programs in your area for a guide.

6.2.e.1 Program content and length: Number of credit hours, the expectation is that with 15 credits per semester, a student would complete the program in four years or eight semesters.

6.2.e.2 General education component: See institutional language in the next section. Please note any specific core curriculum requirements for your major.

6.3.a. Relationship to Institutional Goals and Objectives: See language from the intent to plan document.

6.3.b. Existing programs: See language from the intent to plan document. You may want to detail distance from other institutions that offer the same or similar programs and costs to demonstrate that we would be a good value.

6.3.c. List the steps taken in developing your plan: See sample language in the next section.

6.3.d. Clientele and Need: This is listed in your intent to plan document; however, you may need to add more detail to further strengthen the justification for this program.

6.3.e. Employment Opportunities: This is listed in your intent to plan document; however, you may need to add more detail to further strengthen the justification for this program.

6.3.f. Program Impact: How will this impact current SU programs, faculty or other offerings?

6.3.g. Cooperative arrangements: List any field placements, internships or study abroad requirements that would require institutional instruction and/or supervision.

6.3.h. Alternatives to Program Development: What will you do if this does not get approved?

6.4.a. Program Administration: Where will this be housed, etc. See sample language in the next section.

6.4.b . Program Projections: Enrollment, HEPC FORM 1. See sample in the next section. You'll need to calculate projected FTE for the program.

6.4.c. Faculty Instructional Requirements: Address the need for additional faculty, or if the program can be implemented or started with current faculty resources.

6.4.d. Library Resources: See sample language in the next section.

6.4.e. Support Services: See sample language in the next section.

6.4.g. Operating Resource Requirements: Fill in Form 2 and list faculty salaries or portion dedicated to the program, or if you anticipate hiring new faculty.
See sample form
 in the next section.
6.4.h. Source of operating resources: See sample in the next section.

6.5: We have institutional language for this whole area. See sample language in attached document

Be sure to include any relevant information in the appendices…
I would include main program faculty CVs or summary of qualifications, and all syllabi in the core, and sample syllabi from concentration areas.

6.2.c.1 Admissions and Performance Standards (Undergraduate only)

The XXX program will adhere to the admissions standards as outlined in the Shepherd University Board of Governor's policy 27. Initial admission to the university follows the standard admissions requirements detailed here:
http://www.shepherd.edu/admissions/first-time-freshmen
(additional detailed information is found in the catalog)

General Freshman Admission: A student applying for general freshman admission may submit an application any time after the completion of six semesters of high school.

Required documents:
•Official secondary school records documenting completion of the minimum high school academic unit requirements;
•Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT), including the writing portion.
•Required Grade Averages and Test Scores
    -Minimum 2.0 academic grade point average (on a 4-point scale).
    -Minimum composite ACT score of 19 and/or SAT score of 910. **(Writing portion is required.)** *Applicants who have been graduated from high school more than five years at the time of application for admissions do not need ACT or SAT scores unless specified by a
•Required Units: (Years) 4 English (including courses in grammar, composition, and literature). 3 social studies (including U.S. history). 3 mathematics (algebra I, and at least 2 higher units). 3 science (2 of 3 units must be laboratory science. At least 2 units from coordinated and thematic science 10, biology, chemistry, physics and other courses with a strong laboratory science orientation). It is strongly recommended, but not required, that you complete a minimum of two consecutive units of a foreign language.
•Elective Units: It is recommended that the remaining elective units be chosen from the academic core (English/language arts, mathematics, science, social studies) or subjects such as computer science, fine arts, humanities, and keyboarding.

6.2.e.2. General Education Content

In December 2011, Shepherd University approved a new core curriculum framework based on program goals and intended student outcomes from LEAP (Liberal Education America's Promise), developed by the American Association of Colleges and Universities. The framework of courses may be found here:
http://www.shepherd.edu/advisement/documents/CoreCurriculumCheck-list.pdf

The goals are the following:

Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World
a)   Acquire knowledge in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts through progressively more challenging problems, projects, and standards for performance
b)   Engage in both contemporary and enduring questions

Goal No. 2: Intellectual and Practical Skills throughout the Curriculum
a)   Engage in inquiry and analysis
b)   Demonstrate abilities in critical and creative thinking
c)   Effectively communicate, in both oral and written English
d)   Acquire quantitative and information literacy
e)   Demonstrate a capacity for collaboration/teamwork and problem solving
f)   Integrate the foundations and the skills for lifelong learning and wellness

Goal No. 3: Personal and Social Responsibility
a)   Develop civic knowledge and civic engagement
b)   Develop global understanding and respect for cultures and societies outside of the United States
c)   Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
d)   Practice professional ethics and ethical reasoning

Goal No. 4: Integrative Learning
a)   Demonstrate a synthesis of, and advanced accomplishment across, general and specialized studies through a capstone experience in the chosen discipline.

The Basic Framework (At a Glance)
This section lists the various parts of the Core Curriculum framework and their credits. Core competencies from the Goals and ISOs document have been underlined.

The First Tier (Initial Inquiry) – 21 credits. Students may take first-tier courses at any time, but are strongly encouraged to take them in the first two years. First-tier courses should generally not have prerequisites, except as necessary given the student's previous academic background or because of course sequencing.

WRITTEN ENGLISH – 6 credits.

MATHEMATICS – 3 credits. HISTORY – 3 credits.

SCIENCES – 8 credits.

FIRST-YEAR EXPERIENCE – Minimum of 1 credit (may be in the major)

The Second Tier (Expressions of Knowledge) – 21 credits. Students are expected to take second-tier courses in the first three years, and these courses may have prerequisites.

ARTS – 3 credits.

HUMANITIES – 6 credits.

SOCIAL SCIENCES –9 credits.

WELLNESS – 3 credits.

WRITING IN THE MAJOR – 3 credits. (This major course does not count towards the 21 credits of the Second Tier or the 42-credit minimum.)

The Third Tier (Integrative Learning)-Students must have Senior standing to take this course.

CAPSTONE IN THE MAJOR – 1 to 12 credits. (This course in the major does not count towards the 42-credit minimum.)

6.2.e.3. Minimum General Education Requirement

According to West Virginia state code and WV-HEPC policy, the minimum general education requirement for undergraduate programs is as follows:

- 15 credit hours for a technical associate's degree
- 24 hours for transfer associate's degree
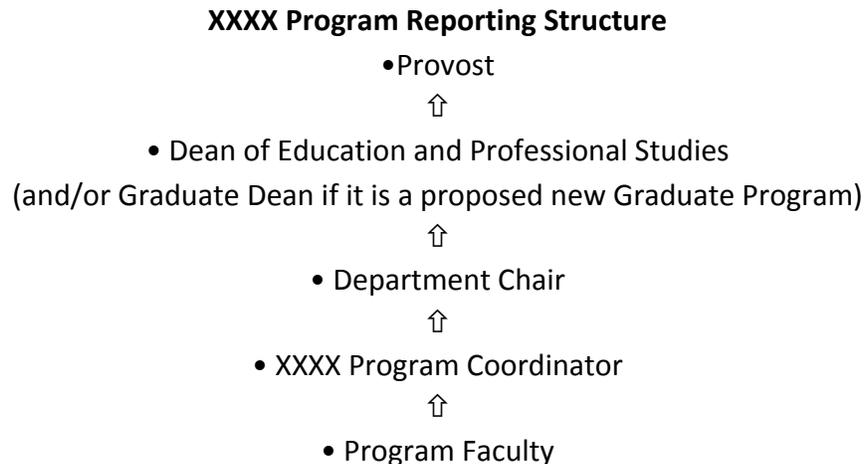- 30 hours for a bachelor's degree
-

The XXXXXXX program is a baccalaureate degree and thus must have at least 30 credit hours of general education. The proposed program meets this requirement by utilizing Shepherd University's common core curriculum of 42 credit hours.

6.4.a. Program Administration

Currently the proposed HPEX program will be housed within the Shepherd University Department of _____. The XXXX department and the proposed XXXX degree program would be housed within the School of _____.

It will be possible to begin the program with the current administration and faculty; however, a program coordinator will be needed to organize and guide the program.

The organizational and reporting structure is on the following page:

XXXX Program Reporting Structure
•Provost
⇧
• Dean of Education and Professional Studies
(and/or Graduate Dean if it is a proposed new Graduate Program)
⇧
• Department Chair
⇧
• XXXX Program Coordinator
⇧
• Program Faculty

6.4.b. Program Projections

It expected that the first-year enrollment for the XXXX program should be at least 20 students.   As the program becomes established and new students are attracted an expected 30-35 students will enroll each year (30 has been used for the calculations in FORM 1 for each year except year 1). The XXXX program consists of 78 credit hours (including electives) in addition to the 42 hours of general education coursework. This translates to each student taking approximately 20 credit hours each semester of HPEX coursework in order to graduate in the standard four-year period. The *number of credit hours generated by courses within the program* on FORM 1 was calculated by multiplying the FTE by 20 credit hours. Each FTE major will be expected to take a total of 30 credit hours per academic year in order to graduate in the standard four years. This was the value used to calculate the *number of credit hours generated by majors in the program* on FORM 1, found on the following page.

FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

Number of Students Served through the Program	1st Year FY (201X)	2nd Year FY(201X)	3rd Year (FX201X)	4th Year (FY201X)	5th Year (FY 201X)
Headcount	20	50	80	110	120
FTE	20	50	80	110	120
Student credit hours generated by courses in the program (entire academic year)	400	1000	1600	2200	2400
Number of Majors:					
Headcount	20	50	80	110	120
FTE Majors	20	50	80	110	120
Student credit hours generated by major in the program (entire academic year)	600	1500	2400	3300	3600
Number of degrees granted (annual total):	0	0	0	20	30

6.4.c. Faculty Instructional Requirements

6.4.d. Library Resources and Instructional Materials

*List professional journals or other subscriptions associated with the proposed program.

There is no charge to the campus community for the use of these journals and also for online article searches. Public access computers in the library can be used to browse the Internet or for literature searches. In addition, the library provides for interlibrary loan on articles that are not available online or through journals in the library holdings.

Library staff includes the following, many of whom hold specialized credentials:
- Dean (Faculty Librarian);
- Four additional Faculty Librarians;
- One Staff Librarian (Archives;)
- One part-time Staff Reference Librarian;
- One professionally credentialed Librarian in a paraprofessional position;
  One other FT paraprofessional;
- Two part-time PT paraprofessionals;
- One IT Assistant;
- Approximately 3.5 FTE of work-study student employees.

The online digital library is licensed for group membership so students and faculty have easy access to relevant publications while in the library, as well as remotely. Users have access to thousands of full-text journals from over 50 databases, including subscription databases such as LexisNexis and JSTOR. The library assesses no fees for online searches or for its interlibrary loan services. Librarians also teach a one-credit course titled "Research Methods and Information Retrieval" (LBSC 100).

Professional librarians are available to assist faculty and students for a total of about 56 hours a week. In addition to LBSC 100, there are regularly scheduled tours, workshops, and orientation sessions for those who need assistance in utilizing the library's materials. Librarians offer tailored information literacy skills class sessions that focus on using the library's databases for research assignments. These sessions are held in the library's instruction lab enabling students to develop their online searching skills with the assistance of a librarian. The library is normally open 86 hours per week during the fall and spring semesters and has a computer-equipped workroom open 24 hours a day. The reference section of the library is typically open 56 hours weekly during the regular academic year. At present there are 33 reference lab computers and 8 public computers on the main floor of the library. The 24-hour room has 8 computers; the instruction lab 24, the third floor 10, and 38 are available for checkout.

6.4.e. Support Service Requirements

The current support services are adequate to begin the XXXX program. An adequate computer laboratory already exists in the building which will house the propposed program. Laboratory facilities that can be used by the XXX program already exist and will require minimal renovation and/or equipment (additional information in next section). Other necessary support resources for the XXX program are available through

the Shepherd University Center for Teaching and Learning and the Office of Student Affairs.

Through the Academic Support Center, Shepherd University provides students with a variety of coursework and services to help students achieve academic success. These include:

- placement testing;
- advising of students with less than 2.0 GPA;
- campus tutoring program;
- assistance with writing and editing essays;
- directing of stretch-model classes in writing and mathematics;
- TRiO Student Support Services: This program provides additional support and services to 160 students who are either first-generation college students, have a disability, and/or are low-income. [http://www.shepherd.edu/trio]
- Disability Support Services facilitates student success by providing accommodations that allow students with diverse needs to achieve their academic and social potential. Disability Support Services collaborates with students, faculty, staff, and administration to maintain safe learning and living environments based on mutual respect and acceptance of differences. [http://www.shepherd.edu/disability]

*You may also want to include information on Beacon and the Retention Internvention Team (RIT) here as well.

6.4.g. Operating Resource Requirements

FORM 2: FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

A. **FTE Positions**	1st Year FY (201X)	2nd Year FY(201X)	3rd Year (FX201X)	4th Year (FY201X)	5th Year (FY 201X)
Administrators	,25	.25	.25	.25	.25
Full-Time Faculty	2.0	2.0	2.0	2.0	3.0
Adjunct Faculty	2.0	2.0	2.0	2.0	2.0
Graduate Assistants	0	0	0	0	0
Other Personnel:					
Clerical Workers	.5	.5	.5	.5	.5
Professionals	0	0	0	0	0

*Note: Include percentage of time of current personnel

B. **Operating Costs (Appropriated Funds Only)**	1st Year FY (201X)	2nd Year FY(201X)	3rd Year (FX201X)	4th Year (FY201X)	5th Year (FY 201X)
1. *Personnel Services*					
Administrators	15,0000	15,000	15,000	15,000	66,245* new line
Full-Time Faculty	90,000	90,000	95,000	95,000	160,000
Adjunct Faculty	8.200	8,200	9,920	9.920	10,000
Graduate Assistants	0	0	0	0	0
Non-Academic Workers:					
Clerical Workers	12,000	12,360	12,500	12,756	13,-025
Professionals	0	0	0	0	0
TOTAL SALARIES	115,200	115,560	122,240	132,676	249,270

Notes: Add any notes here explaining things like faculty hires: *The fifth year includes the hiring of a new faculty member who is also the program coordinator

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	1st Year FY (201X)	2nd Year FY(201X)	3rd Year (FX201X)	4th Year (FY201X)	5th Year (FY 201X)
2. Current Expenses	3,000	3,000	3,000	3,000	3,000
3. Repairs and Alterations	0	10,000	0	0	0
4. Equipment: Educational Equipment	0	5,000	0	0	0
5. Nonrecurring Expense	0	0	0	0	0
TOTAL COSTS	3,000	18,000	3,000	3,000	3,000

NOTE: Add any other relevant information detailing funding sources.

C. SOURCES	1st Year FY (201X)	2nd Year FY(201X)	3rd Year (FX201X)	4th Year (FY201X)	5th Year (FY 201X)
1. General Fund Appropriations (Appropriated Funds Only)	0	0	0	0	0
Reallocation	0	0	0	0	0
New Funds	0	0	0	0	0
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other					
TOTAL ALL SOURCES	0	0	0	0	0

NOTE: The instructional costs through the XXX major and concentration is currently funded through that department's budget. The new degree program will continue to be housed in this department and will be funded in that manner.

6.4.h. Source of Operating Resources

Shepherd University is not seeking new financial support for the XXXX program. The program will be supported mainly by tuition revenues and funds from the institutional budget when necessary. All funding is subject to approval through the institution's normal budget allocation process. There are no expectations for supplementary resource needs beyond the usual or expected operating costs for any similar sized educational program.

6.5. Program Evaluation

Assessment

For more than a decade Shepherd has cultivated a culture of assessment. Assessment occurs at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

Every 1.5 years, each program must submit an assessment report to the Center for Teaching and Learning (CTL). Shepherd University has developed a culture of assessment, leading to improvements in programmatic practice. The CTL requests that assessment facilitators from all departments and administrative units identify at least two to three intended student-learning outcomes when assessing student learning. Within these outcomes, faculty and assessment facilitators provide two means of assessment (direct and indirect – academic departments are encouraged to provide as many direct measures as possible). Each assessment strategy must include criteria or benchmarks for success. Following the completion of these assessments and data analysis, faculty and assessment facilitators indicate how the assessment data are used to improve student outcomes and success.

A major strength of the University assessment program is that all departments and administrative units across campus have assessment facilitators and produce assessment plans and reports on an annual basis. Academic departments and administrative units develop their departmental mission statements and connections to the institutional mission. All departments and units establish two to three learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report are reviewed by the Assessment Task Force, department and unit assessment facilitators receive a letter from the dean of teaching, learning, and instructional resources recognizing accomplishments and offering suggestions for areas of improvement. Assessment plan

and report statuses are transparent and posted on the CTL website
[http://www.shepherd.edu/ctl/assess_learning.html].

Programs modify coursework and resource needs based on the data results. Reports
are uploaded into the WEAVE assessment program to generate departmental,
programmatic, and/or unit reports. Such reports are generated as evidence for
institutional and programmatic accreditation site visits. Additionally, each semester the
CTL hosts assessment, advisement, and Focus on Student Learning (FOSL) workshops.
Faculty members may attend these workshops in support of operational assessment
results.

Through the strategic planning, budget, and assessment process, the University and
academic units demonstrate the ability to connect assessment outcomes to strategic
planning on multiple levels.

Program Review
Shepherd University ensures that the quality of its academic programs, its faculty, and
curricula through regular assessment in cyclical program reviews. These reviews occur
both at the undergraduate and graduate levels. Information regarding the cycle and
guidelines are found in Appendix G of the faculty handbook located here:
http://www.shepherd.edu/employees/senate/documents/handbook.pdf

The Shepherd University Program Review Committee (SUPRC) has implemented an
evaluation procedure and established criteria for on-campus program reviews
consistent with policy. Crucial components of the review are the unit self-study, which
must state accomplishments achieved since the last review, and an external reviewer
who evaluates the self-study and completes a site visit. Involving external experts in the
field ensures continuous improvement. Changes made as a result of the program
review process are an important component in closing the loop on assessment as it
relates to the mission and strategic priorities of the University. The review of academic
programs is listed as a power and duty of the BoG, by legislative policy. Committee
findings and recommendations are reported to the board during its April meeting.
Summaries detailing results and recommendations of these reviews are as a final step
sent to the WV-HEPC.

6.5a. Evaluation Procedures
The XXX degree program will undergo review under the established program
assessment requirements of the university. These include maintaining an accurate

assessment record and continual monitoring of the program by the Center for Teaching and Learning, as well as by the department. The program will also meet all requirements as established by the University's accrediting body, the Higher Learning Commission.

These measures will address the viability, necessity and quality of the program to ensure that curricula objectives and goals are being met on a continuous basis for quality improvement.

Note: More detail may be added to this basic information.

6.5.b. Accreditation Status

List any relevant bodies, other than the institutional accreditation with the Higher Learning Commission (HLC). This may not be applicable to the proposed program.