SCHEDULE

MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

August 2, 2002

Bluefield State College
Bluefield, West Virginia

8:30 A.M.  Continental Breakfast
            Hebert Lounge
            Student Union

9:00 A.M.  Full Commission Meeting
            Hebert Lounge
            Student Union

Lunch will be served following the meeting
            Hebert Lounge
            Student Union
MEETING OF AUGUST 2, 2002
Bluefield State College
Bluefield, West Virginia

AGENDA

I. Call to Order

II. Oath of Office

III. Approval of Minutes

IV. Presentation by Bluefield State College

V. Executive Committee Report

VI. Committee of the Whole

A. Consent Items

1. Approval of Collaborative Masters in Nursing at Marshall University and West Liberty State College ......................................................... pg 14

2. Approval of Doctorate in Physical Therapy at West Virginia University... pg 40

3. Approval of Ph.D. in Geography at West Virginia University ............... pg 68

4. Acceptance of Report From Fairmont State College to Offer Five Masters Level Courses in Criminal Justice .............................. pg 85

5. Budget Request for FY 2004 ................................................................ pg 86

6. Allocation of Increment Pay Funding and Special Projects Funding ...... pg 87

7. Southern WV Community and Technical College Master Plan Revision. pg 90

8. Revision to Signature Authority – Board of Trustees 2000 Series A Bonds ......................................................................................... pg 104

9. Final Approval of Series 33, Anatomical Board ................................. pg 106

10. Final Approval of Series 34, Medical Education Fee and Medical Student Loan Program ........................................................... pg 116
B. Discussion and Action Items

1. Approval for Public Comment of Series 35, Correspondence, Business, Occupational, and Trade Schools.................................................... pg 125

2. Capital Allocations for System-Wide Debt Service........................................ pg 141

3. Expansion of Robert C. Byrd Clinic at WV School of Osteopathic Medicine ............................................................. pg 145

4. Approval of Final Report on LOCEA Studies of Designation of University Status and Expanded Access to Graduate Education .................. pg 147

5. Update on Dual Credit Courses .................................................................... pg 165

6. Update on LOCEA Studies............................................................................. pg 176

VI. Chancellor’s Report

A. Report on Social Justice Grants and Student Mini-Grants............................. pg 177

VII. Possible Executive Session under the authority of WV Code §6-9A-4 for personnel items

A. Presidential Compensation

B. Bluefield State College Presidential Selection

VIII. Additional Board Action and Comments

IX. Adjournment
A meeting of the West Virginia Higher Education Policy Commission was held on June 21, 2002, at 9:00 a.m., at the Embassy Suites in Charleston, West Virginia. Present at the meeting were Policy Commission members: Mary Clare Eros, Elliot G. Hicks, John R. Hoblitzzell, J. Thomas Jones, Ron Stollings, and Shawn Williams. Absent: Kay Goodwin and David Stewart. Also in attendance were Chancellor J. Michael Mullen, institutional presidents, higher education staff, legislative staff, members of the news media and others.

Committee meetings were held prior to the business meeting.

Chairman Hoblitzzell called the meeting to order.

1. Resolution Honoring Commissioner Ron Stollings

Mr. Hicks moved the adoption of the following resolution:

WHEREAS, Dr. Ron D. Stollings has served for two years as a founding member of the West Virginia Higher Education Policy Commission and previously served four years on the University System of West Virginia Board of Trustees; and,

WHEREAS, As a graduate of two of West Virginia's public higher education institutions, West Virginia University and Marshall University, Dr. Stollings brought to the University System Board of Trustees and the Higher Education Policy Commission a unique perspective on public higher education in general, and graduate medical education in particular; and,

WHEREAS, Dr. Stollings, a board-certified physician in internal medicine and geriatrics practicing in Madison, West Virginia, serves as a mentor and adjunct faculty member for medical students providing a clinical experience in rural medicine; and,

WHEREAS, Dr. Stollings has contributed greatly to the advancement of rural health care delivery throughout West Virginia; and,

WHEREAS, Having risen from humble circumstance and overcome daunting family and financial challenges in his youth, Dr. Stollings' life of service and healing in Boone County, West Virginia stands as a remarkable testament to the transforming power of public education in the lives of West Virginians;
THEREFORE, BE IT RESOLVED,
That the West Virginia Higher Education Policy Commission expresses its deep appreciation to Dr. Stollings for his invaluable service to the Higher Education Policy Commission and the citizens of the State of West Virginia and offers its best wishes as he continues his commitment to the health, well-being and economic prosperity of the citizens of Southern West Virginia; and,

FURTHER, BE IT RESOLVED,
That this resolution be inscribed upon the minutes of this Commission and that a copy be delivered to Dr. Stollings.

Mr. Jones seconded the motion. Motion carried.

2. Approval of Minutes

Mr. Jones moved the approval of the minutes of the May 17, 2002 meeting of the Commission and acceptance of the minutes of the June 7, 2002 meeting of the Executive Committee. Ms. Williams seconded the motion. Motion carried.

3. Executive Committee Report

Secretary Jones reported that the Committee met by conference call on June 7, 2002 at 9:00 a.m. to discuss the agenda for the June 21, 2002 meeting of the Policy Commission.

Academic Policy Committee Items

4. Discrete Master's Level Courses at Concord College

Ms. Williams moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission accepts the report on initial offering of six discrete master's level courses by Concord College.

Mr. Hicks seconded the motion. Motion carried.

5. Approval of Multicategorical Special Education Certification at Concord College

Ms. Williams moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves a new program leading to certification in Multicategorical Special Education at Concord College.
Mr. Hicks seconded the motion. Motion carried.

6. Final Approval of Series 19, *Guidelines for the Offering of College Courses for High School Students*

Ms. Williams moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves Series 19, *Guidelines for the Offering of College Courses for High School Students*, as amended. The Academic Committee amended sections 8.1 and 8.2 to clarify language on tuition and fees section of the policy.

Mr. Hicks seconded the motion. Motion carried.

7. Final Approval of Series 20, *Authorization of Degree Granting Institutions*

Ms. Williams moved the adoption of the following resolution:


Mr. Hicks seconded the motion. Motion carried.


Ms. Williams moved the adoption of the following resolution:


Mr. Hicks seconded the motion. Motion carried.

9. Status Updates on LOCEA Academic Studies

Dr. Bruce Flack, Director of Academic Affairs/Interim Vice Chancellor of State Colleges, briefed the Commission on three reports on academic issues requested by LOCEA where substantial work has been completed. The three areas are: development of a plan to foster greater use of on-line instruction, development of standards for assigning university status to a baccalaureate institution, and development of a plan for providing expanded access to graduate education.

Finance Committee
10. **Approval of Update to West Liberty State College Master Plan**

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the update of the 2000 West Liberty State College Campus Master Plan to address student housing needs.

Ms. Eros seconded the motion. Motion carried.

11. **Eminent Scholars Program Funds**

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the transfer of all Eminent Scholar and Distinguished Professors Endowment Funds, including interest, to the institutions as shown on Table 1 (attached).

Ms. Eros seconded the motion. Motion carried.

12. **Financing Plan for the James C. Wilson College Union Renovation and Addition Project**

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the financing plan for the James C. Wilson College Union Renovation and Addition Project.

FURTHER RESOLVED, That the West Virginia Higher Education Policy Commission authorizes the Chancellor to sign, on the Commission’s behalf, the financing/bond resolution and other documents required by bond counsel and the underwriters to facilitate the financing plan.

Ms. Eros seconded the motion. Motion carried.

13. **Transfer of Marion County Properties – Fairmont State College**

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the request of the Fairmont State College Board of Governors to transfer certain real properties owned by the Policy Commission and located in Marion County to the Fairmont State College Board of Governors.
FURTHER RESOLVED, That the Commission authorizes the Chancellor to sign the deeds and other associated documents, on the Commission’s behalf, after the Chancellor is satisfied with the documentation presented to support the transfer.

Ms. Eros seconded the motion. Motion carried.

14. Reorganization at West Virginia Network for Educational Telecomputing (WVNET)

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the WVNET Reorganization Plan.

Ms. Eros seconded the motion. Motion carried.

15. West Virginia Network for Educational Telecomputing (WVNET) FY 2003 Budget

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the WVNET FY2003 budget, with the understanding that the two outstanding budgetary issues will be addressed at the earliest possible date and returned to the Commission for approval.

Ms. Eros seconded the motion. Motion carried.

16. Higher Education State Budget Program Review

Mr. Jones noted that an information item was reported to the Finance Committee by Jim Winter, Director of Finance. The information item was an update on Higher Education’s progress in meeting the Governor’s request for all state agencies to complete a “Review of Programs” to be used in planning the FY 2004 budget.

Committee of the Whole

17. Final Approval of Rules that Received No Substantive Comments During Comment Period

Ms. Eros moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the following rules:
18. Approval of Rules with Technical Changes

Ms. Williams moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the following rules with proposed technical amendments as set forth in the agenda, to be re-filed with the Secretary of State:

- C Correspondence, Business, Occupational and Trade Schools
- C Sports Programs at Community and Technical Colleges
- C Increased Flexibility for Community and Technical Colleges
- C Classified Employees
- C Employee Leave
- C Equal Opportunity and Affirmative Action

Mr. Hicks seconded the motion. Motion carried.

19. Transfer of Series 39, Measles and Rubella Immunization Policy
Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission transfers Title 128 and 131, Series 39, *Measles and Rubella Immunization Policy*, procedural rule to the jurisdiction of the governing boards of each institution per the authority set forth in Section §18B-1-3(i).

FURTHER RESOLVED, that the governing boards shall modify their Measles and Rubella Immunization Policy to be consistent with current guidelines as established by the Advisory Committee on Immunization Practices (ACIP) and further recommend that ACIP guidelines for other Vaccine-Preventable Diseases be followed as recommended by the American College Health Association (ACHA).

Ms. Eros seconded the motion. Motion carried.

20. **Approval of Procedural Rule, Health Sciences Scholarship Program**

Ms. Williams moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the proposed procedural rule, *Health Sciences Scholarship Program*, to be filed with the Secretary of State for a 30-day public comment period.

Mr. Jones seconded the motion. Motion carried.

21. **Appointment of Designee to Approve the Selection and Compensation of the President of Bluefield State College**

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission appoints Commission member Kay Goodwin, Secretary of Education and the Arts, to approve, in consultation with the chair, the selection and compensation of the president of Bluefield State College.

Mr. Hicks seconded the motion. Motion carried.

22. **Chancellor's Report**

Dr. Thralls, Vice Chancellor for Administration, reviewed a study by the U.S. Department of Education titled “*Meeting the Highly Qualified Teachers Challenge*.”
Chancellor Mullen gave an overview of “Electronic Tuition Rates,” a report prepared by Georgia Governor Roy E. Barnes. The study outlined a discussion on charging in-state or out of state tuition rates for education delivered electronically.

The Chancellor reported that the Commission would be asked to consider revisions to the review process of institutional compacts and master plans at its August meeting.

Chancellor Mullen distributed a proposed plan of action to complete studies required by a resolution of LOCEA. Based upon input from the Commission and institutions, the plan will be revised and presented in August.

23. Resolution Honoring Dr. Robert Moore, President of Bluefield State College

Ms. Williams moved the adoption of the following resolution:

WHEREAS, Dr. Robert Moore was appointed president of Bluefield State College in June 1993 and successfully served through June 2002; and,

WHEREAS, Dr. Moore has dedicated much of his professional life to higher education having served in a variety of faculty and administrative roles for twenty-eight years; and,

WHEREAS, During Dr. Moore’s tenure, Bluefield State College achieved national accreditation for sixteen programs of study; and,

WHEREAS, Dr. Moore has transformed the academic programs of Bluefield State College to provide Southern West Virginia academic programs of excellence and relevance in a modern economy; and,

WHEREAS, Dr. Moore has provided access to community college programs through the development of the Greenbrier Community College Center and the Beckley and Welch sites; and,

WHEREAS, Dr. Moore has demonstrated vision and integrity as Bluefield State College seeks to define the role of an historically black college in the new millennium; and,
WHEREAS, Dr. Moore’s efforts to preserve the best of the past, while meeting the needs of the future have been recognized and supported by the Bluefield State College Board of Governors and the West Virginia education community; and,

WHEREAS, Dr. Moore, as a senior member of the state's presidents' council, has unselfishly given his time to assist with statewide initiatives and served on numerous higher education committees;
THEREFORE, BE IT RESOLVED,
That the West Virginia Higher Education Policy Commission expresses its deep appreciation to Dr. Moore for his invaluable service to Bluefield State College and the State of West Virginia and offers its best wishes as he returns to the faculty of Bluefield State College; and,

FURTHER, BE IT RESOLVED,
That this resolution be inscribed upon the minutes of this Commission and that a copy be delivered to Dr. Moore.

Mr. Jones seconded the motion. Motion carried.

24. Resolution Honoring Commission Chair John Hoblitzell

Mr. Jones moved the adoption of the following resolution:

WHEREAS, John R. Hoblitzell has served as an enthusiastic, energetic, and expert citizen volunteer in higher education governance and policy-making for more than thirty years, beginning with his service as the first student representative to the West Virginia Board of Regents in 1969; and,

WHEREAS, Chairman Hoblitzell gained additional experience and applied his knowledge and leadership abilities as a Trustee of the University System of West Virginia from 1989 to 2000, serving in the offices of chairman and vice chairman, as well as chairing committees on finance and academic programs; and,

WHEREAS, Mr. Hoblitzell exhibited extraordinary dedication through his attendance at a record number of meetings, which included board meetings, committee and subcommittee meetings, study groups, LOCEA and LOCEA subcommittee meetings, executive committee meetings, chancellor briefings, retreats, and hearings, not to mention commencement ceremonies, receptions and ball games; and,

WHEREAS, Mr. Hoblitzell undertook the challenge in the year 2000 to help implement a new system of higher education governance and policy-making and is now completing his second year as chairman of the West Virginia Higher Education Policy Commission; and,

WHEREAS, During his tenure as chairman, Mr. Hoblitzell demonstrated the highest integrity in his endeavors, consistently approaching each challenge with calm and rational adjudicating skills;

THEREFORE, BE IT RESOLVED,
That the West Virginia Higher Education Policy Commission expresses its gratitude to John R. Hoblitzell for his tireless devotion to and advocacy of the goals of higher education and his outstanding leadership as we entered a new era of higher
education policy governance in West Virginia; and,

FURTHER, BE IT RESOLVED,
That the Higher Education Policy Commission extends to John R. Hoblitzell its very best wishes for continued success and much happiness in all future endeavors; and,

FURTHER, BE IT RESOLVED,
That this resolution be inscribed upon the minutes of this Commission and that a copy be delivered to Mr. Hoblitzell.

Ms. Williams seconded the motion. Motion carried.

25. Executive Session

Mr. Jones moved that the Commission go into executive session pursuant to WV Code §6-9A-4 to discuss personnel matters.

Ms. Williams seconded the motion. Motion carried.

At the conclusion of executive session, the Commission reconvened in open session and the following action was taken:

26. Appointment of Interim President at Bluefield State College

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the appointment of Dr. Thomas Blevins as Interim President of Bluefield State College and delegates to the chair the authority to approve the terms of his contract on behalf of the Commission when the contract terms are determined by the Bluefield State College Board of Governors.

Ms. Eros seconded the motion. Motion carried.

27. Presidential Compensation

Mr. Jones moved the adoption of the following resolution:

RESOLVED, That the West Virginia Higher Education Policy Commission approves the changes in presidential compensation proposed by the boards of governors at the following institutions: Eastern WV Community and Technical College, Glenville State College, Marshall University, Shepherd College, West Liberty State College, and WV School of Osteopathic Medicine.
Ms. Williams seconded the motion. Motion carried.

There being no further business, the meeting was adjourned.

_____________________________   Chairman
John R. Hoblitzell

_____________________________   Secretary
J. Thomas Jones
### Higher Education Policy Commission
Eminent Scholars Fund

#### Table 1

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* Interest is shown through April 30, 2002.

** Final distribution will be completed after interest is adjusted through June 30, 2002.
MINUTES
EXECUTIVE COMMITTEE MEETING
JULY 18, 2002

1. CALL TO ORDER

The meeting was called to order by the Chairman at 4:30 p.m. The meeting was held by telephone conference call. Present were the following: Mary Clare Eros, Elliot Hicks, and Thomas Jones. Also present were institutional presidents and staff, and Chancellor Mullen and staff.

2. Review of August 2 Commission Agenda

The agenda for the August 2 meeting was reviewed and modifications were made to the order of agenda items. It was moved and seconded (Hicks/Eros) to approve the agenda.

3. Updates

Chancellor Mullen reported on plans for the September 12 Board of Governors’ Training Session. He suggested having the Policy Commission meeting on that same afternoon rather than on September 13 as previously announced. This plan was acceptable to the Executive Committee.

4. Adjournment

There being no further business, the meeting was adjourned.

______________________________
Chairman

J. Thomas Jones

______________________________
Secretary

Elliot G. Hicks
ITEM: Approval of Collaborative Masters in Nursing

INSTITUTION: Marshall University
West Liberty State College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the establishment of the following collaborative agreement effective with the 2002 Fall Academic term: Master of Science in Nursing, Nursing Education Area of Emphasis

STAFF MEMBER: Bruce C. Flack

BACKGROUND:

Marshall University and West Liberty State College propose the following collaborative agreement:

The Master of Science in Nursing (MSN) degree with an emphasis in Nursing Education is designed to attract quality college graduates to the nursing teaching profession. The MSN builds upon the academic content of a bachelor’s degree in nursing with graduate professional education and clinical field experiences to produce a professional educator. The overall intent of the program is to provide a means for obtaining teaching expertise for nursing programs in West Virginia.

This proposal is directed at expanding access to the MSN in Nursing Education degree throughout the northern panhandle of West Virginia through a collaborative effort between Marshall University and West Liberty State College. It will increase the number of master’s prepared teachers of nursing.

Each institution will contribute faculty to teach in the program. Program costs are projected to be $23,500 through August 31, 2004. Revenue from tuition and fees will provide support and instructional costs are covered by the institutions.
# MARSHALL UNIVERSITY/WEST LIBERTY STATE COLLEGE

## COLLABORATIVE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM WITH EMPHASIS IN NURSING EDUCATION

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**Letter of Support – Dr. Ron Childress**

**Approval by Marshall University President – Dr. Dan Angel**

**Approval by Marshall University Graduate Council**
Introduction

The Master of Science in Nursing (MSN) degree with an emphasis in Nursing Education is designed to attract quality college graduates to the nursing teaching profession. The MSN builds upon the academic content of a bachelor's degree in nursing with graduate professional education and clinical field experiences to produce a professional educator. The overall intent of the program is to provide a means for obtaining teaching expertise for nursing programs in West Virginia. The purpose of this proposal is to describe a model through which Marshall University and West Liberty State College will collaboratively deliver the MSN Nursing Education program in the West Liberty State College service area.

Collaborative Model/Design

The collaborative effort will focus on shared delivery of the program. West Liberty State College agrees to teach five nursing courses. West Liberty State College graduate courses will be accepted as fulfilling program requirements (maximum of 18 hours once NCA approval to offer graduate courses has been obtained). Marshall University will deliver the remainder of the courses. The diploma awarded will reflect a Marshall University degree offered in collaboration with West Liberty State College.

This agreement will remain in effect until it is mutually dissolved by both parties. Should dissolution occur, adequate preparation will be made to ensure enrolled student progress and graduation.

Target Population

This proposal is directed at expanding access to the MSN in Nursing Education degree throughout the northern panhandle of West Virginia through a collaborative effort between Marshall University and West Liberty State College. It will increase the number of master's prepared teachers of nursing.

Curriculum Design

The program and course requirements will be those that are currently required in the approved Marshall University MSN-Nursing Education area of emphasis program. These requirements will remain in place until such time as West Liberty State College secures approval from the North Central Association (NCA) to offer graduate coursework. Once NCA approval for West Liberty State College to provide graduate courses is received, Marshall University will accept applicable West Liberty State College courses as a part of the MSN/NE degree program.

Students will verify and fulfill any course deficiencies through West Liberty State College for all applicable courses that are available through West Liberty State College.

Faculty Procedures
Graduate Status of Faculty. West Liberty State College faculty participating in the program will submit credentials for review by the appropriate Marshall University program area faculty and appointment to the Marshall University graduate faculty. These faculty will undergo an annual review relative to their status as members of the Marshall University graduate faculty.

Faculty Workload. Full-time West Liberty State College faculty participating in the program will be compensated as part of their regular teaching load. Courses may also be delivered by qualified (to be reviewed and approved by appropriate Marshall University program area faculty) part-time faculty.

Student/Academic Procedures

Admissions. Students must apply and be admitted as Marshall University graduate students. Admission procedures and criteria will be those currently in place at Marshall University. Students must meet all University and MSN Program admissions requirements prior to enrollment. The home institution for students will be Marshall University. Whenever possible, cohort groups of students will be developed.

All Marshall University application materials will be submitted to Marshall University Graduate College.

Additionally, all students must be admitted to West Liberty State College prior to taking West Liberty State College courses in this program.

Course Registration. Course registration procedures will be those currently in place with the Marshall University Program. West Liberty State College will provide a location and personnel for on-campus registration. Courses taught by Marshall University will require students to register through Marshall University; likewise, courses taught by West Liberty State College will require students to register through West Liberty State College.

Transcript Analysis. Transcript analyses for the MSN will be conducted by Marshall University.

Transcripts. Marshall University will be the institution of record for all student transcripts as they pertain to the degree. West Liberty State College will maintain records for students who complete West Liberty State College graduate courses.

Advising. West Liberty State College will provide on-campus personnel and support for program advising. Individuals at West Liberty State College and Marshall University will be designated as contact persons.

Financial Aid. Students will have access to the Financial Aid system currently available through Marshall University. All federal financial aid must be processed by Marshall University.

Transfer of Credit. At such time that West Liberty State College is authorized to offer courses for graduate credit by NCA, such courses (maximum of 18 hours with a grade of B or better) would be transferable to Marshall University as a part of the program.

Institutional Procedures

Campus Reimbursement. All tuition and fees will be paid to the institution awarding the course credit(s). Tuition and fee rates for all courses will be Marshall University rates for all (MU and WLSC) courses.
Graduation. Graduation will be through Marshall University.

Diplomas. Diplomas will be Marshall University diplomas until such time that West Liberty State College receives NCA approval to offer selected graduate courses. Following incorporation of the NCA approved West Liberty State College courses into the program, the degree will be granted by Marshall University in collaboration with West Liberty State College.

Classrooms. Classroom facilities to support the program will be provided by West Liberty State College.

Library. Students will have access to both West Liberty State College and Marshall University library facilities.

Computer Labs/Facilities. Students will have access to both West Liberty State College and Marshall University computer labs/facilities.

Program Coordination. A West Liberty State College faculty member will be identified as the onsite MSN contact/liaison. Marshall University will also designate a faculty member as the program coordinator.

Program Implementation

Program publicity implementation will begin in Summer 2002 with the initial course being offered in Fall 2002. Program implementation sessions/open houses will be conducted at selected locations in the service area. These sessions will be supported with newspaper advertising and distribution of program materials. All program materials and flyers will be revised to reflect the collaborative nature of the program.

Agreed upon this ______________ day of ______________ 2002.

President Marshall University ________________________________ Date __________________________

_____________________________ ________________________________
Dean CONHP Marshall University Date

_____________________________ ________________________________
President West Liberty State College Date

_____________________________ ________________________________
Dean of Science/West Liberty State College Date
Chairperson Nursing
1. Fulfills Marshall University Compact and Master Plan.

2. Fulfills legislative mandate for collaborative graduate courses being offered at West Liberty State College.

3. Addresses critical need for nurse educators due to nurse faculty shortages.
Summary of Needs Survey for MSN Program at WLSC

Surveys sent to individuals and agencies 502 + 300 = 802
Surveys returned as of 2/20/02 237
Return rate 30%

1. Do you currently hold a master’s in Nursing?
   19 a. Yes
   217 b. No
   1-PhD in Ed.
   1-MSN-FNP
   1-Masters in I.S.
   If yes, please answer the next question and return the survey. Thank you.

2. Do you believe a master’s degree in nursing should be available within the West Virginia state college system in the northern panhandle of the state?
   209 a. Yes
   7 b. No
   1-undecided
   1-WJU has an MSN
   1-Ohio U. Eastern plans MSN for January 2003

3. Are you interested in obtaining a MSN?
   124 a. Yes
   75 b. No
   c. Comments
   2-currently enrolled
   3-currently enrolled at WJU
   1-currently enrolled at LaRoche
   1 live in IL
   1 working on school nurse certification
   1-WJU has a masters. Let’s get more nurses to work with patients.
   2-Not at this time
   1-accepted to Franciscan U - would prefer WV
   1-disabled-gave up nursing
   1-working in biomedical informatics
   1-currently enrolled at WVU
   6-maybe
   8-close to retirement
   4-retired
   3-depends on curriculum
   1-have MBA
   1-no need for MSN in this Valley-No jobs-no pay
   1-planning on WVU, but would consider WL
   1-I have a master's but would like a post masters certificate
   1-need to obtain BSN first
4. If a MSN program were offered at WLSC, when would you be interested in starting the program?
   a. Six months
   b. One year
   c. Other (Explain)
      1-WLSC faculty spread too thin now, how could it support another program
      1-would have attended WLSC
      1-not interested in attending WLSC
      9-not sure
      3-not interested
      6-live out of the area
      1-after tuition reimbursement at work begins
      1-would be interested in transferring to WLSC
      5-in a few years
      2-have MBA
      3-life too busy at present
      2-license retired
      1-ASAP
      1-never
      1-when children are older
      2-need to offer something other than education track, please consider Health Administration
      1-when affordable
      1-after accredited
      1-immediately
      2-unsure when
      3-after children are older
      4-in 5 years or so
      3-as soon as graduated with BSN
      1-I need experience first

5. Would you consider attending a collaborative MSN program if offered in the Wheeling area by WLSC and a university?
   a. Yes
   b. No
   c. Comments
      1-Been considering MSN for sometime now. Would love to further my career
      1-wonderful opportunity
      1-WVU, Pitt, Waynesburg, Wheeling Jesuit have them
      4-live too far away
      4-retired
      5-depends on cost
      2-would prefer class off campus
      1-If courses stay in Wheeling area-took some previously from WVU that were to be "off campus" but ended up traveling to Morgantown frequently.
      1-depends on accredited status
      1-schedule at Warwood Center
      1-have masters in community/HE
6. Which area would be of most interest to you?  [some answered more than one area]

24 a. Nursing Administration
37 b. Nursing Education
15 c. Nursing Administration with Education Track
51 d. Clinical Specialist with emphasis in administration, education, or practice
42 e. RN-MSN
19 f. Other. Please explain.

12-N.P.
1-nursing informatics
1-hospital administrator
1-family health
3-geriatrics
2-palliative care

7. If courses were offered, what time would be most convenient for you?  [some answered more than one area]

a. Time of Week

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>64</td>
<td>i. Evenings – Monday through Friday</td>
</tr>
<tr>
<td>28</td>
<td>ii. Weekends</td>
</tr>
<tr>
<td>72</td>
<td>iii. One day per week format (day and evening hours)</td>
</tr>
<tr>
<td>8</td>
<td>iv. Other. Please list.</td>
</tr>
</tbody>
</table>

3-depends on work schedule
1-anytime
2-online
2-5-10pm, 1 evening per week=6^/semester. The WVU CHPR program is rolled out this way & is most efficient. I attended classes at WHG Jesuit 2 days a week x 3-1/2 years in order to obtain 6 hours a semester. It was difficult preparing 2 papers & 2 finals, etc., & tied up 2 days a week in class. Then I obtained a MS in Community Health from WVU? 5-10p 1 evening per week for 6 semesters (2yrs) 1 class x 7 weeks = 3 hours 1 class x 7 weeks = 3 hours. It was very busy but easier to focus on 1 paper, 1 assignment, 1 subject, 1 final at a time and only 1 day a week.

b. Time of Year

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<tbody>
<tr>
<td>58</td>
<td>i. During regular academic year</td>
</tr>
<tr>
<td>5</td>
<td>ii. Summers</td>
</tr>
<tr>
<td>85</td>
<td>iii. Year round</td>
</tr>
<tr>
<td>1</td>
<td>iv. Comments</td>
</tr>
<tr>
<td></td>
<td>1-anytime</td>
</tr>
</tbody>
</table>
Thank you for taking the time to complete and submit this survey.

1-long comment
   I think this is an excellent idea, and it is just unfortunate that my career is on a different track. I answered questions 6 & 7 as though I would be interested. Good luck!!
1-Lee Ann Skedel
   Please keep me updated about your plans regarding a MSN program. Thank you for all your care and time in my education. You are wonderful, all of you.
1-I.S. comment
   The field of nursing is pitiful. Work like a dog. The stress is enormous. Shifts and pay are disgusting. I would never advise anyone to be a nurse.
1-comment field of nursing is
   I applied and was accepted in WVU’s MSN program almost 10 years ago. After talking to some of the (then) current enrollees in the program, I changed my mind. Some of the required theory classes were, frankly going to be a waste of my time. I want concrete learning situations for example-suturing, reading ex-rays, interpreting EKG’s, pre-scrubbing. This is what I am interested in, not theories. I am nearly 50 and am already doing all the “free thinking” I will ever do.
MARSHALL UNIVERSITY
COLLEGE OF NURSING AND HEALTH PROFESSIONS

MSN – NURSING EDUCATION
PROGRAM SCHEDULE

(Full-time Program of Study)

**Fall #1**
NUR 602  Theoretical Foundations in Nursing
NUR 608  Issues in Health Care
EDF 619  Ed Psych

**Spring #1**
NUR 604  Leadership in Nursing
NUR 606  Research in Nursing
CEIC 600  Computing and Instructional Design

**Fall #2**
NUR 616  Curriculum Development
EDF 535  Tests and Measurements
NUR 619  Practicum
   or
NUR 681  Thesis/Elective

**Spring #2**
NUR 618  Teaching in Nursing
NUR 619  Practicum in Teaching Nursing
NUR 681  Thesis/Elective
# MARSHALL UNIVERSITY
## COLLEGE OF NURSING AND HEALTH PROFESSIONS
### MSN-NURSING EDUCATION
#### PROGRAM SCHEDULE

*(Part-time Program of Study)*

<table>
<thead>
<tr>
<th>Fall 2002</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NUR 602</td>
<td>Theoretical Foundations in Nursing</td>
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<tr>
<td>NUR 608</td>
<td>Issues in Health Care</td>
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</table>

<table>
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<tr>
<th>Spring 2003</th>
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<tbody>
<tr>
<td>NUR 606</td>
<td>Advanced Nursing Research</td>
<td></td>
</tr>
<tr>
<td>NUR 604</td>
<td>Leadership in Nursing</td>
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<th>Fall 2003</th>
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<tbody>
<tr>
<td>EDF 619</td>
<td>Ed Psych</td>
<td></td>
</tr>
<tr>
<td>NUR 616</td>
<td>Curriculum Development in Nursing</td>
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</tbody>
</table>

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<tr>
<th>Spring 2004</th>
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<tbody>
<tr>
<td>NUR 618</td>
<td>Teaching in Nursing</td>
<td></td>
</tr>
<tr>
<td>EDF 535</td>
<td>Tests and Measurements</td>
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</table>

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<tr>
<th>Fall 2004</th>
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<tbody>
<tr>
<td>CEIC 600</td>
<td>Computing and Instructional Design</td>
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<tr>
<td>NUR 619</td>
<td>Practicum: Teaching in Nursing</td>
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<td>or</td>
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<tr>
<td>NUR 681</td>
<td>Thesis/Elective</td>
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<tr>
<th>Spring 2005</th>
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<tr>
<td>NUR 681</td>
<td>Thesis/Elective</td>
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</tr>
<tr>
<td>NUR 619</td>
<td>Practicum: Teaching in Nursing</td>
<td></td>
</tr>
</tbody>
</table>
Please note: These courses are planned to run on a two year cycle, with a new cohort group every other year.

### INCOME*

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>ONGOING</th>
</tr>
</thead>
</table>
| Projected # Students 10 | MUN = $8,820  
($441/3 cr. course x 2 courses/student = $8,820 for 10 students)  
WLN = $8,820  
($441/3 cr. course x 2 courses per student x 10 students) | Ed MU = $12,840  
($478.50/course x 3 courses/student x 10 students)  
MUN - $22,050  
($441/course x 5 courses/student x 10 students)  
WLN = $22,050  
($441/course x 5 courses/student x 10 students) | ? |
| Total Income   | $17,640                                     | $56,940                                     | ?       |

*Income is based upon 2002-03 tuition fee rates

### COSTS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>ONGOING</th>
</tr>
</thead>
</table>
| Instruction   | Ed. MU – 0  
NUR MU x 2 courses = $8,000.00*  
WLN – x 2 courses = $8,000.00* | Ed. MU x 3 courses = $12,000.00  
MUN x 5 courses = $20,000.00*  
WLN x 5 courses = $20,000.00* | ? |
| Project Coordinator | MUN-10% time - $5,000.00 (in kind match)  
WLN -10% time $4,000.00 (in kind match) | $5,000.00 (in kind match)  
$4,000.00 (in kind match) | ? |
| Travel (Round trip) Huntington/Charleston  
West Liberty = $500 per course | $1,000.00 | $4,000.00 | ? |
| Program Promotion | $1,500.00 Ad Brochures Mailing | $1,000.00 Brochures Mailing | ? |
| Course Related Delivery Expenses | $2,000.00 | $2,000.00 | ? |
| Total Costs    | $4,500.00                                     | $19,000.00                                   | ?       |

*Faculty will teach these courses as part of their regular faculty teaching assignments.
February 2002

Request for Approval for Nursing Educator Area of Emphasis Master of Science in Nursing

Effective Date: Fall 2002

Summary Statement

The College of Nursing and Health Professions is proposing a new area of emphasis to the existing Master of Science in Nursing Program. The Nurse Educator area of emphasis will prepare graduates for practice as nursing educators in clinical or academic settings. This program attempts to address the critical shortage of nursing educators in West Virginia.

7/23/2002
PART I

AREA OF EMPHASIS DESCRIPTION

Introduction

The College of Nursing and Health Professions is proposing an additional area of emphasis to
with the Master of Science in Nursing (MSN) Program. This area of emphasis would be Nursing
Education. The purpose of this area of emphasis is to prepare graduates for practice as nursing
educators in academic or clinical settings. The primary focus of the curriculum is development
of knowledge and skills essential to the practice nursing education.

A. PROGRAM OBJECTIVES:

The MSN Nursing Education area of emphasis will provide the students with the
opportunity to:

- Apply advanced knowledge from the sciences and humanities to support
  nursing education and role development
- Expand their knowledge of nursing and educational theory as the basis for
  practice
- Develop a broad understanding of the principles, philosophies and theories of
  learning
- Utilize technology in the classroom setting
- Acquire the skills and knowledge in curriculum development and teaching to
  fulfill the role of nurse educator
- Design instructional strategies, learning materials and educational technology
  to achieve learning and achievement of goals to meet the changing demands
  of student consumers
- Use information from program evaluation in planning instruction and
  improving the process
- Use knowledge gained through clinical practice to maintain and improve
  nursing curricula
- Work to establish and maintain links among institutional institutions, clinical
  agencies and the community.
- Function competently in the role of teacher, scholar, and collaborator
- Prepare for doctoral studies
B. PROGRAM IDENTIFICATION

The proposed area of emphasis would be designated by the CIP Code of 42-51-1699, MSN which was approved 3/90.

C. PROGRAM FEATURES

1. Admission and performance standards.

Admission Standards

To be eligible for full admission to the program applicants must meet the following admission requirements:

- Baccalaureate degree with a major in nursing from NLNAC accredited program.
- Three hours of undergraduate course credit in basic statistics and three hours of undergraduate course credit in basic research.
- Evidence of scholastic achievement as evidenced by overall undergraduate grade point average of 3.00 or higher (4.0 = A).
- Aptitude for graduate study as indicated by a Graduate Record Examination score taken after October 2002 as follows:
  - GPA 2.5 (4.0=A) and GRE 1000 (total of 2 subsets) and Analytical Writing score of 3 or higher
  - GPA 3.0 (4.0=A) and GRE 800 (total of 2 subsets) and Analytical Writing score of 3 or higher.
- For those Graduate Record Exams taken prior to October 2002, but within 5 years from the date of application, the required scores would be as follows:
  - GPA 2.5 (4.0=A) and GRE 1500 (total of 3 subsets) or
  - GPA 3.0 (4.0=A) and GRE 1200 (total of 3 subsets)
- Evidence of an current unencumbered license as a registered nurse in a U.S. jurisdiction

An applicant may be considered for provisional admission if:

- The undergraduate grade point average and the Graduate Record Examination taken after October 2002 is as follows:
  - GPA 2.25 (4.0=A) and GRE 1000 (total of 2 subsets and Analytical Writing score of 3 or higher
  - GRE 2.5 (4.0=A) and GRE 928 (total of 2 subsets) and Analytical Writing score of 3 or higher
- GRE 2.75 (4.0=A) and GRE 864 (total of 2 subsets) and Analytical Writing score of 3 or higher
- GPA 3.5 (4.0=A) and GRE 730 (total of 2 subsets) and Analytical Writing score of 3 or higher

- For students taking the Graduate Record Exam prior to October 2002, but within five years of application to the program, the scores for provisional admission are as follows:
  - GPA 2.25 (4.0=A) and GRE 1500 (total of 3 subsets) or
  - GPA 2.5 (4.0=A) and GRE 1400 (total of 3 subsets) or
  - GPA 2.75 (4.0=A) and GRE 1300 (total of 3 subsets) or
  - GPA 3.5 (4.0=A) and GRE 1100 (total of 3 subsets)

- If records are incomplete

If a student is accepted as provisional, the terms for reclassification as a regular student will be stated in the letter of admission. The provision(s) and the time frame will be stated will be stated in the letter of admission. Under no circumstances will the provisional terms be extended beyond the 12th credit hour. The student must maintain a minimum grade point average of 3.0 in all graduate work taken during the provisional period. The student who does not meet the provision(s) as stated will be dropped from the program.

If the number of qualified applicants exceeds the number of students that can be admitted, preference for admission will be given to those who demonstrate an interest in working in the state.
Performance Standards:

- All grades are counted in computing averages. No more than 6 hours of C and no grades below C may be applied toward the degree.
- Students may repeat one required course in which they have earned less than a C.
- Students who earn more than 6 hours of C may be subject to dismissal from the program.
- Only 1 re-examination of the comprehensive examination may be taken.
- Six elective hours and no more than six required course hours may be accepted as transfer credit for a total of twelve hours.
- Students must demonstrate evidence of clinical competency through a nationally recognized clinical certification or through clinical courses taken as electives.

2. Program Requirements

Course work in the proposed Nursing Educator area of emphasis in the Master of Science in Nursing Program incorporates the classroom, laboratory and clinical modes of instruction. The Master of Science in Nursing program requires the completion of a minimum of 33 hours of credit, depending on the area of concentration.

The Master of Science in Nursing Program is divided into three components. The core component (12 credits) focuses on knowledge and skills related to nursing theory, health care policy and issues pertinent to advanced nursing practice, leadership and research. The concentration component (18 credits) provides an opportunity to apply advanced nursing knowledge to nursing education and to develop competency in the areas of teacher, scholar and collaborator. The elective component (6 credits) allows for four options: additional role development in the teaching, thesis, advanced clinical practice or selection of courses based on interest.
### Table 1

**Summary of Master in Science Nursing Program, Nurse Educator concentration**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>LECTURE HOUR/WK</th>
<th>PRACTICUM HOURS/WK</th>
<th>CREDIT HOURS</th>
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<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NUR 602</td>
<td>Theoretical Foundations In Nursing</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NUR 604</td>
<td>Nursing Leadership In Health Care Settings</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NUR 606</td>
<td>Advanced Nursing Research</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NUR 608</td>
<td>Issues in Health Care</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Concentration Courses</strong></td>
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</tr>
<tr>
<td>NUR 616</td>
<td>Curriculum Development In Nursing</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>NUR 618</td>
<td>Teaching in Nursing</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NUR 619</td>
<td>Practicum: Teaching In Nursing</td>
<td>9</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDF 535</td>
<td>Tests &amp; Measurements</td>
<td>3</td>
<td></td>
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<td>CIEC 600</td>
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<td><strong>Elective Options</strong></td>
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<td>NUR 681</td>
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<td>Or</td>
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<td></td>
<td>Electives</td>
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<td>6</td>
</tr>
</tbody>
</table>
Descriptions of course offerings in the Master of Science in Nursing Program, Nurse Educator area of emphasis are as follows:

Core Component Courses:

**NUR 602**  
**Theoretical Foundations in Nursing.** 3 hours (3 credits theory). Provides students with the opportunity to relate a philosophical and theoretical base to concepts and processes inherent in nursing. Emphasis is on analysis of nursing theories and their relationship and application to research and practice.

**NUR 604**  
**Nurse Leadership in Health Care Settings.** 3 hours (3 credits theory). Explores the theoretical basis for effective nurse leadership in health related settings. Emphasis is placed on analysis of leadership, its components and the role of the leader. Concepts such as decision making, organizing, delegation, motivation, communication and power are examined to enhance understanding of human behavior in organizations.

**NUR 606**  
**Advanced Nursing Research.** 3 hours (3 credits theory). Provides the opportunity to develop a research approach to nursing situations. Focus is on the development of a research proposal. **PREREQUISITE OR COREQUISITE:** NUR 602

**NUR 608**  
**Issues in Health Care.** 3 hours (3 credits theory) Explores and evaluates concerns germane to contemporary nursing. Focus is upon the role of nursing in addressing health issues affected by social, economical, political and technological forces.

Concentration Component Courses

**NUR 616**  
**Curriculum Development in Nursing.** 3 hours (3 credits theory). Introduces students to the various components in the curriculum development process. Emphasis is placed on philosophy, objectives, curriculum designs and total program evaluation. Factors that influence curriculum development, implementation, evaluation and nursing curriculum patterns are examined. **PREREQUISITE OR COREQUISITE:** NUR 602

**NUR 618**  
**Teaching in Nursing.** 3 hours (1 credit theory, 2 credits practicum). Investigates the responsibilities of the educator in contemporary nursing. Emphasis is upon the instructional process. The student is provided with the opportunity to practice the role of the teacher in a variety of educational experiences. **PREREQUISITE:** NUR 616

**NUR 619**  
**Practicum: Teaching In Nursing** 3 hours (3 credits lab) Guided experience in didactic teaching of nursing, clinical teaching, supervision and evaluation of students.
EDF 535  **Tests and Measurements**  3 hours (3 credits theory)  History, philosophy and elementary statistical methods for testing, measuring and evaluating pupil behavior are studied.

CEIC 600  **Computing and Instructional Design**  3 hours (3 credits theory)  An analysis of current systems of educational computing based on models of instruction, learning modalities and desired learning outcomes.

EDF 619  **Educational Psychology**  3 hours (3 hours theory)  Study of learning theories and their applications to teaching

NUR 681  **Thesis**  1-6 hours  Individual research in a selected area of nursing under direction of a faculty member. **PREREQUISITE:** NUR 606

D.  **PROGRAM OUTCOMES**

The Master of Science in Nursing Program, Nurse Educator Area of Emphasis will prepare graduates to assume the teacher role in various educational contexts including curriculum development, clinical teaching and supervision, classroom, seminar and distance learning. Graduates will integrate the roles of teacher, scholar and collaborator.

E.  **PROGRAM DELIVERY**

The program including the core components will be offered at both the Huntington and South Charleston campus, rotating each semester. The classes will also be transmitted to distance sites via interactive classroom. There are currently plans to develop interactive classrooms in Prichard Hall, independent of this proposal. Because of this, there are no additional expenses anticipated for delivery of this area of emphasis.
Part II
NEED AND JUSTIFICATION

A. RELATIONSHIP TO INSTITUTIONAL GOALS/OBJECTIVES

The proposed area of emphasis is consistent with Marshall University's Graduate College mission and philosophy. A major commitment of Marshall University is to graduate education. Teacher education is identified as an area of current emphasis. The proposed area of emphasis will expand nursing education to registered nurses through traditional and distance learning methods to increase the number of master's prepared registered nurses. It will also respond to a critical shortage of nursing faculty in West Virginia and nationally.

B. EXISTING PROGRAMS

There are currently two Master of Science in Nursing programs offering a nurse educator area of emphasis in West Virginia. One is located at West Virginia University in Morgantown, 200 miles from Huntington. Mountain State University in Beckley which is 110 miles from Huntington also offers a nurse educator program.

The other closest program to the Huntington area is Bellarmine College based in Louisville, Ky., 196 miles from Huntington.

C. PROGRAM PLANNING AND DEVELOPMENT

Planning for this program began in December 2001 in response to requests from potential students, particularly in rural areas. Meetings were held with the College of Education and Human Services graduate program to discuss interdisciplinary cooperation between the programs. Results of these meetings indicate that this proposed area of emphasis can be accomplished utilizing existing courses, faculty, and facilities with no additional cost.

D. CLIENTELE AND NEED

There is a critical shortage of nursing faculty in West Virginia and throughout the United States. According to Kelly (2002), factors affecting this shortage are increasing age of existing faculty, fewer doctorally prepared nursing faculty, a lack of emphasis on teaching nursing as a career tract in masters and doctoral programs, and resultantly, fewer nurses who choose to teach. According the Southern Regional Education Board, during the 2000-2001 academic year, 144 nursing educators retired including 55 with doctorates. This is echoed by multiple professional organizations such as the American Nurses Association, the American Association of Colleges of Nursing and the National League for Nursing, to mention a few.

The Nursing Shortage Study Commission enacted by the 2001 West Virginia Legislature, in studying the grave nursing shortage in the state noted that one major contributing factor was the unavailability of nursing faculty. This is due in part to the “graying” of the current faculty, but other issues include compensation, cost of advanced practice, and work conditions. This report states that any attempt to
recruit students to the nursing profession will be depended upon the ability to prepare, recruit, and retain nurses for faculty positions.

E. EMPLOYMENT OPPORTUNITIES

The Southern Regional Education Board (SREB) Council on Collegiate Education for nursing has issued a “Red Alert” stating that the nursing faculty shortage has reached a critical situation. According to the SREB, the problem is exacerbated by resignations, retirements, and a smaller pool of graduates prepared for nursing education. Crucial components of the SREB report are as follows:

- At the beginning of the 2000-2001 academic year, 4,644 nurse educators were employed full time and 1,678 part time in the 16 SREB states, including West Virginia.

- The expected resignations reported for 2000-2001 and projected for the next two years total 558.

- Estimated retirement for nurse educators in this 16 state area indicate that 784 nurse educators plan to retire between 2000-2006.

- In a time when the nation and West Virginia are facing an unprecedented nursing shortage, 86 institutions did not have enough faculty for undergraduate and graduate nursing programs.

In addition, the rules promulgated by the West Virginia Board of Examiners for Registered professional nurses states that eligibility to teach nursing in West Virginia is dependent on a Masters Degree in Nursing. All faculty must have a MSN or be actively making progress on that degree in order to teach.

F. PROGRAM IMPACT

The proposed area of emphasis is expected to minimally add an additional 5 -7 students to the MSN core curriculum per academic year. These will have no significant impact on existing curriculum.

In addition, because of the interdisciplinary cooperation with the College of Education and Human Services graduate college, there will be additional enrollment in at least three EDF courses. This impact is not expected to be substantial.

G. COOPERATIVE AGREEMENTS

Cooperative agreements exist between Marshall University College of Nursing and Health Professions and more than 100 clinical agencies.

H. ALTERNATIVES TO PROGRAM DEVELOPMENT

None
PART III

PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. PROGRAM ADMINISTRATION

Presently the Master of Science in Nursing program has two areas of emphasis, the Family Nurse Practitioners and Nursing Administration. The Nurse Educator area of emphasis would fall under the same administrative requirements. There is a Chair for nursing who reports to the Associate Dean for Nursing and Health Professions. The Associate Dean reports to the Dean for the College of Nursing and Health Profession. The Dean serves as the administrative head and is directly responsible to the Vice President for Health Sciences/Dean of Medicine.

B. PROGRAM PROJECTIONS

The Nurse Educator area of emphasis will enroll a minimum of 5-7 students in year one with 10 per year in year two and ongoing years. Students may complete the program in one calendar year or 2-3 academic years.

C. FACULTY INSTRUCTIONAL REQUIREMENTS

The College of Nursing currently has 21 F.T.E. faculty and 2 part-time faculty to support the undergraduate and graduate programs. Of these, 7 hold doctorates and another 7 are currently completing doctoral studies. The current faculty can support the Nurse Educator area of emphasis with no additional FTEs.

Two doctorally prepared faculty in Nursing routinely teach the two nursing courses in nursing education. They have the background and preparation in nursing education and tests and measurements.

D. LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS

Library: The John Deaver Drinko Library is a resource center for all instructional materials at the University. Media available include books, periodicals, pamphlets, and electronic document delivery. Current holdings with the advent of electronic document delivery are adequate to sustain the Nursing Educator area of emphasis.

Instructional Materials: The College of Nursing and Health Professions Learning Resource Center is designed for students to observe and practice nursing skills, review electronic materials and study. The director of the Learning Resource Center is available to provide resource material to the students, assist faculty with computer presentations of material and facilitate the use of technology in the classroom.

A computer lab for nursing students is located adjacent to the Learning Resource Center. It contains 10 computers and is available from 8 AM to 4:30, Monday through Friday. In addition, there are multiple computer centers for students throughout the campus including 24 hour availability through the Study Center at the Drinko Library.
E. SUPPORT SERVICES

The College of Nursing has adequate skills practice space. No additional equipment is anticipated. Students will have teaching practicums in nursing programs in West Virginia.

F. FACILITIES REQUIREMENTS

The Nurse Educator area of emphasis will require no additional classroom space as the courses are currently being offered. In order to facilitate distance education for those in rural areas, course delivery will be via interactive classroom. Plans are currently under development for two interactive classrooms in Prichard Hall, independent of this new area of emphasis.

PART IV PROGRAM EVALUATION

A. EVALUATION PROCESS

The curriculum has been developed in accordance with National League for Nursing Accrediting Commission (NLNAC) requirements for graduate education. The program objectives are based on NLNAC established graduate level outcomes.

In addition to accrediting agency evaluations, there will be formative and summative evaluation as well as processes and product evaluation as component parts of the total curriculum planning and evaluation process as is currently done with the Family Nurse Practitioner and Nursing Administration areas of emphasis.

1. Formative Evaluation. Formative evaluation will occur formally throughout the academic year. Course faculty will meet regularly to evaluate objectives and activities. The faculty associate with the graduate program meet monthly for evaluation purposes.

2. Summative Evaluation. In May of each year, the Graduate Academic Planning and Standards Committee will meet to review the entire curriculum, identify problems and develop a plan for the next year.

3. Product Evaluation. The students will be evaluated at the end of each course and progression in the program will be directly affected by the results of these evaluations. During the spring of each year, the previous year’s graduates will be surveyed. The results will aid the faculty in curriculum planning.

4. Process Evaluation. Process evaluation will include such areas as evaluation of faculty teaching, library and learning resources, clinical facilities, text books, student admission requirements, support courses and applicants. The results will aid in future planning.

B. ACCREDITATION STATUS

As previously indicated, the area of emphasis will meet all the requirements for continuing accreditation by the NLNAC and any other accrediting agency.
REFERENCES


Southern Regional Education Board (2001) Expected Competencies of Nurse Educators. Atlanta. Author

Southern Regional Education Board (2002) SREB Study Indicates Serious Shortage of Nursing Faculty. Atlanta: Author
West Virginia Higher Education Policy Commission
Meeting of August 2, 2002

ITEM: Approval of Doctorate in Physical Therapy

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approve the conversion of the Master’s in Physical Therapy program to a Doctorate in Physical Therapy program at West Virginia University.

STAFF MEMBER: Dr. Bruce Flack

BACKGROUND:

West Virginia University, on behalf of its School of Medicine and the Department of Physical Therapy, seeks to change its Physical Therapy program degree offering from a Master’s in Physical Therapy to a Doctorate in Physical Therapy. Transition from a baccalaureate to an entry-level master’s program was approved in 1996. The first graduate from the MPT program occurred in June 2000.

In June, 2000, The American Physical Therapy Association came out with a new vision statement calling for Physical Therapists to be trained at the doctoral level by 2020. In response to this new standard, Schools of Physical Therapy across the country have begun to make the transition from master level training to doctoral level training. Nearly one-third of the 196 accredited programs are accredited DPT programs or are in serious development. The designated degree (DPT) is chosen because it represents a professional doctorate.

Given the recent implementation of the MPT program, the curriculum is very contemporary with limited need for modification. The DPT curriculum will require 123 hours of post-baccalaureate credit. Curricular modifications include increased content in a number of areas such as differential diagnosis, pharmacology, radiology and histology. Other significant changes include:

1) Requirement of a baccalaureate degree for admission;
2) Adding anatomy and physiology pre-requisites; and
3) Adding new curricular tracks in Evidence Based PT and PT Diagnosis.

For admission into the professional sequence of the program students must hold a baccalaureate degree. The most likely baccalaureate degrees for satisfying pre-
requisites will be exercise physiology and biology. Admission strategies have been devised, however, to enable qualified high school students to identify the major and enroll in the prerequisite part of the program.

While the program is designed primarily for full-time students on the campus in Morgantown, a web-based methodology will likely be used to offer practicing therapists the ability to upgrade their degree credential. This degree upgrade component is anticipated for initiation in 2006 after a standard protocol has been developed by the American Physical Therapy Association.

The program will continue to admit and graduate 30 students annually. Current resources are adequate to support the program.

The phase-in is planned to allow the final master’s-level students to graduate in August 2007, and the first doctoral-level graduates to earn their degrees in spring 2008.

The proposal has been reviewed and approved by the Graduate Council and the Provost’s office at WVU. It received the approval of the West Virginia University Board of Governors on June 7, 2002, and final approval is now being sought from the Higher Education Policy Commission.
WEST VIRGINIA UNIVERSITY
SCHOOL OF MEDICINE

Proposal for Conversion

Master’s in Physical Therapy
to
Doctorate in Physical Therapy
Section 3: SUBMISSION PROCEDURES

3.9- PROGRAM DESCRIPTION

Introduction

In June, 2000, the House of Delegates of the American Physical Therapy Association adopted the following Vision Statement:

“By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention and wellness services. Physical therapists will be practitioners of choice in clients’ health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.”

Preceding this, in February 2000, the APTA Section on Education had unanimously endorsed the “DPT as the preferred first professional degree for the physical therapist”. These APTA endorsements of entry level doctoral education have been followed by written communication from APTA in April 2001, stating that physical therapy intends to become “a doctoring profession within the next 20 years.” The same communication from APTA indicates that “as of April 1, 2001, there are 22 accredited DPT programs, 3 developing DPT programs, 19 programs with DPT transitions secured, and approximately 45 programs seeking approval for transition or in some stage of serious discussion about transition.”

It is important that the program in physical therapy education at West Virginia University maintain a contemporary degree offering, since it is the only public institution in the state of West Virginia offering this degree. Therefore, the program has a strong mission-based focus on facilitating access to physical therapy professional education for West Virginia residents. As an outcome, the program’s mission, philosophy and goals are strongly related to providing professional physical therapy services to all West Virginians, including those in rural,
underserved areas. The program is therefore requesting approval from West Virginia University, the WVU Board of Governors and the WV Higher Education Policy Commission to transition the entry level degree from master's to doctoral level.

References:


3.9.1 Program Objectives

History of Physical Therapy Education at West Virginia University

The Division of Physical Therapy at West Virginia University was established in 1970 as a division of the Department of Neurology in the School of Medicine. Dr. Ludwig Gutmann, chairperson of Neurology was responsible for recruiting the founding chairperson, Dr. Mary Lou Barnes. The first class, consisting of 16 students, graduated in 1972. The program was first accredited in 1972. The program was a two years pre- plus two years professional baccalaureate degree and consisted of pre-requisite course work for pre-physical therapy through the College of Arts and Sciences followed by competitive application and admission to the professional program, a format which was followed in general during the baccalaureate degree program.

On May 3, 1996, the West Virginia System of Higher Education Board of Trustees approved the transition to entry-level master's and the phasing out of the current baccalaureate program. On April 30, 1997, CAPTE approved the Application for Interim Accreditation and the first entry level master's class was admitted in fall, 1997. In spring of 1998 and 1999, the Division offered a degree upgrade program for students in the baccalaureate curriculum at the time of transition to the master's degree. Thirty students total elected to participate in this option. In June 2000 the first graduates of the traditional MPT program completed the professional curriculum.

Program Mission:

The Division of Physical Therapy is a community of professionals working to advance the knowledge and practice of physical therapy, and to provide service to the people of West Virginia. Our mission is to graduate physical therapy practitioners who:

1. Deliver high quality preventive, promotive and rehabilitative physical therapy services in diverse rural and urban settings...
2. Practice reflectively as an autonomous health care provider, or as a member of a health care team....
3. Utilize critical thinking skills ..... 
4. Commit to life-long learning by participation in discovery, assessment, and application of new knowledge....
5. Adhere to established ethical standards.....
6. Represent and promote physical therapy within the professional and local communities ..... 

7. Demonstrate commitment to improving quality of life for all those we serve.

Recognizing the needs of the State of West Virginia and the mission of the health sciences education system, the Division of Physical Therapy works to optimize the health of its citizens through service, scholarship and education.

Program Philosophy

The faculty of the Division of Physical Therapy believe that all people have a right to access quality health care, be treated with integrity, compassion and respect, and make decisions regarding their own well-being. In support of this belief, physical therapists should strive to reflect the following attributes, and physical therapy education should promote these attributes in physical therapists of the future:

- Physical therapists should deliver optimum services, be adaptable to different community settings across the life-span, across a continuum of care, and in a changing health care environment. Furthermore, physical therapists should always practice according to established standards of ethical conduct.
- Learning processes which promote optimal physical therapy practice have many facets that are embodied in the affective, cognitive and psychomotor domains. Critical thinking and the ability to deal with ambiguity need to be fostered. The physical therapist's commitment to learning is life-long, is reflected in changes in behavior and is both a personal and professional responsibility.
- Recognizing physical therapy as both an art and a science the opportunity should be provided throughout the professional education curriculum to develop appropriate skills which permit students to investigate, analyze, and make decisions about quality physical therapy practice.
- Effective communication skills are inherent in the ability to function well in a variety of interactive environments and need to be taught, practiced and fostered throughout the curriculum sequence.
- Physical therapists should exemplify the values of caring, compassion, and empathy in service. The physical therapist should serve as an advocate for causes related to improving the social health of our society while respecting diverse individuals, cultures, beliefs and value systems.

Program Objectives:

In order to assure that the mission and philosophy of the Division and School are implemented in a manner which is subject to outcomes-based assessment, the following curricular goals are established.

1. Graduates will demonstrate basic and applied knowledge necessary to practice physical therapy as a member of the health care team in diverse settings.
2. Graduates will demonstrate the ability to practice physical therapy autonomously and with sound judgment in a competent, safe, effective and ethical manner.
3. Graduates will contribute to the profession by demonstrating activity in professional organizations, scholarly activity and pro bono and advocacy activities.
4. Graduates will find employment as physical therapists and will contribute to meeting societal needs for physical therapy, with special emphasis on underserved rural areas of West Virginia.

3.9.2 Program Identification

The CIP code assigned to entry level physical therapy education programs is: **512308**

3.9.3. Program Features

3.9.3.1 Admissions & Performance Standards

This is an area of significant change for this degree program. Previously, the entry level master's degree program at West Virginia University did not require a baccalaureate degree for admission, although every year, a representative number of students were admitted who already had bachelor's degrees. The "typical" student in the master's degree program was accepted after 2 years (minimum 60 hours) of college work. Students received a B.A. in multidisciplinary studies with an area of concentration in Human Performance and Health at the end of the second year of the professional program.

For some time, the stated intent of the APTA was that physical therapy education, even at the master's level, be post-baccalaureate. Programs such as the one at West Virginia University, interpreted that standard liberally, awarding the baccalaureate degree during the course of the professional education program, making the total program 5 years (2 years pre- and 3 years professional). However, it is expected that the five year degree programs will be looked on unfavorably in future accreditation cycles and will eventually not meet accreditation standards.
A comparison of admission standards and pre-requisites is summarized below:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>MPT</th>
<th>DPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Prep</td>
<td>60 hours</td>
<td>Baccalaureate Degree**</td>
</tr>
<tr>
<td>Pre-Requisite Courses</td>
<td>English 1 &amp; 2</td>
<td>8 hrs. Biology with lab</td>
</tr>
<tr>
<td></td>
<td>12 hrs. LSP A: Humanities</td>
<td>8 hrs. Chemistry with lab</td>
</tr>
<tr>
<td></td>
<td>6 hrs. LSP B: Social Sciences</td>
<td>8 hrs. Physics with lab</td>
</tr>
<tr>
<td></td>
<td>Foreign, Minority Gender Crse</td>
<td>3 hrs. Psychology 1</td>
</tr>
<tr>
<td></td>
<td>8 hrs. Biology with lab</td>
<td>3 hrs. Lifespan developmental psych</td>
</tr>
<tr>
<td></td>
<td>8 hrs. Chemistry with lab</td>
<td>3 hrs Introductory statistics</td>
</tr>
<tr>
<td></td>
<td>8 hrs. Physics with lab</td>
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<tr>
<td></td>
<td>3 hrs. Psychology 1</td>
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<tr>
<td></td>
<td>3 hrs Lifespan developmental psych</td>
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<td>3 hrs Introductory statistics</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Requisite Courses</td>
<td>ANAT 205 (WVU on-line course)</td>
<td>Graduate Record Exam (GRE)</td>
</tr>
<tr>
<td></td>
<td>3 hrs. Human Physiology</td>
<td>[competitive score will be 1400 or greater]</td>
</tr>
<tr>
<td></td>
<td>1 cr. Medical Terminology (can be taken in community–does not need to be college credit)</td>
<td>GRE Writing Assessment</td>
</tr>
<tr>
<td>Volunteer Hours</td>
<td>minimum 60 in 2 separate facilities</td>
<td>minimum 60 in 2 separate facilities</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>3.0 cumulative</td>
<td>3.0 cumulative</td>
</tr>
<tr>
<td></td>
<td>3.0 pre-requisite courses</td>
<td>3.0 pre-requisite courses</td>
</tr>
<tr>
<td>Admissions Exam</td>
<td>Allied Health Professions Admissions Test (AHPAT)</td>
<td>Graduate Record Exam (GRE)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[competitive score will be 1400 or greater]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRE Writing Assessment</td>
</tr>
</tbody>
</table>

**Students must have a baccalaureate degree prior to beginning the professional sequence.

**Baccalaureate Preparation & Advising.** A designated baccalaureate degree is not required for admission to the program–students may apply with number of different baccalaureate degrees; however, they must meet the pre-requisites for the physical therapy program as described. The rationale for this was twofold: first, it is believed that the profession will be enriched by the diversity of backgrounds of prospective students; second, it provides the prospective student the opportunity to obtain the pre-requisites late in a course of preparation or post-baccalaureate degree, without having to go back and obtain all the requirements for a specific degree.

A recommended baccalaureate preparation is in the field of exercise physiology. At WVU, exercise physiology majors will be able to obtain all of the pre-requisites listed above during their course of study. Another common baccalaureate preparation may be biology. Students who want careers in health care generally or medicine particularly may find that physical therapy fulfills their goals, including providing an alternative to medical school. As discussed above, these are merely suggestions and students can apply from any institution of higher education with any degree background, as long as they meet the aforementioned pre-requisites.
In order to recruit and retain academically talented students who want to attend WVU for physical therapy education, a number of admission strategies are being proposed. Once again, these admission strategies are designed to give some assurance of ability to pursue physical therapy as a career, especially for the gifted students. Proposed admission categories are described below.

**Direct Admit.** A limited number of students applying to attend WVU and who have a 3.6 high school GPA and an ACT score above 30 (SAT above 1300) may apply directly to the physical therapy program from high school. These students may be accepted based on their high school performance, but will be admitted into the professional sequence only after meeting the above requirements (pre-requisite courses completed, GPA of 3.0, volunteer hours and competitive GRE score). These students will be advised by an advisor in the physical therapy program.

**Early Decision.** A student may apply at the end of the third year of college (90 hours), if they have met all pre-requisites with the exception of the baccalaureate degree. Students may be accepted contingent upon satisfactory completion of the bachelor's degree.

**Regular Decision.** A student applies in the admission cycle during their senior year. Typically, applications will be submitted in January of the senior year. Admission is contingent upon satisfactory completion of the baccalaureate degree.

**Performance Standards.** Currently, students are required to maintain a semester GPA of 2.75 to progress in the first and second year of the professional degree program. To progress to the third year, students must have a cumulative GPA of 3.0. This standard will not change in the doctoral degree program.

### 3.9.3.2 Program Requirements

The curricular requirements for the DPT are summarized in Appendix A.

The expansion of curricular requirements is not in credit hours, which are essentially comparable in the two degrees. However, the DPT curriculum is 123 hours post-baccalaureate, which is comparable with other professional doctoral degrees.

There are curricular modifications associated with the proposal. These modifications are similar to those occurring nationally in programs making the transition, i.e., increased content in differential diagnosis, pharmacology, radiology/imaging, health care management, prevention/wellness/health promotion, histology and pathology.²

The MPT curriculum is very contemporary, having been implemented in 1997. At the time of that curricular modification, content in many of the above areas was enhanced. Therefore, less significant curricular change is required than if the curriculum had been in place for a longer period of time.

A summary of the changes is given below:

- **Students enter with a baccalaureate degree**
  (Assume that students will have a better background in critical thinking, communication)
- **Add Anatomy and Physiology pre-requisites**
  (Will remove basic anatomy and physiology from professional curriculum)
• Add curricular track in Evidence Based PT (replace Clinical Problem Solving track)
  (Will expand student’s preparation to be critical evaluators of evidence underlying physical therapy practice)
• Add curricular track in PT Diagnosis (Replace cardiopulmonary track)
  (Significantly enhance curricular content in basic and clinical sciences fundamental to establishing a PT diagnosis; pharmacology, radiology, histology, embryology, pathology)
• Add clinical education synthesis experiences through regularly scheduled case presentations
  (Add clinical education symposia courses; maintain clinical education at 29 total weeks--an increase of four weeks, which was already necessary in the master’s curriculum)
• Re-design Professional Roles track; increase emphasis on autonomous practice and role of consultant
  (Consolidate content previously in this track; specifically identify professional roles sequence of courses)
• Add content in summer prior to Yr 1; use both summer sessions Yr 1-2
  Delete summer session after Year 3; Student graduate in May
  (Student feedback from the MPT degree has been that they are disadvantaged by an August graduation date for employment; will now graduate in May)

3.9.4 Program Outcomes

The program outcomes will be to graduate 30 physical therapists annually with the DPT degree. These therapists will be fully prepared to sit for licensure examinations and practice physical therapy in accordance with the stated goals of the education program.

The designated degree is chosen as DPT, because it represents a professional doctorate. It is differentiated from the PhD or traditional doctoral degree implying advanced study, preparing the academician/scholar. It is also differentiated from the DScPT, which is likely to become the advanced degree for clinical practitioners of physical therapy.

3.9.5 Program Delivery

The population of students will be full-time on campus as West Virginia University. The program will continue to utilize and enhance technology in instruction as currently practiced. One course in the curriculum is heavily web-based. All courses have a web presence. While the students are off-site on full-time clinical education, interactive web activities are used as a method to keep in contact with the students. None of the activities as described is a significant change from the current entry level program and the classification of the students as full-time, on campus will not change.

At such time as an upgrade program is offered for therapists currently practicing, an off-campus web based methodology will be used in order to permit therapists to continue full-time employment while obtaining the degree upgrade. This will not be the entire curriculum, but a uniquely designed component for the specific purpose of allowing practicing therapists to upgrade their degree credential in accordance with the APTA Vision Sentence. While the education program at WVU feels a commitment to therapists, particularly alumni, who wish to upgrade their credential, the APTA is just beginning to develop a standard protocol for such programs. We plan to await further direction from the national organization prior to initiation of this phase of the degree change. When this information is available, the program anticipates initiation of such a program and will seek further appropriate approval as necessary. The proposed date to initiate the degree upgrade is 2006.
Section 4: PROGRAM NEED AND JUSTIFICATION

4.1 Relationship to Institutional Goals and Objectives

West Virginia University’s primary mission is: “to provide high-quality programs of instruction at the undergraduate, graduate and professional levels; to stimulate and foster both basic and applied research and scholarship; to engage in and encourage other creative and artistic work; and to bring the resources of the University to all segments of society through continuing education, extension, and public service activities...West Virginia University special responsibility is to seek out challenge, educate and help create opportunities for those West Virginia citizens who can benefit from its programs, especially those who have demonstrated high achievement or who possess excellent potential.” Furthermore, the mission of the WVU Health Sciences Center is to educate health professionals, with a special emphasis on rural health care delivery.

The mission, philosophy and goals of the WVU physical therapy education program are heavily tied to the mission of the institution. The WVU physical therapy program selectively admits students of W Va. Residency to the education program, providing access to physical therapy education for W. Va. students.

Program faculty participate in several programs designed to encourage students from educationally disadvantaged backgrounds to pursue health careers. These include the Health Sciences Technology Academy (HSTA) program and the Health Careers Opportunity Program (HCOP).

The program and curriculum place a heavy emphasis on retaining students who choose to practice in underserved areas. All students must complete a 3 month clinical education rotation as part of the Rural Health Education Partnership (RHEP) program. The curriculum includes specific content on the Appalachian and rural cultures. Students are frequently given assignments and clinical problems related to West Virginia communities.

The program in physical therapy at WVU is the only program in the state which has such a mandate to the citizens of West Virginia.

It is extremely important that the program at West Virginia University, especially since it is the only program with the mandate to serve the citizens of West Virginia, award a degree that is marketable and reflects the state of professional physical therapy education.

4.2 Existing Programs

There is no other professional physical therapy education program at a public institution of higher education in the state of West Virginia. There is a physical therapy degree program at Wheeling Jesuit College; however, as a private school, this program is not mandated to meet the health care needs of West Virginians as part of its mission.

4.3 Program Planning and Development

The transition to DPT is occurring nationally at a very rapid rate, as discussed by the director of CAPTE, Mary Jane Harris. Ms. Harris states that, “The move toward professional DPT programs since 1996 is remarkable....of the 196 accredited physical therapist education programs, more than one-third of those are accredited DPT programs or are in serious development....in just 4 years.”
The faculty of West Virginia University were part of a national effort to slow down the transition to DPT, calling for greater study of the need for such a degree at entry level. West Virginia delegates did not vote in support of the doctoral language in the Vision Statement. However, when the vision statement passed in June, 2000, it became the stated view of optimal education practice.

The faculty of the Division of PT began investigating the transition in summer 2000, as soon as the vision statement passed and it became clear that this trend towards entry level doctoral education was now a standard of practice. Throughout academic year 2000-2001, the faculty held several retreats and collected information about professional education in a number of disciplines which have autonomous practice privileges, including: chiropractic, law, optometry, and pharmacy. Physician's assistants and nurse practitioners curricula were reviewed, as well as curricula from a number of the programs currently offering the doctorate in physical therapy.

In May, 2001, the faculty designed the curriculum plan for the entry level doctoral degree transition. The remaining time frames are summarized in Table C, contingent on speed of approval by the various governing bodies.

### 4.4 Clientele and Need

Students continue to be interested in the physical therapy degree. Although applications for the professional program have declined nationally, as at WVU, current data indicates there are 125 students declaring pre-physical therapy as a major in spring 2001. There are currently 30 available slots in the professional class. In 2001, 38 qualified applicants competed for those slots.

Individuals who benefit from physical therapy are those who have sustained an illness, injury or disability and require assistance to learn or re-learn functional skills associated with quality of life. To that end, physical therapists are employed in the following settings:

- Acute care hospitals
- Rehabilitation hospitals
- Skilled Nursing, Long-Term Care facilities for the elderly
- Out-patient orthopedic facilities
- Public schools for children with disabilities
- Special programs for individuals with disabilities
- Workplace setting
- Health and fitness facilities

### 4.5 Employment Opportunities

Beginning in 1999, employment opportunities for graduates in the field of physical therapy declined precipitously. This was due to several factors, including the increasing evolvement of managed care, the Balanced Budget Act, Medicare reforms and increasing number of physical therapy graduates nationally.

A workforce study commissioned by APTA confirmed that the national shortage of physical therapists would be eliminated by 2005.

However, this trend is expected to reverse for several reasons. First, it is anticipated that some education programs will close, being unable to withstand low applications and the competition from entry level doctoral degree programs. Second, the aging of the population and the survival of individuals with disabilities will create a need for physical therapists to help promote quality of life. Finally, some of the legislative actions that restricted access to physical therapy will be
eliminated. For example, there has already been a moratorium on the physical therapy caps put forth as part of the Balanced Budget Act.

At West Virginia University, graduates have been less affected than in some other states by limited job opportunities. The graduating class of 2000, the first MPT graduates, reported that 28 out of 29 (94%) had found employment in the profession within six months of graduation. Because of the rural health needs of the state of West Virginia, and the program's emphasis on meeting those needs, it is expected that graduates of the program at WVU will continue to find employment.

However, it is important to note that, because of the rapidity with which the change to DPT entry level is occurring, graduates from WVU should have the DPT credential to remain competitive in the job market.

4.6 Program Impact

Because WVU already graduates 30 students per year, the impact on the number of physical therapists available to practice in West Virginia will be minimal. There will be no year without graduates in this transition. In fact, rather than an August graduation, the graduation will be moved to May, allowing students to be available for employment as professional therapists several months earlier than in the current graduation cycle for the MPT degree.

It is presumed that this transition will better prepare students to practice physical therapy in rural settings and as autonomous care providers. Furthermore, this transition will assure that graduates from West Virginia University are credentialed in the manner deemed most desirable by the profession.

4.7 Cooperative Arrangements

Physical therapy education requires periods of practice under the supervision of licensed physical therapists as part of the education program. This is typically referred to as “clinical education”. The current program at WVU has a number of contractural arrangements with clinical facilities to provide this experience. The transition to the DPT degree will not change this requirement.

Physical therapy education programs are constantly challenged to find high quality clinical education experiences for their students. This is especially true as Medicare changes and the balanced budget act have impacted reimbursement for services provided by physical therapy students; however, this fact is not influenced by degree level.

The amount of clinical education provided under cooperative arrangements will remain the same in the DPT curriculum as in the MPT curriculum. There will be one schedule change of a 1-week clinical rotation, previously taking place in November. Under the DPT curriculum, that experience will take place in June.

4.8 Alternatives to Program Development

The alternative to program development is to remain at the MPT level. This is not recommended. Due to the decreasing applicants to physical therapy programs nationally, it is important that the program at WVU remain competitive. All physical therapy education programs in surrounding states (Pa., MD., Va.) have transitioned or are preparing to transition. This would put the graduate of the WVU program in potential jeopardy in terms of the job market. This would be a serious disadvantage, especially when the professional preparation of
these graduates is deemed excellent by outcome assessments. The degree credential should be equivalent to that offered by similar institutions.

Section 5: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

5.1 Program Administration

No change:

Currently, the program in physical therapy is housed in the School of Medicine. It is classified as one of the “Professional Programs” of the school and reports to an Associate Dean for Professional and Undergraduate Degree Programs, who then reports to the Dean, School of Medicine.

The program is located within the Department of Human Performance and Applied Exercise Science, which is comprised of three autonomous divisions: physical therapy, occupational therapy and exercise physiology. Each division has a chairperson, who sits on the Executive Council, the governing body for the department. The current administrative arrangement is highly advantageous in terms of opportunities for inter-disciplinary collaboration.

5.2 Program Projections

No Change.

The program will continue to admit/graduate 30 students annually. Because of the nature of the transition, there will be no cycle without graduates--the transition should be seamless to those needing physical therapy services.

5.3 Faculty Instructional Requirements

No additional faculty requested.

Currently, the Division has eleven faculty members, eight full-time, one joint appointment and two part-time. Of these faculty, five currently have terminal doctoral degrees. Two additional faculty are working on doctoral degrees, with anticipated completion 2002 and 2005 respectively.

Two faculty have full graduate faculty status. All faculty who are eligible for full or associate status have not applied at this time, due to lack of a formal post-professional graduate program. It is anticipated that 70% of the faculty are eligible for full or associate graduate faculty status.

5.4 Library Resources and Instructional Materials

The library facilities at West Virginia Health Sciences Center are in need of improvement; however, this problem is not one unique to this professional education program and should not be differentially affected by the transition.

The emphasis on technology in the curriculum has somewhat circumvented this problem. As students become increasingly familiar with technology, and as more resources are posted on the web, the need to access on-site library facilities and resources is decreased.
There are plans to construct new library facilities for WVU Health Sciences Center in the near future.

5.5 Support Service Requirements

*Small change requested.*

Currently, the WVU Health Sciences Center has excellent facilities for computer instruction.

The clinical facilities associated with the Health Sciences Center are extremely supportive of the physical therapy education program, providing students with access to quality clinical education experiences and excellent clinical mentors.

The most pressing need is for equipment. This need is not inherent in the transition to DPT, but rather, is becoming increasingly important for the education program. Previously, the program relied on clinical facilities to use equipment for educational purposes. Because of extended hours in most clinical facilities, this is becoming increasingly impractical. The program will request a one-time budget adjustment of $25,000 to purchase equipment to be used by students in the education program. Physical therapists use an array of therapeutic modality equipment in patient care. Obtaining sufficient numbers of these units to permit students to learn and practice use of this equipment is critical.

5.6 Facilities Requirements

*No change for degree program. Continue implementation of facility plan.*

The Division of Physical Therapy moved into newly constructed classroom, laboratory and office facilities in 1998. The facilities plan for the Division is approximately 75% complete. The parts of the plan that remain to be implemented are as follows.

1. Audiovisual installations in classrooms and laboratory on the 8th floor
2. Completion of a new student laboratory and patient clinical care facility on the first floor of Health Sciences South--scheduled for completion by the time the first doctoral class would enter.

5.7 Operating Resource Requirements

*No change.* See FORM 2 [as filled out, represents current budget with annual increases averaging 5%]; these funds will continue to be paid from School of Medicine state allocations

5.8 Source of Operating Resources

*No change.* See FORM 1

Section 6: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

As described previously, this program will be offered to full-time on campus students at West Virginia University Health Sciences Center in Morgantown. A future degree upgrade program may involve an off-campus component. When such a program is imminent, the appropriate approvals will be obtained.

Section 7: PROGRAM EVALUATION

7.1 Evaluation Procedures
The program in physical therapy at West Virginia University has a long-standing process of program evaluation, as required by CAPTE and as part of the program’s tradition. The program evaluation is both formative and summative. The process of evaluation will not change, but will be applied to the DPT degree in its overall form. Questions comprising assessments at various points may be modified to reflect the unique curricular goals of the DPT.

**Formative Evaluations:**
- Course evaluations: Each semester: Individual students evaluate courses & instructors.
- Curriculum evaluation: Each semester: Focus groups for each class year.
- Clinical performance: Each Clin Ed: Individual clinical instructors rate students on their Experience preparation; students rate their preparation.

**Summative Evaluations:**
- Exit interviews: After Clin Ed 4A: Advisors meet with advisees prior to graduation.
- Employer surveys: 6 mos. after grad: Survey of employers on graduate’s preparation.

**Schedule: Five Year Program Review**

The Division of Physical Therapy will continue to participate in the five year cycle of program review, previously administered under the WV. Board of Trustees. The program was last evaluated in 1999, when it was designated a “Program of Excellence.”

With the revision of the five year cycle under the new governing structure designated by Senate Bill 653, the program will submit a review of the entry level master’s degree program in 2004. This review will be submitted through internal channels of review to be ultimately presented to the West Virginia University Board of Governors. According to this cycle, the first review of the doctoral degree program will occur in 2009.

**7.2 Accreditation Status**

Physical therapy education programs are accredited by the Commission for Accreditation of Physical Therapy Education Programs (CAPTE). The program at West Virginia University has been continuously accredited for 30 years.

The current MPT degree is accredited under an interim accreditation status, awarded upon transition to the entry level master’s degree. This is a full accreditation status awarded those programs which have transitioned to the entry level master’s from baccalaureate degree since their last accreditation visit. A self-study was submitted in August, 2001 and a site visit occurred in October, 2001. The oral report indicated that the program is effectively educating physical therapy students. However, as expected, the site team indicated concern with “insufficient preparation in the liberal arts and humanities”, which is one way of expressing the strong intent that programs require baccalaureate education prior to admission to professional physical therapy programs. In late spring, 2002, CAPTE will designate the accreditation status of the entry level master’s in physical therapy for the next review cycle.
It is the stated desire of CAPTE to facilitate the transition to entry level doctoral degrees. To that end, if a program has been recently accredited at the master’s entry level under current accreditation standards, published in 1998, the program need only notify CAPTE of the transition to doctoral entry once approved by the university’s governing body. CAPTE is informed of the curriculum modifications accompanying the degree change in the next regularly scheduled Bi-annual Accreditation Report (BAR). Assuming the time line is met, the following accreditation activities would occur:

- August, 2001: Submit self-study entry level master’s degree
- October, 2001: Site visit for entry level master’s degree
- May, 2002: Accreditation status for entry level master’s degree designated
- Fall, 2002: CAPTE notification of WV HEPC approval for transition to DPT in 2004
- February, 2005: Submit BAR with curricular modifications associated with DPT

**Section 8: TERMINATION OF A PROGRAM**

The entry level master’s degree program in physical therapy will admit its final class in fall, 2004. That class will graduate from West Virginia University in summer, 2007. When all the class members have graduated, a request will be made to terminate the MPT degree. It is anticipated that request will be put forth in 2008.
## Five-Year Projection of Program Size

<table>
<thead>
<tr>
<th>Number of Students Served through Course Offerings of the Program:</th>
<th>First Year FY 06</th>
<th>Second Year FY 07</th>
<th>Third Year FY 08</th>
<th>Fourth Year FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount*</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>FTE (annual)**</td>
<td>30</td>
<td>60</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Number of student credit hours generated by courses within the program (entire academic year):</td>
<td>1710</td>
<td>3420</td>
<td>4470</td>
<td>4470</td>
</tr>
</tbody>
</table>

| Number of Majors: | | | | |
|---|---|---|---|
| Headcount | 30 | 60 | 90 | 90 |
| FTE majors (per semester) | 30 | 60 | 90 | 90 |
| Number of student credit hours generated by majors in the program (entire academic year): | | | | |
| Number of degrees to be granted (annual total): | | | 30 | 30 |
### FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

<table>
<thead>
<tr>
<th></th>
<th>First Year FY 06</th>
<th>Second Year FY 07</th>
<th>Third Year FY 08</th>
<th>Fourth Year FY 09</th>
<th>Fifth Year FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. FTE POSITIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administrators</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>2. Full-Time Faculty</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
<td>7.5</td>
</tr>
<tr>
<td>3. Adjunct Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Clerical Workers</td>
<td>1.33</td>
<td>1.33</td>
<td>1.33</td>
<td>1.33</td>
<td>1.33</td>
</tr>
<tr>
<td>b. Professionals</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
</tr>
</tbody>
</table>

Note: Include percentage of time of current personnel

<table>
<thead>
<tr>
<th></th>
<th>First Year FY 06</th>
<th>Second Year FY 07</th>
<th>Third Year FY 08</th>
<th>Fourth Year FY 09</th>
<th>Fifth Year FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. OPERATING COSTS</strong> (Appropriated Funds Only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personal Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Administrators</td>
<td>125,000</td>
<td>131,500</td>
<td>138,075</td>
<td>145,000</td>
<td>152,250</td>
</tr>
<tr>
<td>b. Full-time Faculty</td>
<td>575,000</td>
<td>603,750</td>
<td>634,000</td>
<td>665,700</td>
<td>699,000</td>
</tr>
<tr>
<td>c. Adjunct Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Graduate Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Non-Academic Personnel:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Workers</td>
<td>39,948</td>
<td>41,945</td>
<td>44,042</td>
<td>46,244</td>
<td>48,556</td>
</tr>
<tr>
<td>Professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Salaries</td>
<td>739,948</td>
<td>777,195</td>
<td>816,517</td>
<td>856,944</td>
<td>899,806</td>
</tr>
</tbody>
</table>
# FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

<table>
<thead>
<tr>
<th></th>
<th>First Year FY 06</th>
<th>Second Year FY 07</th>
<th>Third Year FY 08</th>
<th>Fourth Year FY 09</th>
<th>Fifth Year FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Current Expense</td>
<td>55,000</td>
<td>57,750</td>
<td>60,637</td>
<td>63,668</td>
<td>66,851</td>
</tr>
<tr>
<td>3. Repairs and Alterations</td>
<td>2,5000</td>
<td>2,625</td>
<td>2,756</td>
<td>2,894</td>
<td>3,038</td>
</tr>
<tr>
<td>4. Equipment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Equipment</td>
<td>10,000</td>
<td>10,500</td>
<td>11,025</td>
<td>11,576</td>
<td>12,155</td>
</tr>
<tr>
<td>Library Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Nonrecurring Expense</td>
<td>25,000</td>
<td>15,000</td>
<td>10,000</td>
<td>7,000</td>
<td></td>
</tr>
<tr>
<td>(1 time equipment purchase)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(perdiem teaching assistant during transition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>847,448</td>
<td>858,070</td>
<td>897,935</td>
<td>935,082</td>
<td>981,850</td>
</tr>
</tbody>
</table>

## C. SOURCES

<table>
<thead>
<tr>
<th></th>
<th>First Year FY 06</th>
<th>Second Year FY 07</th>
<th>Third Year FY 08</th>
<th>Fourth Year FY 09</th>
<th>Fifth Year FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Fund Appropriations (Appropriated Funds Only)</td>
<td>740,000</td>
<td>780,000</td>
<td>820,000</td>
<td>859,950</td>
<td>902,947</td>
</tr>
<tr>
<td>__ Reallocation __ New funds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Federal Government (Non-appropriated Funds Only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Private &amp; Other (UHA+Foundation)</td>
<td>110,000</td>
<td>80,000</td>
<td>80,500</td>
<td>77,175</td>
<td>81,033</td>
</tr>
<tr>
<td>TOTAL ALL SOURCES</td>
<td>850,000</td>
<td>860,000</td>
<td>900,000</td>
<td>937,125</td>
<td>983,980</td>
</tr>
</tbody>
</table>

**NOTE:** Total costs should be equal to total sources of funding
Explain your method for predicting the Numbers

For FY 2006, the first year of the program, approximately 20% was added to the current FY 2002 budget. After that period of time, incremental annual increases were calculated at approximately 5%.

One-time only costs:

The program, in order to decrease its dependence on use of outside clinical facilities, would like to purchase sufficient equipment to allow students to practice in-house. This equipment is primarily electro therapeutic modality equipment representative of physical therapy practice.

During the transition years of the bachelor's and master's degree programs, some funds are requested for per-diem instruction, since demands of teaching load to teach both curricula simultaneously may supercede current personnel resources. Once the master's program is completed, this need will be eliminated.
Appendix A: CURRICULUM
Course Numbering Formats:

* All courses are 700 (doctoral) course numbers

01-9: First professional semester (summer 2, year 1)
10-19: Second professional semester (fall, year 1)
20-29: Third professional semester (spring, year 1)
30-39: Fourth/fifth professional semester (summers 1,2; yr 2)
40-49: Sixth professional semester (fall, year 2)
50-59: Seventh professional semester (spring, year 2)
60-69: Eighth/ninth professional semester (summers 1,2; year 3)
70+: Eleventh professional semester (spring, year 3)

Common Course Numbers

91: Special Topics
93: Advanced Topics
97: Research

Curricular Identification (final course number code):

0: Clinical Education
1: Professional Roles
3: Developmental
4: Clinical Sciences
5: Evidence Based PT
6: Anatomy/Kines/Ortho
7: Neuro
8: Procedures
# Professional Curriculum Sequence

## DPT Entry Level Degree (Proposed)

### Summer, Pre-First Year (II)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 705 Intro to Evidence Based PT</td>
<td>2</td>
</tr>
<tr>
<td>PT 706 Advanced Clinical Anatomy</td>
<td>4</td>
</tr>
</tbody>
</table>

### First Professional Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 711 Professional Roles 1</td>
<td>3</td>
</tr>
<tr>
<td>PT 713 Functional Mov’t. Across</td>
<td>2</td>
</tr>
<tr>
<td>PT 714 Clinical Sciences 1</td>
<td>4</td>
</tr>
<tr>
<td>PT 715 Evidence Based PT 1</td>
<td>1</td>
</tr>
<tr>
<td>PT 716 Kinesiologic Foundations</td>
<td>4</td>
</tr>
<tr>
<td>PT 718 Evaluation Procedures</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 711 Professional Roles 1</td>
<td>3</td>
</tr>
<tr>
<td>PT 724 Exercise Foundations</td>
<td>3</td>
</tr>
<tr>
<td>PT 720 Clinical Education 1</td>
<td>2</td>
</tr>
<tr>
<td>PT 723 Developmental Life Tasks</td>
<td>3</td>
</tr>
<tr>
<td>PT 725 Evidence Based PT 2</td>
<td>2</td>
</tr>
<tr>
<td>PT 727 Neurobiologic Foundations</td>
<td>4</td>
</tr>
<tr>
<td>PT 728 PT Procedures 1</td>
<td>3</td>
</tr>
</tbody>
</table>

### First Professional Year

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 740 Clinical Education Symposium 1</td>
<td>1</td>
</tr>
<tr>
<td>PT 741 Professional Roles 2</td>
<td>4</td>
</tr>
<tr>
<td>PT 743 Geriatric Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PT 745 Evidence Based PT 3</td>
<td>2</td>
</tr>
<tr>
<td>PT 746 Orthopedic Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PT 748 Physical Therapeutic Agents 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### Summer Years 1-2 (I,II)

#### Summer 1:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 730 Clinical Education 2</td>
<td>1</td>
</tr>
<tr>
<td>PT 732 Physical Therapeutic Agents 1</td>
<td>2</td>
</tr>
<tr>
<td>PT 733 Cardiopulmonary Physical Therapy</td>
<td>3.</td>
</tr>
</tbody>
</table>

#### Summer 2:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 734 Clinical Sciences 2</td>
<td>3</td>
</tr>
<tr>
<td>PT 738 PT Procedures 2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Summer Years 2-3 (I,II)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 760 Clinical Education 3</td>
<td>6</td>
</tr>
</tbody>
</table>

### Third Professional Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 693 Special Topics in PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 697 Research 2</td>
<td>3</td>
</tr>
<tr>
<td>PT 761 PT Roles 3</td>
<td>3</td>
</tr>
<tr>
<td>PT 762 Health Care Issues in PT</td>
<td>2</td>
</tr>
<tr>
<td>PT 763 Pediatric Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PT 767 Neurologic PT 2</td>
<td>2</td>
</tr>
<tr>
<td>PT 768 Prosthetics and Orthotics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 691 Advanced Topics in PT</td>
<td>0-3</td>
</tr>
<tr>
<td>PT 697 Research 3</td>
<td>1</td>
</tr>
<tr>
<td>PT 770 Clinical Education Symposium 3</td>
<td>2</td>
</tr>
<tr>
<td>PT 780 Clinical Education 4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>11-14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
</tr>
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<td>PT 767 Neurologic PT 2</td>
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<td>PT 768 Prosthetics and Orthotics</td>
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|                                 | 18   |
**PHYSICAL THERAPY PROFESSIONAL CURRICULUM**

**PT 706. Advanced Clinical Anatomy.** S2. 4 hrs. This course presents advanced problem based study in select topics dealing with clinical applications of gross anatomy to physical therapy practice. Laboratory work includes dissection and computer based instructional sessions CONTACT: 90 hrs.

**PT 705. Intro to Evidence Based PT.** S2. 2 hr. An introduction to analysis of clinical and research problems, including strategies for obtaining and building evidence data bases. Introduction to critique of evidence CONTACT: 2 hrs. (30 hrs)

**PT 711. Professional Roles 1.** 1. 3 hr. Introduction to fundamentals of professional behavior for the physical therapist. Includes units on communication, documentation, values, culture, health ethics and law. CONTACT: 3 hrs (45 hours)

**PT 713. Functional Movement Across the Lifespan.** 1. 2 hr. An overview of motor learning, including acquisition of developmental patterns, motor control, motor skill acquisition. This course also provides an overview of the effects of normative processes of aging on neuromotor patterns. CONTACT: 3 hrs. (45 hrs)

**PT 714. Clinical Sciences 1.** 1. 4 hrs. An introduction to sciences fundamental to physical therapy diagnosis. Includes genetics, embryology, histology & pathology.

**PT 715. Evidence Based PT 1.** 1. 1 hr. Continue to prepare students to practice from an evidence basis, emphasizing evaluation of scientific evidence by teaching research method, design & statistical analysis.

**PT 716. Kinesiologic Foundations.** 1. 4 hr. Functional anatomical correlations and human movement. Includes statics, biomechanics, dynamics and functional movement analysis. CONTACT: 6 hrs (90 hrs)

**PT 718. Evaluation Procedures.** 1 3 hr. Theory and practice in evaluation procedures used by therapists. Includes Manual Muscle Test, isokinetic muscle testing, and assessment of components of movement, posture, balance and hand function. CONTACT: 5 hrs. (75 hrs.)

**PT 724. Exercise Foundations.** 2. 3 hr. Principles of aerobic and resistance training for rehabilitation populations. Includes laboratory experience in exercise testing and development of exercise programs for therapeutic purposes. CONTACT: 4 hr (60 hrs).

**PT 720. Clinical Education 1** 2. 1 hrs. Students observe various members of the health care team in practice. Students practice verbal and written communication skills. CONTACT: 60 hrs.

**PT 723. Developmental Life Tasks.** 2. 3 hrs. Study of life-span human development across cognitive, psychosocial and neuromotor domains with particular emphasis on applications to physical or occupational therapy interventions. The course includes cultural influences in health and illness. (Same as OTH 221). CONTACT: 3 hrs. (45 hrs)
PT 725. **Evidence Based PT 2.** 2. 2 hr. Introduction to the Problem-Based Learning method utilizing guided case study presentations. Students learn to ask questions, obtain and evaluate evidence pertaining to clinical physical therapy case management. CONTACT: 2 hr (30 hrs)

PT 727. **Neurobiologic Foundations.** 2. 4 hr. Basic and clinical applications of neuroanatomy and neurology. Includes lectures on neurophysiological basis of physical and occupational therapy practice. (Same as OTH 107) CONTACT: 5 hrs. (75 hrs.)

PT 728. **Physical Therapy Procedures 1** 2. 3 hrs. Introduction, theoretical basis and laboratory practice of procedures basic to physical therapy practice. CONTACT: 5 hrs. (75 hrs)

PT 730. **Clinical Education 2** S1. 2 hrs. Students practice basic clinical skills introduced in the first year of the curriculum. Students will complete a full-time one week supervised clinical rotation with a licensed physical therapist. (CONTACT: 60 hrs.)

PT 732. **Physical Therapeutic Agents 1.** S1. 2 hrs. Physical therapy majors only; must have successfully completed the required previous coursework in the professional sequence. Theory and practical application of modalities used in physical therapy practice. Therapeutic agents of this course include, but are not limited to: hydrotherapy, therapeutic heat and cold, and ultrasound.

PT 733. **Cardiopulmonary Physical Therapy.** S1. 3 hrs. Medical lectures on cardiovascular and pulmonary conditions, including surgical and pharmacologic treatments. Course includes topics on stress testing, use of monitoring equipment and evaluation and planning of rehabilitation protocols. CONTACT: 4 hrs. (60 hrs)

PT 734. **Clinical Sciences 2.** S2. 4 hrs. Continued study into sciences basic to establishing a physical therapy diagnosis. Emphasis on radiology and pharmacology.

PT 738. **Physical Therapy Procedures 2.** 1. 2 hrs. Theory and clinical application of therapeutic exercise techniques. CONTACT: 4 hrs (60 hrs)

PT 740. **Clinical Education Symposium 1.** 1. 1 hr. Students attend case presentations applicable to physical therapy management according to the Guide to Physical Therapy Practice. CONTACT: 1 hr (15 hrs)

PT 741. **Professional Roles 2.** 1. 4 hrs. An overview of professional/community interaction. Prepares student to participate in health promotion & prevention programs with an emphasis on health needs of W. Va./Appalachia. Working with community agencies and serving as an advocate are included. Student learns how to effectively plan, implement and evaluate education programs. CONTACT: 4 hrs. (60 hrs)

PT 743. **Geriatric Physical Therapy.** 1 2 hrs. Students are provided information about medical and psychosocial factors associated with aging. Study of the role of physical therapy in geriatrics, including laboratory practice of common evaluation and treatment procedures. CONTACT: 3 hrs (45 hrs)

PT 745 **Evidence Based PT 3.** 1. 2 hrs. Continuation of preparation for critical thinking and decision making in the clinic. Emphasis is on autonomous practice and decisions
regarding referral to other members of the health care team. Students work in small
groups in a problem based learning format. CONTACT: 2 hrs (30 hrs)

PT 746. Orthopedic Physical Therapy 1. 1. 4 hrs. Evaluation and rehabilitation of
mechanical disorders of the spine and upper extremities. Course includes medical
lectures, case studies and laboratory practice of evaluation and treatment skills
common to physical therapy practice. CONTACT: 6 hrs (90 hrs)

PT 748. Physical Therapeutic Agents 2. S2. 2 hrs. Physical therapy majors only; must have
successfully completed the required previous coursework in the professional sequence.
Continuation of therapeutic physical agents 1. Includes, but is not limited to, practical
application and theory in electrotherapeutic modalities used in physical therapy
practice. CONTACT: 3 hrs (45 hrs.)

PT 750. Clinical Education Symposium 2. 2. 1 hr. Students attend and evaluate case
presentations applicable to physical therapy management according to the Guide to
Physical Therapy Practice. CONTACT: 1 hr (15 hrs)

PT 754. Clinical Sciences 3. 2. 4 hrs. Introduction to selected topics in clinical medicine
which are basic to physical therapy practice. Topics include metabolic and endocrine
disorders, oncology, rheumatology, somatic disorders, wound care and burns.
CONTACT: 4 hrs (60 hrs)

PT 755. Evidence Based PT 4. 2. 2 hrs. Continuation of preparation for critical thinking and
decision making in the clinic. Emphasis is on generating research questions aimed at
establishing evidence for clinical judgement in physical therapy case management.
CONTACT: 2 hrs (30 hrs)

PT 756. Orthopedic Physical Therapy 2. 2. 4 hrs. Evaluation and rehabilitation of
mechanical disorders of the spine and lower extremities. Course includes medical
lectures, case studies and laboratory practice of evaluation and treatment skills
common to physical therapy practice. CONTACT: 6 hrs. (90 hrs)

PT 757. Neurologic Physical Therapy 1. 2. 2 hrs. Science of motor learning and motor
control are studied and applied to case management of the neurologic clinical
population. CONTACT: 2 hrs (30 hrs)

PT 765. Physical Therapy Research 1. 1. 3 hrs. Introduces research theory and application
with special emphasis on physical therapy. Prepares students to answer clinical
questions through design of a research project. Students develop a literature review
and research proposal. CONTACT: 3 hrs (45 hours).

PT 760. Clinical Education 3. S1,2. 6 hrs. Students practice full-time for twelve weeks under
the direction of licensed physical therapists and participate in rural health projects.
CONTACT: 480 hours

PT 693. Advanced Topics. 1. 3 hrs. Consent. Investigation of advanced topics not covered
in regularly scheduled courses.

report, research paper or equivalent scholarly project, or a dissertation.
PT 761. PT Roles 3. 1. 3 hrs. Principles of business and management are covered as they apply to contemporary physical therapy practice. Fiscal management, risk management, marketing and program development, delivery & evaluation are addressed. Preparation of the physical therapist to serve as a consultant. CONTACT: 3 hrs (45 hrs)

PT 762. Health Care Issues in PT. 1. 2 hrs. The role of physical therapists as advocates of people with disabilities are discussed. Investigation of community and home barriers is included. Students and clinicians discuss the roles of and demands on physical therapists in various practice settings CONTACT: 2 hrs (30 hours)

PT 763. Pediatric Physical Therapy. 2 hrs. Survey of developmental conditions commonly seen in pediatric physical therapy. Includes laboratory practice of evaluation, treatment planning and clinical problem solving. CONTACT: 3 hrs (45 hours)

PT 767. Neurologic Physical Therapy 2. 1. 2 hrs. Prepares physical therapy students to perform examinations and treatments of patients with a variety of neurologic diagnoses. Introduces the students to assistive technology and adaptive equipment as adjuncts to treatment. CONTACT: 6 hrs (90 hours)

PT 768. Prosthetics and Orthotics. 1. 3 hrs. Presents the principles of biomechanics as they apply to prosthetic and orthotic prescription and fabrication. Student learns how to plan and implement rehabilitation programs for patients that must use orthotic or prosthetic devices. CONTACT: 5 hrs (75 hours)

PT 691. Special Topics. 2. Var. Students are permitted to design and carry out elective study under a learning contract.

PT 697. Physical Therapy Research 2. 2. 3 hrs. Students carry out data collection, analysis and writing of research projects developed in Research 1 CONTACT: 3 hrs (45 hours)

PT 770. Clinical Education Symposium 3. 2. 2 hrs. Students prepare oral and written cases reports based on their patient care experiences. CONTACT: 2 hrs (30 hours)

PT 780. Clinical Education 4. 2. 8hrs. Students practice full-time for sixteen weeks under the direction and supervision of licensed physical therapists.

PT 697. Physical Therapy Research 3. S1. 1 hr. Participation in a research seminar involving oral presentation and discussion of student research.

PT 691. Advanced Topics (Elective Study). S1. 1-3 var cr. Student chooses a special area of advanced study in either a selected topic for investigation or acquisition of an advanced clinical skill. Specific content is determined by a learning contract with academic or clinical faculty
West Virginia Higher Education Policy Commission
Meeting of August 2, 2002

ITEM: Approval of Ph.D. in Geography

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: Resolved: That the West Virginia Higher Education Policy Commission approves the establishment of the Ph.D. in Geography at West Virginia University.

STAFF MEMBER: Bruce C. Flack

BACKGROUND:

West Virginia University, on behalf of its Department of Geology and Geography, seeks to revise its doctoral program to offer a Ph.D. in Geography.

In the late 1980s, the Department of Geology and Geography explored the potential for establishing a Geography Ph.D. In 1992, a Geography emphasis area was added to the existing Geology Ph.D. on a trial basis. Evidence from the past nine years shows that there is a strong demand for a Geography Ph.D., that this demand can be satisfied using existing resources, and that graduates with a Geography Ph.D. can obtain employment within the state, as well as both nationally and internationally. To date, the doctoral program in Geology with an emphasis in Geography has graduated five students and currently enrolls twenty other students who are either taking courses or pursuing dissertation research.

With the increased importance and visibility of geography, as well as the State of West Virginia’s focus on high-tech economic development, there is a clear need for a Geography Ph.D. Research agencies are providing new funding opportunities in this area, especially for Ph.D. institutions. Over the past 5 years, the Geography area of emphasis has brought in $1.25 million in grant funding.

By establishing a Ph.D. in Geography, the Department of Geology and Geography and the allied State Geophysics Information Science Technical Center will be able to enhance employment opportunities in the region and improve geographic service throughout West Virginia.

The program is designed for individuals holding a Master’s degree and will require 54 hours of graduate credit. No new courses will be required. The program is currently being served by 12.5 full-time faculty. Current resources and facilities are adequate to support the program which will have an initial budget of $724,017 and increase to $784,144 in 5 years. The Department anticipates 2-3 graduates per year.
The West Virginia University Board of Governors approved this request at its meeting of June 7, 2002, and the Higher Education Policy Commission is now asked for its approval for the establishment of an independent Ph.D. in Geography at West Virginia University, to be offered for the first time in January, 2003.
Part 1. Program Description

A. Program Objectives

The proposed Geography Ph.D. program has three main objectives:

I. The primary aim of the Geography Ph.D. program is to produce students who are well educated and have both breadth and depth of knowledge in geography. In addition to research competency, our students should develop teaching and presentation skills.

II. The Ph.D. dissertation is an important part of the Geography Ph.D. program. Our students’ dissertations should show sound conceptual development and evidence of an ability to conduct independent research, as well as make a contribution to knowledge in the discipline.

III. The Ph.D. program should be a fruitful experience for graduate students and meet student needs.

These objectives will be evaluated within the graduate evaluation plan (See Section V)

B. Program identification (CIP code)

It is recommended that the CIP code 45.0701 (Geography, in the Social Sciences category) be applied to this program. (The proposed CIP code was obtained from http://nces.ed.gov/npec/papers/PDF/cip.pdf)

C. Program Features

1. Admission and Program performance standards

Admissions standards will be based on the following:

1. A strong academic record, particularly in a Master’s program, is important to ensure that a student has the potential to develop the mastery of Geography that is expected (Program Objective 1).

2. Three letters of reference, obtained by the student, that attest to the past accomplishments and future potential of the applicant (Program Objective 1).

3. Strong Graduate Record Exam (GRE) scores are expected. Our guidelines suggest a cutoff of 1,000 for the combined verbal and quantitative scores of applicants. However, following the explicit guidance of the Educational Testing Service (who run the GRE), GRE scores are used taking into account the complete application. Thus a strong GRE score alone is not sufficient for entrance, and a weak score can be mitigated by alternative evidence of academic potential. (Program Objective 1.)

4. Applicants must have completed a Masters degree before starting the Ph.D. program. By requiring a Masters degree we ensure that applicants have some experience of research, and demonstrate their potential to succeed in our program. Objective 2 of the Ph.D. program is to produce Ph.D. dissertations that have a sound conceptual development and demonstrate independent research.

5. A student is only admitted to the program if a faculty member agrees to act as a potential advisor. This ensures a specific match between the needs of the student and the capabilities of our program (Program Objective 3).

It is anticipated that students with degrees in disciplines other than geography may apply to the geography graduate program, given the interdisciplinary nature of geography. However,
students who do not have geography degrees will be asked to make up deficiencies in
geography during their first year in the program. Incoming geography students may also be
asked to make up deficiencies if any are found during the student’s entry interview with faculty.
This interview will take place immediately before the first semester.

The following program performance standards will be required:
1. Students will maintain a 3.0 cumulative GPA while in the program.
2. Students are expected to take courses in preparation for their comprehensive exams in
   the first three semesters in residence, and to take the exams in the fourth semester.
3. Students are required to pass all comprehensive exams before proceeding with the
   development of a proposal to undertake dissertation research.
4. Students are required to present and defend a dissertation proposal before the
   dissertation committee and the faculty as a whole.
5. Students are required to present and defend a dissertation in public prior to the granting
   the Ph.D.

2. Program requirements

Note: No new courses are required in order to establish the Geography Ph.D.

The current Ph.D. program in Geology with an emphasis in Geography offers students the
opportunity to study in three focus areas. The same focus areas, listed below, will also be
offered by the proposed independent Ph.D. degree in Geography.

Proposed catalog description
Geography Program Focus Areas:

Geographic Information Science (GIS) and Remote Sensing
Artificial intelligence and expert systems; environmental modeling; geodemographic GIS;
hyperspectral image analysis; information technologies and planning; GIS; GIS and
society; quantitative methods; remote sensing; spatial modeling; spatial statistics; and
virtual reality and GIS.

Regional Development and Planning
Appalachian studies; culture and place; electoral geography; gender geography;
industrial restructuring and labor studies; global, regional, and local development; new
regional geography; political economy; qualitative methods; regional science and
models; rural geography; Southern Africa; Third World underdevelopment; urban and
regional planning; urban geography.

Resource and Environmental Geography
Agricultural geography; biogeography; energy planning; environmental hazards;
environmental impact assessment; geomorphology; land use and planning; natural
resource management and sustainable development; nature and society; political
ecology.

Ph.D. students will be expected to be well grounded in at least one of the program's three focus
areas, and also in the history, philosophy and methodology of Geography. Students will be
awarded a Ph.D. after obtaining 54 hours of graduate credit; completing two required courses;
passing the comprehensive exams; writing a dissertation proposal; and completing and
defending the dissertation itself. These steps are discussed in more detail below.
I. Course Work

1. There will be two required courses: Geographic Traditions (Geog. 601) and Geographic Research Design (Geog. 602).
2. Nine hours of core geography course work (600 level and above).
3. Six hours of methods electives (400 level and above)
4. Four semesters of Geography Colloquium (Geog. 600, a 1 credit hour course).
5. 11 hours of credits from additional courses and seminars.
6. 18 hours of Geography Dissertation Research (Geog. 797)

With the approval of the Geography Graduate Committee, courses from other programs may be used to fulfill selected courses from this list.

II. Comprehensive exams

In the fourth or fifth semester Ph.D. students will undertake a comprehensive exam on the geographic literature of one of the focus areas. This will be followed by an oral exam, approximately one week later. At least one, but no more than two, of the five members of the examining committee will be external to the geography program, thus ensuring compatibility with the standards of other programs.

III. Dissertation

A dissertation proposal is submitted to the five-member committee, and an oral presentation is made to the entire Geography community of faculty and students. A similar public defense of the written dissertation is held at the completion of the research.

D. Program outcomes

The Geography Ph.D. program anticipates graduating an average of two Ph.D. students each year. This projection is based on our past experience in graduating doctoral students, the number of students currently in residence, and the number of faculty in Geography. This number of graduating students is possible without additional resources.

The Geography Ph.D. graduates will be well grounded in the discipline of Geography, have breadth and depth of knowledge in geography, and have the ability to conduct independent research. In addition, we expect that students should also have the ability to teach. In the past, the Geography Program has been understaffed, and this has provided opportunities for financial support for doctoral students to teach under the supervision of faculty mentors. If in the future financial support for teaching by doctoral students is not available, teaching opportunities can still be offered to selected students for academic credit (Teaching Practicum, Geog 790).

Our past success with the Geography emphasis area in the Geology degree suggests that our proposed program’s aims are reasonable and can be fulfilled. Of our five Ph.D. graduates in the current program, three obtained academic positions in the US, one obtained an academic position overseas, and one a prestigious appointment to an overseas research organization. Two of the three graduates who were appointed to academic positions in the US were hired by universities that offer a doctoral degree in Geography, a significant achievement for a young graduate program. The third Ph.D. graduate elected to remain in West Virginia and was appointed to an academic position in one of the state’s colleges, thus fulfilling an important role in geographic education in West Virginia.
Although this proposed program builds on the experience of the current Geography emphasis area in the Geology degree, it is nonetheless a new program. It is different in that it will have a completely separate identity from the Geology Ph.D. This will raise its profile, and attract new attention. With an independent degree the faculty will also have new opportunities for research funding, as graduate education is an important aspect of many grants, for example the NSF career development awards.

E. Program delivery

The Ph.D. degree has two main components: course work and research. The course work will draw on existing graduate classes. The course work also serves as part of the residency requirement for Ph.D. students. It is not anticipated that any new classes will be provided.

Research is normally carried out independently by the student, under the close supervision of the advisor and committee. In most cases this will take place in the specialized laboratory facilities of faculty members or in the field.

PART II. PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives

The doctoral component is a central aspect of West Virginia University’s Doctoral/Research University – Extensive status, as determined by the Carnegie Classification of Institutes of Higher Learning. Therefore the new Ph.D. program is central to maintaining and enhancing the academic status of the University. In addition, the new Ph.D. program addresses each of the three main missions of the institution. In research, the Geography Program has successfully obtained an average of $1.25 million dollars per year in research funding over the last 5 years. A Ph.D. program will strengthen our ability to sustain this productivity, because doctoral graduate research assistance is very important in research and extramural funding. Teaching will be enhanced by the opportunities for instruction that we plan to offer to Ph.D. students, including both laboratory classes and lecture classes, where appropriate. The service of the Department of Geology and Geography, including the allied State Geographic Information Science (GIS) Technical Center, would be expanded by the presence and opportunities of a Ph.D. program. Finally, a Geography Ph.D. program will contribute to the State of West Virginia’s focus on economic development in general, and the high-tech industry in particular. For example, faculty in geography have recently teamed with the Institute for Software Research in Fairmont to develop research collaborations focused on high tech remote sensing applications.

B. Existing Programs

No institution in West Virginia offers a Ph.D. in Geography. Thus there is no in-state source of future geography faculty at the colleges and universities across the state, or for senior and research employees in government and industries that rely on geographic expertise such as economic development, environmental management and GIS.

C. Program planning and development

A proposal to establish a Ph.D. degree program in Geography was first submitted to the College of Arts and Sciences and, subsequently, to the Provost’s office in 1986. After several revisions,
the proposal was accepted by Central Administration in 1992, but only on condition that the
degree temporarily be established as an option within the already existing Geology Ph.D.
program. The understanding at that time was that the subsequent transition to an independent
degree program solely in Geography would be determined after a trial period of a few years. It
was also understood that the criteria for allowing the program to become independent would be
based primarily on the new program’s success.

The first Ph.D. student in Geography was admitted in 1992. Two more were admitted between
1993 and 1994. From 1995 through 2001, an average of 3 students have been admitted each
year.

The first graduate of the program was in 1997. Four other students graduated between 1999
and 2001. All five graduates have been placed in academic institutions or in research
establishments. There are currently 20 students in the program, eight of whom are working on
their dissertation research and can be expected to graduate in the next three or four years.

D. Clientele and Need

Annually we receive over 50 applications to the Geography graduate program, including more
than 20 for the Ph.D. program. This indicates significant interest in the program, partly because
there is no other option in the state of West Virginia for students interested in pursuing a Ph.D.
in Geography. This also reflects our increased national and international profile, as more than
two thirds of the applicants are from out of state.

E. Employment Opportunities

Geography Ph.D. students have four main career tracks: (1) academic, including both research
and teaching, (2) civil service, (3) consulting, and (4) industry. The Ph.D. is a required degree
for teaching and research, and thus students pursuing a terminal degree tend to be focused on
academic fields. Within the State of West Virginia there are three colleges that have an
undergraduate geography major, and four other colleges that teach geography. Thus in West
Virginia alone, there are seven institutions that employ Ph.D. geographers. One of our Ph.D.
graduates teaches at Glenville State College. The existing Geography Emphasis area in the
Geology degree is nationally competitive, and our graduates have found tenure track positions
in peer academic institutions. Another career option is in research. At the international level,
one of our graduates has an appointment at the Korea Institute for Human Settlements. Other
government agencies that employ geographers include those involved in both the physical and
social sciences, such as NASA, DOE, USGS and the Census Bureau. A recent trend has been
for Ph.D.s to pursue careers in industry, for example developing advanced software or GIS
systems.

A recent survey (P. Gober, A. Glasmeier, J. Goodman, D. Plane, H. Stafford and J. Wood,
Geographer 47 (3): 336-346) estimated that in the 10 years following 1996, 617 geographers in
US academic departments would retire, opening up at least that many replacement positions.
In addition, the survey found that departments expected to add an additional 28% new faculty
lines. There are no other available surveys of the other potential career paths. However, it is
well known that there are many employment opportunities for Geography graduates, particularly
in GIS. For example, an Internet search of the phrase “GIS jobs” returned 1,743 hits (using
www.altavista.com). A web site called GISjobs.com lists average salaries of 8,000 GIS
respondents from the US alone, and another 2,000 internationally.
In summary, the primary interests of most Geography Ph.D. applicants is in the academic sphere, an area in which there are many West Virginia, national and international opportunities. There are also many other career paths open to Geographers; it should be emphasized that all our graduates have found employment either before or immediately after graduation.

F. Program Impact

The Geography Program will provide the two required courses for the proposed Ph.D. from within our existing course offerings. Students will be able to fill their additional electives entirely from our existing course offerings. The Geography Ph.D. will therefore not be dependent on any other program.

As the program builds, the Geography Graduate Program will be strengthened, thus developing additional options in geographic analysis and skills for students in other programs. For example, a large number of students from other graduate programs already take the Geography remote sensing and Geographic Information Science courses. In the long run, these non-geography students will therefore have an even wider range of course options.

G. Cooperative Arrangements

The Geography program has built a strong network of associations. On campus, we are closely affiliated with the WVU Regional Research Institute (RRI). Dr. Randall Jackson, the new director of the RRI, is a Professor of Geography. One of our faculty members also has a half time appointment in the Institute, and many other faculty members are Research Associates of the RRI. The RRI has a strong international reputation. Furthermore, it provides resources to faculty and students, including seed money for research, graduate assistantships, and travel money.

The Geography Program is also closely linked with the WVU Office of International Programs (WVU-OIP). The WVU-OIP Director (Dr. Daniel Weiner) is a Professor of Geography and collaborates with departmental faculty to create and promote study abroad opportunities, as well as to develop international research initiatives. For example, the Geography program has linkages with universities in Southern Africa, and Europe. Students from Geography have traveled to France and Greece for the last three years to participate in international remote sensing courses, funded by the US Department of Education. Students have also traveled to South Africa to conduct research. A new relationship in Linkoping will allow Geography Program graduate students to study GIS and remote sensing in Sweden as part of their WVU course curriculum.

H. Alternatives to Program Development

The alternative to the proposed Ph.D. program is to continue with an emphasis in Geography within the current Geology Ph.D. This has been rejected for the following reasons:

1. The existing program does have sufficient prominence to attract the highest caliber students.
2. Funding opportunities are limited with the current arrangement because the Ph.D. is not recognized as being independent.
3. Without an independent Geography Ph.D., growth in the program is unlikely to be sustained.
4. The independent Geography Ph.D. is a more efficient use of existing resources.
PART III. PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program administration

The Geography program is one of two main units within the Department of Geology and Geography. The current departmental chair is Dr. Trevor Harris, Eberly Family Distinguished Professor of Geography. The Associate Chair for Geography is Professor Kenneth C. Martis. The Dean of the Eberly College of Arts and Sciences is Dr. Duane Nellis, Professor of Geography.

All major decisions regarding the Geography Ph.D. will be made by the entire Geography Program, with advice from the Geography Graduate Committee. Day to day administration of the Ph.D., as well as advising of all students who do not have research advisors, will carried out by the Geography Graduate Director, currently Associate Professor Tim Warner.

B. Program projections

Students currently enrolled in the Geology degree with an emphasis in Geography will transfer to the new Geography PhD degree. Thus, in the first year we will start at a relatively high enrollment of approximately 14 FTE majors (Appendix II, Form 1). We anticipate a slow growth up to approximately 20 FTE majors, and 2-3 degrees granted each year by 2007. There will be a slightly larger growth of student FTEs served by the program, because of increased interest in geographic skills and courses by graduate students in other programs.

C. Faculty instructional requirements

The Geography Program has a budget for 12.5 full-time faculty in 2003 (Appendix III, Form 2). Half time personnel in the program include Dr. Warner and Dr. Kite (both of whom are also half time in geology), Dr. Lin (who is half time in the WVU Regional Research Institute), and Dr. Weiner (who has a half time appointment to the Office of International Programs). Dr. Nellis has a full-time Dean’s appointment, and Dr. Jackson as Director of the Regional Research Institute.

The Geography program has six tenured full professors, four tenured associate professors, and two tenure track assistant professors. Currently the program also has two assistant research professors, whose salaries are paid from NSF research grants obtained by geography faculty members. All faculty members in the Department of Geology and Geography have a Ph.D. degree. Appendix I provides a full list of faculty and their credentials.

The cost of full-time faculty for the Geography program is budgeted as $555,881 for FY 2003, rising to $595,108 for FY 2007, assuming a two percent per annum annual increase (Appendix III, Form 2). No other additional resources are assumed for this new program, which will be funded from current geography expenditures.

D. Library resources and instructional materials

The recent increased focus on the library at WVU has improved geography library resources. For example, in the last five years the number of remote sensing journals held by the library has doubled from three to six. Thus in remote sensing, the library is developing a collection of all major remote sensing journals. One of the reasons for these improvements is the strong faculty
support for fund raising for the library. Two faculty members have established endowed library funds at $5,000 each, and the department also has an endowed library book fund, which has already reached $8,092.

In the few areas where our collection is not as strong as we would like, the university has an excellent Inter-Library Loan (ILL) program. Users can make ILL requests through an Internet based form, and most requests are filled within two days, normally with digital transmission of the requested material. The service is free to the user. The library facilities are therefore appropriate for the proposed Ph.D.

E. Support service requirements

Over the last decade Geography faculty have been particularly aggressive at improving the physical infrastructure of our building. Thanks to a major NSF grant, with matching College and University funds, we currently have showcase GIS computer laboratories that are the envy of our peer institutions. Individual faculty members have developed their own research laboratories, funded mostly on research grants. Thus Geography already has the physical infrastructure to provide the required support for the Ph.D. program. This infrastructure will be enhanced further in the next three years, with a planned move from White Hall to Brooks Hall. The renovation of Brooks Hall will allow us to rebalance space needs to accommodate the growing program.

F. Facilities requirements

The proposed program is an outgrowth of an existing program. Therefore no new facilities, or modifications to existing facilities will be required.

G. Operating resource requirements

Appendix II, Form 2, provides an overview of operating resource requirements. Total projected resource requirements for FY 2003 are $724,017, rising to $784,194 for FY 2007. It is anticipated that this sum will be met entirely from appropriated funds that will be allocated to Geography for the two existing degrees (BA and MA in Geography) and the Geography's 50% share of the Environmental Geosciences degree. Thus the $724,017 represents funds that are already budgeted for Geography, and no additional resources are requested.

H. Source of operating resources

The operating resource requirements do not assume any additional funds beyond current, regular appropriated funds for the exiting programs in the Department of Geology and Geography.

PART IV. N/A
PART V. PROGRAM EVALUATION

The proposed evaluation is based on the specific program objectives identified in Part 1 A of this document.

A. Evaluation procedures

I. Program Objective: The primary aim of the Geography Ph.D. program is to produce students who are well educated and have both breadth and depth of knowledge in geography. In addition, our students should develop teaching skills.

Assessment:
A. Ph.D. students will be asked to develop individual portfolios of significant work accomplished in the Ph.D. program, such as major term papers, class projects, and conference or journal papers. The portfolios will be evaluated when the student graduates by a geography faculty member who is not the advisor.
B. All graduate student teachers will have faculty mentor who will write brief annual review of the student's progress in developing teaching skills. A copy of the review will be given to the student for inclusion in the student's portfolio.
C. The Graduate Committee will tabulate annually the employment our students obtain after graduation.

II. Program Objective: The Ph.D. dissertation is a central part of the Geography Ph.D. program. Student dissertations should show sound conceptual development and evidence of an ability to conduct independent research.

Assessment: The external committee member of each Ph.D. dissertation committee will be asked to make a written statement evaluating the strengths and weaknesses of the student dissertation supervised by that committee.

III. Goal: The Ph.D. program should be a fruitful experience for graduate students and meet student needs.

Assessment:
1. An exit interview will be conducted with all graduating students. This task will be shared by all faculty, and the interviewer will not be one of the student's dissertation committee members. The format of the interview will be unstructured, but will include, at least the following questions:
   A. What were the student’s needs and expectations on entering the program?
   B. How well were those needs met?
   C. What are the program’s strengths?
   D. What areas need attention?
   Students will be given a short written statement on the purpose of the interview, and a list of the questions in advance. The student will be asked to respond in writing to the questions, and this will form the basis for the verbal interview.

2. The Graduate Committee will conduct a brief survey of the Ph.D. program alumni. This will initially be conducted every four years, starting approximately two years after the graduation of our first Ph.D. student. The survey will ask for present employment information, and focus on the ways the program helped in the individual’s professional development, and what areas in the Geography program need further development.
B. Accreditation status

There is no accreditation agency for the proposed program. For this reason our evaluation program focuses in part on evaluation by external committee members and employees of our graduates.

PART VI. N/A

PART VII. N/A
APPENDICES

Appendix I. List of Geography Faculty

Thomas Brandtberg, Ph.D., Swedish U. of Agricultural Sciences, 1999. Research Assistant Professor. Remote sensing, image processing, forest biogeography.

Gregory A. Elmes, Ph.D., Penn. State, 1979, Professor. Geographic Information Systems, spatial analysis, energy, regional development, medical geography.

Robert Q. Hanham, Ph.D., Ohio State, 1973, Associate Professor. Globalization and uneven development, labor geography, political economy and ecology, qualitative and quantitative research methods.

Trevor M. Harris, Ph.D., Hull (U.K.), 1982, Eberly Distinguished Professor, and Chair of the Department of Geology and Geography. Geographic Information Systems, geoarchaeology, environmental impact assessment, regional planning, urban historical geography.

Amy E. Hessl, Ph.D., University of Arizona, 2000. Assistant Professor. Biogeography, forest ecosystems

Randall Jackson, Ph.D., University of Illinois-Urbana, 1983. Professor and Director of the West Virginia University Regional Research Institute. Economic geography, regional economic health and performance, regional science.

J. Steven Kite, Ph.D., Wisconsin, 1983, Associate Professor. Quaternary stratigraphy, fluvial geomorphology, geoarcheology, environmental management.

Ge Lin, Ph.D., SUNY at Buffalo, 1996. Assistant Professor. GIS, spatial analysis, Demography, migration modeling, aging and health.

Kenneth C. Martis, Ph.D., Michigan, 1976, Professor and Associate Chair for Geography. Political geography, historical geography.

Brent McCusker, Ph.D., Michigan State University, 2001. Visiting Research Assistant Professor. Land use change and livelihood systems, Geography of Africa and Middle East / North Africa, GIS and Remote Sensing.

M. Duane Nellis, Ph.D., Oregon State, 1980. Professor, and Dean of the Eberly College of Arts and Sciences. Natural resources, land use, remote sensing, Geographic Information Systems.

Ann M. Oberhauser, Ph.D., Clark, 1988, Associate Professor. Economic geography, regional development, gender geography, political economy, Appalachia.

Scot Refsland, Ph.D., Gifu, Japan, 2001, Visiting Assistant Research Professor. Virtual reality, integrated systems and GIS.

Tim Warner, Ph.D., Purdue, 1992, Associate Professor. Remote sensing.

Daniel Weiner, Ph.D., Clark, 1986, Professor and Director of International Programs. Development geography, political ecology, GIS and Society, Africa.

Adjunct Geography Faculty

Beth Barnett, Ph.D., North Carolina, 1993. Uneven development and health, geography of cardiovascular diseases, social class inequalities in health, theories of race and racism. WVU Health Promotion and Disease Prevention Center


Michael Dougherty, Ph.D., Virginia Tech, 1995. Local economic development, public policy, local government. WVU, Community Economic Development

Ken Fones-Wolf, Ph.D., Temple, 1986. Labor studies, industrial history. WVU Institute for Labor Studies

Alison Hanham, M.A., West Virginia, 1995. Regional and community development. WVU, Community Economic Development


Andrew M. Liebhold, Ph.D., California-Berkeley, 1984. GIS, population dynamics, time-space modeling, spatial statistics.

Lizbeth A. Pyle, Ph.D., Minnesota, 1983. Rural development, resource management, Appalachia.

Joe Sewash, MA, WVU, 1996. GIS development and applications, Internet distribution.

Additional Faculty in the Department of Geology and Geography, who are available as resources for the new program

Robert E. Behling, Ph.D., Ohio State, 1971, Professor of Geology. Geomorphology

Alan C. Donaldson, Ph.D., Penn State, 1959, Professor of Geology (Emeritus).

Sedimentation, stratigraphy

Joseph J. Donovan, Ph.D., Penn State, 1992. Associate Professor of Geology.

Hydrogeology, water-rock interaction

Milton. T. Heald, Ph.D., Harvard. Professor (Emeritus), Mineralogy and Petrology

Thomas W. Kammer, Ph.D., Indiana, 1982, Centennial Professor of Geology. Paleontology, stratigraphy

Helen M. Lang, Ph.D., Oregon, 1983. Associate Professor of Geology. Petrology, mineralogy

Henry M. Rauch, Ph.D., Penn State, 1972, Professor of Geology. Hydrogeology, geochemistry

John J. Renton, Ph.D., WVU, 1965, Professor of Geology. Coal geology, geochemistry

Robert C. Shumaker, Ph.D., Cornell 1960, Professor of Geology (Emeritus), Basins, structure, petroleum exploration.

Richard A. Smosna, Ph.D., Illinois, 1973 Professor of Geology. Sedimentology, stratigraphy, petroleum geology.

### Appendix II. Form 1. Five Year Projection of Program Size.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Served through Course Offerings of the Program:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>20</td>
<td>23</td>
<td>26</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>FTE</td>
<td>16</td>
<td>20</td>
<td>23</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Number of student credit hours generated by courses within the program (entire academic year)</td>
<td>380</td>
<td>489</td>
<td>538</td>
<td>630</td>
<td>630</td>
</tr>
<tr>
<td><strong>Number of Majors:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>20</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>FTE majors</td>
<td>14</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Number of student credit hours generated by majors in the program (entire academic year)</td>
<td>328</td>
<td>400</td>
<td>446</td>
<td>466</td>
<td>466</td>
</tr>
<tr>
<td>Number of degrees to be granted (annual total)</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix III. Form 2. Five Year projection of total operating resources requirements.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. FTE POSITIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Administrators</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>2. Full-time Faculty</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>3. Adjunct Faculty</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>4. Graduate Assistants</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>5. Other Personnel:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Clerical Workers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>b. Professionals</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
<td>0.75</td>
</tr>
</tbody>
</table>

Note: Include percentage of time of current personnel

**B. OPERATING COSTS (Appropriated Funds Only)**\(^1,2\)

1. Personal Services:
   a. Administrators\(^3\) | $9,274 | $9,460 | $9,649 | $9841 | $10,038 |
   b. Full-time Faculty    | $555,881 | $565,398 | $575,107 | $585,008 | $595,108 |
   c. Adjunct Faculty     |          |          |          |          |          |
   d. Grad Assistants      | $55,781  | $56,896  | $58,034  | $59,195  | $60,379  |
   e. Non-Academic Personnel:
      Clerical Workers    | $25,196  | $35,900  | $36,618  | $37,350  | $38,097  |
      Professionals       | $32,537  | $33,188  | $33,852  | $34,529  | $35,220  |
      Total Salaries      | $678,669 | $700,842 | $713,260 | $725,923 | $738,842 |

\(^1\) Operating resources projections are based on current Geography Program resources, and assume no additional resources.
\(^2\) Salary projections are based on current salaries, adjusted for an estimated 2% annual raise.
\(^3\) Administrative supplements in the Department of Geology and Geography, prorated for Geography.
FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Current Expenses</td>
<td>$26,500</td>
<td>$26,500</td>
<td>$26,500</td>
<td>$26,500</td>
<td>$26,500</td>
</tr>
<tr>
<td>3. Repairs and Alterations</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>4. Equipment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Equip.</td>
<td>$16,900</td>
<td>$16,900</td>
<td>$16,900</td>
<td>$16,900</td>
<td>$16,900</td>
</tr>
<tr>
<td>Library Books</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>5. Nonrecurring Expense (specify)</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>

Total Costs $724,017 $746,191 $758,610 $771,274 $784,194

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only) $724,017 $746,191 $758,610 $771,274 $784,194
   X5  Reallocation ___New funds (Check one)

2. Federal Government (Nonappropriated Funds Only) __ __ __ __ __

3. Private and Other (specify) __ __ __ __ __

Total All Sources $724,017 $746,191 $758,610 $771,274 $784,194

NOTE: Total costs equal total sources of funding

4. Educational equipment funding includes College support for annual remote sensing and GIS software license expenses, as well as funding obtained each year from the College for support for the educational computer equipment infrastructure.

5. Expense estimates are based on current Geography Program resources. No additional resources are assumed.
ITEM: Acceptance of a Report to Offer Five Master's Level Courses in Criminal Justice

INSTITUTION: Fairmont State College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission accepts the plan of Fairmont State College for initial offering of five discrete master's level courses.

STAFF MEMBER: Bruce C. Flack

BACKGROUND:

Senate Bill 653 authorizes five of the state colleges to become regional graduate centers and to make available courses in needed subject areas. Fairmont State College proposes to offer five criminal justice courses of master’s level credit beginning with this next academic year. Under the accreditation guidelines of the Higher Learning Commission of the North Central Association, a higher education institution not authorized to issue a master's degree, with West Virginia Higher Education Policy Commission concurrence, may offer up to twenty hours of master’s level courses within a single year.

The courses proposed are ones in which Fairmont State College has determined there is extensive student interest. The five graduate courses in criminal justice proposed for offering in the next academic year are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 504</td>
<td>Constitutional Law</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>CJ 601</td>
<td>Advanced Criminal Justice Studies</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>CJ 620</td>
<td>Advanced Theoretical Criminology</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>CJ 655</td>
<td>Applied Methods and Research in Criminal Justice</td>
<td>3 cr hrs</td>
</tr>
<tr>
<td>CJ 656</td>
<td>Applied Statistics</td>
<td>4 cr hrs</td>
</tr>
</tbody>
</table>
West Virginia Higher Education Policy Commission
Meeting of August 2, 2002

ITEM: Budget Request for 2004

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: James A. Winter

BACKGROUND:

The Policy Commission has the responsibility to develop a budget for the state system of higher education. The budget request for higher education must be prepared and submitted in a centralized fashion, to include individual schedules to request funding for the base budgets of each institution, along with a consolidated request for improvement levels for higher education.

Governor Wise has indicated that the state may be facing up to a $200 million deficit for FY 2004. The potential shortfall is based upon a predicted slowdown in revenue growth and significant increases in PEIA, Medicaid, and other identified expenditure categories. Accordingly, all state agencies have been directed to complete a review of all programs operated by the state to determine what changes can take place to meet the goal of reducing general revenue expenditures for FY 2004. The directive required that the review be all encompassing and look at not only general revenue funds, but also special revenue and federal funds to determine if they can be utilized to generate cost savings.

The Commission staff is working with the state administration to finalize the filing of the Program Review for the Higher Education System. Once all state agencies file their Program Reviews, it is anticipated that the State Budget Office will provide additional guidance on the FY 2004 budget submission. As it is likely that this guidance may not be received until after the Commission meeting on August 2nd, and the Commission is required to file its budget request by September 3rd, a special telephone meeting to finalize the budget request may need to be established during August.

Due to the severity of the total projected shortfall for FY 2004, it is anticipated that all state agencies will be faced with significant general revenue reductions for FY 2004. However, to address the change agenda as outlined in SB 653, it is important to establish new funding requests to maintain and enhance the progress made to date. The staff will work with the institutions to identify reasonable estimates of resource requirements to continue the implementation of the SB 653 programs and to provide adequate student financial assistance for both merit and need-based students.
ITEM: Allocation of Increment Pay Funding and Special Projects Funding

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the funding allocation of Increment Pay in Table 1, and the distribution of Special Project Funds in Table 2, with the exception that the provisional special project funding to Potomac State College of WVU will be distributed only after the Commission Office receives written documentation that all requirements specified in the Budget Digest have been met.

STAFF MEMBER: James A. Winter

BACKGROUND:

Increment Pay Funding - On March 9, 2002, Senate Bill 115 was passed which removes the twenty year cap on increment pay for non-classified employees. Prior to the passage of the bill, each employee with three or more years of service received an annual payment of fifty dollars times the employee’s years of service, up to a maximum of twenty years service. After the passage of the bill, non-classified employees with more than twenty years of service are no longer capped at $1,000, and will receive an annual payment of $50 times their full years of service. The bill does not apply to classified employees whose increment pay is covered in a different section of the code.

The Legislature included funds in the Higher Education Policy Commission administration account to be distributed to the institutions to cover the removal of the increment pay cap. Table 1 shows the allocation of funds to the institutions based upon the number of employees paid out of state funds at each institution who were affected by the passage of the bill.

Special Projects Funding - The FY 2003 Budget Bill, passed on March 17, 2002, included funding for Higher Education Special Projects in the amount of $3,884,800. Institutional funding requests totaling $65.5 million were submitted to the Legislature in a ranked priority basis approved by the Policy Commission. The Commission recommended to the Legislature that twelve projects totaling $2,884,800 be given the highest priority, as they represented continued funding for institution specific projects that were funded as special projects or as Budget Digest items in FY 2002.
The Budget Digest passed on June 27, 2002 included the $2,884,000 in projects recommended as the highest priority by the Commission. Two of these projects totaling $500,000 were funded in the Education and Arts budget, while the remainder was funded in the Special Projects line item for Higher Education. In addition, two other projects were recommended by the Legislature for funding in the Special Projects line item. The two projects were WVU – Parkersburg for $500,000 for the expansion of a site in Ripley, and Potomac State College of West Virginia University for $200,000 for the development of their agriculture/forestry programs.

Table 2 provides a summary listing of the projects recommended for funding, leaving a balance of $800,000 unallocated in the Special Projects funding. The Policy Commission is anticipating further guidance from the Legislature on the allocation of this remaining balance. An updated agenda item will be presented to the Commission at the time this additional guidance is received.

There are certain conditions that must be met in order for Potomac State College to receive the additional funding for the development of their agriculture/forestry programs. The stipulations are that new curriculum must be adopted by the Board of Governors, the school pursues the selling of the farm, and a 20% match must be provided by West Virginia University. Written documentation will be required that all conditions have been met before the release of this $200,000 in funding will be authorized.

Although funded in a category entitled Special Projects, most of the $2.8 million in projects recommended by the Commission represent base budget funding for on-going projects. The budget request for FY 2004 will clarify this funding to be part of the institution’s base budget, and separate from any future requests for one-time special project funding.
### Table 1
Allocation of Increment Funding – General Revenue

<table>
<thead>
<tr>
<th>Institution (Activity 99)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluefield State College</td>
<td>$1,050</td>
</tr>
<tr>
<td>Concord College</td>
<td>$1,400</td>
</tr>
<tr>
<td>Eastern WV Comm. &amp; Tech. College</td>
<td>$150</td>
</tr>
<tr>
<td>Fairmont State College</td>
<td>$4,350</td>
</tr>
<tr>
<td>Glenville State College</td>
<td>$700</td>
</tr>
<tr>
<td>Marshall University</td>
<td>$11,200</td>
</tr>
<tr>
<td>Potomac State College of WVU</td>
<td>$250</td>
</tr>
<tr>
<td>Shepherd College</td>
<td>$1,750</td>
</tr>
<tr>
<td>Southern WV Comm. &amp; Tech. College</td>
<td>$1,700</td>
</tr>
<tr>
<td>West Liberty State College</td>
<td>$5,450</td>
</tr>
<tr>
<td>WV Northern Community College</td>
<td>$3,050</td>
</tr>
<tr>
<td>WV School of Osteopathic Medicine</td>
<td>$2,050</td>
</tr>
<tr>
<td>West Virginia State College</td>
<td>$3,750</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>$25,900</td>
</tr>
<tr>
<td>West Virginia University of Technology</td>
<td>$2,300</td>
</tr>
<tr>
<td>WVU-Parkersburg</td>
<td>$2,450</td>
</tr>
<tr>
<td>WVNET</td>
<td>$2,150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$69,650</strong></td>
</tr>
</tbody>
</table>

### Table 2
Allocation of Higher Education Special Projects for FY 2003 – Lottery Revenue

<table>
<thead>
<tr>
<th>Institution and Project (Activity 488)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluefield State College – Greenbrier Community College Center</td>
<td>$105,000</td>
</tr>
<tr>
<td>Fairmont State College – Accessible Education – e-learning sites</td>
<td>$501,800</td>
</tr>
<tr>
<td>WVU – Eastern Rural Health Initiative</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Concord College – Geographic Alliance</td>
<td>$100,000</td>
</tr>
<tr>
<td>Shepherd College – Washington Gateway</td>
<td>$100,000</td>
</tr>
<tr>
<td>WVU – Beckley Classroom</td>
<td>$100,000</td>
</tr>
<tr>
<td>SWVCTC – Appalread Program</td>
<td>$25,000</td>
</tr>
<tr>
<td>MU - Autism Training Center Satellite Center</td>
<td>$200,000</td>
</tr>
<tr>
<td>WVU – Independent Entrepreneurial Study</td>
<td>$100,000</td>
</tr>
<tr>
<td>WVU – Strategic Plan for Sheep Industry</td>
<td>$153,000</td>
</tr>
<tr>
<td>WVU – Parkersburg – purchase, renovate and equip a building at Ripley</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>Subtotal Allocated Funding</strong></td>
<td><strong>$2,884,800</strong></td>
</tr>
</tbody>
</table>

**Provisional Funding**
- Potomac State College of WVU – agricultural/forestry program | $200,000 |

**Unallocated Funding**
- Pending Further Legislative Guidance | $800,000 |

**Total** | **$3,884,800**
ITEM: Master Plan Revision

INSTITUTION: Southern West Virginia Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves Southern West Virginia Community and Technical College’s request to modify its 1994 Ten-Year Facilities Plan to allow for expansion into Lincoln County’s new Consolidated High School.

STAFF MEMBER: James A. Winter

BACKGROUND:

On June 24, 2002, the Southern West Virginia Community and Technical College Board of Governors approved expansion of Southern into Lincoln County’s new Consolidated High School. Goals in Southern’s Compact and Master Plan include improving access, providing educational opportunities at an affordable cost, expanding dual credit, and improving literacy throughout Southern West Virginia. Becoming part of the consolidated high school greatly enhances the College’s ability to accomplish these goals.

The College will also be able to contribute to economic development throughout Lincoln County by being located at the new high school. Partnerships will be established with local business and industry leaders to promote educational opportunities that will enable citizens to prepare themselves for the labor market. State-of-the-art technology will be available to train residents to use the latest word processing and spreadsheet software, as well as how to utilize e-mail and the Internet to conduct research for various projects.

Although the College currently teaches classes in all the high schools and the Yeager Technical Center in Lincoln County, the 1994 Facilities Master Plan does not include an additional facility in Lincoln County.

The Lincoln County Board of Education has requested $1.5 million from the State of West Virginia Economic Development Fund to pay for construction of the facility. Southern will be responsible for staffing, furniture and equipment, custodial services and utilities. If construction funds are not received, the facility will not be built.
Addendum to Ten-Year Facility Plan (Boone/Lincoln Campus)  
Southern WV Community and Technical College

This addendum amends Southern West Virginia Community and Technical College’s Ten-Year Facilities Plan as approved in 1994. The purpose of the addendum is to incorporate the institution’s plan to expand to the new Lincoln County Consolidated High School.

Lincoln County is in a rural, isolated, economically depressed region of West Virginia. Southern has the opportunity to become part of a model project that includes a joint facility with the Lincoln County Consolidated High School. This is the first time in West Virginia that a college campus has become part of and attached to a high school. This facility will enable Southern to improve the college going rate by increasing course offerings during both day and evening hours. Additionally, the College will be in a position to expand dual credit and offer more credit and non-credit courses. The institution can also provide developmental courses to students identified as deficient in English and Math to ensure they develop skills necessary to succeed in college.

Goals in Southern’s Compact and Master Plan include improving access, providing educational opportunities at an affordable cost, expanding dual credit, and improving literacy throughout southern West Virginia. Becoming part of the consolidated high school greatly enhances the College’s ability to accomplish these goals.

The new facility will include an administrative area, distance learning classroom, computer classroom, three (3) general-purpose classrooms, and science/physics/biology/chemistry classroom/laboratory.

The College will also be able to contribute to economic development throughout Lincoln County by being located at the new high school. Partnerships will be established with local business and industry leaders to promote educational opportunities that will enable citizens to prepare themselves for the labor market. State-of-the-art technology will be available to train residents to use the latest word processing and spreadsheet software, as well as how to utilize e-mail and the Internet to conduct research for various projects. Prospects are limited only by the creativity and training of the educators.

The Boone/Lincoln Campus is the fastest growing campus of Southern WV Community and Technical College, having grown from 420 students in fall 1999 to 568 in fall 2001 (35% increase). The latest figures available reveal that the college-going rate in Lincoln County increased from 28.2% in 1998 to 45.0% in 2001, an increase of 16.8%. The demand for higher education in Lincoln County is apparent; Southern now proposes to continue to be the leader in providing post-secondary educational opportunities and training programs to the region.
A. Statement of Project Objectives

The purpose of this proposal is to construct a campus as part of the new Lincoln County Comprehensive High School located at Hamlin, West Virginia. The facility will include an administrative area, distance learning classroom, computer classroom, three (3) general-purpose classrooms, and a science/physics/biology/chemistry classroom/laboratory.

Lincoln County is a rural, isolated, economically depressed region in southern West Virginia. The College has the opportunity to become part of a model project that includes a joint facility with the Lincoln County Consolidated High School. This is the first time in West Virginia that a college campus has become part of and attached to a high school. This facility will enable Southern to improve the college going rate and increase course offerings to high school students during both day and evening hours. Additionally, the institution can expand dual credit, offer credit and non-credit courses, and provide developmental courses to students identified as deficient in English and Math to ensure they develop skills necessary to succeed in college.

With a stable population base from which to recruit students, it is anticipated that the college going rate in Lincoln County will increase. As a service to county residents, literacy programs may be offered to citizens of all ages.

B. Identification of Alternatives

Southern West Virginia Community and Technical College currently operates no facility in Lincoln County in which to offer college courses; the institution’s only option is to depend upon the availability of high schools and the Yeager Technical Center. This, of course, results in severe limitations, because the schools are not equipped with state-of-the-art computer and science laboratories and are generally not open evenings and summers.

If this limited use of facilities were not available, higher education opportunities would not exist for many of the residents of Lincoln County. There are no other facilities in the county in which space and equipment are available that are conducive to an educational environment.

Plans are currently underway for the construction of a Lincoln County Comprehensive High School; the four county high schools will be consolidated into one.
C. Relationship to and/or Impact on the Approved Campus Master Facilities Plan

At the present time the College’s Master Facility Plan addresses only the needs of the four major campuses Logan, Williamson, Boone, and Wyoming. An addendum has been submitted to the Higher Education Policy Commission to include the Lincoln County facility.

D. Impact of the Project on the Institution’s Operating Budget

The impact of the project on the College’s operating budget will be minimal, considering the total amount expended each year for utilities and facilities maintenance. The new structure will operate under an “Affiliation Agreement” to be negotiated between the College and the Lincoln County Board of Education. It is anticipated that general operating costs will not exceed $57,000 per year; the amount is calculated as follows.

- Cleaning Contract $  6,000
- Student Services Specialist $34,000
- Part-time Assistant/Technology Services $10,000
- Utilities $  7,000
- Total $57,000

E. Description of the Project and how it fits into the Institution’s Approved Compact and Master Plan

This project will result in a modern, state-of-the-art facility that will include administrative offices, distance learning classroom, computer (technology) classroom/laboratory, three (3) general-purpose classrooms, and science/physics/biology/chemistry classroom/laboratory. The facility fits into Southern’s Compact and Master Plan under several categories, including:

1. Access to Higher Education

   A. This facility will promote access to early entry into college.

      This will afford Southern the unique opportunity to be on site and offer courses to students at the high school. These students will be able to begin college early and allow Southern to expand dual credit course offerings. The college going rate for Fall 2000 in Lincoln County was 45%, one of the lowest in West Virginia. This project will significantly increase the opportunities for students to attend college; as a result, it is anticipated that the college going rate will improve.
The College can provide developmental courses to students identified as deficient in English and Math to ensure they develop skills necessary to succeed in college. This should improve student ACT scores, which would increase the eligibility of students for scholarships. Low tuition, coupled with the availability of scholarships, will improve both access and affordability.

B. Enhance role of higher education in preparing public school students for college.

Inform public school students, their parents and teachers of the academic preparation that students need to be prepared adequately to succeed in their selected fields of study and career plans.

The Action Plan activities that the proposed facility will enhance include a more focused recruitment plan for Lincoln County, and the distribution of information packets to all county secondary students, their parents and teachers.

Career counseling and guidance and other student services will be available to the high school students to allow them to plan early and be prepared for college and careers of their choice.

C. Assist in focusing instructional programs in the public schools so that the students enrolling in post-secondary education are adequately prepared.

The principal and faculty at the Lincoln County Comprehensive High School will be provided timely updated information regarding specific college entry requirements. Also, an advantage of being physically attached to the public school is that Southern will be able to provide in-service programs for teachers and administrators, while at the same time continuing to develop an associate degree seamless curriculum and providing ACT workshops for high school students. Technology will be available to accommodate ACT preparation programs.
D. **Provide opportunities for advanced high school students to take college courses prior to graduation from high school.**

Southern has already demonstrated the success of dual credit course offerings in Lincoln County, and offerings will be expanded with the construction of this facility. Master Plan Activities that will be enhanced include increasing the number and type of dual credit offerings for qualified students; increasing the number of college credit courses offered to qualified students at alternative locations; increasing awareness of Advanced Placement opportunities; identifying a pool of qualified high school teachers who can teach dual credit/college courses; working with colleges and universities to provide discipline specific master’s programs in the region to qualify teachers to deliver dual/college courses; and the availability of an interactive video classroom for Lincoln County.

E. **Improve educational and training opportunities and transferability of credit.**

Provide greater access and capacity to deliver technical education, workforce development and other higher education services to place-bound adults. Southern West Virginia Community and Technical College will be in a position to increase educational services offered for place-bound adults at this remote area.

The location of a college campus in Lincoln County will also afford the citizens an opportunity to improve their educational qualifications. Specifically, the College may establish and increase “alternative delivery” of courses.

F. **Improve transferability of credits and completion rates of associate or higher level degrees.**

Southern will maintain an updated articulation agreement with the Lincoln County Comprehensive High School for vocational, technical, and business-related courses and programs.

G. **Inform public of higher education costs and improve financial aid program.**

Provide assistance to overcome financial barriers.
By having a campus in Lincoln County physically attached to the comprehensive high school, the College will be in a position to serve more public school students than would have otherwise been afforded. Not only will the financial aid awarding process/timeline be improved, but a tremendous possibility will exist for the expansion of scholarships and other financial aid; as well as increasing fund raising efforts for scholarships and the marketing of financial aid opportunities.

2. **Academic Outcomes**

   A. Provide or broker the services necessary to address local educational needs, making maximum use of the existing infrastructure.

   The establishment of a facility in Lincoln County will enable Southern to more readily identify local/regional educational needs and to develop institutional programs to meet the needs.

   B. Participate in teacher education related to teaching within a subject to improve teacher quality.

   Southern, in cooperation with other colleges and universities, will be in a position to offer credit courses on site for teaching certification renewal courses and “plus hours” for salary purposes, as well as to broker both undergraduate and graduate programs.

   C. Use admission and exit standards for students, professional staff development, program assessment and evaluation, and other incentives to improve teaching and learning.

   Action plan activities to be provided by the facility in Lincoln County will include the review/revision and/or development of Interactive Classroom (ICR) policies and procedures to improve teaching/learning and work in conjunction with public school vocational/technical educators to review the institutional technology plan.

   D. Ensure that higher education is student friendly and provides students the assistance needed to complete degrees in a timely way.

   The institution will, at the Lincoln County facility, clarify and
promote options for non-traditional credit; utilize the facility efficiently; collect data on retention, completion (graduation) and transfer rates; and review orientation and welcome activities.

3. **Coordinated Higher Education Delivery System**

A. Collaborate with public schools to improve education at all levels.

Collaborate, coordinate and interact with public education on the development of seamless curriculum in technical preparation programs of study between the secondary and post-secondary levels.

This goal will be accomplished by continuing to participate in the Tech Prep Associate Degree (TPAD), School-to-Work, High Schools That Work, and seamless curriculum projects.

B. Develop entrepreneurial approach to program delivery.

Use technology more effectively to reach students at a variety of geographic locations. By having a facility equipped with state-of-the-art computers and an interactive classroom, additional distance learning and alternative learning opportunities may be explored; this facility will also support the marketing of courses through the Southern Regional Electronic Campus.

C. Collaborate with other institutions to eliminate unnecessary program duplication and improve coordinated geographic programs.

Use program review to assess duplication to maintain geographic access to programs while eliminating unnecessary duplication.

No other higher education institution is currently providing services in Lincoln County to this extent. This facility will possess the capability of increasing the number of technology-based courses (interactive classroom and web based) delivered by Southern while expanding joint academic programs through partnerships with the technical school.
D. Promote elements of citizenship and public service in curriculum.

Include elements of citizenship development across the curriculum in core areas, including practical applications such as community service, civic involvement and participation in charitable organizations and in the many opportunities for the responsible exercise of citizenship that higher education institutions provide.

A student-mentoring program will be developed and implemented at the Lincoln Campus, and students will be introduced to this goal by the establishment of good citizenship/job placement orientation and the promotion of site-based classes. The Lincoln County Board of Education recently concluded a series of community meetings conducted by AEL, the purpose of which was to develop a Mission Statement for the school system. The College was integrally involved in the meetings, and one goal identified for Lincoln County Schools was to teach and promote good citizenship.

With a "campus" physically attached to the comprehensive high school, the College will work collaboratively with the public schools to develop, foster, and enhance the practice of good citizenship among the students in Lincoln County.

E. Provide students opportunities for internships, externships, and work-study.

Programs and/or courses will be offered at the facility that includes internships or work-based learning experiences. Attempts will also be made to create work study opportunities in community-based locations.

4. Contributions to Economic Development of West Virginia

A. Implement institutional missions focused on the creation of an improved economy and workforce.

Clarify institutional missions and shift resources to programs which meet the current and future workforce needs of the State.

With a campus in Lincoln County, the College will be in a better position to assess both academic credit and non-credit training needs for the service district, identify current and future program resource needs, and increase marketing of workforce
training, continuing education, and certificate and degree program opportunities. The College will continue to work closely with the Lincoln County Economic Development Office to identify business and industry needs and to market courses and programs to satisfy those needs.

Provide quality technical education and skill training. The College will define and establish appropriate business partnerships to address the educational needs of the business community in Lincoln County and explore and provide optional course and program delivery methods. Students will be provided the opportunities for internships, externships, and work study.

Attempts will also be made to increase community interest and cultural opportunities.

Southern, in collaboration with Lincoln County Comprehensive High School, will offer career and technical training programs; the needs of adult students will also be incorporated into services and training programs.

Focus resources on programs that offer students the best opportunities to get jobs and the best opportunity to support job creation and retention in the State.

With the proposed regional airport in Lincoln County, the opportunity exists to increase the hospitality, tourism, and service industry training programs and courses in both academic credit and non-academic credit programs and courses.

Southern will be poised to address the training needs of the proposed regional airport. The proximity of this facility to the airport affords the College the unique opportunity to deliver quality educational services and training programs to the airport.

Agreements with Lincoln County Board of Education will be expanded to provide students the opportunity to articulate high school credits into college programs. Opportunities will also exist for adults to request college credit for life experiences and documented skills development programs.
Based upon a survey of market needs, the demand for an Allied Health program in Lincoln County is extremely high. Southern will offer preparatory courses for Allied Health programs and continue to explore the possibility of implementing an Allied Health program (CNA, etc.) in the county.

Develop entrepreneurial skills through various programs which include practical experience in market analysis, business plan development and operations.

The College will encourage incorporation of the United Unlimited Program in the Lincoln County Comprehensive High School, will develop a connection between the secondary school and youth organizations with the Small Business Development Center Entrepreneurial program, and will establish relationships with The WV Department of Tourism and The WV Department of Education to develop programs that will involve county high school students in entrepreneurial skill development competitions.

Develop close linkages between higher education institutions and business, labor, government, and community and economic development organizations.

Southern’s facility in Lincoln County will enable the institution to develop and implement a strengthened community advisory system targeted to improve community input, involvement, awareness, and access; to cultivate business and industry partnerships that correlate with training needs and potential academic programs; and to seek membership on local economic or redevelopment boards/authorities.

B. Collaborate with government agencies, employers, and public schools to create a better prepared workforce.

Collaborate, coordinate, and interact with public education (K-12) to improve the quality of education in public schools and to provide needed support to public school teachers to help make them more effective.

The role of the Lincoln Campus will be to provide the space to offer workshops to K-12 teachers to meet identified needs, to open dialog with 5th - 12th grade teachers in Lincoln County on
writing skill development, and to provide training in WV TPAD seamless curriculum project.

Collaborate, coordinate, and interact with public and post-secondary education, such as the Governor’s Council on Literacy and the West Virginia Human Resources Investment Council to promote the effective and efficient utilization of workforce investment and other funds.

Southern will, via the Lincoln Campus, develop a program to educate the population of Lincoln County of the importance of higher education, identify locations of literacy-based programs in the county, collaborate with public schools on literacy, assist in delivering literacy programs to remote locations of the county, and increase the marketing of literacy-based programs (APPALREAD, Talent Search, and GED).

Provide greatly improved access to information and services for individuals and employers on education and training programs, financial assistance, labor markets, and job placement.

A facility in Lincoln County will improve access to higher education by expanding the number of distribution points in the county, expanding student services to improve access to financial assistance and career planning/job placement services, developing and marketing the College’s ability to deliver customized training, and providing a site for the Mobile Educational and Evaluation Training Unit (MEET-U).

The College will continue to work in cooperation with the Region 2 Workforce Investment Board to address the training needs of businesses in the region and supplying these training opportunities to the citizens of Lincoln County.

5. **Total Project Budget, Including A/E Fees, Project Contingencies, Movable Equipment, and Furnishings**

<table>
<thead>
<tr>
<th>Space Requirements</th>
<th>Square Feet</th>
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</thead>
<tbody>
<tr>
<td>Administrative (Reception, Conference, Offices and Storage)</td>
<td>900</td>
</tr>
<tr>
<td>Distance Learning Classroom</td>
<td>1,000</td>
</tr>
<tr>
<td>Technology (Computer) Classroom/Laboratory</td>
<td>1,000</td>
</tr>
<tr>
<td>General Purpose Classrooms (3)</td>
<td>2,600</td>
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<tr>
<td>Physics/Chemistry Classroom Laboratory, Prep Room,</td>
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and Storage  \( 1,800 \)

Net Program Area  \( 7,310 \)

Gross Building Area  \( 9,503 \)  

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<tr>
<th>Projected Costs:</th>
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<tbody>
<tr>
<td>Building Construction  ((9,503 \text{ sq. ft. } @ $125.00))</td>
<td>$1,187,875</td>
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<tr>
<td>Site Development (Parking, Building Footprint)  (10,000)</td>
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\(\text{Total: } \$1,197,875\)

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<tr>
<td>Casework  ((9,503 \text{ sq. ft. } @ $ 3.50))</td>
<td>$33,261</td>
</tr>
<tr>
<td>Chalk and Tack boards  ((9,503 \text{ sq. ft. } @ $ 1.75))</td>
<td>$16,630</td>
</tr>
<tr>
<td>Loose Furnishings  ((9,503 \text{ sq. ft. } @ $ 4.00))</td>
<td>$38,012</td>
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<tr>
<td>Technology and Science Equipment</td>
<td>$109,839</td>
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\(\text{Total: } \$197,742\)

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<tr>
<td>Contingency  (($1,304,784 \times 2%))</td>
<td>$26,096</td>
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<tr>
<td>Design Fees  (($1,304,784 \times 6%))</td>
<td>$78,287</td>
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</tbody>
</table>

\(\text{Total: } \$104,383\)

**Total Projected Cost**  \(\$1,500,000\)

6. **Specific Funding Sources with Actual or Estimated Dollar Amounts Available From:**

A proposal for $1.5 million has been submitted for funding from the State of West Virginia Economic Development Funds. Without this funding the facility would not be constructed.
June 25, 2002

Board of Governors

Ms. Joanne J. Tomblin, President
Southern West Virginia Community and Technical College
P. O. Box 2900
Mount Gay, WV 25637

Dear President Tomblin:

At its June 24, 2002 meeting, the Board of Governors unanimously approved a resolution to modify Southern West Virginia Community and Technical College's 1994 Ten-Year Facilities Master Plan to incorporate the institution's plan to expand to the new Lincoln County Comprehensive High School located in Hamlin, WV.

Please call me if you have any questions concerning the Board's action on this matter.

Sincerely,

George Kostas, Chair
Board of Governors

cc:  Merle Dempsey
     Oretha Baker
ITEM: Revision to Signature Authority – Board of Trustees 2000 Series A Bonds

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the resolution concerning designation of authorized representatives to sign documents with respect to funds held by Bank One, National Association, as trustee.

STAFF MEMBER: James A. Winter

BACKGROUND:

Certain persons designated in previous bond resolutions as authorized representatives to sign certain documents are no longer employed at West Virginia University. To expedite payments related to the Bonds, it is necessary to designate new authorized representatives. Bond counsel has drafted the following Resolution which identifies the individuals authorized to execute documents with respect to funds held by Bank One, National Association, as trustee.
RESOLUTION:

WHEREAS, the University of West Virginia Board of Trustees, predecessor to the West Virginia Higher Education Policy Commission (the “Board”), issued its State of West Virginia University of West Virginia Board of Trustee University System Revenue Bonds (West Virginia University Projects) 2000 Series A, State of West Virginia $3,000,000 University of West Virginia Board of Trustees Revenue Bonds (West Virginia University Project) 1997 Student Union Series A and State of West Virginia $38,000,000 University of WV Board of Trustees Revenue Bonds (West Virginia University Project) 1997 Student Union Series B (collectively, the “Bonds”) the proceeds of which were for the benefit of West Virginia University;

WHEREAS, in the resolutions and trust indentures authorizing the Bonds, the Board designated authorized representatives to execute documents with respect to funds held by Bank One, National Association, as trustee (the “Trustee”);

WHEREAS, certain individuals designated as authorized representatives are no longer employed by West Virginia University; and

WHEREAS, to expedite payments related to the Bonds it is necessary to designate new authorized representatives;

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. That with respect to the Bonds the terms “Authorized Representative” and “Authorized Officer” shall mean the following West Virginia University officers: the President (currently David C. Hardesty, Jr.), the Vice President for Administration, Finance and Human Resources (currently Scott C. Kelley) and the Associate Vice President for Finance (currently Gary W. Rogers).

2. This Resolution shall be effective immediately upon adoption.
West Virginia Higher Education Policy Commission
Meeting of August 2, 2002

ITEM: Final Approval of Series 33, Anatomical Board

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves Series 33, Anatomical Board

STAFF MEMBER: Michael J. Lewis

BACKGROUND:

The Higher Education Policy Commission approved Series 33, Anatomical Board, at its May 17, 2002 meeting for filing the 30-day public comment period with the Secretary of State’s Office. No comments were received. It is, therefore, presented to the Commission for final approval.
Section 1. General.

1.1. Scope. -- This rule establishes the government and operations of the Board of Regents West Virginia Higher Education Policy Commission Anatomical Board.

1.2. Authority. -- W. Va. Code §§18B-1-6, 18B-6-4-8.

1.3. Filing Date. -- February 6, 1991

1.4. Effective Date. -- March 8, 1991


Section 2. Purpose.

2.1. The University System of West Virginia West Virginia Higher Education Policy Commission hereby establishes the University system of West Virginia West Virginia Anatomical Board. In accordance with the provisions of W. Va. Code §18B-6-4-8, the Anatomical Board shall have full power to establish rules and regulations for its own governance and for the requisition, use, disposition, and control of such dead human bodies as may come under its authority by way of gift.

Section 3. Appointments of Members.

3.1. The Board of Trustees shall appoint members to the Anatomical Board. The Board of Trustees may appoint one (1) dean of a school of medicine, one dean of a school of dentistry, and two (2) chairmen of departments of anatomy of schools of medicine. No more than one member of this board shall be from the same school. The West Virginia Anatomical Board shall consist of the following four members: (1) the dean of the school of dentistry, West Virginia University; (2) the chairperson of the department of anatomy,
West Virginia University, School of Medicine; (3) the chairperson of the
department of anatomy, Marshall University, School of Medicine, and (4) the
dean of the school of medicine, West Virginia School of Osteopathic
medicine.

3.1.1. The West Virginia Anatomical Board shall have the authority to
designate its officers and to appoint its members to the offices created,
appoint such officers, and agents as may be necessary to carry out the
purposes for which the Board is organized.

3.1.2. Members shall serve at the pleasure of the Board of Trustees with the
date of initial appointment to be effective March 1, 1990. The term of
office of each member shall be for a period of three years from the date
of appointment. Because membership on the Anatomical Board for the
most part is specified in the statute and is tied to certain positions within
the state's school of dentistry and schools of medicine, members of
necessity may be reappointed to membership on the Anatomical Board.
Members of the Anatomical Board may be represented by a designee
from their respective institution with right of proxy. When a member is
no longer available to complete the term of appointment, the chief
executive of the Anatomical Board shall notify the Chancellor of the
Board of Trustees and shall request the appointment of an appropriate
person to fill the vacancy. A member may be removed from the
Anatomical Board only by action by the University System of West
Virginia Board of Trustees.

Section 4. Compensation of Board Members.

4.1. All members of the Anatomical Board by statute shall be members of the
state's schools of medicine and dentistry and shall not be entitled to, or
receive, any compensation for services rendered in their capacity as
members of the Anatomical Board. Anatomical Board members may be
reimbursed for incidental expenses, subject to applicable state and Board of
Trustees Higher Education Policy Commission regulations.

Section 5. Budget.

5.1. The University System of West Virginia West Virginia Anatomical Board shall
have no budget and, therefore, shall receive no direct allocation of state
funds. The current practice, whereby the functions of the Anatomical Board
are financed by the state's three medical schools as an element of their
educational expense, shall continue.

5.2. Each school currently operates a Human Gift Registry under the rules and
regulations of the Anatomical Board. These registries shall be financed as an
educational expense of each medical or dental school.
Section 6. Promulgation of Rules and Regulations.

6.1. The University System of West Virginia Anatomical Board is vested by statute with the authority to establish its own rules and regulations pursuant to W. Va. Code §18B-6-6 4-8.

6.2. Within ninety (90) days of the effective date of this rule, The Anatomical Board shall transmit to the University System of West Virginia Board of Trustees a copy of such rules and regulations as have been adopted and transmitted to the Higher Education Policy Commission a copy of rules and regulations by the Anatomical Board. These rules and regulations shall thereafter be included as Appendix A of this rule. By enacting this rule, the Board of Trustees specifically adopts, as its own, the current rules and regulations of the University System of West Virginia Anatomical Board. Such rules and regulations shall be in effect until superseded by the new rules and regulations adopted by the University System of West Virginia Anatomical Board and approved by the Higher Education Policy Commission.

6.3. The rules and regulations of the Anatomical Board may be amended or replaced in whole or in part by the Anatomical Board at its pleasure. When such changes are made, however, the revised rules and regulations shall be forwarded to the University System of West Virginia Board of Trustees for inclusion as Appendix A of this rule.

6.4. The Anatomical Board is charged under W. Va. Code §18B-6-6 4-8 with keeping a full and complete record of its transactions, indicating (among other things) every dead human body coming under its authority and giving the name, sex, age, date of death, place from which received, and when and from whom received. This record must be open at all times to the Attorney General of West Virginia and to any prosecuting attorney within the state. Accordingly, a single numbering system shall be established, and the central record-keeping system for the Anatomical Board shall be continued as currently established and functioning under the rules and regulations of the University System of West Virginia Anatomical Board.

6.5. In order for the Anatomical Board to more fully comply with its statutory duties relating to the keeping of records, each institution which receives bodies under the Board's authority shall, upon receipt of such body, file with the Board's Secretary a copy of the Death Certificate and a copy of the Donor Registration Form or Relative Release Form. Further, each institution which receives executed Donor Registration Forms and bodies under the Board's authority shall file monthly reports with the Board's Secretary giving the name, date of birth or Social Security number, sex, age, date of death, place from which received, and when and from whom received (in the case of
donated body) and a copy of the Donor Registration Form (in the case of newly registered donors). In addition, each institution shall annually submit to the Board the status of each body, or a copy of the Disinterment-Reinterment Permit or some other documentation indicating final disposition. The Department of Neurobiology and Anatomy at West Virginia University currently serves as the Administrative Office for the West Virginia Anatomical Board. The Chair of the Department serves as the Chair of the Anatomical Board. The Secretary of the Anatomical Board is designated by the Chair of the Anatomical Board and is currently a designated office staff in the Department. Notification of the Higher Education Policy Commission is required in the event of changes in the administrative organization of the Anatomical Board.

6.6. The West Virginia Code requires that members of the Anatomical Board file a bond with the Clerk of the Circuit Court of Kanawha County or to prove to such Clerk that the members of the Anatomical Board recovered be covered by a suitable bond in the amount of at least one thousand dollars ($1,000). Accordingly, the University System of West Virginia Board of Trustees West Virginia Higher Education Policy Commission shall communicate with the State Board of Risk and Insurance Management and with the Circuit Court of Kanawha County to record the filing of such bond.

Section 7. Reporting Requirements.

7.1. The Anatomical Board shall record the minutes of its regular and special meeting and shall forward copies of these minutes to the Chancellor of the University System of West Virginia West Virginia Higher Education Policy Commission.

7.2. The Anatomical Board shall submit to the University System of West Virginia Board of Trustees West Virginia Higher Education Policy Commission an annual report of major actions taken, issues discussed, transactions accomplished, and recommendations requiring action by the Board of Trustees Policy Commission.

APPENDIX A

UNIVERSITY SYSTEM OF WEST VIRGINIA, WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

WEST VIRGINIA ANATOMICAL BOARD RULES AND REGULATIONS

Institutions and individuals using human bodies for scientific study, as authorized by state statutes, are required thereby to comply with the Rules and Regulations prescribed by the University System of West Virginia West Virginia Higher Anatomical Board. The University System of West Virginia West Virginia Anatomical Board shall
meet at least annually to review its Rules and Regulations, elect its chairman, and make appointments. The chairperson of the Board, secretary of the Board, and location of the administrative office shall be reviewed at each annual meeting. Advance public notice through the news media shall be given for all regularly scheduled meetings of the Board and for all special meetings except for an emergency requiring immediate official action.

The Rules and Regulations prescribed by the University System of West Virginia Anatomical Board apply to the use of all bodies, whether requisitioned by the University System of West Virginia Anatomical Board or donated under the provisions of the uniform Anatomical Gift Act (W.Va. Code §16-19). It is noted that two (2) general categories of dead human bodies are recognized by state statutes: First, those which are requisitioned by the University System of West Virginia Anatomical Board (for example, certain bodies that must be buried at public expense) and second, those donated under the provisions of the Uniform Anatomical Gift Act to the University System of West Virginia Anatomical Board for utilization in scientific or medical research or education. Institutions utilizing human bodies of either category must designate a person at the institution, acceptable by the Board, who will assume responsibility for assuring full compliance with the following Rules and Regulations. A written copy of such assurance, designating the name of the responsible person and signed by the chief officer of that institution, is to be submitted to the Board prior to usage of human bodies. Authorized individuals who are not associated with institutions must submit written assurance of compliance with these Rules and Regulations prior to usage of a human body or bodies.

1. All human bodies used by an authorized institution or individual for scientific study must be channeled through the University System of West Virginia Anatomical Board prior to usage of the body or bodies. This may be carried out by direct correspondence and does not necessarily require that the body itself be delivered to the Board. All bodies under the jurisdiction of the University System of West Virginia Anatomical Board are to be numbered using a single numbering system administered by the Secretary of the Board.

2. All bodies donated for scientific or medical study at an authorized institution or by an authorized person (for example, not requisitioned by the Board) require a properly signed and witnessed Donor Registration or Donation and Release Form. At the time of delivery of the body to such institution or person, a copy of the Death Certificate and Donor Card or Donation and Release Form shall be forwarded to the Board.

3. Postnatal bodies delivered to institutions or to authorized individuals require a Burial-Transit Permit if delivery of the body is made from outside the county in which that institution or other authorized recipient is located. Within a county, a permit is not ordinarily required if the Death Certificate stipulates that the institution or authorized individual is to receive the body. If the body, or any part of the body, or the ashes are removed to any other location, within or outside the
county, a Disinterment-Reinterment Permit is then required at the time of removal. Modes of transportation must be appropriate in consideration of the dignity of the human body.

4. Following the usage of a body or bodies, it is the responsibility of the institution or authorized individual utilizing the body to properly dispose of the remains by cremation, unless some other proper manner of disposal is agreed upon by correspondence with the Board. Postnatal bodies must be cremated individually. A suitable crematory other than that used for animal remains is required. Ashes from each postnatal body must be interred in an identified, individual container in a manner that ensures dignity and respect. Upon request by the next-of-kin at the time of donation, ashes will be delivered as a courtesy and not as a lawful obligation to the next-of-kin in a suitable container using a proper mode of delivery. In all respects, the feelings and the concern of the family will be given reasonable consideration.

5. A body may be donated to a specific institution. However, while reasonable efforts will be made to consider such requests of the donor, the Board may, in its discretion, authorize the use of the body or any part thereof by any authorized institution or person. A body or any part of a body which is in the care of an authorized institution or person may be removed to another authorized institution or person with the written consent of the West Virginia Anatomical Board.

6. All costs involved in the transportation of a body or bodies, embalming, cremation, and burial by the Board are to be assumed by the institution or authorized person utilizing the body or bodies. Such institutional costs shall include all administrative costs involved in the above, as well as cost incurred for memorial services, certificates and urns.

7. Confidentiality of the identity of all bodies must be assured, including anonymity for student usage.

8. Predoctoral and postdoctoral students are authorized to utilize human bodies for anatomical study if enrolled in appropriate anatomical courses of medicine, dentistry, or allied health sciences at institutions authorized by state statutes, subject to the Rules and Regulations prescribed by the Board, and such persons may be allowed access to the locations where bodies are utilized for anatomical study without further specific approval by the Board. Faculty members, resident students and appropriate nonfaculty medical, dental or allied health practitioners not enrolled in a course at an authorized institution also may utilize human bodies in the care of such institution for study if given permission by the responsible person designated by that institution, and if the study is carried out in the approved areas given to this purpose within that institution, as described below.
9. A body or bodies must be utilized in specific locations approved by the Board. Such locations are to be construed as restricted areas and must be designed to ensure the proper security of the body, prevent unauthorized access or usage, contain facilities required for the proper manner of scientific usage and remain in a securely locked condition when not in immediate use.

Places for body storage, such as a departmental morgue, are to be construed as restricted areas, and access is to be limited to the faculty and appropriate staff of that department or unit. All other individuals must secure the permission of the responsible person designated by that institution for admission to this restricted area, and only applications giving legitimate reasons for access shall be approved.

10. Photographs of a body or any of its parts are not to be made for any reason without the express written consent of the Board or the responsible person designated by the institution. The Board retains the right to edit, with respect to propriety, all photographs utilizing gross anatomical human material intended for publication, and the Board must be notified of intention to public such material.

11. No institution or individual may "Buy" or "Purchase" a human body. However, human bodies may be secured from and/or transferred to other authorized institutions, with priority in West Virginia, or in other states should the need arise. Such schools shall be reimbursed for all reasonable costs.

12. The University System of West Virginia West Virginia Anatomical Board emphasized the importance of maintaining the continuing good will of the public. Students who will utilize bodies for anatomical study are to be thoroughly instructed in the proper manner of professional conduct. No action is to be made, in public or private, that in any way will demean the human body. Conversational improprieties and any other manner of unprofessional or unethical conduct are strictly prohibited. The need for genuine and sincere respect for the dignity of the deceased human body and the obligation to treat the body in a responsible and professional manner are to be regarded as essential. While authorized students or others approved by the Board, or by the responsible person of an institution, have access to locations for body usage, such individuals do not have the authority in turn to grant admission or visitation privileges for guests not approved by the responsible person designated by the institution. Only persons having legitimate purpose shall be granted admission or the privilege of usage. All guests granted admission to locations for anatomical study must comply with the professional standards outlined herein.

13. The proper physical care of each body is to be maintained throughout the period of usage.

14. Nonliving human fetuses may be utilized for scientific study, subject to the following constraints:
(a) Fetuses of less than twenty (20) weeks gestational age require no death certificate or Burial-Transit permit. However, the University System of West Virginia West Virginia Anatomical Board requires a Donation and Release Form signed by a parent or next-of-kin and by two (2) witnesses releasing the fetus for scientific study and disposal. Such a statement is required for all in-state, as well as out-of-state, fetuses. Fetus usage and disposition are to be carried out in accordance with the standard procedures pertaining to the usage and disposition of all postnatal human bodies as prescribed by state statutes and subject to the Rules and Regulations of the University System of West Virginia West Virginia Anatomical Board.

(b) Nonliving fetuses exceeding twenty (20) weeks gestational age require a death certificate and Burial-Transit permit in compliance with state statutes. A Donation and Release Form, signed by a parent or next-of-kin and by two (2) witnesses is required by the University system of West Virginia West Virginia Higher Anatomical Board, whether the gift is made in-state or out-of-state. A Burial-Transit permit or a Disinterment-Reinterment Permit, whichever applies, is required following the same guidelines prescribed for postnatal bodies. Fetus usage and disposition are to be carried out in accordance with standard procedures pertaining to the usage and disposition of all postnatal human bodies, in compliance with state statutes, and subject to the Rules and Regulations of the University system of West Virginia West Virginia Anatomical Board.

15. Full records are to be maintained by all institutions and authorized persons having prenatal and postnatal human bodies in their care. These records shall show all transactions and the name, sex, age, date of death, place from which received, when and from whom received, the University system of West Virginia West Virginia Anatomical Board number assigned, and other information relevant for each individual body. Records shall be open at all times to inspection by the Attorney General, any prosecuting attorney in the state, and the University system of West Virginia West Virginia Anatomical Board.

In order for the Anatomical Board to more fully comply with its statutory duties relating to the keeping of records, each institution which receives bodies under the Board's authority shall, upon receipt of such body, file with the Board's secretary a copy of the Death Certificate and a copy of the Donor Registration Form or Relative Release Form. Further, each institution which receives executed Donor Registration Forms and bodies under the Board's authority shall file monthly reports with the Board's Secretary giving the name, date of birth or Social Security number, sex age, date of death, place from which received, and when and from whom received (in the case of a donated body) and a copy of the Donor Registration Form (in the case of a newly registered donors). In addition, each institution shall annually submit to the Board the status of each body, or a copy of the Disinterment-Reinterment Permit or some other documentation indicating final disposition.
16. The propriety of any usage of the deceased human body for purposes other than for teaching and research must be approved in advance by the Board.

17. The University system of West Virginia Anatomical Board requires that a personal copy of the Rules and Regulations be provided for each and every individual student, faculty member, secretary, technician, authorized guests, custodial maintenance, and security staff member, and for all other persons having authorized access to locations designated by the Board as "Restricted," or otherwise having occasion to participate, in any manner, in the use of dead human bodies or parts of bodies for anatomical study or research. This copy of the Rules and Regulations is to be received by each individual person named above, prior to his or her initial entrance into restricted facilities, or prior to any participation in any act of anatomical study or research utilizing deceased human bodies or part thereof. This paragraph shall not be construed to include the use of human skeletal material purchased through commercial supply houses, but does include all skeletal material derived from any body coming under the authority of the University system of West Virginia Anatomical Board.
ITEM: Final Approval of Series 34, Medical Education Fee and Medical Student Loan Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves Series 34, Medical Education Fee and Medical Student Loan Program

STAFF MEMBER: Michael J. Lewis

BACKGROUND:

The Higher Education Policy Commission approved Series 34, Medical Education Fee and Medical Student Loan Program, at its May 17, 2002 meeting for filing the 30-day public comment period with the Secretary of State’s Office. Two comments were received: one dealing with a clarification on amount of loan award, and one dealing with a clarification on when the loan interest rate is to be applied.

Clarification for award amount in Section 9: No award may be issued over $5,000.00

Clarification of Section 11.5 Loan Repayment; after staff review, it was determined that “at the time of the repayment period,” should be added to Section 11.5. This modification has been made.

As no other substantive comments were received, it is presented to the Commission for final approval.
Section 1. General.

1.1. Scope. -- These rules promulgate policy and procedure regarding the establishment of a medical education fee and a medical student loan program.

1.2. Authority. -- W. Va. Code §18-1-6 and §18-3-1

1.3. Filing Date. -- March 13, 1989

1.4. Effective Date. -- May 12, 1989

1.5. Repeals and replaces Title 128, Series 63

Section 2. Purpose.

2.1. The legislation addresses three (3) policy issues: Rising state cost of medical education, continued access to medical education by West Virginians who demonstrate financial need, and the geographic and specialty maldistribution of physicians. The purpose of the medical education fee is twofold: First, to provide funds to offset general operating costs at each of the state's three (3) medical schools, thereby reducing their required level of state support and; second, to provide funding for the loan program. The loan program partially offsets the medical education fee to assure continued access to medical school for qualified West Virginians who demonstrate financial need. The loan program also provides for certain loan forgiveness incentives to encourage physicians to practice in designated medically underserved areas or medical specialties.

Section 3. Medical Education Fee Adjustments.

3.1. The Board of Trustees Higher Education Policy Commission is authorized to fix the fee rates for students at each institution and may from time to change these rates. The Board Commission envisions increasing the medical education fee incrementally over a number of years until the tuition and fees approximate the national median value for public medical schools. for the fourteen (14) Southern Regional Education Board states.

Section 4. Medical Education Fee Collection and Disposition.
4.1. All medical students enrolled for credit at the West Virginia University School of Medicine, Marshall University School of Medicine, and the West Virginia School of Osteopathic Medicine shall pay a medical education fee, except those with authorized and approved Board of Trustees' Higher Education Policy Commission waivers pursuant to W. Va. Code §18-10-6.

4.2. The Board of Trustees (Board) Higher Education Policy Commission (Commission) shall annually, or at such other times as it may desire, fix the amount of the Medical Education Fee to be assessed resident and nonresident students at the state's medical schools. All such fees collected by an institution shall be deposited promptly in the state treasury in the accounts designated for such purposes. Sixty-seven percent (67%) of the total fees collected at each institution shall be deposited by the institution in the Medical Education Fee account at their institution (Account #86xx-12), to be used to offset general operating expenses of the medical school. The remaining thirty-three percent (33%) of fee receipts shall be transferred promptly to the Board's Commission's Medical Education Loan Fund (Account #8700-12). The Board Commission is authorized to transfer to the loan fund an amount not to exceed thirty-three percent (33%) of the total collections from the medical education fee in any one year. A lesser sum may be transferred; therefore, the Board Commission may elect by separate action to change the rules and regulations to reduce the proportion of fees transferred to the Loan Fund in future years.

4.3. In addition to the fees collected above, the Board Commission may deposit to the loan fund any appropriations provided by the Governor and Legislature for this purpose or any other amounts which may be made available for this purpose from external sources, including any interest earned on amounts in the loan fund prior to transfer to the institutions.

4.4. The Board Commission shall annually allocate to the institutions all funds which have accumulated in the Board's Commission’s Loan Fund for the previous year. This allocation shall be based upon each institution's proportionate share of Medical Education Fees collected and remitted during the preceding fiscal year. Funds so allocated will be transferred to each institution's general loan account in the State Treasury to be maintained in a separate sub-account therein. In addition to the Board's Commission's allocation, all other income generated by the institution for the purposes of this program, including principal and interest repayments, private gifts, interest income and the like, should be maintained in this separate sub-account.

4.5. Balances remaining in these fund accounts at the end of the fiscal year shall not expire or revert. Each medical school shall retain these remaining balances in the special revenue accounts established for each school in support of this program.
4.6. Refunds of the medical education fee may be made in the same manner as any other fee collected at state institutions of higher education.

Section 5. Financial Management.

5.1. Each institution shall maintain complete and accurate accounting records for all funds received and disbursed under the Medical Education Fee and Loan Program, and shall upon request make such records available to the Legislative Auditor or such other independent auditor as may be designated by the Board Commission. Receipt and disbursement of funds shall be governed by all applicable state practices and procedures.

5.2. Each institution shall submit on an annual basis, a report summarizing all receipts and disbursements from the Medical Education Fee and the Loan Program. This report will be in such format and contain such detail as the Board Commission may prescribe, and shall be due no later than September 15th each year.

5.3. Before the first day of July of each year, the Board Commission shall provide the legislative auditor with a report of the projected fee collections for each of the schools of medicine.

Section 6. The University of West Virginia Board of Trustees Higher Education Policy Commission Medical Student Loan Program and Fund.

6.1. W. Va. Code §18-3-1 creates a medical student loan program to be administered by the senior administrator vice chancellor for administration. The purpose of this program is to provide loans to state residents who demonstrate financial need, meet academic standards and are enrolled or accepted for enrollment at West Virginia University School of Medicine, Marshall University School of Medicine, or the West Virginia School of Osteopathic Medicine.

6.2. Eligibility of Applicants. -- In order to be considered for this award, applicants must meet the following minimum requirements:

6.2.1. Full-time enrollment in an approved state medical school in a program leading to the degree of Medical Doctor (M.D.), or Doctor of Osteopathy (D.O.), providing that the individual has not yet received one of these degrees.

6.2.2. Applicant must be a resident of West Virginia as determined by the school in accordance with Board Commission rule regarding "Classification of Student for Admission and Fee Purposes."

6.2.3. Have demonstrated financial need as determined by the Financial Aid
Office at the respective medical school.

6.2.4. Continuing students must remain in good academic standing and make satisfactory progress in keeping with the institutional policy for awarding Title IV financial aid funds.

6.2.5. Applicant is not in default of any previous student loan.

Section 7. Application Process.

7.1. Students must apply to the institution in which the applicant is registered utilizing the School's standard application process. Typically, this will involve an institutional application and a financial statement. The institution may establish a deadline for applying for this loan.

Section 8. Selection of Recipients.

8.1. Recipients will be selected each year by institutional officials of the Financial Aid Offices at the three state medical schools, i.e., Marshall University, the West Virginia School of Osteopathic Medicine, and West Virginia University. The number of awards will be determined by the availability of funds in this program at each school in any given academic year. Awards will be processed without regard to age, sex, gender, race, handicap, disability, national origin, marital status, veteran's status or religion.

Section 9. Loan Provisions and Agreement.

9.1. Loans may be made and award amounts determined annually for each of the numbers of years required to complete the course of study. The student-borrower may apply for additional loans for each subsequent academic year of medical school and the fund may, but shall not be obligated to, make loans to a borrower for such academic year or years.

9.2. Each applicant, before being granted a loan shall sign an award letter issued by the institution on behalf of the University of West Virginia Board of Trustees Higher Education Policy Commission Medical Student Loan Fund accepting the award. Each medical school may use its own award letter; however, such letters shall include the following common elements:


9.2.2. Expected family contribution (where applicable).

9.2.3. Other resources available to meet educational expenses.

9.2.4. Financial need.

9.2.5. Aid awarded reflecting academic periods in which it will be disbursed.
9.2.6. An indication of unmet financial need.

9.2.7. Any and all such loans shall be subject to the terms and conditions specified in a promissory note. For each loan received, the borrower will deliver a promissory note, payable to the Fund on or before the date any disbursement of loan funds is made, and bearing interest at the rate specified in the promissory note.

Section 10. Promissory Note.

10.1. The promissory note shall be an open ended note. All subsequent release of funds at the same interest rate shall be recorded on this promissory note. A new promissory note shall be used for changes in the interest rate, payment date, and other changes deemed necessary or desirable by the Fund to comply with these regulations or with applicable law.

10.2. Renewal shall be granted only upon the borrower's application and providing that:

10.2.1. The borrower continues as a student in good standing.

10.2.2. The borrower remains a resident of West Virginia.

10.2.3. The borrower's financial circumstances warrant continuation under the standards established by the institution.

10.2.4. There are available funds sufficient to make the award.

10.3. Any student applying for a loan under this program must use his or her Social Security number when submitting an application. The Social Security number will be used to verify a student's identity, track applications, authorized loans, verify enrollment and good student status, and to track fund disbursement and loan repayment. A student who fails to provide a Social Security number will not be eligible for a loan.

10.4. The maximum amount of the loan shall be restricted during the first several years of the program to assure satisfaction of the purposes of the Loan Program. Total dollars available will be limited and financial assistance should be programmed to support those students requiring assistance to offset the programmed increase in the Medical Education Fee. The maximum amount of individual loan available per year shall be $5,000.

Section 11. Loan Repayment.

11.1. Recipient is allowed a maximum of ten (10) years to repay the loan (principal and interest thereon) beginning one year after the borrower ceases to be a full-time student at a school of medicine eligible to participate in the
Periods of authorized deferment (approved additional medical training, including internships, residencies, or fellowships, or required military service -- not to exceed five years) are not included as part of the 10-year repayment period. However, the minimum shall be no less than fifty dollars ($50.00) per month.

11.2. The first payment shall not be due and payable until one (1) year following the date that the recipient ceases to be a full-time student at a school of medicine eligible to participate in the Medical Student Loan Program. Payments are not due for periods of deferment -- approved medical training, including internship, residency or fellowship training, the total of which may not exceed five (5) years, unless the recipient abrogates the contract.

11.3. If the borrower discontinues the full-time study of medicine, loans made by this fund together with accrued interest thereon shall be due and payable beginning sixty (60) days from the date of last enrollment.

11.4. There shall be no penalty for early repayment of the loan.

11.5. The rate of interest charged a loan recipient shall be at the rate of eight percent (8%) simple interest the prevailing Stafford Loan percentage at the time of the repayment period, and shall accrue from the beginning of the repayment period. Interest shall not accrue during periods of deferment -- required military service or periods of approved medical training, including internship, residency or fellowship. The total number of years for post-graduate medical training may not exceed five (5) years.

11.6. No interest accrues during the time the recipient is in medical school, approved intern training, residency, fellowship or required military service, if such is reinstituted.

11.7. In the event of the borrower’s death, unpaid indebtedness remaining on the note (principal and interest) shall be cancelled.

Section 12. Loan Forgiveness Provisions.

12.1. A loan recipient may receive cancellation and forgiveness of the outstanding principal and accumulated interest on the loan in return for the actual performance of full-time service in West Virginia as Medical Doctor or Doctor of Osteopathy -- a physician (M.D. or D.O.) in an approved designated medically underserved area or in an approved designated medical specialty in which there is a shortage of physicians.

12.2. The Board Commission, in conjunction with the State Department of Bureau for Public Health, shall determine qualifying medically underserved geographic areas and medical specialties in which there is a shortage of physicians. An approved listing of underserved areas and qualifying medical
specialties shall be published and distributed to the financial aid officers of each participating state school of medicine. At the borrower's request, additional geographic areas may be considered by the Board Commission and the State Health Department Bureau for Public Health. Among the criteria are such factors as: Locations where a physician currently in practice will retire creating a shortage or a population shift which will justify additional man-power.

12.3. To be eligible for loan forgiveness, the applicant must first apply for, on an annual basis, and receive Board Commission approval for practice in a specific designated underserved area or designated medical specialty. Such approval shall include deferral of loan repayment during the period the practitioner is performing in service authorized for loan forgiveness. The practitioner must notify the lending institution of the date that such practice commences and terminates.

12.4. The borrower shall receive cancellation and forgiveness of the outstanding principal for sums not to exceed $5,000 plus accumulated interest during each period of twelve (12) consecutive months of full-time practice. No forgiveness shall be granted for less than twelve (12) consecutive months of full-time practice.

12.5. An exit interview shall be required by the school at the time the borrower graduates or otherwise terminates enrollment. At that time, the borrower's rights and responsibilities under the loan fund will be discussed. Loan recipients shall be obligated during the period the loan is active to maintain current address record with the Student Loan Office of the medical school which provided the loan.

12.6. It shall be the responsibility of the borrower to secure a current list of approved underserved areas and medical specialties at such time as deemed necessary and appropriate by the borrower. The current list may be obtained from the school Student Financial Aid Office or from the Central Office State College and University Systems West Virginia Higher Education Policy Commission.

Section 13. Evidence of Practice and Application for Loan Forgiveness.

13.1. The borrower shall be eligible for loan forgiveness only upon application and upon acceptance of duly certified evidence of full-time medical or osteopathic practice in one of the designated areas or medical specialties.

13.2. To be eligible for a loan forgiveness, the applicant must have Board Commission approval for practice in a specific designated underserved area or designated medical specialty. In addition, the applicant must subsequently provide evidence to support the fact that full-time physician services were rendered. Such evidence shall be presented on a form provided by the Board Commission for that purpose. The Board shall be the
authority that grants loan forgiveness. The Board Commission shall notify the appropriate lending institution of all loan forgiveness which is granted.

Section 14. Notification of Recipients and Disbursement of Funds.

14.1. Approved medical schools shall be responsible for notifying students selected to receive loans and for ensuring that borrowers receive and complete both the loan award letter and the promissory note prior to disbursement of funds. Approved medical schools shall also be responsible for disbursement of any and all funds to students. Disbursements shall usually be made at the beginning of each semester in an amount equal to one-half (1/2) the annual award.
West Virginia Higher Education Policy Commission
Meeting of August 2, 2002

ITEM: Approval for Public Comment of Series 35, Correspondence, Business, Occupational, and Trade Schools

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the filing of amendments to Series 35, Correspondence, Business, Occupational, and Trade Schools, with the Secretary of State’s office for a 30-day public comment period

STAFF MEMBER: James Skidmore

BACKGROUND:

Senate Bill 653 transferred jurisdiction over private correspondence, business, occupational and trade schools from the State College System Board of Directors to the Higher Education Policy Commission. The relevant statute that sets out the regulatory powers of the Policy Commission requires these schools to obtain permits to operate from the Policy Commission and post surety bonds.

In 1997 the State College System Board of Directors received a complaint from a student at Mountain State College claiming she was misled by school officials when recruited for its Legal Assistant program. After an investigation by the Board of Directors a recommendation was made that the school refund the complaining students’ tuition. The School declined to make the refunds.

Under the version of the Board of Director’s rule in effect at the time - - - which is now Series 35 of the Policy Commission’s rules - - - the only remedy the Board of Directors had for violations of its rules was to revoke the permit of the school. The Board of Directors decided the student complaint was not of sufficient magnitude to warrant a permit revocation.

Several of the students then brought a civil suit in Kanawha County Circuit Court against the school, their student loan creditors, and the Board of Directors as holder of the school’s surety bond. On February 21, 2002 the Circuit Court issued a partial summary judgment ordering procedures to be put in place to address situations like those faced by the students and to allow the dispensing of proceeds from the posted surety bonds to students harmed by a school’s actions.
In subsequent conferences with the Court the Policy Commission was directed to amend its Series 35 to provide a mechanism for resolving and remedying student complaints without complete revocation of a school’s permit.

A draft of amendments to Series 35 was prepared in an effort to comply with the Court’s directives. After comments from the other parties a final draft was submitted to the Court. It was emphasized to the Court that the draft was only a staff presentation and would have to be approved by the full Policy Commission and Legislature.

The proposed amendments set out in the attached draft establish a procedure for ordering refunds and other appropriate relief to students harmed by the schools’ actions as well as forfeiting surety bonds. It is recommended the Policy Commission approve the attached draft rule for filing with the Secretary of State’s Office for a 30-day comment period.
SECTION 1. GENERAL

1.1 Scope - Rule regarding the issuance, renewal, and revocation of permits to correspondence, business, occupational, and trade schools.

1.2 Authority - West Virginia Code §18B-3-5. 18b-1B-4(A)(38)

1.3 Filing Date - April 3, 1995

1.4 Effective Date - April 3, 1995

SECTION 2. DEFINITIONS

The following words and phrases as used in this rule shall have the following meaning, unless the context otherwise requires.

2.1 Accredited School

A school that is accredited by a regional or national accrediting agency that is recognized by the United States Department of Education.

2.2 Associate Degree

A degree that may be awarded by accredited schools pursuant to a program of not less than two (2) academic years as authorized by West Virginia Code 18B-3-5.

2.3 Policy Commission

The West Virginia Higher Education Policy Commission.

2.4 Campus

A permanent facility where instruction takes place, or a facility where courses are taught for more than ten (10) days per calendar year.

2.5 Chancellor

The Chancellor of the West Virginia Higher Education Policy Commission or his or her designee.

2.6 Correspondence School

An educational organization which, for a consideration, profit, or tuition, teaches or instructs in any subject that prepares an individual for employment solely through the medium of correspondence between the student and the school, and by which the school transmits to or exchanges matter with the student via printed material, video tapes, cassette tapes, telecommunications, or other means.
2.7 Financially Sound

Meeting two of the following: a current ratio of at least 1:1 regarding total current assets compared to total current liabilities, positive total equity, or current year profitability.

2.8 Immediate Family

Spouse, parent, sibling, child, or grandchild.

2.9 Ownership Change

When the change of ownership results in a change in control of the school outside the immediate family.

2.10 Person

Any individual, group of individuals, partnership, association, organization, business, trust, corporation, or other business entity.

2.11 Business, Occupational, or Trade School

An institution, organization, or entity no matter how titled, maintaining or conducting classes or instruction for a consideration, remuneration, or tuition, designed to prepare an individual for employment or enhance employment skills.

2.12 Representative

Any person representing a school, whether such school is located within or outside of the State of West Virginia, or acting as an agent, solicitor, procurer, broker, or independent contractor to produce students or enrollees for any such school by solicitation in any form at any place in this state.

2.13 School

Business, occupational, trade, or correspondence school.

2.14 Specialized Associate Degree

Degree that may be awarded by accredited schools pursuant to a degree program of not less than two (2) academic years.

2.15 State

The State of West Virginia.

2.16 Terms

Regularly established divisions of the academic school year, each with an established starting and ending date, which is normally referred to as modules, quarters, trimesters, or semesters.

SECTION 3. EXEMPTIONS

3.1 For the purpose of this rule, the following are not defined as a correspondence, business, occupational, or trade school:

3.1.1 Any school or person licensed or approved to offer education or training by any other statutory licensing or accrediting agency pursuant to statutes of the West Virginia Code other than 18B-3-5.
3.1.2 Any school or organization whose courses of instruction offered are solely for the purpose of teaching preparation of tax returns.

3.1.3 Any school conducted by any person, solely on a contractual basis with private or governmental organizations where obtaining a permit is not a condition of the contract and students are not charged tuition or other fees, and no advertisement of courses takes place.

3.1.4 Any training or apprenticeship program conducted by a company, union, or other organization in which students, members, or employees enrolled in the training or educational programs are not charged tuition or other fees.

3.1.5 Schools that offer courses which are conducted solely for personal development or information, do not prepare or represent themselves as preparing, an individual for a career or enhancing employment opportunities, are not offering sequential courses comprising an entire program and are not offering courses for more than twenty-four (24) weeks per calendar year.

3.1.6 Tutorial instruction given in a private home or elsewhere as supplemental to regular classes for students enrolled in public or private schools.

3.1.7 Non-profit independent colleges, universities, and other non-profit entities that are accredited by a regional accrediting agency recognized by the United States Department of Education.

3.1.8 Public colleges, universities, and schools under the jurisdiction of the West Virginia Higher Education Policy Commission, institutional governing boards set out in W. Va. Code § 18B-2A-1 or the West Virginia Board of Education.

SECTION 4. APPLICATION for PERMIT

4.1 Unless exempted as defined in Section 3 of this rule, no person or corporation shall solicit students or operate any correspondence, business, occupational, trade school, or branch campus in the state without first applying for or obtaining a permit issued by the Policy Commission. A permit shall be issued authorizing the solicitation of students and/or authorizing the operation of a school if all conditions of the laws and regulations of this state pertaining to correspondence, business, occupational, and trade schools are met.

4.2 If a person as defined in Section 2 of this rule wishes to operate or continue to operate a school or branch campus or to solicit students in the state, that person shall submit an original application for a permit to do so on forms provided by the Policy Commission.

4.3 As a condition of the issuance of a permit, a school shall submit with the application:

4.3.1 A copy of the curriculum and description of courses for each program being offered;

4.3.2 A copy of the student enrollment contract;

4.3.3 A copy of the school's tuition refund policy and schedule;

4.3.4 A fully executed surety bond in the appropriate amount;

4.3.5 The appropriate permit fee;

4.3.6 A list of all representatives of the school who will be soliciting students; and

4.3.7 If accredited, documentation from the accrediting agency regarding accreditation status.
4.4 Persons shall not be deemed to have submitted an initial application for a permit to operate a school or solicit students in this state unless a properly completed application, the application fee, the required surety bond, and all other information and documentation required by this rule has been submitted to the Policy Commission and the following has been provided:

4.4.1 A listing of the individual’s or organization’s prior school operation history in this state, other states, or other countries.

4.4.2 Information detailing the involvement in, or relationship to, any school that lost its accreditation, lost its authorization to operate because of violation of state or federal laws, was terminated from participation in the federal financial aid programs, closed without arranging a teach-out for students or arranging refunds, or other discharge of the school’s contractual obligation to the student.

4.4.3 Proof at the time of filing an initial application that adequate facilities are available and ready for occupancy and that all instructional equipment, books, supplies, and personnel are in place and ready for operation and verified by an on-site visit by a representative of the Policy Commission.

4.5 As a condition of permit renewal, all schools shall make annual reports to the Policy Commission on forms furnished by the Policy Commission.

4.6 In addition to the requirements set forth above, all out-of-state schools shall annually provide evidence of authority to operate or accreditation by the regulatory agency of each state in which the school is located or conducts business.

4.7 A permit shall be valid for one year corresponding to the effective date of the surety bond as required herein.

4.8 Any information of a confidential or proprietary nature provided to the Policy Commission by a school for the purpose of obtaining or renewing a permit, and exempted from public disclosure pursuant to the terms of West Virginia Code § 29B-1-4, shall not be disclosed for any purposes inconsistent with this rule or statute.

SECTION 5. PERMIT APPLICATION FEE

5.1 Any person applying for a permit to solicit students or operate a school, as defined by this rule, or branch campus in this state shall submit an initial application fee in the amount of two thousand dollars ($2,000) with the application.

5.2 Any person applying for renewal of a permit shall submit an annual fee of five hundred dollars ($500) with the renewal application for each campus operated by the school.

5.3 Any person submitting a permit renewal application and surety bond more than sixty (60) days after the last effective date of the applicant’s previous surety bond shall be considered a new applicant for the purpose of paying the initial application fee.

SECTION 6. SURETY BOND REQUIREMENTS

6.1 A school located in the state shall submit with its initial or renewal application, the original fully executed continuous surety bond written by a company authorized to do business in this state in the sum of fifty thousand dollars ($50,000) unless required otherwise by a provision of this section.

6.2 Any school which has its physical facilities located in this state and has operated in this state under the present ownership, or ownership control within the immediate family, for at least ten (10) years as of June 10, 1994, is required to submit with its renewal application the original copy
of a fully executed continuous surety bond written by a company authorized to do business in this state in the sum of thirty-five thousand dollars ($35,000).

6.3 Schools having branch campuses within this state shall provide one fully executed surety bond in the appropriate amount providing coverage for all campuses.

6.4 In the event of notice of cancellation of the surety bond by a bonding company or revocation of the surety bond by the Policy Commission, the school shall furnish a fully executed replacement to the Policy Commission within sixty (60) days of the school's receipt of the notice of cancellation. But in no event may a school solicit or enroll new students until the appropriate surety bond is in effect.

6.5 The termination of a school's surety bond coverage shall be grounds for revocation of its permit if the school fails to replace the bond within the required time.

6.6 A school whose physical facilities are located outside this state, and which applies for a permit to solicit students in this state, shall submit a fully executed surety bond in the sum of fifty thousand dollars ($50,000).

6.7 The Policy Commission may increase the bond requirement of any school to one hundred fifty thousand dollars ($150,000) if the school has its accreditation terminated or its institutional eligibility under the Higher Education Act of 1965, as amended, is terminated for cause.

6.8 If, in accordance with the standards of the American Institute of Certified Public Accountants, the school's audited financial statements are qualified because the school's continued financial viability as an ongoing concern is in doubt, and the school is not financially sound as defined in Section 2 of this rule, the Policy Commission may require the surety bond be increased up to an amount not to exceed four hundred thousand dollars ($400,000) if the Policy Commission determines an increased bond is reasonably necessary to protect the financial obligations legally due to the students then enrolled at the institution.

6.9 Confidentiality Statement - any financial information submitted to the Policy Commission by a school covered under this rule shall be used by the Policy Commission only for purposes of this rule.

SECTION 7. MAINTENANCE OF RECORDS

7.1 A school shall maintain records at a central location and have them available for inspection by a representative of the Policy Commission.

7.2 A school shall maintain academic records suitable for transcript purposes for each student for fifty (50) calendar years after the student has departed the school, or until the student becomes 65 years of age. The records shall include, as a minimum:

7.2.1 The name and address of the school;
7.2.2 The full name and address of the student;
7.2.3 The starting and completion or separation dates;
7.2.4 The course of instruction or subject;
7.2.5 The amount of credit, if any;
7.2.6 The grade for each subject; and
7.2.7 A statement indicating whether the student graduated or completed the course.
7.3 A school shall develop and enforce security measures to protect student records from damage or destruction for the required period of time.

SECTION 8. CHANGE of SCHOOL OWNERSHIP

8.1 A school must notify the Policy Commission at least thirty (30) days in advance of the change of ownership control. Within thirty (30) days of such notification, the Policy Commission will notify the school of permit status.

8.2 When a school is located in this state and has a change of ownership control and the new ownership control is outside of the immediate family of the previous owner, the school may continue to operate under the present permit. However, before the solicitation of students can continue, the school shall submit to the Policy Commission the following:

8.2.1 A fully executed surety bond in the amount of fifty thousand dollars ($50,000).

8.2.2 The names, addresses, and corporate titles of all persons or other entities having a financial interest in the school, and the names and addresses of any other schools in which these persons or entities have or have had a financial interest.

8.2.3 A revised listing of all programs to be offered if changes were made with new ownership.

8.2.4 An application for each representative of the school who will be soliciting students.

8.3 If the school is located outside this state, the school must show evidence of compliance with the laws and regulations in the state where the school is located. In addition, before the solicitation of students continues in this state, the school must submit the following:

8.3.1 A fully executed surety bond in the amount of fifty thousand dollars ($50,000);

8.3.2 An application for each representative of the school that will be soliciting students in West Virginia;

8.3.3 A revised listing of all programs to be offered if changes are made with new ownership; and

8.3.4 The names, addresses, and corporate titles of all persons or other entities having a financial interest in the school.

SECTION 9. SCHOOL CLOSING

9.1 A school which is closing, either voluntarily or involuntarily, shall:

9.1.1 Inform the Policy Commission of this action immediately by certified mail;

9.1.2 Supply the Policy Commission with the name, address, and telephone number of the person responsible for closing arrangements;

9.1.3 Supply the Policy Commission with the name, address, telephone number, and the course of study for each student who has not completed his or her course of study;

9.1.4 Supply the Policy Commission with information on the dates of enrollment, the amount of class time left for each student to complete the course, and the amount of entitled refund, if any, for which each student is eligible;

9.1.5 Inform currently enrolled students by written notice of the appropriate procedures they are to follow to secure refunds due if suitable teachouts have not been arranged, or to
continue their education and supply the Policy Commission with a copy of this notice; and

9.1.6 Inform the Policy Commission and currently enrolled students of plans to store the permanent student records and the procedure to obtain copies.

SECTION 10. STUDENT ENROLLMENT CONTRACT

10.1 Before the schooling begins, all students shall receive a completed, signed and dated enrollment contract specifying both the school's and student's legal rights and obligations. The agreement may incorporate into the contract by reference information in the school's catalog, student handbook, or other school publication without printing such information or publication in the contract itself. The enrollment contract must contain, but is not limited to, the following:

10.1.1 The name and address of the school;

10.1.2 The name of the course of study or program, including the number of credit or clock hours of classroom instruction, home study lessons, or other study units required;

10.1.3 The total cost of the course, term or program for which the student is obligated under the contract including tuition, fees, books, and any other charges the student will incur shall be clearly stated;

10.1.4 The school's cancellation and refund policy including an explanation of the procedures a student will follow to cancel the contract or enrollment agreement; and

10.1.5 The signature of the student applicant, a parent or other sponsor if the student is under the age of eighteen (18), and the appropriate school officials, plus the date signed.

10.2 An application for admission is not to be construed as binding on the student, therefore limiting total student financial obligation to the payment of an application fee.

10.3 The school shall provide the student with a copy of the completed enrollment agreement that is signed and dated.

10.4 Those schools that are accredited by an national or regional accrediting agency recognized by the United States Department of Education may adhere to the accrediting agency's criteria regarding student enrollment contracts to satisfy the requirements of this section. However, in the event that enrollment contracts are not addressed by accrediting agency criteria, the provisions of this section must be followed.

SECTION 11. CANCELLATION and REFUND POLICIES

11.1 To obtain a permit a school shall have a cancellation and refund policy that incorporates the following provisions:

11.1.1 A statement relative to the unused portion of tuition, fees, and other charges if the student does not begin classes, withdraws, or is dismissed.

11.1.2 All fees and payments remitted to a school by a prospective student shall be refunded, minus any stated application fee not to exceed fifty dollars ($50), if the student is not admitted due to ineligibility.

11.1.3 An admitted student applicant may cancel, by written notice, his or her enrollment any time prior to the first class day of the session for which the application was made, and
the school shall refund all tuition paid by the student minus an application fee not to exceed fifty dollars ($50).

11.1.4 For the purposes of refund calculations, an individual's status as a student shall be considered terminated by the school not later than seven (7) calendar days after the last day on which the student actually attended the school. Termination may be effected earlier by proper notification. A home study program of instruction shall be terminated if a school does not receive a lesson or an appropriate response from the student within six (6) months after receipt of the last lesson, and the date of withdrawal shall be the date of the last lesson received. The date of withdrawal initiated by a student shall be the date the letter is postmarked or proper notification is given. The school shall provide a receipt for the letter or withdrawal notice received.

11.1.5 Schools are required to submit refunds to individuals or the appropriate agency within twenty (20) days after receipt of a proper notification of termination from a student.

11.1.6 The student refund policy for withdrawals and terminations for schools not accredited by an accrediting agency recognized by the United States Department of Education must at a minimum comply with the following:

11.1.6.1 A student who begins a term and withdraws after completing up to one (1) week or ten percent (10%) of the term is entitled to a refund of ninety percent (90%) of the charges less the application fee.

11.1.6.2 A student who begins a term and withdraws after completing more than ten percent (10%) through twenty-five percent (25%) of the term is entitled to a refund of seventy-five percent (75%) of the charges less the application fee.

11.1.6.3 A student who withdraws after completing more than twenty-five percent (25%) through fifty percent (50%) of the term is entitled to a refund of fifty percent (50%) of the charges less the application fee.

11.1.6.4 A student who withdraws after completing more than fifty percent (50%) of the term is not entitled to a refund.

11.2 Refunds shall be calculated for a specific term as defined in Section 2 of this rule, or the total cost of programs not exceeding one (1) year. In the event that students are financially obligated for a year-long program, the refund policy shall be on a weekly prorata basis through the first sixty percent (60%) of the program. The student's financial commitment shall not be for more than one (1) year at any given time.

11.3 Those schools that are accredited by a national or regional accrediting agency recognized by the United States Department of Education, may use the accrediting agency's refund policy to meet the requirements of this section. However, student refunds must be made within twenty (20) days after receipt of a proper notification of termination.

11.4 Those schools having their physical facilities located outside this state must comply with the cancellation and refund policies of their home state. If there is no state cancellation and refund policy in their home state, Section 11 of this policy must be followed.

SECTION 12. ADVERTISING

12.1 Each school and its representatives shall not make or cause to be made any oral, written, or visual presentation in connection with the offering or publicizing of a subject or course of instruction which is false or misleading.
12.2 In its advertising, a school shall:

12.2.1 Limit reference to its authority to operate to "Permit to Operate Issued by the West Virginia Higher Education Policy Commission;"

12.2.2 Disclose that it is a home study school if it provides such instruction;

12.2.3 Advertise starting or average salaries of its former students only if these claims can be documented for the most recent twelve- (12) month period preceding the advertisement for more than fifty percent (50%) of the graduating class.

12.3 In its advertising, a school shall not:

12.3.1 Advertise that it is "supervised," "recommended," "endorsed," "approved," or "accredited" by the Policy Commission;

12.3.2 Describe its courses of instruction and subjects in a misleading manner.

12.3.3 Use photographs or other illustrations in ways which misrepresent the size and location of the school, its equipment and facilities for the career for which the student is being trained;

12.3.4 Represent that it is endorsed by or affiliated with a college or university, unless such statements can be documented;

12.3.5 Advertise or indicate in any manner the transferability, or possibility of transferability, of its credits to colleges and universities unless it has written evidence on file of current acceptability of such credits from said colleges or universities;

12.3.6 Advertise that it is endorsed by manufacturers, business establishments, or organizations engaged in the line of work for which the school gives training unless written documentation regarding the endorsement is on file;

12.3.7 Advertise accredited status unless such status has been received from an accrediting body currently listed as recognized by the United States Department of Education and such accrediting body must be named if used in any advertisement or promotional material;

12.3.8 Advertise as an employment agency, or under the same or similar name as such an agency, or advertise training courses in the "Help Wanted" section of any newspaper;

12.3.9 Advertise any tuition, fees, or other charges in amounts other than those currently on file in the Chancellor's office or advertise them without showing the total costs;

12.3.10 Falsely guarantee job placement or employment at a certain wage; or

12.3.11 Use endorsements, commendations, or recommendations by students without their written consent.

12.4 A school eligible to offer a course of instruction or program leading to an associate degree or specialized associate degree shall, in any advertisement, promotional material, or the school catalogue refer to this degree designation as an "Associate Degree" or a "Specialized Associate Degree."

12.5 Those schools that are accredited by a national or regional accrediting agency recognized by the United States Department of Education may adhere to the accrediting agency's criteria regarding advertising to satisfy the requirements of this section. However, in the event that advertising is not addressed by accrediting agency criteria, the provisions of this section must be followed.
SECTION 13. STUDENT COMPLAINTS

13.1 A school shall attempt to resolve student complaints promptly and fairly and shall not subject a student to punitive action as a result of a written complaint having been filed with the school or Policy Commission.

13.2 The school shall have written procedures that describe in detail how a student may register a complaint with the school and Policy Commission, and how the school will investigate and attempt to resolve the complaint. A student may file a written complaint by letter or in any other written form.

13.3 The Policy Commission will begin the investigation of a written complaint within thirty (30) days of the date of receipt of the complaint unless it is a complaint regarding a matter over which the Policy Commission has no jurisdiction or it is intrinsically not credible. The initial investigation should be completed within sixty (60) days of the filing of the complaint. The investigation will be conducted by the Chancellor or his/her designee.

13.4 The school shall provide all enrolled students with a written copy of the student complaint procedures and make prospective students aware that such procedures exist and provide copies upon request.

13.5 Each school that is being investigated, as a result of a written student complaint, will be notified by the Policy Commission that such an investigation is being conducted, and a copy of the written complaint will be forwarded to the school. The name of the complainant may be withheld if so requested.

13.6 The school being investigated must respond to any inquiry by the Policy Commission relating to the investigation within ten (10) work days of its receipt of the inquiry.

13.7 Any school refusing to cooperate with an investigation of a written student complaint by the Policy Commission or any other governmental agency shall have its permit to operate or solicit students in West Virginia revoked in accordance with the due process provisions of Section 14 of these rules.

13.8 The Commission Chancellor, or his/her designee, upon completion of the investigation of a written student complaint, will supply the school by certified mail with a written report of the findings and any proposed corrective action. The school will have twenty (20) work days to reply to the Policy Commission before any action may be taken.

13.9 The school has a right to request a hearing regarding any findings or action proposed by the Commission resulting from an investigation involving student complaints.

13.10 The Policy Commission may forward any information pertaining to a written complaint found to have merit involving student financial aid to the United States Department of Education.

13.10 If the school does not take the proposed corrective action the Policy Commission may take what it deems appropriate action under Section 14 of this rule.

SECTION 14. WARNING, SUSPENSION, WithDRAWAL, or REvOCATION of ACCREDITATION, LICENSE, and/or APPROVAL to OPERATE

14.1 A school shall provide the Policy Commission with a copy of any notice of warning, suspension, revocation, or other adverse action received from any national, regional, or state accrediting and/or approval agency or the United States Department of Education within five (5) days of receipt of such notice. The school shall at the same time inform the Policy Commission in writing of activities being taken to correct the deficiencies.
14.2 The Policy Commission may for good cause, suspend, withdraw, or revoke the authorization of a school to operate within this state or to solicit students within the state, or solicit students with the state, place a school on probation, order refunds to students, or forfeit the school's surety bonds, or take any other appropriate action. Good cause shall consist of:

14.2.1 Loss of accreditation by a nationally or regionally recognized accrediting agency;

14.2.2 Cancellation of the school's bond by the bonding company and failure to secure a replacement in accordance with this rule;

14.2.3 A final determination that the school has engaged in conduct prohibited by this rule, and the conduct warrants suspension, withdrawal, or revocation of the approval to operate a school or solicit students in this state, and any specified corrective action has not been taken within the required time;

14.2.4 Closure of the school without adequately providing for the completion of students' classes or course work, without refunding students' unearned tuition or otherwise discharged the institutions contractual obligations to the students;

14.2.5 Conviction of the owner of a school for a felony or crime involving administration of the school or involving Federal Student Assistance programs; or

14.2.6 Refusal to cooperate with an investigation pursuant to Section 13 of this rule.

14.3 Upon receipt by the Policy Commission of information constituting any of the above grounds for suspension, withdrawal, revocation, or other adverse action, the Policy Commission shall notify the school and its owner in writing of its intent to recommend suspension, withdrawal, revocation, or other adverse action and the grounds for such recommendation.

14.3.1 The owner of the school may, within ten (10) work days of receipt of such notice, request a hearing upon the recommended action. Such hearing, if requested, shall be commenced within twenty (20) work days of such request at the Chancellor's office or at such other location convenient to the parties and witnesses as may be designated by the Chancellor.

14.3.2 The hearing shall be conducted by the Chancellor of the West Virginia Higher Education Policy Commission or the chancellor's designee, pursuant to the procedures set forth in Chapter 29A, Article 5 of the Code of West Virginia: Provided, that the same person who conducts an investigation pursuant to Section 13 of this rule shall not conduct the hearing.

14.3.3 The Chancellor or the chancellor's designee may continue the hearing at the request of the school for good cause shown. Continuances shall not be granted as a matter of right.

14.3.4 If the owner or a representative of the school does not request a hearing within the requisite time period, the recommendation of the Chancellor or his/her designee shall be deemed unchallenged by the school and reported to the Policy Commission for final action.

14.4 At the hearing, the grounds for suspension, withdrawal, or revocation of authorization to operate the school or other adverse action must be established by clear and convincing evidence.

14.4.1 The owner of the school or its designated representative may appear to defend the interests of the school, may present witnesses and evidence on behalf of the school, and may cross-examine witnesses against the school. The school may retain legal counsel to represent its interests at the hearing.
14.4.2 The Commission does not have the power to issue subpoenas, but the chancellor or the school may request the appearance of witnesses at the hearing, who shall be notified of such request by the chancellor or the chancellor's designee with the date, time, and location of the hearing in writing.

14.4.3 The rules of evidence shall not strictly apply, and evidence may be admitted if it is of a type commonly relied upon by reasonably prudent people in the conduct of their affairs. Objections to evidence offered by either party shall be ruled upon by the chancellor or the chancellor's designee who conducts the hearing.

14.4.4 The hearing shall be recorded by mechanical means or by a certified court reporter retained by the chancellor.

14.5 The chancellor shall make written findings of fact and conclusions of law as to whether or not the school or its representative has committed acts in violation of the law or these rules which would justify the suspension, withdrawal, or revocation of its authorization to operate. Such findings and conclusions shall be reported to the Commission, and a copy of same shall be provided to the school on the same date it is filed with the Commission and placed upon its agenda for action.

14.6 The Commission shall act upon the report at its next regularly scheduled business meeting to accept or reject the findings of the chancellor or the chancellor's designee, and to suspend, withdraw, or revoke the authority of the school or its representative to operate and/or solicit students within this state. Notification of the Commission's action shall be given to the school and/or its representative in writing within two (2) business days following such action of the Commission, by certified mail, or by personal delivery. For good cause shown in the minutes of the Commission, action upon the chancellor's report may be deferred to a date not later than the next regularly scheduled business meeting of the Commission.

14.7 A school or its representative may appeal an adverse action of the Commission to a court of competent jurisdiction within the time period specified by state law.

14.5. Irrelevant, immaterial, or unduly repetitious evidence may be excluded from the hearing. Formal rules of evidence as applied in civil cases in the circuit courts of this state shall not be applied. When necessary to ascertain facts not reasonably susceptible of proof under those formal rules of evidence not admissible there under may be admitted, except where precluded by statute, if it is of a type commonly relied upon by reasonably prudent persons in the conduct of their affairs.

14.6. The rules of privilege recognized by the law of this state shall be followed.

14.7. Objections to evidentiary offers shall be noted in the record. Any party to the hearing may vouch the record as to any excluded testimony or other evidence.

14.8. Any party to a hearing may appear with witnesses to testify on his or her behalf; may be heard in person, by counsel or both; may present such other evidence in support of his or her position as deemed appropriate by the Chancellor or his/her designee; and, may cross-examine witnesses called by the Policy Commission in support of the charges.

14.9. The hearing shall be open to the general public.

14.10. A record of the hearing, including the complaint(s), if applicable, the notice of hearing, all pleadings, motions, rulings, stipulations, exhibits, documentary evidence, evidentiary depositions and the stenographic report of the hearing, shall be made and a transcript thereof maintained in the Policy Commission's files. Upon request, a copy of the transcript shall be furnished to any party at his or her expense.
14.11. Documentary evidence may be received in the form of copies or excerpts or by incorporation by reference.

14.12. The Policy Commission may call witnesses to testify in support of charges and may present such other evidence to support its position; and, may cross-examine witnesses called by the charged party in support of its position.

14.13. All parties shall have the right to offer opening and closing arguments.

14.14. Hearings may be continued or adjourned to a later date or different place by the Chancellor or his/her designee by appropriate notice to all parties.

14.15. All motions related to a case set for hearing, except motions for continuance and those made during the hearing, shall be in writing and shall be received in the office of the Chancellor at least ten (10) days before the hearing. Prehearing motions shall be heard at a prehearing conference or at the hearing prior to the commencement of testimony.

14.16. All testimony, evidence, arguments and rulings on the admissibility of testimony and evidence shall be reported by stenographic notes and characters or by mechanical means.

14.17. All reported materials shall be transcribed. The Policy Commission shall have the responsibility to make arrangements for the transcription and provision of the reported testimony and evidence to the parties.

14.18. Any party may submit proposed findings of fact and conclusions of law at a time and manner designated by the Chancellor or his/her designee.

14.19. At any time prior to the hearing or thereafter, the Chancellor or his/her designee may hold conferences for the following purposes:

14.20. To dispose of procedural requests, prehearing motions or similar matters;

14.21. To simplify or settle issues by consent of the parties; or,

14.22. To provide for the informal disposition of cases by stipulation or agreement.

14.23. The Chancellor or his/her designee may cause such conferences to be held on its own motion or by the request of a party.

14.24. Evidentiary depositions may be taken and read or otherwise included into evidence as in civil actions in the circuit courts of this state.

14.25. Subpoenas to compel the attendance of witnesses and subpoenas duces tecum to compel the production of documents may be issued by the Chancellor pursuant to W. Va. Code §29A-5-1(b).

14.26. Written requests by a party for the issuance of subpoenas or subpoenas duces tecum as provided in section 14.25 of this rule must be received by the Policy Commission no later than ten (10) days before a scheduled hearing. Any party requesting the issuance of subpoenas duces tecum shall see that they are properly served in accordance with W. Va. Code §29A-5-1(b).
14.27. Any final order entered by the Policy Commission following a hearing conducted pursuant to these rules shall be made pursuant to the provisions of W. Va. Code §29A-5-3. Such orders shall be entered within sixty (60) days following the submission of all documents and materials necessary for the proper disposition of the case, including transcripts, and shall contain findings of fact and conclusions of law unless good cause exists to extend such time or by agreement of the parties.

14.28. Findings of fact and conclusions of law shall be recommended to the Policy Commission by the Chancellor or his/her designee and must be approved by a majority of the Policy Commission by vote at a regular meeting, before a final order is entered. A copy of the final order approved by a majority of the Policy Commission shall be served upon the school and/or his or her attorney of record, if any, within ten (10) days after entry by the Policy Commission by personal service or by registered or certified mail.

14.29. The final order may suspend, withdraw or revoke the permit of the school; place a school on probation; order refunds to students; order forfeiture of the school's surety bond and disbursement of the funds forfeited disbursed to students injured by the school's violation of this rule or its enabling statute; or order any other action deemed appropriate by the Policy Commission, up to and including payment of loans, interest and other charges in connection with school loans, other out-of-pocket damages, and any nominal damages caused a student by the school's violation of this rule or W. Va. Code § 18B-3-5.

14.30. All proceedings pursuant to this rule shall be conducted pursuant to and comply with applicable statute, including, but not limited to, W. Va. Code §§ 18B-3-5 and 29A-5-1, et seq.

14.31. Any relief a student believes he or she was not rightfully awarded by the Policy Commission pursuant to this rule may be pursued in any other appropriate forum.
ITEM: Capital Allocations for System-Wide Debt Service

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the capital assessments to the institutions for FY 2003, and the allocation of future debt service to the institutions for all outstanding system debt issuances, as illustrated in Attachment A.

STAFF MEMBER: James A. Winter

BACKGROUND:

The Commission Office is responsible for making the semi-annual debt service payments for system-wide debt obligations on behalf of the institutions. The institution’s revenue from the collection of registration and tuition fees is pledged for the payment of these obligations. With the passage of SB 653, the institutions are allowed to retain the collection of tuition and registration fees in excess of the amount remitted to the Commission for payment of capital obligations. The Commission has the authority to allocate and assess the payment to each institution for these capital matters.

Over the last fifteen months, there has been considerable analysis and discussion regarding the methodology used in the allocation of the system capital obligations to the institutions. The debate has focused on the allocation of the 1992 refinancing bond issue, as the debt service on all system bonds issued since 1992 has been directly allocated to the institution receiving the proceeds from the bond. Also included in the debate is the redistribution of capital tuition monies between institutions that resulted from the methodology employed in prior years.

While numerous alternatives have been debated on the future allocation of the system debt service, the primary discussion has revolved around the Carryforward Method versus the Proceeds Method. The Carryforward Method continues the procedures that have been in effect in prior years, under which the payments were based upon the volume of tuition and registration fees collected by each institution and the need for capital improvements on each campus. As a result, this method results in some reallocation of capital monies between institutions. The Proceeds Method would allocate debt service to the institutions that received funding from the bond issues, and would discontinue all reallocations of capital tuition revenues.
The semi-annual debt service payments are due in September, and so it is critical that these allocations are finalized. Attachment A illustrates the recommended payment allocation methodology. Under this alternative, the Carryforward Methodology would continue to be employed for the remaining term of the outstanding system debt obligations. However, there would be a gradual phase-out of the reallocation of funding between institutions. As a result, at the end of ten years, all system debt obligations would be based upon the Proceeds Basis. The payments continue to include a debt service reserve for the next two years and the continuation of a Facilities Planning and Administration Fee.

As part of the FY 2002 change in accounting presentation under GASB 35, it is recommended that the system wide debt obligations be reported on the actual financial statements of the institutions. In the past, the system debt has been carried on the financial statements of the Policy Commission, while the assets purchased with the bonds have been carried on the financial statements of the individual institutions, resulting in a very distorted financial presentation. Shown on Attachment A is a summary of the debt obligations as assigned to the institutions using the Carryforward Method.

As a result of employing the Carryforward Method, five institutions will incur total additional debt service of approximately $32 million in excess of the Proceeds Method over the next ten years. One alternative to compensate these institutions would be an allocation of the initial funding from the next system wide bond issue for renovation projects for these five institutions. An illustration of the assignment of potential projects to compensate for this variance is shown in Attachment B. It is hoped that a new system wide bond issue funded by lottery revenue can be completed within the next year. After the funding of the initial $32 million in projects for these five institutions under this alternative, all institutions would be eligible to participate in any remaining bond proceeds.
## Summary Capital Allocations and Debt Service
### Carryforward Basis with Subsidy Phase-out

<table>
<thead>
<tr>
<th></th>
<th>Debt Service</th>
<th>Reserves &amp; Other</th>
<th>Total FY03</th>
<th>Total FY02</th>
<th>Dollar Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluefield State College</td>
<td>40,139</td>
<td>2,623</td>
<td>42,762</td>
<td>42,726</td>
<td>36</td>
</tr>
<tr>
<td>Concord College</td>
<td>474,625</td>
<td>31,021</td>
<td>505,646</td>
<td>504,841</td>
<td>805</td>
</tr>
<tr>
<td>Fairmont State College</td>
<td>1,323,336</td>
<td>69,131</td>
<td>1,392,467</td>
<td>1,404,564</td>
<td>(12,097)</td>
</tr>
<tr>
<td>Glenville State College</td>
<td>372,538</td>
<td>18,801</td>
<td>391,338</td>
<td>395,291</td>
<td>(3,953)</td>
</tr>
<tr>
<td>Shepherd College</td>
<td>960,920</td>
<td>62,804</td>
<td>1,023,724</td>
<td>1,022,095</td>
<td>1,629</td>
</tr>
<tr>
<td>WVU Institute of Technology</td>
<td>373,089</td>
<td>3,731</td>
<td>376,820</td>
<td>376,679</td>
<td>141</td>
</tr>
<tr>
<td>West Liberty State College</td>
<td>880,150</td>
<td>44,023</td>
<td>924,173</td>
<td>933,842</td>
<td>(9,669)</td>
</tr>
<tr>
<td>West Virginia State College</td>
<td>570,461</td>
<td>37,285</td>
<td>607,746</td>
<td>606,778</td>
<td>968</td>
</tr>
<tr>
<td>Southern Community &amp; Technical College</td>
<td>-</td>
<td>(28,080)</td>
<td>(28,080)</td>
<td>(32,864)</td>
<td>4,784</td>
</tr>
<tr>
<td>West Virginia Northern Community College</td>
<td>46,966</td>
<td>3,070</td>
<td>50,036</td>
<td>49,957</td>
<td>79</td>
</tr>
<tr>
<td>Eastern WV Community College</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Subtotal - Old College System</strong></td>
<td><strong>5,042,223</strong></td>
<td><strong>244,409</strong></td>
<td><strong>5,286,632</strong></td>
<td><strong>5,303,909</strong></td>
<td>(17,278)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Debt Service</th>
<th>Reserves &amp; Other</th>
<th>Total FY03</th>
<th>Total FY02</th>
<th>Dollar Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Virginia University</td>
<td>10,355,531</td>
<td>447,588</td>
<td>10,803,118</td>
<td>10,802,620</td>
<td>498</td>
</tr>
<tr>
<td>Potomac State College of WVU</td>
<td>89,565</td>
<td>5,609</td>
<td>95,174</td>
<td>98,558</td>
<td>(3,384)</td>
</tr>
<tr>
<td>WVU Parkersburg</td>
<td>134,347</td>
<td>8,412</td>
<td>142,759</td>
<td>145,941</td>
<td>(3,182)</td>
</tr>
<tr>
<td>WV School of Osteopathic Medicine</td>
<td>-</td>
<td>(277,290)</td>
<td>(277,290)</td>
<td>(308,100)</td>
<td>30,810</td>
</tr>
<tr>
<td>Marshall University</td>
<td>4,996,425</td>
<td>165,427</td>
<td>5,161,852</td>
<td>5,182,706</td>
<td>(20,854)</td>
</tr>
<tr>
<td><strong>Subtotal - Old University System</strong></td>
<td><strong>15,575,868</strong></td>
<td><strong>349,746</strong></td>
<td><strong>15,925,614</strong></td>
<td><strong>15,921,725</strong></td>
<td><strong>3,888</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Debt Service</th>
<th>Reserves &amp; Other</th>
<th>Total FY03</th>
<th>Total FY02</th>
<th>Dollar Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>20,618,091</td>
<td>594,154</td>
<td>21,212,245</td>
<td>21,225,634</td>
<td>(13,389)</td>
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</table>

### As of June 30, 2002

<table>
<thead>
<tr>
<th></th>
<th>Outstanding Principal</th>
<th>Remaining Interest</th>
<th>Total Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluefield State College</td>
<td>217,322</td>
<td>69,150</td>
<td>286,472</td>
</tr>
<tr>
<td>Concord College</td>
<td>2,569,751</td>
<td>817,674</td>
<td>3,387,425</td>
</tr>
<tr>
<td>Fairmont State College</td>
<td>9,829,765</td>
<td>5,201,084</td>
<td>15,030,849</td>
</tr>
<tr>
<td>Glenville State College</td>
<td>2,868,593</td>
<td>1,575,308</td>
<td>4,443,900</td>
</tr>
<tr>
<td>Shepherd College</td>
<td>5,202,682</td>
<td>1,655,452</td>
<td>6,858,133</td>
</tr>
<tr>
<td>WVU Institute of Technology</td>
<td>2,900,925</td>
<td>829,965</td>
<td>3,730,890</td>
</tr>
<tr>
<td>West Liberty State College</td>
<td>6,838,043</td>
<td>3,788,401</td>
<td>10,626,444</td>
</tr>
<tr>
<td>West Virginia State College</td>
<td>3,088,632</td>
<td>982,778</td>
<td>4,071,410</td>
</tr>
<tr>
<td>Southern Community &amp; Technical College</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>West Virginia Northern Community College</td>
<td>254,288</td>
<td>80,913</td>
<td>335,201</td>
</tr>
<tr>
<td>Eastern WV Community College</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Subtotal - Old College System</strong></td>
<td><strong>33,770,000</strong></td>
<td><strong>15,000,724</strong></td>
<td><strong>48,770,724</strong></td>
</tr>
<tr>
<td>West Virginia University</td>
<td>137,868,568</td>
<td>155,960,753</td>
<td>293,829,321</td>
</tr>
<tr>
<td>Potomac State College of WVU</td>
<td>659,900</td>
<td>235,944</td>
<td>895,844</td>
</tr>
<tr>
<td>WVU Parkersburg</td>
<td>989,850</td>
<td>353,916</td>
<td>1,343,766</td>
</tr>
<tr>
<td>WV School of Osteopathic Medicine</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Marshall University</td>
<td>48,642,550</td>
<td>28,100,261</td>
<td>76,742,811</td>
</tr>
<tr>
<td><strong>Subtotal - Old University System</strong></td>
<td><strong>188,160,868</strong></td>
<td><strong>184,650,874</strong></td>
<td><strong>372,811,742</strong></td>
</tr>
<tr>
<td>Grand Total</td>
<td>221,930,868</td>
<td>199,651,598</td>
<td>421,582,466</td>
</tr>
</tbody>
</table>
Higher Education Policy Commission  
Attachment B  
Alternative Debt Service Calculations Compared to  
Potential Funding for Renovation Projects

<table>
<thead>
<tr>
<th>Institution/Project*</th>
<th>Remaining Ten Years Debt Service</th>
<th>Remaining Ten Years Debt Service</th>
<th>Variance from Carryforward</th>
<th>Total Project Cost</th>
<th>Net Funding Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carryforward Basis</td>
<td>Proceeds Basis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concord College</td>
<td>$3,412,534</td>
<td>$1,026,426</td>
<td>-$2,386,108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Hall Renovations</td>
<td></td>
<td></td>
<td></td>
<td>$6,000,000</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Fairmont State College</td>
<td>$7,260,024</td>
<td>$5,196,735</td>
<td>-$2,063,289</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Addition and upgrade inner-campus</td>
<td></td>
<td></td>
<td></td>
<td>$2,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>Shepherd College</td>
<td>$6,908,969</td>
<td>$6,286,472</td>
<td>-$622,497</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frank Arts Center Renovation</td>
<td></td>
<td></td>
<td></td>
<td>$2,250,000</td>
<td>$2,250,000</td>
</tr>
<tr>
<td>West Liberty State College</td>
<td>$4,574,626</td>
<td>$1,893,266</td>
<td>-$2,681,360</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upgrade of Lighting on Campus</td>
<td></td>
<td></td>
<td></td>
<td>$600,000</td>
<td>$600,000</td>
</tr>
<tr>
<td>Fine Arts Building Structural</td>
<td></td>
<td></td>
<td></td>
<td>$2,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>West Virginia University</td>
<td>$67,491,105</td>
<td>$43,207,547</td>
<td>-$24,283,558</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Sciences Brick Façade</td>
<td></td>
<td></td>
<td></td>
<td>$7,360,000</td>
<td>$5,500,000</td>
</tr>
<tr>
<td>Brooks Hall Renovation</td>
<td></td>
<td></td>
<td></td>
<td>$17,940,000</td>
<td>$17,500,000</td>
</tr>
<tr>
<td>Total</td>
<td>$89,647,258</td>
<td>$57,610,446</td>
<td>-$32,036,812</td>
<td>$38,150,000</td>
<td>$32,350,000</td>
</tr>
</tbody>
</table>

*Project examples based on Fall 2001 Campus Priority Listing - may vary upon final implementation.
ITEM: Expansion of Robert C. Byrd Clinic

INSTITUTION: West Virginia School of Osteopathic Medicine

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves West Virginia School of Osteopathic Medicine’s Phase One of a Two-Phase Construction Project to Expand the Robert C. Byrd Clinic in accordance with Series 12, Capital Project Management.

STAFF MEMBER: James A. Winter

BACKGROUND:

At the meeting in October 2001, the Policy Commission approved the West Virginia School of Osteopathic Medicine’s Ten-Year Campus development and Five-Year Capital Implementation Plan. The Phase One and Two expansion/additions to the Clinic were identified in both documents as a priority for WVSOM, with an estimated project cost of $6,233,325. A federal grant in the amount of $3,937,949 has been awarded to WVSOM by DHHS/HRSA to fund phase one of a two-phase project. WVSOM is providing Institutional funds in the amount of $55,676 to bring the total phase one project cost to $3,993,625.

The first phase of the two-phase construction project is to complete a 16,345 sq. ft. addition to the Clinic. The expansion will contain a geriatric assessment center, offices for consulting physicians and therapists, and procedure/exam rooms. This project will add physician offices, fifteen (15) exam rooms, space for support staff, social workers, a speech pathologist, a phlebotomist and nurse station, two conference rooms, spaces for third year, fourth year, and post graduate medical students in the patient treatment areas, space for consultants, procedure and waiting rooms, toilets, medical records area, closets, and a secure room for mechanical and electrical systems and controls.

Phase two construction provides space for geriatric patient care, a pharmacy, space for visiting specialty consultants, a patient education center and learning resources center and it will enhance WVSOM’s radiographic capabilities in mammography, ultrasound and bone density evaluation. The total estimated project cost for phase two is $2,727,645. This would make the total estimated project cost for both phases from all funds $6,721,270, slightly more than the amount shown in our Facilities Master Plan.

WVSOM would have no additional operational costs. These costs would be paid by the non-profit Robert C. Byrd Clinic, Inc. Planning has already begun to fund the hiring of an
additional four D.O.s at the time the Clinic is completed to meet curriculum needs.

The estimated phase one project costs are itemized below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction/Renovation Cost</td>
<td>$3,093,625</td>
</tr>
<tr>
<td>Site Work</td>
<td>185,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>270,000</td>
</tr>
<tr>
<td>Architect/Engineering Fees</td>
<td>243,000</td>
</tr>
<tr>
<td>Misc. Costs for Testing/Agency Plan Approval, etc.</td>
<td>12,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>190,000</td>
</tr>
<tr>
<td><strong>TOTAL ESTIMATED COSTS</strong></td>
<td><strong>$3,993,625</strong></td>
</tr>
</tbody>
</table>

The estimated phase one project revenues are itemized below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Grant Award from DHHS/HRSA</td>
<td>$3,937,949</td>
</tr>
<tr>
<td>Institutional Funds</td>
<td>55,676</td>
</tr>
<tr>
<td><strong>TOTAL ESTIMATED REVENUES</strong></td>
<td><strong>$3,993,625</strong></td>
</tr>
</tbody>
</table>

Actual construction cost for the addition/renovation of 16,435 sq. ft. is $188.23/sq. ft. while the total cost per sq. ft. is $243.00/sq. ft.

WVSOM is in compliance with WV Code 18B-1B-4 and this project does not give a competitive advantage to new private sector projects over existing West Virginia business. The project is not involving 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.
ITEM: Approval of Final Report on LOCEA Studies of Designation of University Status and Expanded Access to Graduate Education

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the study reports, Expanded Access to Graduate Education and Standards for Designation of University Status for State Colleges in West Virginia, for submission to the Legislative Oversight Commission on Education Accountability.

STAFF MEMBER: Bruce C. Flack

BACKGROUND:

Two of the nineteen study reports requested by the Legislative Oversight Commission on Education Accountability, Expanded Access to Graduate Education and Standards for Designation of University Status for State Colleges in West Virginia, have been completed. They are submitted for HEPC review and approval.
Introduction

“Beauty is in the eye of the beholder!” goes the old aphorism. Yet, “beauty” is to “beholder” what “university” is to “higher education institution.” Perception and image constitute the reality. The term, university, as applied to post-secondary educational institutions, defies exact or precise definition. Typically, a university is a higher education institution which has a complex administrative structure including a provost and deans; sufficient size to warrant the establishment of various colleges within the university; one or more graduate programs; a significant percentage of faculty holding the doctorate; and a significant research component. The term, however, in recent years has spilled over into the public domain. In the United States today, institutions ranging from large, comprehensive research institutions to community colleges call themselves universities. Any post-secondary institution which can receive the permission of its appropriate governance and/or regulatory entities may use the name “university.”

In search of standards

The West Virginia Higher Education Policy Commission is aware of the pattern of use and misuse of the term, “university,” but recognizes the need for standards in West Virginia public higher education for those state colleges which would hold university status. During the last year, the Commission began the work of developing such standards. A first step was to direct the staff to research how other states have addressed this issue. The findings of the study showed that most state higher education governing boards and commissions neither addressed the issue of the use of the name, “university,” nor of designation of university status.

When there was a mention of use of university status, it was usually in reference to maintaining graduate programs. In Massachusetts, for example, the higher education board
stipulates that for a public institution to be a university it must provide graduate programs in two or more professional fields and must also provide programs leading to the doctoral degree in two or more fields of study. The most extensive criteria for designation of university status identified in the study was in Maryland. The Maryland State Board for Higher Education in the 1980s developed a set of criteria for public colleges which were seeking to become universities. These criteria included detailed provisions on size of enrollment, diversity of graduate program offerings, accreditation of graduate programs by national professional accrediting agencies, and number of faculty holding doctoral degrees. While the criteria were never fully enforced in Maryland, they did provide a model for other state higher education agencies.

Other higher education organizations speak only indirectly or not at all to university status. The Carnegie Commission on Higher Education, for example, publishes the Carnegie Classification of Higher Education. The most recent edition, released in 2000, uses the term “university” only in defining institutions which offer graduate programs. The regional accrediting body for colleges and universities in West Virginia, the Higher Learning Commission of the North Central Association of Colleges and Schools, has standards for the offering of graduate programs, but does not address the issue of university status.

Establishing the standards

While the question of designation of university status was precipitated by the request of West Virginia State College to be renamed a university, the Commission examined the issue of university status as it might apply to all the state colleges and determined it would establish standards for conferring this status. The Commission reasoned that there were two questions involved. One was change of name; the other was designation of university status. The Commission concluded that a change of name would not determine an institution’s status as a university or be considered for the purpose of defining mission, approving graduate programs, or allocating funds. Further, the Commission recognized that a name change required legislative approval and that a change of name was the prerogative of the legislature.
Based on its study of policy considerations related to designation of university status, the Commission considered three policy alternatives. The alternatives were: (1) a comprehensive list of standards relating to size of institutions, graduate programs, accreditation of programs, and quality of faculty; (2) a less extensive set of criteria which would require the offering of at least one master’s level program; or (3) a statement that the adoption of criteria and decision making should be the responsibility of the respective governing board. The Commission elected the second alternative. At its meeting on February 15, 2002, the Commission adopted criteria which were brief, but which addressed the essential elements of offering graduate education, approval of the NCA Higher Learning Commission, and quality standards for faculty. The statement is as follows:

**CRITERIA FOR DESIGNATION OF UNIVERSITY STATUS**

A state college requesting a change to university status and seeking a major change in mission such as the offering of graduate-level degree programs must meet the following criteria:

1. Offer at least one master’s-level degree program;
2. Have an approved mission statement which provides for the offering of graduate programs;
3. Obtain the approval of the Higher Learning Commission of the North Central Association to offer any master’s degree program;
4. Have a faculty, excluding community and technical college faculty, in which at least two-thirds of tenured and tenured track faculty hold the terminal degree, typically the doctorate.

An institution’s name will not determine an institution’s status as a university or be considered for the purpose of defining mission, approving graduate programs or allocating funds. Institutional name changes require legislative approval and are a prerogative of the legislature, not the Higher Education Policy Commission. The Higher Education Policy Commission does not recommend inclusion of the word “university” in the name of an institution until it attains university status.

Adopted by the
West Virginia Higher Education Policy Commission
February 15, 2002
Meeting the criteria

None of the state colleges in West Virginia at this time meet all the standards established by the Commission. Four state colleges, Concord College, Fairmont State College, Shepherd College and West Virginia State College, have received Commission approval to offer master’s degree programs beginning in the 2003 fall semester. Each of these institutions has a mission statement which allows for the offering of master’s programs and each is in the process of seeking approval from the NCA’s Higher Learning Commission. This approval must be received prior to any program implementation. Shepherd College meets the criteria on the percentage of faculty who hold the doctorate, while the other three colleges are at the threshold of meeting this requirement. It is anticipated that all four institutions will meet this criterion by 2003. One other state college, West Liberty State College, has been designated as a regional graduate center, but to date has not been approved to offer any stand alone master’s degree programs. West Liberty plans for the eventual offering of graduate programs, but will not likely meet the HEPC criteria for designation as a university in the next several years.

A state college in order to receive the designation of university status must first request it. Additionally, the West Virginia Code would need to be changed to assign the name change to a university.

Funding Implications

As indicated in the opening of this report, the use of the term, “university,” essentially involves perception and image. While the possession of the name, “university,” and the holding of the designation of university status may enhance an institution’s image, they do not have any direct funding implications. Funding for public colleges and universities in West Virginia is determined primarily by a peer-based funding formula. The selection of peers for use in the funding formula is influenced by issues such as complexity of institutional mission, number of graduate programs, and number of graduate degrees offered. Though these indicators are found most often in institutions called universities, the name, “university,” by itself, has no
bearing on the funding formula or the amount of funding a public college or university in West Virginia receives.
EXPANDED ACCESS TO GRADUATE EDUCATION IN WEST VIRGINIA

BACKGROUND: SUMMARY OF PREVIOUSLY SUBMITTED REPORT

In January 2001, a report, *Expanded Access in Graduate Education in West Virginia*, was submitted to LOCEA by the Higher Education Policy Commission. This report focused on initiatives in graduate education which occurred following the enactment of SB 653 in March 2000. It summarized expanded graduate offerings from West Virginia University and Marshall University and the establishment of regional graduate centers at Concord College, Fairmont State College, Shepherd College, West Liberty State College, and West Virginia State College.

The report detailed Commission action in the adoption of two policies, *Guiding Principles for Collaborative Master's Degrees in Education with Subject-Area Emphasis* and *A Model for Collaboration* which were designed to assist the state colleges in planning for master's programs. It also addressed issues such as the use of instructional technologies, particularly on-line instruction, and adequacy of resources in the delivery of graduate education. Partnering and other forms of institutional collaborations were encouraged for West Virginia University, Marshall University and the state colleges designated as regional graduate centers.

ESTABLISHING CRITERIA FOR OFFERING GRADUATE DEGREES

In 2001, the five state colleges designated as graduate centers began active planning for the establishment of master's level degrees. All five institutions focused on the offering of master's degrees targeted to teachers and ones in which subject area content was emphasized. Additionally, several of the colleges, with Commission and North Central Association approval, began to offer a small number of discrete graduate level courses.
To facilitate the development of graduate programs at the five state colleges, the Commission in February 2002 approved a policy statement, *Criteria for State Colleges to Offer Graduate Degrees*. The statement is as follows:

**CRITERIA FOR STATE COLLEGES TO OFFER GRADUATE DEGREES**

A state college which seeks to offer graduate degree programs at the master's or doctoral level must meet the following minimal criteria:

**Master’s Degrees**

1. An approved mission statement which indicates that the institution may offer graduate degrees;
2. Approval of the Higher Education Policy Commission to offer any master's-level degree programs;
3. Approval of the Higher Learning Commission of the North Central Association to offer graduate degrees;
4. At least two-thirds of the institution’s tenured and tenure-track baccalaureate faculty hold a terminal degree, typically the doctorate;
5. Program faculty must have a proven record of substantial scholarship, including research, publication, or production of media of high quality;
6. Library holdings must meet American Library Association standards;
7. Demonstrated adequacy of resources to offer a graduate degree(s) without compromising the baccalaureate mission.

**Doctoral level**

A master’s degree-granting institution seeking to offer doctoral degrees must meet the following additional criteria:

1. Offer a minimum of 20 master's degree programs;
2. At least three-fourths of the tenured and tenure-track faculty must hold a terminal degree, typically the doctorate;
3. Receive substantial external research funding, including at least $15.5 million per year in federal support;
4. Have a program faculty which has a demonstrated record of significant scholarship; including
   < Publication in refereed journals or production of media of high quality;
   < Receipt of external grant funding.
APPROVAL OF NEW MASTER'S DEGREE PROGRAMS

In April 2002, following completion of an intensive planning process, four state colleges, Concord College, Fairmont State College, Shepherd College, and West Virginia State College brought proposals for new programs to the Higher Education Policy Commission. The Commission reviewed five new master's degree proposals, three of which were in professional education. Each of the teacher education programs had a significant content base, with at least fifty percent of the coursework in content areas. The programs that were submitted are as follows:

- **Concord College**
  Master of Education

- **Fairmont State College**
  Master of Education in Middle Childhood Education

- **Shepherd College**
  Masters of Arts in Curriculum and Instruction

- **West Virginia State College**
  Master of Arts/Master of Science in Biotechnology
  Master of Arts in Media studies

The Commission gave approval for each of the four institutions to begin the process for implementing the master's level programs in accordance with the established criteria. The next step for the institutions is to receive approval from the Higher Learning Commission of North Central Association to offer degree programs at the master's level. Once this approval is obtained and the institutions document that all the established criteria are met, they may seek final approval of the Commission. It is anticipated that the new master's degree programs will be implemented by the 2003 fall semester.

USE OF DISTANCE LEARNING TECHNOLOGIES

Marshall University and West Virginia University have employed distance learning technologies for a number of years in the offering of graduate coursework. The technologies, which are
crucial to expanded access to graduate education, are becoming increasingly important in the statewide profile of graduate education. The SATNET project, for example, with its satellite delivery efforts has been a major vehicle for providing graduate coursework in special education. As SATNET moves to adopt more on-line delivery and is transitioned to a West Virginia Virtual Learning Network, the offering of graduate coursework in special education and other areas will grow.

The use of technology, particularly on-line instruction, is an attractive mode for reaching a greater number of students. Since this methodology is asynchronous (any time, any place, anywhere) it is an effective way for the instructor to meet with students who live in widely dispersed locations. Reaching teachers who need courses for professional development and recertification is a goal of all the West Virginia institutions providing graduate education. Each of these institutions surveys student needs at the graduate level to determine the efficacy of delivering courses electronically.

**RECENT EXPANDED OUTREACH IN GRADUATE EDUCATION**

Since the first report on graduate education was submitted in January 2001, the West Virginia institutions with graduate programs have undertaken a significant number of initiatives in their graduate outreach. Among the initiatives are the following.

**Marshall University**

County and Regional Cohort Programs

- New cohort of 15 students seeking Spanish certification was initiated in spring 2002 in McDowell County
- New cohort program for 35 degree-students in Elementary Education (Literacy emphasis) was initiated in spring 2001 in Clay County
- New cohort program for 20 degree-students in Leadership Studies was initiated in fall 2001 in Braxton County; initial support for this program was provided through a State Priority Incentive Grant
• New cohort program for 24 degree-students in Elementary Education (Science) was initiated in fall 2002 in Greenbrier County

• New cohort program for 13 students seeking certification in Spanish was initiated in Raleigh County in spring 2002

• New cohort degree program for 32 Counseling students was initiated in Randolph County in fall 2001

• New cohort program for 80 Middle Childhood Education students was initiated in Raleigh County in summer 2002

• New cohort program for 25 Special Education students was initiated in the Eastern Panhandle in summer 2002

• New cohort program for 15 degree-students in Leadership Studies was started in Wayne County in 2001

• New cohort program for 25 degree-students in Elementary Education (content-focused) was initiated in Beckley area in summer 2002

• New cohort programs for Reading Specialist students have been initiated in Mercer, Randolph, Nicholas, McDowell and Lewis counties since January 2001

• Cohort programs planned for initiation in fall 2002 include Leadership Studies in Kanawha County and the Beckley area, Instructional Technology in Putnam County, Counseling in the Elkins area, Reading Education in Barbour County, and Middle Childhood Education programs in Lincoln, Fayette, Greenbrier, and Wood counties.

Statewide Initiatives

• Professional development programs in Middle Childhood Education, School Attendance and Social Services, Library/Media Specialist, and Teaching English as a Second Language have been developed as Internet-based programs and are now available statewide

• A second cohort of participants in the National Board for Professional Teaching Standards Program is scheduled to begin in fall 2002

• Marshall University has entered into an agreement with the West Virginia Department of Education to develop a statewide program for training teachers of the Hearing Impaired

• In cooperation with the West Virginia Department of Education, Marshall University will continue to offer statewide the program for training teachers of the Visually Impaired; the initial group of 23 students completed the program in fall 2001 and a second cohort started in spring 2002

• In collaboration with the eight RESA’s, Marshall provided graduate courses as a part of the WVDE Alternative Assessment Training
In cooperation with the WVDE, Marshall provided professional development courses for teachers of the Hearing Impaired on a statewide basis.

Cooperative Programs with Other Institutions

- Marshall University initiated a Master of Arts (MAT) degree program in collaboration with Shepherd College in fall 2001; this program, designed to prepare individuals with strong content backgrounds for teaching, has 25 participants.

- Marshall University, in cooperation with Fairmont State College, initiated a Master of Arts (MAT) degree program in Fairmont in summer 2001; designed to prepare individuals with strong content backgrounds for teaching, this program has 23 participants.

- In cooperation with Glendale State College, in summer 2001 Marshall University initiated a content-focused master's degree program for classroom teachers in 11 counties in central West Virginia; this program is centered in Flatwoods and has 30 participants.

- Marshall University and Concord College officials have agreed in principle to offer a collaborative 3+2 program. Details and an articulation agreement are presently under construction. The 3+2 program allows an undergraduate student who plans to enroll in the Marshall MBA program immediately following receipt of the baccalaureate degree an opportunity to complete both degrees in five academic years. Students may count up to 9 hours of graduate coursework taken during the senior year toward an undergraduate business degree. Approximately 20 Concord College students are expected to begin the 3+2 program during the next 2002-2003 academic year.

- Marshall University and West Virginia University have entered into a cooperative agreement to provide a master's degree program in Public Administration in the Charleston area; the first courses in this program are scheduled to be offered in fall 2002.

- A Master of Science in Nursing (Nursing Education emphasis) has been developed in collaboration with West Liberty State College; this program will be offered on the West Liberty campus and is designed to serve students in the Northern Panhandle area; the first courses will be offered in fall 2002 (pending HEPC approval).

- In collaboration with Fairmont State College, Marshall is offering a master's degree program in Criminal Justice on the campus of Fairmont State College; this program was initiated in summer 2002.

- With support provided by a grant from the Office of the Secretary of the Education and the Arts, Marshall University and Fairmont State College have jointly developed an online graduate certification program for Library-Media Specialists; this program was initiated in spring 2002 and will be offered statewide beginning fall 2002.

- The West Virginia University-Marshall University Cooperative Doctoral Program in Education (Ed. D.) in Curriculum and Instruction was initiated in the Charleston area in spring 2002; 25 students are currently enrolled in the program.

- In spring 2001, Marshall University received funding for participation in Project ACCLAIM; this is a five-year $5,000,000 ($1,000,000 to Marshall) National Science...
Foundation program designed to improve math education in the state and region; a substantial portion of this initiative is devoted to graduate-level training; cooperating institutions include the University of Tennessee-Knoxville, Ohio University, the University of Louisville and the University of Kentucky

- Discussions regarding the development of additional collaborative initiatives have also occurred with West Virginia State College and West Liberty State College

- Through a partnership agreement with WVU, students in Marshall’s MSE degree program have access to three WVU Transportation Engineering courses offered in South Charleston

Other Outreach Initiatives

- In March 2002, Marshall University received approval from the North Central Association to independently offer the Doctorate in Education (Ed. D.) in Educational Leadership; the initial class if students is to be admitted in summer 2002 and begin studies in fall 2003; the availability of this program will allow Marshall to better serve the doctoral education needs of southern West Virginia

- In spring 2001, Marshall received approval from the North Central Association to offer the Doctorate in Psychology; this program will provide much needed doctoral and clinical-level education for the state and region

- Marshall University has received funding for 11 Eisenhower Professional Development Program grants for 2002-03; the total funding for these grants is in excess of $375,000; these grants will be used to support graduate-level professional development opportunities in math, science, technology and other core curriculum areas for more than 300 teachers in 12 West Virginia school systems

- In cooperation with the DD Planning Council and several RESA's, Marshall provided graduate courses as a part of the Council's statewide initiative in Positive Behavior Support Training

- In cooperation with RESA III, Marshall University is a partner in Project TEACH, a three-year federally funded project designed to improve the teaching of History in West Virginia’s secondary schools; initiated in spring 2001, more than 30 secondary teachers from southern West Virginia school systems are participating in graduate courses as a part of the project

- Since spring 2001, Marshall has developed and delivered 12 online graduate courses designed to meet the professional development needs of West Virginia’s teachers; these courses have been designed to be consistent with West Virginia Department of Education and other state initiatives, such as Character Education, Multi-cultural Education, Dealing with School Violence, Special Education for the Regular Classroom Teacher, Using Technology in the Classroom and K-12 Reading Instruction; more than 600 students from all 55 counties in West Virginia have enrolled in these courses

- An Executive MBA in Putnam County will finish in the fall of 2002; another Executive MBA will begin in the fall 2002 in the Advantage Valley Area
West Virginia University

- Recruiting for a new cohort group in the Eastern Panhandle for the MA in Reading began in Spring 2001. Courses for the cohort are being delivered in conjunction with Potomack Intermediate School in Martinsburg. A new MA in Reading cohort also began in the Northern Panhandle. This is the first time in over 15 years that this program has been delivered in the Northern Panhandle.

- An MA in Elementary Education was initiated in Martinsburg, WV in the Fall of 2002. This program is being delivered via web and on-site courses. Five to six "core" courses in the Elementary Education MA program are being developed for online delivery. The first of those courses was delivered in Spring 2002 with great success.

- A new cohort for the Masters in Counseling began in Fall 2002 in Clarksburg. The previous cohort was completed in Spring 2002, but there was sufficient interest and enrollment to launch an additional cohort. A Masters in Counseling cohort was completed in Shepherdstown in 2001. A new Masters in Counseling cohort in Shepherdstown will begin in 2003.

- Two Masters in Social Work cohorts, one in Keyser and the other in Martinsburg, were launched in Spring 2001. These cohorts were initiated in response to the request from private and public agencies in these areas, including the West Virginia Coalition for Children and the WV DHHR. These agencies are at risk of not having staff with the necessary credentials to meet managed care expectations. In addition, the WV legislature is interested in seeing increased numbers of professionally trained social workers employed within the WV DHHR. These Masters in Social Work programs incorporate on-site and technology enhanced course delivery so that students can complete the entire degree program on-site. A Charleston/Beckley cohort for the Masters in Social Work was also initiated in Fall 2001.

- WVU and Marshall University have been developing a collaborative Masters in Public Administration for delivery in the Kanawha Valley beginning in Fall 2002.

- A Masters in Physical Education - Teacher Education delivered in large part by distance education will be launched in the Summer of 2002. This program combines Web course delivery during the Fall and Spring terms with on-campus coursework in the summer. The mixed delivery method is specifically designed to respond to the schedules of high school coaches and physical education teachers.

- A cooperative Master of Arts in Educational Leadership delivered by West Liberty State College and WVU began in Fall of 2001 on the WLSC campus with approximately 18 students. West Liberty provides instruction for 15 of the 36 credit hours.

- A cooperative MA in Secondary Education with a Social Studies emphasis is in development for the Eastern Panhandle. Shepherd College and WVU are estimating a Fall 2003 starting date.

- In the Spring 2003 semester, the MA in Rehabilitation Counseling will be available to students primarily online with some regional on-site meetings. Four graduate courses will be offered primarily online to students each semester. Students will meet face-to-
face twice during the semester at one of three sites, Wheeling, Charleston or Shepherdstown. In the summer, students will take concentrated on-site courses focusing on techniques in counseling.

- Needs analyses have shown there to be a requirement for graduate programs in Civil Engineering, Mechanical Engineering and Systems Engineering within the Advantage Valley. The Engineering and Computer Science Education Enterprise, joining the efforts of WVU and WVU Tech in a variety of collaborative engineering education and research initiatives, currently offers an MS Control Systems Engineering in the Valley and plans to offer complete MS programs in Civil and Mechanical Engineering by AY 04-05.

**Concord College**

**Master of Education**

- Utilized consultant reports and visits, needs surveys, collaborative efforts, and a local advisory board to establish the M.Ed. program as an appropriate initiative.

- Development of a M.Ed. with content specializations program, written course syllabi for the Professional Education core and electives, and content specializations in Behavior Science, Geography and Social Sciences.

- Delivery of discrete classes at the graduate level beginning July 1, 2002.

**Master of Social Work**

- Continue to work collaboratively with Marshall University and West Virginia State College to plan and refine a cooperative MSW program for students in southern West Virginia.

**Master of Business Administration**

- Explored a wide variety of options for possible delivery of a graduate business administration program in southern West Virginia by Concord alone, or in collaboration with Marshall University, West Virginia University, Virginia Tech or others.

- Continuing discussions with Marshall University for collaborative delivery of a MBA program.

**Fairmont State College**

**MAT Program**

- For the past year, this Marshall University program has been offered on Fairmont's campus through a brokering arrangement with Marshall. This past spring, FSC sought and received approval by the Higher Learning Commission of the North Central Association (NCA) to offer up to five graduate courses in education. Such approval constitutes the condition necessary to move from a brokering to a collaborative association in the agreement between Marshall University and Fairmont
State College approved by the Higher Education Policy Commission. Consequently, during the coming year Fairmont will seek approval of the HEPC to move to the collaborative phase in its relationship with Marshall.

Master of Science in Criminal Justice

- For the past year, this Marshall University program has been offered on Fairmont's campus through a brokering arrangement with Marshall. This past month, FSC sought and is awaiting approval by the Higher Learning Commission of the North Central Association to offer up to six graduate courses in criminal justice. Such approval would constitute the condition necessary to move from a brokering to a collaborative association in the agreement between Marshall University and Fairmont State College approved by the Higher Education Policy Commission. Consequently, at such time as approval by the Higher Learning Commission of the North Central Association is received, approval of the HEPC to move to the collaborative phase in our relationship with Marshall will be sought.

Master's in Middle Childhood Education

- Fairmont State College has approval of this program from the Higher Learning Commission of the North Central Association. North Central has agreed to evaluate the program as part of its accreditation site visit in April 2003. Expected approval would constitute one of the criteria required for final approval by the HEPC. As to the other two criteria required by the Policy Commission, with the new faculty appointments made for the Fall, 2003 Semester, Fairmont State will exceed the required proportion of two-thirds faculty holding terminal degrees. Further, the Ruth Ann Musick Library is presently building its collection to insure that the library likewise meets the requirement. Consequently, Fairmont expects to meet all required conditions and enroll the first students in the program in fall, 2003.

Shepherd College

- The collaborative Master of Arts in Teaching (MAT) program with Marshall initiated in 2001 is entering its third term this summer.

- The Master of Education degree program in curriculum and instructor was approved by the HEPC in April 2002. Shepherd College is now in the process of seeking approval for this program from the Higher Learning Commission of NCA.

- Shepherd is working with West Virginia University to develop a cooperative M.A. in Secondary Education with a Social Studies emphasis which will be offered in the Eastern Panhandle beginning in Fall 2003.

West Liberty State College

- At its March 7, 2001 meeting, the HEPC approved a Collaborative Master of Arts degree in Educational Administration: School Principal to be offered by West
Virginia University and West Liberty State College in the greater Wheeling area. This program was launched in June 2001 on a cohort basis, with approximately twenty students and is continuing at the present time. This represents the first such Collaborative Master's program approved by the HEPC under SB 653. This degree is being offered in direct response to a clearly identified need for such a program in the Northern Panhandle.

- West Liberty and Marshall University are preparing to take to the HEPC a proposed Collaborative Master of Science degree in Nursing: Nursing Education to be offered in the Wheeling area. If approved, this program could be launched in the fall of this year. This proposal is in direct response to a clearly identified need for such a program in the Northern Panhandle.

- West Liberty continues to explore additional opportunities to partner with both in-state and out-of-state graduate-degree granting institutions for the purpose of meeting the needs of the Northern Panhandle in terms of viable and accessible Master's programs.

**West Virginia State College**

- West Virginia State College gained approval by the Higher Learning Commission of North Central to offer four graduate courses in the calendar year 2002. In Spring 2002, the college offered for the first time two graduate courses: Media Studies 565: Producer's Seminar and Education 505: Technology Use in Special Education. In the Summer 2002, WVSC will offer a course in Chemistry Education and in Fall 2002, plans to offer a course in Criminological Theory.

- In Spring 2002, WVSC gained permission from the Higher Education Policy Commission to plan for the implementation of two graduate programs pending NCA approval and meeting other criteria. These two programs are the M.S. in Biotechnology and the M.A. in Media Studies.

- WVSC is cooperating with Concord College and Marshall University on plans to offer the M.S.W. degree for social work professionals. This effort is in the early planning stage.

- The college has a draft of an agreement with Marshall University whereby teaching assistants whose stipends would be partially covered by WVSC will perform some of their Teaching Assistant and/or Research Assistant duties on the WVSC campus.

- WVSC continues its long standing collaboration with the Marshall University Graduate College in the Charleston metropolitan area by having a selected number of WVSC faculty teach in the master's degree program in Humanities.
Resources

While the movement of Marshall University, West Virginia University and the five state colleges in expanding access to graduate education is impressive, the adequacy of financial resources to sustain the projected levels of activity remains a concern. Whether coursework is offered on campus, at on-site locations or through distance education technology, the resource issue is a continuing one. Each of the institutions is cognizant of the need for adequate resources to offer graduate courses and programs of high quality and has taken steps to utilize available funds effectively. The offering of collaborative programs, for example, is one way to help reduce costs. A number of the institutions in the preceding sections described program efforts in which institutions partner in various ways. Electronic delivery, while not necessarily reducing costs in all instances, can, when properly employed, bring about financial savings, particularly from the standpoint of the end-user. On-line coursework from West Virginia state colleges and universities and out-of-state providers will provide for more efficient and in some cases less expensive education.

Despite the application of cost-saving measures, the issue of adequate funding is and will likely remain a constant program. The West Virginia public higher education institutions will need to continue to identify funding sources, including state appropriations, and to seek efficiencies in providing graduate education opportunities as one facet of the broad array of educational services needed throughout the state.
West Virginia Higher Education Policy Commission
Meeting of August 2, 2002

ITEM: Update on Dual Credit Courses

INSTITUTION: Concord College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission receives the audit report of the policies and practices followed by Concord College in the award of college credit to high school students for the 2000-2001 and 2001-2002 academic years. Further be it resolved, that pending Concord College’s verification of the data in the audit report, the Commission approves the removal of all course credit awarded by Concord College for high school Advanced Placement courses from the reports of the Commission for these years. In addition, it is recommended that a report be prepared under the direction of the Chancellor recommending appropriate fiscal adjustments to peer equity funding and any fiscal calculations which rely in whole or part on student credit hours or headcount enrollment. The report will be presented to the Higher Education Policy Commission with any recommended reallocations at the September meeting.

STAFF MEMBER: J. Michael Mullen

BACKGROUND:

Concord College has been awarding college credit to high school students for Advanced Placement (AP) courses offered in the high schools whether or not the students took the AP exam at the end of the course. Further, Concord College was treating these AP courses in the high schools as dual credit courses and charging a tuition fee for those enrolled. Both practices violate Series 15, Acceptance of Advanced Placement Credit (formerly State College System Series 4), and Series 19, Guidelines for the Offering of College Courses for High School Students (formerly State College System Procedure 36). Submission of enrollment and course credit data based on criteria which is not uniform distorts the process of fund allocation at the state level.
On May 20, 2002 Chancellor Mullen directed a memo to President Jerry Beasley (attached) that informed him of the Chancellor’s concern in this area and directed the Commission Office of Planning, Information Management and Policy Analysis to conduct an audit of Concord College’s practices in this area. The audit was completed and a report written (attached) during the week of July 15, 2002. The results document that the institution has for at least the academic years 2000-2001 and 2001-2002 been awarding academic credit to high school students for the completion of high school AP courses under a dual credit arrangement that is in violation of the two policies referenced above.

The noncompliance of Concord College to these policies had been noted previously. In April of 1997, former State College System Chancellor Clifford Trump directed President Beasley to cease the practice of issuance of academic credit to students who had completed Advanced Placement courses, but who had not successfully completed the AP exams. (See attached.)

It is recommended, therefore, that following Concord’s final verification of the data from the audit report, all credits as listed above that have been awarded by Concord College in these two academic years be removed from the reports of the Commission. In addition, a report will be submitted to the Commission recommending appropriate fiscal adjustments to be made to peer equity funding and any fiscal calculations which rely in whole or part on student credit hours or headcount enrollment. It should be emphasized, however, that no adjustments will be made to credit already awarded to students.
May 20, 2002

Dr. Jerry Beasley
President
Concord College
Athens, WV 24712

Dear Dr. Beasley:

It has come to my attention that Concord College has been awarding academic credit to entering freshman students who have successfully completed a College Board Advanced Placement course while in high school, but who have not taken the appropriate Advanced Placement examination. Policies of the former State College System and of the Higher Education Policy Commission on the College Board Advanced Placement program and on college courses for high school students do not permit a West Virginia public college or university to award credit based on successful completion of an Advanced Placement course. The credential for award of AP credit is the Advanced Placement exam and is the recognized measure for student mastery of content taught in the AP course.

West Virginia Higher Education Policy Commission Series 15, Acceptance of Advanced Placement Credit, explicitly states that a West Virginia public college shall award academic credit solely on the basis of satisfactory performance of a score of 3 or higher on the Advanced Placement examination. I am, therefore, asking you to bring Concord College into compliance with the HEPC policy. Further, I am requesting our office of Planning, Information Management and Policy Analysis, to conduct an enrollment audit of Concord College practices in award of academic credit for College Board Advanced Placement coursework and/or examinations for the last three years. Dr. Thomas Healey, director of the office, will be in contact with your staff on information needed for the audit.

I look forward to Concord College’s compliance with HEPC policy on award of academic credit for Advanced Placement. Thanks in advance for your cooperation. If you have questions, please let me know.

Sincerely,

J. Michael Mullen
Chancellor

JMM/pc

cc: Thomas Healey
    Bruce Flack
April 2, 1997

Dr. Jerry L. Beasley  
President  
Concord College  
P.O. Box 1000  
Athens, WV 24712

Dear Dr. Beasley:

I have received word that Concord College plans to award college credit for students who successfully complete College Board Advanced Placement courses. To award such credit would be inconsistent with State College System Series 4, *Acceptance of Advanced Placement Credit* and the newly adopted State College System Procedure No. 36, *Guidelines for the Offering of College Courses for High School Students*. These policies provide that credit awarded for College Board Advanced Placement is based on successful performance on the Advanced Placement Exam. Further, Procedure No. 36 provides that college courses for high school students must be bona fide college courses. Any course offered in a high school setting must have an equivalent syllabus, text, assignments, assessments, and evaluation procedures to the course on the college campus. This policy also specifically states that College Board Advanced Placement credit shall be based on the Advanced Placement exam.

If your intent is for Concord College to award academic credit for completion of high school Advanced Placement courses, I direct that Concord College not engage in such practice. All academic credits awarded to students must be in accordance with State College System policies.

If my understanding of the intent of Concord College to offer Advanced Placement courses is not correct or if further clarification on State College System policies on coursework taken by high school students is needed, please let me know.

Sincerely,

Clifford M. Trump

cc: Sondra Moore Lucht  
     Dr. Bruce Flack
Dr. Clifford Trump  
Chancellor  
State College System of WV  
1018 Kanawha Boulevard, East  
Charleston, WV 25301

Dear Chancellor Trump:

Thank you for your letter of April 2, 1997, and especially for the concluding sentence: "... if further clarification on State College System policies on course work taken by high school students is needed, please let me know." I believe that clarification is needed, perhaps not surprisingly, because we are just beginning to implement a policy with far reaching implications. Both your letter and our early conversations with school officials in our region have raised questions.

Part of our current confusion that may have prompted your letter is the apparent conflict between two of the Board’s policies that you cited in your letter: Procedure No. 22, “Advanced Placement Examinations...,” and Procedure No. 36, “Guidelines for Offering College Courses for High School Students.” The first policy addresses credit by examination, not courses. Like CLEP covered in Rule 29, and the RBA Program covered in Procedure No. 33, students are awarded credit on the basis of tests or portfolio reviews, not on the basis of passing a course. In addition, Concord has a policy that provides credit by examination. One does not have to take any particular course in order to sit for Advanced Placement examinations. As an advocate of the AP exams, I believe that students should be encouraged to take these exams. In addition to offering credit for satisfactory performance on the exams, Concord is the only college in the state, I believe, to offer scholarships for performance on these exams. In summary, Procedure No. 22 does not address high school courses, only exams and the college courses that relate to them.

The foregoing distinction is not intended to “split hairs.” Procedures No. 36, on the other hand, addresses courses, not standardized exams designed by testing companies or by our faculty. Clearly, courses are offered in the high schools whose express intent is to prepare students for the rigorous AP examinations. Some of these courses meet the quality standards set by our Board in Procedure No. 36 (“Any course offered in a high school setting must have an equivalent syllabus, text, assignments, assessments, and evaluation procedures to the course on the college campus.”) Some courses exceed the Board’s standards; and, some fall short of the standards and enroll many students who have no intention of taking an AP exam. Most of these courses are labeled “Advanced Placement” regardless of whether students take AP exams or not. In some schools, “Advanced Placement” has simply become another name for honors courses. The two types of classes are not mutually exclusive: a high school course can be labeled AP and also meet the Board standards in Procedure No. 36.
Now to your directive: “If your intent is for Concord College to award credit for completion of high school Advanced Placement courses, I direct that Concord College not engage in such practice.” You have my assurance that Concord will comply with your directive. However, we need assistance in determining what qualifies as an “Advanced Placement course.” The following questions may clarify the issue:

1) Who determines whether a course is AP or not? High School officials? Our colleges? The College Board? The Board of Directors? Other?

2) Which of the following are AP courses?
   a. A course that is labeled “AP” but has no students taking the AP exam?
   b. A course that is labeled “AP” but has very few students taking the AP exam?
   c. A course that is labeled “AP” and has a substantial percentage of students taking the exam?
   d. Any course that high school officials decide to label AP?

Our Board’s decision to call a course “AP” for purposes of Procedure No. 36 has significant implications, especially in small high schools. Large high schools are able to give students at least two options for earning college credit during normal school hours: AP and our “dual enrollment” arrangement. Typically, the better students in these schools choose the AP option. In contrast, small schools usually have adequate numbers to justify only one option. If we call that option “AP,” then students are denied the opportunity to enroll in “our” course even if the course meets the quality standards created by our Board. It might be possible for a course in a small school to do double duty as an AP and a dual enrollment course with the students choosing the option.

The dilemma we face in sorting these issues out is not peculiar to West Virginia. Here we face the conflict between two competing traditions in higher education: credit for grades and courses, now in decline, and credit by exam or assessment, now in ascendancy. Procedure No. 36 represents the former; Procedure No. 22, the latter. In larger states and schools, these conflicting traditions have nervously contended with one another. Your directive requires us to determine on a course-by-course basis which tradition we shall embrace.
Dr. Clifford Trump  
Page 3  
April 9, 1997  

As you know, I raised these questions during our discussion when the policy was being considered prior to being sent forward to the Board. I look forward to an opportunity to discuss these issues with you.

Sincerely,

Jerry L. Beasley  
President

cc: Sondra Moore Lucht  
Dr. Bruce Flack
April 23, 1997

Dr. Jerry L. Beasley
President
Concord College
P.O. Box 1000
Athens, WV 24712

Dear Dr. Beasley:

The purpose of Procedure No. 36, Guidelines for the Offering of College Courses for High School Students, is to provide a rational basis for maintaining quality standards in the offering of college courses for qualified students in high school and to establish an equitable standard for the assessment of tuition and fees. As the number of college courses offered for students who are still in high school grows, it is vital that we make every effort to assure that the coursework provided for these students is of the same rigor and intensity of courses offered on campus. In the selection of instructors, course assignments, texts, assessments, evaluation of students, and evaluation of faculty, the same standards for courses taught in high school should apply as they would to any other college course.

The reference to "advanced placement" offerings in Procedure 36 is to the College Board Advanced Placement program. Procedure 36 reiterates the position on award of credit for Advanced Placement that is spelled out in State College System Series 4, Acceptance of Advanced Placement Credit. Series 4 does not recognize Advanced Placement courses as college courses, but defines the college credential based on successful performance on the Advanced Placement exam. Under this policy, West Virginia public colleges may award academic credit if the student achieves a specified performance level on the Advanced Placement exam.

While I do not question the overall quality level of high school Advanced Placement courses, my concern is more with the college-level courses our institutions are offering at off-campus sites. It is imperative that such coursework fully meets the quality standard associated with the institution. Procedure 36 requires this standard. Our challenge is to make certain that our institutions comply with the quality expectations that are called for in this policy.

Thank you for your response of April 9, 1997. I do appreciate your commitment to the continued offering of high quality programming at Concord College. Please let me know if you have further questions.

Sincerely,

Clifford M. Trump
Chancellor

cc: Sondra Moore Lucht

The State College System of West Virginia is composed of Bluefield State College, Concord College, Fairmont State College, Glenville State College, Shepherd College, Southern West Virginia Community College, West Liberty State College,
AUDIT OF THE DUAL CREDIT AWARD PROCESS AT CONCORD COLLEGE

On May 20, 2002 Chancellor Mullen informed President Jerry Beasley President of Concord College that it had come to his attention that Concord College had been awarding academic credit to high school students for Advanced Placement (AP) courses in the high schools without the completion of the appropriate AP exam. He directed the Commission Office of Planning, Information Management and Policy Analysis to conduct an audit of the practices of Concord College in the award of college level credit awarded to high school students taking AP courses in high school (memo from Chancellor Mullen to President Beasley attached).

Preliminary discussions were held in June with Concord College’s Academic Vice President (Dr. Dean Turner) and the colleges’ Registrar (Ms. Carolyn Cox) regarding the goals of the audit, the information that would be needed and the general process that would be carried out to complete the audit.

This report summarizes the steps in that process and the findings of the Commission audit team.

THE AUDIT PROCESS

The process agreed upon by all parties was as follows:

1. The general process of awarding dual credit to high school students, including the review of course syllabi, validation of faculty qualifications, and determination of credit to be awarded at Concord College were discussed in detail and summarized with agreements as to the details of the process submitted in writing.

2. A list of information required by the audit team was discussed and agreed to as follows:
   a. A list of all students who had taken high school courses for dual credit with Concord College was generated by the Commission team from the official enrollment files previously submitted by Concord College for Fall and Spring semesters of the 2000-2001 year and for the 2001-2002 year.
   b. From that extensive list, a sample was selected by the Commission team for further analysis.
   c. Concord College was then asked to provide detailed information regarding high school courses taken, college credit awarded, employer of the faculty who taught the courses, payment records regarding all courses in the sample student population and transcripts from both the high school and the college for the semester that corresponded with the courses selected.
   d. The Commission audit team then compared the high school and college transcripts for a small sample of students, verified payment records in the appropriate amount and in the appropriate semester for each student, and verified the credits awarded on the transcripts with the credit reported in the official files of the Commission.
   e. All findings were discussed with Concord College as the audit proceeded.

FINDINGS OF THE AUDIT

The audit process went relatively smoothly and both Vice President Turner and Registrar Cox were open and frank about the processes involved and provided all data requested in a timely manner. The findings will be presented in two sections. The first will summarize the process that is used for the award of dual credit at Concord College for the completion of high school AP courses and the second will summarize the scope of these kinds of awards and fiscal impact of the process on Concord College revenues for academic years 2000-2001 and 2001-2002.
THE PROCESS OF AWARD

It should be pointed out that Concord College has a process of awarding college credit to high school students for courses offered in the high school that is almost totally oriented to awarding credit for AP courses in the high school. As verified by Dr. Turner and Ms. Cox, only a handful of these high school courses each semester are not AP. Therefore, all the numerical data presented are for college credit awarded for AP courses in the high school. The following aspects of the Concord College process in this regard are as follows (verified by Dr. Turner and Ms. Cox):

1. Concord College awards college equivalency credit for the AP courses taken in high school. Therefore, a student might take a three unit AP Biology course in high school in a particular term but receive credit at Concord for four credits of Concord’s Biology I and four credits of Concord’s Biology II. This was a common occurrence in the audit and was true for a range of disciplines such as Chemistry, English and Languages. This answered a question that the audit team had initially when it discovered student hour loads for high school students that exceeded 20 hours a term in high school just for college credit. The student did not, in fact, take all those college courses but instead was awarded credit for a number of college equivalent courses from only one three-hour AP course in high school.

2. Concord College charged students for all the equivalent college courses at the rate (or close to the rate) suggested to campuses each year by Dr. Bruce Flack of the Academic Division of the Commission.

3. Almost all the faculty who are associated with these courses in the high schools for college credit at Concord are not Concord faculty. As an example, for Fall 2001 of all high school courses offered for dual credit at Concord (both 72 AP and a handful of non-AP) only one faculty member in these courses was from Concord.

4. All courses that are offered in the high school are reviewed by Concord faculty for content and level before college equivalencies are determined.

5. The qualifications of all faculty in the high schools that teach the dual credit courses are reviewed to ensure they meet collegiate standards at Concord and they are awarded adjunct faculty status at Concord.
SCOPE AND FISCAL IMPACT OF AWARDS

The following table summarizes the scope and fiscal impact of these Concord awards for dual credit high school courses for the 2000-2001 and 2001-2002 academic years. The table is straightforward, but makes at least the following important points:

1. Concord College made dual credit awards for over 300 college equivalent courses in the two academic years studied.
2. There were over 6,500 student credit hours generated from these courses as well as more than 1,000 unduplicated headcount that were reported in the official files of the Commission over these two academic years.
3. Concord College generated over $300,000 in tuition/fee payments from these courses over the two academic years.
4. Over 9% of Concord College’s total headcount and over 4% of its total credit hours were generated from these courses over the two academic years.

AWARD OF DUAL CREDIT (AP High School Courses Only)
By Concord College 2000-2001 and 2001-2002

<table>
<thead>
<tr>
<th></th>
<th>AP Only Courses</th>
<th>Unduplicated Headcount</th>
<th>AP Student Credit Hours</th>
<th>Student Credit Hour Charge</th>
<th>Revenue Generated</th>
<th>Percent of Total Headcount</th>
<th>Percent of Total Student Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>72</td>
<td>263</td>
<td>1,746</td>
<td>$42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2001</td>
<td>78</td>
<td>260</td>
<td>1,788</td>
<td>$42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>150</td>
<td>523</td>
<td>3,534</td>
<td>$42</td>
<td>$148,428</td>
<td>9.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>72</td>
<td>297</td>
<td>1,638</td>
<td>$50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2002</td>
<td>79</td>
<td>239</td>
<td>1,431</td>
<td>$50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>151</td>
<td>536</td>
<td>3,069</td>
<td>$50</td>
<td>$153,450</td>
<td>9.3%</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

The charge to the audit team was to document the situation relative to the award of dual credit for AP courses at Concord College. This report satisfies that charge only and makes no judgments nor expresses any opinions as to the conformance or nonconformance of this process to current Commission policy.

A large amount of additional detailed data was assembled by the audit team and is available along with any work papers at the Commission department of Planning, Information Management and Policy Analysis.
ITEM: Update on LOCEA Studies

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: J. Michael Mullen

BACKGROUND:

At the June 21 meeting, the Chancellor presented outlines of proposed studies requested by the Legislative Oversight Commission on Education Accountability. He will update the Policy Commission on the status of the studies.
ITEM: Report on *Social Justice Grants and Student Mini-Grants*

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: J. Michael Mullen

BACKGROUND:

The Higher Education Policy Commission authorized expenditures of FY 2003 HERF funds for *Social Justice Grants and Student Mini-Grants* in the amounts of $100,000 and $20,000 respectively.

A review committee has evaluated proposals from the campuses and made recommendations for awards. A final list of those recommendations will be presented at the meeting.