

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
June 15, 2017
12:00 p.m.

1. Call to Order, Oath of Office, and Roll Call – Chair Dr. Ann Brothers Smith, presiding
2. Verification of Appropriate Notice of Public Meeting 2
3. Review and Approval of Meeting Agenda 1
4. Review and Approval of Minutes of Previous Meeting 3
5. Announcements from the Chair
 - a. Resolution Presentations 9
6. Reports from Board Committees
 - a. Institutional Advancement
 - b. Audit
 - c. Recruitment and Retention
 - d. Academic Policies
 - e. Finance
7. Report from the University President
 - a. University Reports Forwarded by Board Committees
 - i. Engineering, B.S. Program Approval 10
 - ii. Sports Studies, M.S. Program Approval 43
 - iii. BOG Budget Report -- *May* 84
 - iv. Fiscal Year 2018 Budget Update 85
8. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel and Property Matters
9. Announcements from the Chair - *Continued*
 - a. Proposed Fiscal Year 2018 Meeting Dates 86
 - b. Fiscal Year 2018 Election of Officers 87
 - c. Appointment of Presidential Review Committee 88
10. Other Matters
11. Next Meeting Date – *September 14, 2017 (tentative)*
12. Adjournment

West Virginia State University
Board of Governors

Date/Time: 6/15/2017 -- 12:00 PM

Location:

West Virginia State University
Erickson Alumni Center
Grand Hall
Institute, WV

Purpose: To conduct the regular business of the Board.

Notes:

This is a compliant meeting.

Meeting was approved : 6/6/2017 8:11:09 AM

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
April 27, 2017
Minutes

1. Call to Order and Roll Call

Dr. Smith called the meeting of the West Virginia State University Board of Governors to order at 11:42 a.m.

Present: Dr. Guetzloff, Mr. Jones, Mr. Kelley, Mr. Konstanty, Mr. Lipscomb, Ms. Shafer, Dr. Smith, Mrs. Squirts, Mr. Swingle, Dr. Thralls, and Mr. Williams. Several members of the administration, students, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Dr. Smith announced the verification of appropriate notice of public meeting.

3. Review and Approval of Agenda

Dr. Thralls motioned for approval of the agenda as presented, and Mr. Swingle seconded the motion. The motion carried.

4. Review and Approval of Minutes of Previous Meeting

Mr. Swingle motioned for approval of the minutes of the March 26, 2017, meeting, and Mr. Kelley seconded the motion. The motion carried.

Before moving on to Committee reports, Dr. Smith noted that Dr. Guetzloff asked to share comments with the Board. Dr. Guetzloff expressed his appreciation on behalf of his family for the care and support they received from the Board and administration when his mother passed away.

5. Reports from Board Committees

Bylaws and Policy Review Special:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee discussed BOG Policy #36, which was amended during the March meeting and redistributed for an additional 30-day comment. The comment period yielded no comments. The Committee voted to recommend that the full Board approve the policy as previously amended, which will be presented later on the agenda.
- The Committee deferred to the Board chair as to whether there is a need to meet in June.

Recruitment and Retention:

Mr. Konstanty chaired the Committee and presented the report.

- The Committee received reports on enrollment and efforts related to recruitment and retention.
- Mr. Konstanty asked for the record to reflect that the Committee was pleased to have Mr. Joe Oden report as Interim Vice President for Enrollment Management and Student Affairs.

- Total freshman applications increased one percent compared to last year; in-state applications are up 18 percent. Total freshman admits are slightly behind, but confirmations are level. Transfer admits increased 13 percent, and confirmations are up 30 percent over this time last year.
- The Committee also received information about outreach through collaborating with national alumni chapters. Dr. Lateef Saffore will lead a national signing day in Cleveland.
- An overview was provided on new initiatives to engage and retain students such as Freshmen Check-In and Talented Jackets.
- Staff is working on streamlining outreach to students who have not registered.
- Dr. Smith commented it was refreshing to hear that there is support of the effort by alumni to recruit.

Audit:

Mr. Swingle chaired the Committee and presented the report.

- The Committee received updates on current audits in process.
- Plans are underway for the initial fieldwork for the next Financial Statement Audit.

Academic Policies:

Mrs. Pitchford was unable to attend. As a result, Mr. Konstanty presided over the meeting and presented the report.

- The Committee received information regarding the Chemistry, B.S. program review and had in-depth discussion. The Committee voted to recommend to the full Board that the program be continued at the current level with no specific action and a follow-up report on assessment, which is due December 1, 2018. The item will be presented to the Board later on the agenda.
- Follow-up discussion from the March meeting was held on the possible discontinuation of the Recreation program. The Committee voted to recommend to the full Board that the program be discontinued, and the item will be presented later on the agenda.

Finance:

Mr. Williams participated by conference call. As a result, Mr. Swingle presided over the meeting and presented the report.

- The Committee discussed the finances of the institution including actual expenses and revenue for the current fiscal year budget.
- There was extensive review of proposals for the Fiscal Year 18 budget. Copies of materials distributed during Committee meeting will be provided to the full Board.
- The Committee voted to recommend the proposed Fiscal Year 2018 budget to the full Board, which will be presented later on the agenda.

6. Report from the University President

President Jenkins thanked the Board, friends, and supporters who participated in inauguration. He said it was a very humbling experience and he appreciates all of the support and kind words from everyone. The President went on to say that the Fifth Annual Black and Gold Gala honoring outstanding supporters and friends of the University was an outstanding success. He gave kudos to the planning team for their work on the impressive

event. In addition, he expressed appreciation for Chuck and Minnie Jones for their work on the silent auction, which was the largest thus far. The Gala raised \$135,000 compared to \$94,000 last year. The silent auction tripled to \$15,000 over \$5,000 last year. The event also grew in participants, with about 370 compared to 300 last year. President Jenkins asked the Board to join him in applauding Mr. Kelley for his work as Master of Ceremonies for the Gala. He then acknowledged Mr. Oden and everyone involved in planning and carrying out another successful Cares Day, which had about 400 volunteers and 30 sites participating. President Jenkins stated he was proud of the Yellow Jacket Nation for their efforts to be involved in helping the community. Copies of a flyer was distributed to the Board for NASA Day taking place on campus on April 28. President Jenkins said more than 600 students will attend the event, which is another wonderful opportunity to showcase not only what the University does in terms of academics, but also with the community. Dr. Guetzloff added that the Research Symposium would also take place that day. Dean Naveed Zaman provided an overview of the symposium schedule and NASA Day exhibits. President Jenkins said the University has also had a great series of speakers brought to campus by the College of Business and Social Sciences. He acknowledged Dean David Bejou for the program he spearheaded. He announced that this would be Dean Bejou's last Board meeting as he has accepted a position at The State University of New York. President Jenkins thanked Dean Bejou for his work for the College and students and asked the Board to join him in a round of applause.

a. University Reports Forwarded by Board Committees

Item 6.a.i: President Jenkins said, as recommended by the Bylaws and Policy Special Committee, he brings before the Board for approval BOG Policy #36 as amended. Dr. Thralls moved that the Board approved the proposed BOG Policy #36 as amended and recommended by the Committee. Mr. Williams seconded the motion, and the motion carried.

Item 6.a.ii: President Jenkins said, as reported by the Academic Policies Committee, he brings before the Board for approval the discontinuation of the Recreation program. He asked Provost Kumara Jayasuriya to provide any additional information. Dr. Jayasuriya said four programs were reviewed by the Academic Policies Committee and a cost analysis was provided for each; the Recreation program was the only one that had a return on investment less than 100 percent, measuring at 42 percent. Of the six students in the program, three are seniors with one graduating in the current semester and the others in the next two consecutive semesters. A plan is in place to teach out the remaining three students, or they may choose to change their majors. Dr. Guetzloff noted that he voted against this item in Committee and expressed his concern that warnings of possible program discontinuations were not heeded. Mr. Konstanty said the program seemed to have a decrease in interest by students. Mr. Swingle agreed and said it does not mean the program was a failure. He also stated it is important for the University to look at the finances tied to academic program offerings. Mr. Kelley moved that the Board approve the discontinuation of the Recreation program as recommended by the Academic Policies Committee. Mr. Swingle seconded the motion, and the motion carried. Dr. Guetzloff voted nay.

Item 6.a.iii: President Jenkins said, as reported by the Academic Policies Committee, he brings before the Board for approval the program review for Chemistry, B.S. He stated that the recommendation of the Committee is continuation without specific action and a follow-up report on assessment due December 1, 2018. Mr. Kelley moved that the Board approve the recommendation as presented. Dr. Thralls seconded the motion, and the motion carried. Dr. Guetzloff recused himself from the discussion and did not vote, as he is a faculty member in the Chemistry Department.

Item 6.a.iv: President Jenkins asked Mr. Jones to provide the 2017-2018 budget and tuition and fees schedule. Copies were distributed to Board members who were not in the Finance Committee meeting. Mr. Jones deferred to Mr. Swingle for the recommendation from the Committee. Mr. Swingle said the Finance Committee would recommend that the board approve the tentative budget for a proposed five percent increase in certain tuition, fees, and room and board costs for the 2017-2018 year with the discretion of the President and his administration to further increase such certain costs by up to another five percent depending upon the additional reduction in state appropriations when the final state budget is approved. Dr. Guetzloff said one thing that has always come up with students is the charge for the commuter meal plan and it just says on their bill “commuter” and if we have that term he does not feel it is an accurate description and students do not realize what it is and just see a \$300 charge per semester. He thinks it is a disservice and hopes to see it corrected, and President Jenkins said it would be. Dr. Thralls said, if he understands correctly, the recommendation would be to approve this on a contingency basis and to give the President the discretion to generate additional increases if needed and that would include an additional five percent tuition increase. Mr. Swingle affirmed and said, unfortunately, the University has no idea at this point and time what the additional percentage of decreases may be with respect to the state. Dr. Thralls said he does not know what other institutions are doing, but he read in the newspaper that a nearby institution had several contingency plans. He knows the University has a need to plan for next year, but he hates to do this ahead of the state budget because it reverses the order of things. He stated that he has complete confidence in the President, as he has indicated on numerous occasions; however, if the University finds itself, after the state budget is determined, with a need for additional increases, he would like for those to come back to the Board. He said his concerns with respect to the tuition matter are known. He further commented that it is a decision with potentially broad implications and he felt it is the responsibility of the Board to be involved in the matter. Mr. Williams said the Finance Committee considered implementing a larger increase, which would narrow the President’s range, but they agreed it would be better to leave it at the President’s discretion. He said the comments that were made in Committee and to the President are sensitive to the need to keep tuition as low as possible. President Jenkins commented on Dr. Thralls’ statement about bringing any additional increase to the Board and said that decision would not be made in isolation and a proposal would be brought before the Board for discussion before moving beyond the five percent. Dr. Smith said the Committee was faced with another challenge in that there is a deadline for submitting fees to HEPC. Dr. Thralls wondered if HEPC would look at that deadline if there were no state budget. Mr. Swingle said the University has a responsibility to

the students and students' parents to give them some indication of what the increases may be. Dr. Thralls said he thinks the five percent is reasonable, but beyond that he would like the Board to examine carefully and have full and free debate and he is pleased that any additional increases would be brought back to the Board. He would also like it if the Board looked at not only tuition but also other areas within the University's financial structure. Dr. Guetzloff asked if the new NSO fees are on the proposed budget information that was presented, and it was noted that they are included on page three. Dr. Guetzloff asked if the most would be 10 percent, with the range being from five to 10 percent, and Mr. Swingle affirmed. Mr. Swingle said the five percent essentially gives a balanced budget for the coming year and the University already planned for decreases to some expenses. Mr. Kelley commented that he believes if a student came to an institution and was enrolled full time and staying on course that it is unfair to raise that student's tuition while attending the institution. President Jenkins said Mr. Kelley's point is well noted; he referred to a conversation held earlier in Recruitment and Retention Committee where he talked about an initiative with the early enrollment program and said it is in line with Mr. Kelley's comment. Dr. Smith clarified that the intent was to take the recommendation and move it into a motion and asked Mr. Swingle to restate the recommendation. Mr. Swingle said that the Finance Committee would recommend that the Board approve the tentative budget with a proposed five percent increase in certain tuition, fees, and room and board costs for the 2017-2018 year with discretion to the President and his administration to further increase such certain costs by up to five percent depending on any additional reductions to state appropriations when the final state budget is finalized and approved with the concurrence of the board. Mr. Williams so moved and Mr. Swingle seconded the motion. The motion carried. Dr. Guetzloff voted nay.

President Jenkins concluded his report with a reminder that spring Commencement is on May 13 at 10:00 a.m. in the D. Stephen and Diane H. Walker Convocation Center. He acknowledged Ms. Shafter and said this would be her last Board meeting as she is graduating. President Jenkins thanked her for her service as the student representative on the Board. Ms. Shafer thanked everyone for their support and said she appreciates all she has been taught at State and had the best experience possible. She will be applying for medical school in the fall. Athletic Director Nate Burton commented that Ms. Shafer is the epitome of a student-athlete. Mr. Oden echoed Mr. Burton and said he fondly remembers the first day she arrived on campus with her parents. President Jenkins asked everyone to join him in applauding Ms. Shafer and wishing her well on her future endeavors.

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

Mr. Konstanty motioned for approval to go into executive session, under the authority of West Virginia Code §6-9A-4, to discuss legal, personnel and property matters. Dr. Guetzloff seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Konstanty, and Dr. Thralls seconded the motion. The motion carried. Dr. Smith asked

for the record to reflect that the Board only discussed items related to the topics listed, that no decisions were made in executive session, and no motions or votes were taken.

8. Other Matters

Mr. Lipscomb moved that the Board authorize President Jenkins to initiate a civil lawsuit on the matter discussed in executive session. Mr. Swingle seconded the motion, and the motion carried by a unanimous vote.

9. Next Meeting Date

The next meeting will be held on June 15, 2017.

10. Adjournment

With there being no further business, the meeting was adjourned.

Respectfully submitted,

Gail Pitchford
Secretary

Approved: _____
Dr. Ann Brothers Smith
Chair

Resolution Presentations

Agenda Item 7.a.i.

June 15, 2017

Engineering, B.S. Program Approval



WEST VIRGINIA
STATE
UNIVERSITY

BACHELOR OF SCIENCE IN ENGINEERING
WITH A MAJOR IN CHEMICAL ENGINEERING
PROGRAM PROPOSAL

JUNE 2017

Checklist

6.1. The cover page should include the following:

- Name of Institution
- Date
- Category of Action Required
- Title of Degree or Certificate
- Location
- Effective Date of Proposed Action
- Brief Summary Statement

6.2. Program Description

- 6.2.a. Program Objectives
- 6.2.b. Program Identification
- 6.2.c. Program Features
 - 6.2.c.1. Admissions and Performance Standards
 - 6.2.c.2. Program Requirements
- 6.2.d. Program Outcomes
- 6.2.e. Program Content
 - 6.2.e.1. Content and Length of the Proposed Academic Program
 - 6.2.e.2. Coherent General Education Component
 - 6.2.e.3. Minimum Requirement for General Education

6.3. Program Need and Justification

- 6.3.a. Relationship to Institutional Goals/Objectives
- 6.3.b. Existing Programs
- 6.3.c. Program Planning and Development
- 6.3.d. Clientele and Need
- 6.3.e. Employment Opportunities
- 6.3.f. Program Impact
- 6.3.g. Cooperative Arrangements
- 6.3.h. Alternatives to Program Development

6.4. Program Implementation and Projected Resource Requirements

- 6.4.a. Program Administration
- 6.4.b. Program Projections
- 6.4.c. Faculty Instructional Requirements
- 6.4.d. Library Resources and Instructional Materials
- 6.4.e. Support Service Requirements
- 6.4.f. Facilities Requirements
- 6.4.g. Operating Resource Requirements
- 6.4.h. Source of Operating Resources

6.5. Program Evaluation

- 6.5.a. Evaluation Procedures
- 6.5.b. Accreditation Status

Full Proposal (§133-11-6)

6.1. Cover Letter (§133-11-6.1)

Name of Institution: West Virginia State University (WVSU)

Date: June 2017

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Bachelor of Science in Engineering (BSE)

Location: Institute, West Virginia

Effective Date of Proposed Action: Spring 2018

Brief Summary Statement:

West Virginia State University is proposing the addition of a Bachelor of Science in Engineering with a major in Chemical Engineering to its existing, approved 2+2 Engineering Programs. The program aligns with the objectives of the institution in providing student-centered instruction and preparing students to meet the engineering needs of the Kanawha Valley, state and nation, as well as to prepare them for future graduate study. In addition, it supports the institution's mission as a land-grant university to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. A curriculum summary sheet for the proposed program is included in Appendix IV. Graduates of the proposed BSE program will complete 126 hours. The degree contains University-required general education courses, college level mathematics and basic science courses, courses in engineering topics and chemical emphasis courses. All appropriate committees within the institution have approved the proposed program. The proposed new program will require minimal additional resources. The program complies with the Engineering Accreditation Committee (EAC) of ABET, Inc., which is the principally recognized accrediting body for undergraduate engineering degrees.

6.2. Program Description

6.2.a) Program Objectives (§133-11-6.2.a)

The primary objectives of the proposed Bachelor of Science in Engineering program are as follows:

- (1) Emphasize the fundamental applied roots of engineering with a heavy emphasis on practical/experiential/hands-on learning;
- (2) Produce graduates that are experts at planning, design, construction or operation of engineering systems, solving problems and bringing proper insights to design and research teams;
- (3) Produce graduates that are proficient in the use of 21st Century design, analysis and measurement tools and software;
- (4) Produce graduates with soft-skills, including (a) professionalism, (b) communications, (c) team building, (d) societal, global and ethical awareness and (e) dedicated continuous learners that companies require of 21st Century engineers; and
- (5) Provide professional service to the state, region and the nation.

Based upon national accreditation (EAC of ABET) criteria and program review committee, eleven Program Level Outcomes (PLO) have been established in section D [Program Outcomes (§133-11-6.2.d)] of this report. The outcomes are denoted by letters a, b, c, d, e, f, g, h, i, j, and k. Table 1 shows where these outcomes will be taught and how they will be assessed.

Table 1: Program Objectives and Assessment

Course Number and Title	PLO Assessed	PLO Measure
ENGR 101: Engineering Problem Solving I	d,h,f,c,k,g,b	Exam, Report, Presentation
ENGR 102: Engineering Problem Solving II	k,e,a	Exam, Report
ENGR 241: Statics	a,e	Exam, HW
ENGR 243: Mechanics of Materials	a,e	Exam, HW
*ENGR 2xx: Engineering graphics/CAD	c,g,k	Report, Lab, Exam
*ENGR 3xx: Thermodynamics	a, e, k	Exam, Report, Lab
*ENGR 2xx: Dynamics	a,e	Exam, HW
*ENGR 4xx: Senior Design Projects	d,e,g,h,i,k	Report, Presentation
*ENGR 3xx: Fluid Mechanics	a,e,k,b	Exam, Report, Lab
*ChE 3xx: Chemical Equipment & Process Design I	a,b,c,e,g,i,k	Exam, Report, Lab
*ChE 2xx: Material and Energy Balance	a,b,c,d,e,f,g,g,i,j,k	Exam, Report, HW
*ChE 3xx: Transport Phenomena	a,b,c,e,g,j,k	Exam, Report, HW
*ChE 3xx: Chemical Engineering Lab I	a,b,e,g,k	Report, Lab, Presentation

*ChE 4xx: Chemical Engineering Lab II	a,b,e,g,k	Report, Lab, Presentation
*ChE 3xx: Phase & Reaction Equilibrium	a,b,e,f,k	Exam, Report, HW
*ChE 4xx: Chemical Reaction Engineering	a,b,c,e,g,k	Exam, Report, HW
*ChE 4xx: Chemical Equipment & Process Design II	a,b,c,e,g,i,k	Exam, Report, HW

*New courses are identified with asterisks.

6.2.b) Program Identification (§133-11-6.2.b)

The proposed CIP code for this degree is 14.0101 –Engineering, General: “A program that generally prepares individuals to apply mathematical and scientific principles to solve a wide variety of practical problems in industry, social organization, public works and commerce. Includes instruction in undifferentiated and individualized programs in engineering.”

(Source: National Center for Education Statistics, U.S. Department of Education, Classification of Instructional Programs (CIP 2010) at

<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88198> (visited May 25, 2017).)

6.2.c) Program Features (§133-11-6.2.c)

6.2.c.1) Admission and Performance Standards (§133-11-6.2.c.1)

West Virginia State University is committed to implementing the highest-quality BSE with a major in Chemical Engineering program possible. There will be no provisional admission to the BSE program for any student. All students entering the program will have a minimum cumulative high school GPA of 2.0 and appropriate ACT or SAT scores.

Admission Standards

The WVSU BSE program will admit students according to the HEPC guidelines provided by §133-23. The applicants will be evaluated according to the following rubric:

1. Academic Record
 - a. High School GPA – a minimum overall 2.0 on 4.0 point scale
 - i. Acceptable previous work from accredited college or university
 - b. Appropriate ACT or SAT scores
 - c. Successful TOEFL scores for those whose native language is not English

Performance Standards

To receive this degree, students must satisfy the following standard college requirements for graduation (Source: West Virginia State University *2016-2017 Catalog*):

1. A cumulative grade point average of 2.0 (i.e., a C average) on all work attempted with the exception of developmental courses and courses with grades of P, K, W and AUD;
2. A cumulative grade point average of 2.0 in major courses;
3. Completion of the total number of hours required in the curriculum elected; and

4. The necessary residence requirement for a degree.

The relationship between the admission standards and the performance standards is essential because those students who meet the admission standards will have the necessary skills to successfully achieve the performance standards while fulfilling the program learning objectives. Moreover, those persons who cannot do the aforementioned will not successfully perform to the standards required by the WVSU BSE with a major in Chemical Engineering.

6.2.c.2) Program Requirements (§133-11-6.2c.2)

The coursework will be divided into four distinct areas — University-required general education courses, college level mathematics and basic science courses, courses in engineering topics, and chemical engineering emphasis courses. Each stream will begin with foundational courses and progress to more advanced courses, each meant to impart necessary content and skills that will make student success possible in later courses.

The WVSU BSE degree will consist of 126 credit hours of required courses. Transfer students may import credits to WVSU based upon the West Virginia Higher Education Policy Commission's Transfer Agreement, as well as the discretion of the engineering faculty.

In addition, the students will develop a Senior Design Project during their final year. Moreover, students will create a portfolio that presents their professional work. The intent is for the portfolio to be a resource of the students' achievements that they can utilize in obtaining employment.

6.2.d) Program Outcomes (§133-11-6.2.d)

Based upon national accreditation (EAC of ABET) criteria, program review committee, the expected outcomes are:

- a. an ability to apply knowledge of mathematics, science and engineering;
- b. an ability to design and conduct experiments, as well as to analyze and interpret data;
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability;
- d. an ability to function on multidisciplinary teams;
- e. an ability to identify, formulate and solve engineering problems;
- f. an understanding of professional and ethical responsibility;
- g. an ability to communicate effectively;
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context;
- i. a recognition of the need for, and an ability to engage in life-long learning;
- j. a knowledge of contemporary issues; and
- k. an ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

6.2.e) Program Content (§133-11-6.2.e)

The development of the WVSU Bachelor of Science in Engineering with a major in Chemical Engineering is in keeping with the West Virginia State University mission to meet the higher education and economic development needs of the state and region through innovative teaching and applied research. (<http://www.wvstateu.edu/About/WVSU-At-A-Glance.aspx>)

6.2.e.1) Content and Length of the Proposed Academic Program (§133-11-6.2.e.1)

The BSE with a major in Chemical Engineering program will follow the common practice of institutions and require eight semesters (four fall and four spring) provided in Table 2. Students will complete a total of 126 credit hours.

Course requirements for each categories are shown below (new courses are identified with asterisks):

MATHEMATICS AND BASIC SCIENCES

MATH 206	Calculus I	4
CHEM 105/107	General Chemistry I	5
MATH 207	Calculus II	4
PHYS 231/203	Physics for Science & Engineers I	5
MATH 208	Calculus III	4
MATH 415	Differential Equations for Scientists & Engineers	4
PHYS 232/204	Physics for Science & Engineers II	5
*MATH 2xx	Probability and Statistics (for Engineers)	3
CHEM 106/108	General Chemistry II	5
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TOTAL MATHEMATICS AND BASIC SCIENCES		39

ENGINEERING

ENGR 101	Intro to Problem Solving I	2
ENGR 102	Intro to Problem Solving II	3
ENGR 241	Statics	3
ENGR 243	Mechanics of Materials	3
ECON 202	Principles of Microeconomics	3
*ENGR 2xx	Engineering Graphics/CAD	2
*ENGR 3xx	Fluid Mechanics	3
*ENGR 3xx	Fluid Mechanics lab	1
*ENGR 2xx	Dynamics	3
*ENGR 3xx	Thermodynamics	3
*ENGR 4xx	Senior Design Projects	3
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TOTAL ENGINEERING		29

CHEMICAL EMPHASIS

CHEM 205/207	Organic Chemistry I	5
CHEM 206/208	Organic Chemistry II	5
*ChE 2xx	Material and Energy Balance	3
*ChE 3xx	Transport Phenomena	3
*ChE 3xx	Chemical Engineering Lab I	2
*ChE 4xx	Chemical Engineering Lab II	2
*ChE 3xx	Phase & Reaction Equilibrium	3
*ChE 3xx	Chemical Equipment & Process Design I	3
*ChE 4xx	Chemical Equipment & Process Design II	3
*ChE 4xx	Chemical Reaction Engineering	3
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TOTAL CHEMICAL EMPHASIS		32

The following Table provides the curriculum sheet for the BSE with a major in Chemical Engineering.

Table 2: BSE with a Major in Chemical Engineering Curriculum Sheet

BSE with a major in Chemical Engineering Curriculum Sheet
West Virginia State University

1st year Fall		cr. Hr.
MATH 206	Calculus I ¹	4
ENGR 101	Intro to Engineering I	2
G ED 101	Freshman Experience	3
CHEM 105/107	General Chemistry I ²	5
Tier I: B	Written Communication I	3

¹ Tier I: E (Mathematics) 17
² Tier I: F (Scientific Reasoning)
 Tier I: B - ENGL 101, ENGL 101E, ENGL 101H

2nd year Fall		cr. Hr.
MATH 208	Calculus III	4
PHYS 232/204	Physics for Scientists and Engineers II	5
ENGR 241	Statics	3
CHEM 106/108	General Chemistry II	5

3rd year Fall		cr. Hr.
CHEM 206/208	Organic Chemistry II	5
*MATH 2xx	Probability & Statistics for engineers	3
*ENGR 3xx	Thermodynamics	3
*ChE 2xx	Material and Energy Balance	3
*ChE 3xx	Chemical Engineering lab I	2

4th year Fall		cr. Hr.
*ChE 4xx	Chemical Reaction Engineering	3
Tier II: G	Wellness	2
ECON 202	Principles of Microeconomics ⁴	3
*ChE 4xx	Chemical Equipment & Process Design II	3
Tier I: D	Oral Communication	3

Tier I: D - COMM 100, ENGL 201 14
 Tier II: G - HHP 122, HHP 157, HHP 157H, HHP 242
⁴Tier II: F - Social Science

1st year Spring		cr. Hr.
MATH 207	Calculus II	4
ENGR 102	Intro to Engineering II	3
PHSY 231/203	Physics for scientists and engineers I ³	5
*ENGR 2xx	Engineering graphics/CAD	2
Tier I: C	Written Communication II	3

³ Tier II: E (Natural Science) 17
 Tier I: C - ENGL 102, ENGL 102H, ENGL 112

2nd year Spring		cr. Hr.
MATH 415	Differential Equation for Scientists and Engineers	4
ENGR 243	Mechanics of Materials	3
*ENGR 3xx/3xx	Fluid Mechanics	4
CHEM 205/207	Organic Chemistry I	5

3rd year Spring		cr. Hr.
*ChE 3xx	Transport Phenomena	3
*ChE 4xx	Chemical Engineering lab II	2
*ENGR 2xx	Dynamics	3
*ChE 3xx	Phase & Reaction Equilibrium	3
*ChE 3xx	Chemical Equipment & Process Design II	3

4th year Spring		cr. Hr.
*ENGR 4xx	Senior Design Projects	3
Tier II: D	History	3
Tier II: A	Arts	3
Tier II: B	Humanities	3
Tier II: C	International Perspectives	3

Tier II: A - ART 101, ART 101H, COMM 170, MUSIC 107
 Tier II: D - HIST 201, HIST 201H, HIST 202, HIST 207, HIST 208
 Tier II: B - ART 100, COMM 140, COMM 140H, ENGL 150, ENGL 150H, MUSC 104
 Tier II: C - COMM 446, 15

*new courses are identified with asterisks

Total Credit hour for graduation = 126

6.2.e.2) Coherent General Education Component (§133-11-6.2.e.2) All proposed undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented.

The BSE with a major in Chemical Engineering curriculum contains a General Education component that is in keeping with the current West Virginia State University curriculum for all

undergraduate degrees and is in accordance with the HEPC policy (§133-11-6.2.e.2). The full General Education requirements are provided below:

GENERAL EDUCATION CURRICULUM

Tier I: A. First Year Experience (3 cr.)

Tier I: B. Written Communication I (3 cr.)

One of the following: ENGL 101, ENGL 101E, ENGL 101H

Tier I: C. Written Communication II (3 cr.)

One of the following: ENGL 102, ENGL 102H, ENGL 112

Tier I: D. Oral Communication (3 cr.)

One of the following: COMM 100, ENGL 201

Tier I: E. Mathematics (3 cr.)

MATH 206 – Cal I (4 credit)

Tier I: F. Scientific Reasoning (3-4 cr.)

One of the following: BIOL 101, BIOL 101H, BIOL 108, BIOL 110, BIOL 120, CHEM 100, CHEM 100H, PHYS 101, PHYS 102, PHYS 103, PHYS 106, PHYS 107, PHYS 110, PHYS 111, PHYS 120/121, OR CHEM 105

Tier II: A. Arts (3 cr.)

One of the following: ART 101, ART 101H, COMM 170, MUSIC 107

Tier II: B. Humanities (3 cr.)

One of the following: ART 100, COMM 140, COMM 140H, ENGL 150, ENGL 150H, MUSC 104

Tier II: C. International Perspectives (3 cr.)

One of the following: COMM 446, INTS 210, INTS 250, ENGL 350, ENGL 351, ENGL 440, FREN 101, FREN 102, FREN 205, FREN 443, GERM 101, GERM 102, SPAN 101, SPAN 102, SPAN 205, POSC 210, POSC 415, PHIL 308, EDUC 319, EDUC 321

Tier II: D. History (3 cr.)

One of the following: HIST 201, HIST 201H, HIST 202, HIST 207, HIST 208

Tier II: E. Natural Science (3-4 cr.)

One of the following: BIOL 101, BIOL 101H, BIOL 108, BIOL 110, BIOL 120, CHEM 100, CHEM 100H, PHYS 101, PHYS 102, PHYS 103, PHYS 106, PHYS 107, PHYS 110, PHYS 111, PHYS 120/121 OR PHYS 231

Tier II: F. Social Science (3 cr.)

One of the following: BA 210, BA 312, ECON 101, POSC 100, POSC 101, POSC 101H, PYSC 151, SOC 101, SOC 305, EDUC 201, OR ECON 202

Tier II: G. Wellness (2 cr.)

One of the following: HHP 122, HHP 157, HHP 157H, HHP 242

6.2.e.3) Minimum Requirement for General Education (§133-11-6.2.e.3) *The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 24 for transfer associate's degrees, and 30 for bachelor's degrees. If the general education component is delivered through integrated, embedded, interdisciplinary, or other accepted models, institutions must demonstrate that the program meets minimum requirements equivalent to the distributed model.*

The General Education curriculum for the BSE with a major in Chemical Engineering program is in keeping with current practices at West Virginia State University.

6.3. Program Need and Justification

6.3.a) Relationship to Institutional Goals/Objectives (§133-11-6.3a)

The Mission of WVSU reads “West Virginia State University will meet the higher education and economic development needs of the state and region through innovative teaching and applied research.” As engineering is one of the main engines of the economy and, according to West Virginia Economic Outlook 2016, the chemical industry accounts for one-fifth of manufacturing sector jobs and nearly 40 percent of the manufacturing sector's economic output in West Virginia, this proposed program at WVSU will produce graduates well prepared for the needs of the state and the region.

There are several special features of West Virginia State University that make it suitable for such a program. First, WVSU is a historically black college, and, hence, has always had a mission to educate minorities and other underrepresented populations. Second, as a land-grant institution established on March 17, 1891, under the Second Morrill Act of 1890, WVSU is charged with providing educational opportunities for students, citizens and surrounding communities via its tripartite mission of research, teaching and outreach. Third, the University, “a living laboratory of human relations,” is a community of students, staff and faculty committed to academic growth, service and preservation of the racial and cultural diversity of the institution. Lastly, WVSU offers flexible course schedules in traditional classrooms and online to facilitate financially-challenged students to continue their study concurrently with their job.

6.3.b) Existing Programs (§133-11-6.3b)

Table 3 summarizes the baccalaureate program available in the state of West Virginia. Marshall University offers a BS in Engineering degree (CIP code 14.0101) with an emphasis in Civil Engineering. West Virginia University (and its branch campus WVU Institute of Technology) offers a BS in Chemical Engineering program with the CIP code 14.0701. As a research university, WVU is able to be extremely selective in its enrollment, drawing from not only from the best and brightest of the state’s applicants but also from national and international applicants. According to HEPC, only 49 percent of students enrolled at WVU are in-state. As Tables 4 and 5 indicate, students in the Kanawha Valley are eager to stay close to the Charleston area, and a BES program (CIP code 14.0101) with a major in Chemical Engineering at West Virginia State University will serve the need of those students. In addition, the curriculum will be designed with an emphasis on practical/experimental/hands-on learning.

Table 3: Baccalaureate Programs in West Virginia

Institution	Institution Type	CIP Code(s)	Program Type
Marshall University	Public	14.0101	BS in Engineering (Civil Concentration)
WVU Institute of Technology	Public	14.0701	BS in Chemical Engineering
West Virginia University	Public	14.0701	BS in Chemical Engineering

6.3.c) Program Planning and Development (§133-11-6.3c)

Planning activities for this proposal actually date back to the year 2013, with the development of a 2+2 Engineering program at WVSU. Formal development of this proposal began in summer 2015. During a series of meetings, faculty from the 2+2 Engineering program, Physics program and Mathematics program first developed an Intent to Plan (approved by the WVSU Board of Governors on March 16, 2017) and subsequently submitted to HEPC Chancellor Paul Hill for approval. In a letter dated April 20, 2017, Chancellor Hill granted approval to initiate the development of a Bachelor of Science in Engineering with a major in Chemical Engineering program. This letter can be found in the Appendix III.

Significant resources have already been invested in this program. Two engineering faculty were hired, and approximately \$50,000 in equipment was bought to establish two engineering labs. Engineering software was purchased to teach the current engineering course work, as well as the future course work, once the full program is approved. A significant amount of time has been invested in the creation of this program.

6.3.d) Clientele and Need (§133-11-6.3d)

The expected clientele for this program will mainly come from the usual student body of WVSU, which includes:

- minorities;
- underrepresented populations;
- non-traditional students;
- first generation college students; and
- international students.

Moreover, the clientele will include individuals working in the engineering field who want more advanced training.

The needs that will be met by this program may be broken down into societal, occupational, educational and public service needs.

Societal needs would include:

- providing an educated citizenry;
- preparing students to enter the workforce;
- providing continuing education or retraining to current workers; and
- increasing economic development in the service area of WVSU by attracting companies looking for a well-educated, technologically-skilled workforce.

Occupational Needs:

The Kanawha Valley is the economic hub of the State of West Virginia. Economic development and sustainability of any state is directly connected to engineering. According to West Virginia Economic Outlook 2016, the chemical industry accounts for one-fifth of manufacturing sector jobs and nearly 40 percent of the manufacturing sector's economic output in West Virginia. Chemical engineers apply the principles of science and mathematics to solve problems that involve the production or use of chemicals, fuel, drugs, food and many other products. They design processes and equipment for large-scale manufacturing, plan and test production methods and byproducts treatment and direct facility operations. According to the West Virginia Department of Commerce,

a large portion of West Virginia's industry is chemical manufacturing. The Department reported that West Virginia is home to about 140 different chemical-related companies that provide over 12,800 jobs to the state. This makes West Virginia the location of one of the largest number of chemical manufacturing companies in the world. An adequate supply of chemical engineers is critical to the goal of fostering a statewide environment that nurtures these high-tech industries. Finally, according to Bureau of Labor Statistics, U.S. Department of Labor¹, employment of engineers is projected to grow 4 percent from 2014 to 2024 (Figure 1).

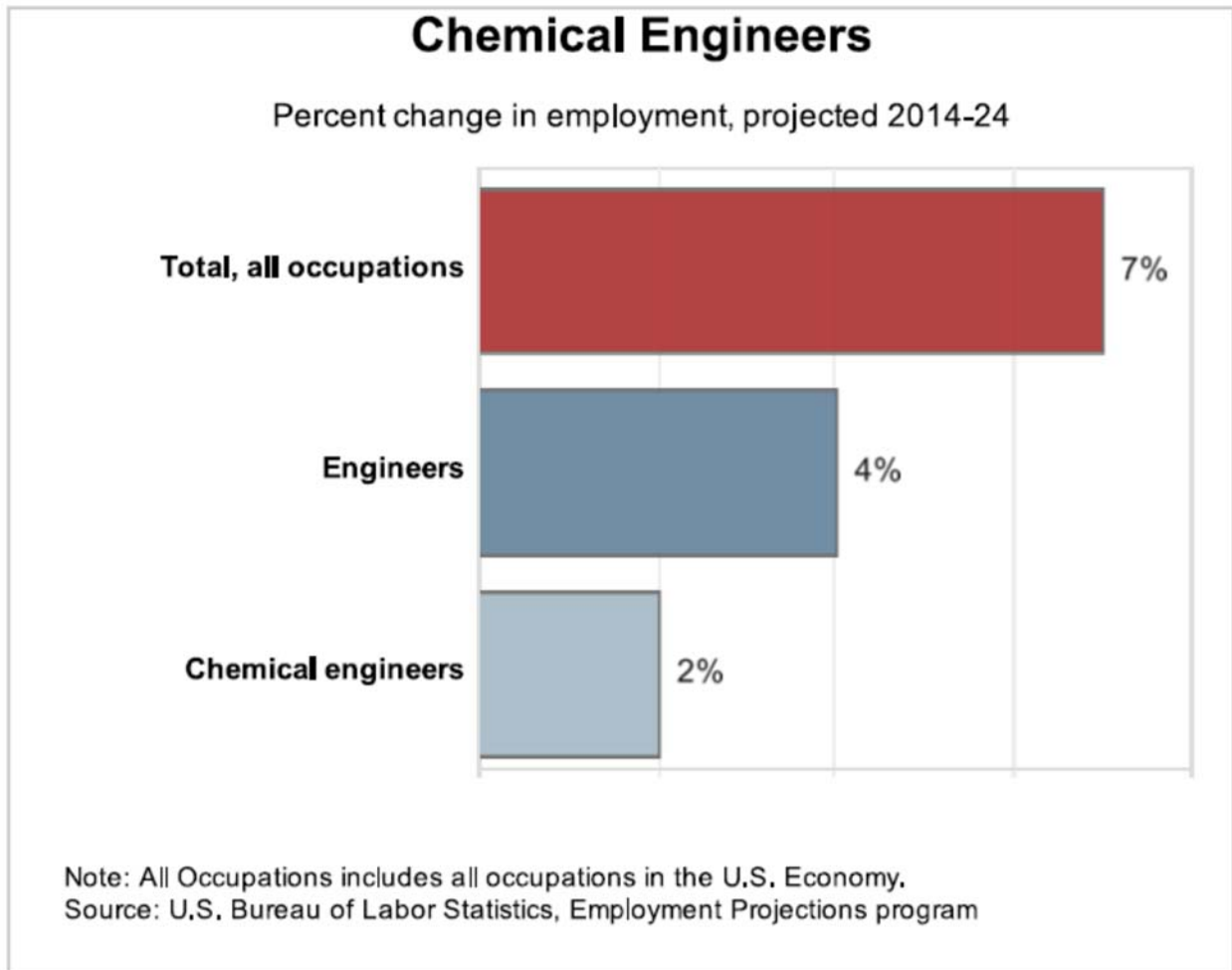


Figure 1: Projected growth of job according to US Department of Labor (2017)

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Chemical Engineers, on the Internet at <http://www.bls.gov/ooh/architecture-and-engineering/chemical-engineers.htm> (visited Feb 12, 2017)

Public service needs would include:

- educating the citizens of West Virginia; and
- serving as a source of technical expertise.

Student Demand for the Program:

The University has good evidence of student demand for an engineering program at WVSU. The student enrollment of the current Engineering 2+2 program (Civil, Mechanical, Industrial) increased from a few students to 22 students within one year. A brief survey of these engineering students was conducted (See Table 4). A significant result is that 79 percent of the engineering students want to complete their BSE at WVSU. Another survey was of freshmen in other disciplines (Biology/Pre-Medical, Computer Science, Chemistry, undecided etc.) as shown in Table 5. The survey found that out of 67 non-engineering students, 15 wanted to complete a B.S. in Engineering. Another 15 students indicated that they would have enrolled in Engineering if a four-year B.S. in Engineering program had existed (at the time of their enrollment) at WVSU.

Table 4: Survey of Students Currently in the 2+2 Engineering Program at WVSU

Number Surveyed	Willing to Complete 4-year BSE at WVSU	
	Yes	No
14	11	3

Table 5: Survey of Students Currently Not in Engineering Program at WVSU

Major	Number Surveyed	Willing to Complete 4-year BSE at WVSU		If 4-year Engineering existed one year ago, would you have enrolled in the Engineering Program?	
		Yes	No	Yes	No
Biology	34	6	28	6	28
Undecided	3	1	2	1	2
Psychology/Clinical Psychology	2	1	1	1	1
Computer Science	12	2	10	2	10
Chemistry/Applied Chemistry	8	2	6	2	6
Pre-Dental	2	0	2	1	1
Pre-Pharm	1	0	1	0	1
Political Science/Pre-Law	1	1	0	1	0
Elementary Education	1	0	1	0	0
Biotechnology	1	0	1	0	1
Math/Computer Science	1	1	0	0	1
Business	1	1	0	1	0
Total:	67	15		15	

6.3.e) Employment Opportunities (§133-11-6.3e)

One of the ways to measure the employment opportunities available for graduates of the BSE with a major in Chemical Engineering at WVSU is to investigate the national statistics of employment opportunities. According to the Bureau of Labor Statistics, West Virginia ranked fourth in the country in states with the highest concentration of jobs and location quotients in chemical

engineering. The annual mean wages for chemical engineers in West Virginia is \$102,080. Currently, Charleston is one of the towns with the most employment opportunities for chemical engineers. The employment opportunities for the graduates of the BSE program is diverse partly due to the design of the curriculum. The graduates will be resourceful, highly trained and well prepared for a number of career opportunities. The graduates of the program are in a unique position to obtain employment after graduation due to proximity to the state's capital city. The industries with the highest levels of employment in this occupation are:

1. Basic Chemical Manufacturing;
2. Architectural, Engineering and Related Services;
3. Scientific Research and Development Service;
4. Resin, Synthetic Rubber and Artificial Synthetic;
5. Fibers and Filaments Manufacturing; and
6. Petroleum and Coal Products Manufacturing.

6.3.f) Program Impact (§133-11-6.3f)

The BS in Engineering program, housed within the College of Natural Sciences and Mathematics, maintains that the impact will be positive and welcomed by those connected to the program in particular and the WVSU community in general. The BSE program will generate revenue for the University in the form of tuition and fees paid by incoming and retained students.

Many of the students currently in the 2+2 Engineering program are interested in a BS in Engineering degree, as shown in Tables 4 and 5. The number of inquiries about a four-year program also indicates students go to other institutions because of lack of a Bachelor's degree program in Engineering at WVSU. Even after the implementation of BS in Engineering with a major in Chemical Engineering program at WVSU, 2+2 Engineering programs (Civil, Mechanical and Industrial) will continue to operate.

6.3.g) Cooperative Arrangements (§133-11-6.3g)

WVSU has transfer arrangements with the following institutions:

- BridgeValley Community and Technical College;
- Marshall University;
- New River Community and Technical College;
- Southern West Virginia Community and Technical College;
- West Virginia Northern Community and Technical College; and
- West Virginia University System.

As the BSE program develops, the University would explore opportunities for collaborative activities, such as:

- WVSU will share BridgeValley CTC's Process Simulating lab at their Advance Technology Center in South Charleston;
- Encouraging students to participate in internships through WVSU's Cooperative Education Office; and
- Creating 2+2 arrangements with other community and technical colleges.

6.3.h) Alternatives to Program Development (§133-11-6.3h)

No alternatives were considered.

6.4. Program Implementation and Projected Resource Requirements

6.4.a) Program Administration (§133-11-6.4a)

Initially, the program will be administered by the department of Mathematics & Computer Science. Eventually, it may be desirable to create an Associate Chair of Engineering position in the department to focus on scheduling, program review and development, etc.

6.4.b) Program Projections (§133-11-6.4b)

See Appendix I, Form 1.

6.4.c) Faculty Instructional Requirements (§133-11-6.4c)

Currently, WVSU has two full-time faculty members, both with a terminal degree in engineering. The faculty were hired as a result of the 2+2 Engineering program with WVU. Most of the classes in the first two years of the BSE with a major in Chemical Engineering program will be taught by the current faculty members. Faculty resources to teach mathematics, science and general education classes are already available at WVSU. It is estimated that two new faculty members will need to be hired, but not until the program is well-established.

6.4.d) Library Resources and Instructional Materials (§133-11-6.4d)

The University has the existing library resources to deliver the program. The Library currently holds 22 journal subscriptions in the fields of mathematics, science and computer science. As the program develops, it is likely that increased funding in this area will be necessary.

6.4.e) Support Service Requirements (§133-11-6.4e)

The existing classrooms, computer and science labs and the Process Simulating lab at BridgeValley Community and Technical Center will be utilized to deliver the program. WVSU has included engineering as a part of its current Title III comprehensive development plan (2012-2017) and is proposing that engineering be included in the plan for the next five-year cycle (2018-2022). Funds are and will be available for faculty salaries and fringe benefits, equipment and supplies, renovations and other necessary items for the implementation of the program.

6.4.f) Facilities Requirements (§133-11-6.4f)

Initially, no new facilities are needed, nor is the renovation of existing facilities needed. As the program develops into its third and fourth years, we will utilize the fourth floor of Wallace Hall at WVSU and some existing chemical laboratories at BridgeValley Community and Technical Center to carryout the Chemical Engineering laboratory experiments.

6.4.g) Operating Resource Requirements (§133-11-6.4g)

See Appendix II, Form 2.

6.4.h) Source of Operating Resources (§133-11-6.4h)

WVSU has included engineering as a part of its current Title III comprehensive development plan (2012-2017) and is proposing that engineering be included in the plan for the next five-year cycle

(2018-2022). Funds are and will be available for faculty salaries and fringe, equipment and supplies, renovations and other necessary items for the implementation of the program.

6.5. Program Evaluation

6.5.a) Evaluation Procedures (§133-11-6.5a)

In a technical program such as a Bachelor of Science in Engineering, assessment occurs continuously based on how students perform. However, for purposes of data collection, some specific assessment mechanism will be used.

1) Common Exam Component: Many of the courses (see Table 6) will culminate in a required exam. A portion of the exam will consist of a set of questions selected for program assessment purposes. The pool of appropriate exam questions will be developed by the faculty who regularly teach the courses and cover the core knowledge in the courses necessary for mastery of the subject. It will allow us to determine what students have learned in the program and how well they have learned it. The data provided by the test will help determine what and how well the students learned in the program, as well as identify and improve areas of the program where there is a pattern of student weakness. In addition to the required exam, project presentations, reports, home work and lab work will be assessed for the PLO listed in Table 6.

2) Student Feedback: Each student will be surveyed in all engineering courses through an exit interview process before graduation. The surveys will include questions on how well the program prepared students for employment and continued training, as well as seek ideas for improving the program. The surveys will provide data of indirect assessment for the PLO listed in Table 6.

3) The program will be part of the standard review process for programs at West Virginia State University. As part of this process, quantitative data on majors, graduates, courses taught, etc. will be generated and recorded.

Table 6: Program Objectives and Assessment

Course Number and Title	PLO Assessed	PLO Measure
ENGR 101: Engineering Problem Solving I	d,h,f,c,k,g,b	Exam, Report, Presentation
ENGR 102: Engineering Problem Solving II	k,e,a	Exam, Report
ENGR 241: Statics	a,e	Exam, HW
ENGR 243: Mechanics of Materials	a,e	Exam, HW
*ENGR 2xx: Engineering graphics/CAD	c,g,k	Report, Lab, Exam
*ENGR 3xx: Thermodynamics	a, e, k	Exam, Report, Lab
*ENGR 2xx: Dynamics	a,e	Exam, HW
*ENGR 4xx: Senior Design Projects	d,e,g,h,i,k	Report, Presentation
*ENGR 3xx: Fluid Mechanics	a,e,k,b	Exam, Report, Lab

*ChE 3xx: Chemical Equipment & Process Design I	a,b,c,e,g,i,k	Exam, Report, Lab
*ChE 2xx: Material and Energy Balance	a,b,c,d,e,f,g,g,i,j,k	Exam, Report, HW
*ChE 3xx: Transport Phenomena	a,b,c,e,g,j,k	Exam, Report, HW
*ChE 3xx: Chemical Engineering Lab I	a,b,e,g,k	Report, Lab, Presentation
*ChE 4xx: Chemical Engineering Lab II	a,b,e,g,k	Report, Lab, Presentation
*ChE 3xx: Phase & Reaction Equilibrium	a,b,e,f,k	Exam, Report, HW
*ChE 4xx: Chemical Reaction Engineering	a,b,c,e,g,k	Exam, Report, HW
*ChE 4xx: Chemical Equipment & Process Design II	a,b,c,e,g,i,k	Exam, Report, HW

*New courses are identified with asterisks.

6.5.b) Accreditation Status (§133-11-6.5b)

Once the program is approved by the West Virginia State University Board of Governors and West Virginia Higher Education Policy Commission, the institution will seek approval from the Higher Learning Commission of the North Central Association. As the program develops, the University would seek ABET accreditation. The criteria ABET uses for evaluating engineering programs (as detailed in the *2017-2018 Criteria for Accrediting Engineering Programs*) are provided in Appendix V.

Appendices

Appendix I
Program Projection - FORM 1

**Five Year Projection of
Program Size**

	First Year (2018)	Second Year (2019)	Third Year (2020)	Fourth Year (2021)	Fifth Year (2022)
Number of Students Served through Course Offerings of the Program:					
Headcount	20	30	38	46	50
FTE	12	18	23	28	30
Number of student credit hours generated by courses within the program (entire academic year)	360	540	690	840	900
Number of Majors:					
Headcount	5	15	25	30	35
FTE majors	3	9	15	18	21
Number of student credit hours generated by majors in the program (entire academic year):	90	270	450	540	630
Number of degrees to be granted (annual total):	0	0	0	2	4

Appendix II
Operating Resource Requirements - FORM 2

**Five Year Projection of
Total Operating Resources Requirements**

	First Year (2018)	Second Year (2019)	Third Year (2020)	Fourth Year (2021)	Fifth Year (2022)
A. FTE Positions					
1. Administrators	0	0	0	0.25	0.25
2. Full-time Faculty	2(100%)	2(100%)	2(100%)	2.75(73%)	2.75(73%)
3. Adjunct Faculty	0	0	4	2	2
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	0	0	0	0	0
b. Professionals	0	0	0	0	0

Note: Includes percentage of time of current personnel

B. Operating Costs (Appropriated Funds Only)

1. Personnel Services:					
a. Administrators	0	0	0	15,000	15,000
b. Full-time Faculty	130,000	130,000	130,000	185,000	185,000
c. Adjunct Faculty	0	0	10,000	5,000	5,000
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel					
Clerical Workers	0	0	0	0	0
Professionals	0	0	0	0	0
Total Salaries	130,000	130,000	140,000	205,000	205,000
2. Current Expenses	0	0	0	500	500
3. Repairs and Alterations	500	500	500	500	500
4. Equipment:					
Educational Equipment	90,000	90,000	90,000	90,000	90,000
Library Books	2,000	2,000	2,000	2,000	2,000
5. Nonrecurring Expense (specify)	1,000	1,000	1,000	1,000	1,000
Total Costs	223,500	223,500	233,500	299,000	299,000

**Five Year Projection of
Total Operating Resources Requirements**

	First Year (2018)	Second Year (2019)	Third Year (2020)	Fourth Year (2021)	Fifth Year (2022)
C. Sources					
1. General Fund Appropriations (Appropriated Funds Only)	73,500	73,500	83,500	149,000	149,000
<u> X</u> Reallocation					
_____ New funds					
2. Federal Government (Non-appropriated Funds Only)	150,000	150,000	150,000	150,000	150,000
3. Private and Other (specify)	0	0	0	0	0
Total All Sources	223,500	223,500	233,500	299,000	299,000

Appendix III
HEPC Intent to Plan Approval

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way: Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301
www.wvhpc.edu
April 20, 2017



Dr. Anthony L. Jenkins
President
West Virginia State University
Post Office Box 1000
Campus Box 399
Institute, WV 25112

Dear President Jenkins:

I approve the request from West Virginia State University to initiate the development of the following programs:

- Bachelor of Science in Engineering with a major in Chemical Engineering
- Master of Science in Sports Studies
- Master of Science in Computer Science

The proposals for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs*. While the proposals will need to address the appropriate elements of Series 11, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed programs.

Addressing these issues will facilitate the timely review of your program proposals, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul L. Hill".

Paul L. Hill
Chancellor

cc: Dr. Kumara Jayasuriya, Provost, West Virginia State University
Mr. Tom Bennett, II, Chief of Staff, West Virginia State University
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs, Commission

CHANCELLOR'S OFFICE
(304) 558-0699 phone • (304) 558-1011 fax

Appendix IV
Bachelor of Science in Engineering (BSE)
Curriculum Summary Sheet

BSE with a major in Chemical Engineering Curriculum Sheet
West Virginia State University

1st year Fall cr. Hr.

MATH 206	Calculus I ¹	4
ENGR 101	Intro to Engineering I	2
G ED 101	Freshman Experience	3
CHEM 105/107	General Chemistry I ²	5
Tier I: B	Written Communication I	3

¹ Tier I: E (Mathematics) **17**

⁴ Tier I: F (Scientific Reasoning)

Tier I: B - ENGL 101, ENGL 101E, ENGL 101H

2nd year Fall cr. Hr.

MATH 208	Calculus III	4
PHYS 232/204	Physics for Scientists and Engineers II	5
ENGR 241	Statics	3
CHEM 106/108	General Chemistry II	5

17

3rd year Fall cr. Hr.

CHEM 206/208	Organic Chemistry II	5
*MATH 2xx	Probability & Statistics for engineers	3
*ENGR 3xx	Thermodynamics	3
*ChE 2xx	Material and Energy Balance	3
*ChE 3xx	Chemical Engineering lab I	2

16

4th year Fall cr. Hr.

*ChE 4xx	Chemical Reaction Engineering	3
Tier II: G	Wellness	2
ECON 202	Principles of Microeconomics ⁴	3
*ChE 4xx	Chemical Equipment & Process Design II	3
Tier I: D	Oral Communication	3

Tier I: D - COMM 100, ENGL 201

14

Tier II: G - HHP 122, HHP 157, HHP 157H, HHP 242

⁴Tier II: F - Social Science

Tier II: A - ART 101, ART 101H, COMM 170, MUSIC 107

Tier II: D - HIST 201, HIST 201H, HIST 202, HIST 207, HIST 208

Tier II: B - ART 100, COMM 140, COMM 140H, ENGL 150, ENGL 150H, MUSC 104

Tier II: C - COMM 446,

*new courses are identified with asterisks

Total Credit hour for graduation = 126

1st year Spring cr. Hr.

MATH 207	Calculus II	4
ENGR 102	Intro to Engineering II	3
PHSY 231/203	Physics for scientists and engineers I ³	5
*ENGR 2xx	Engineering graphics/CAD	2
Tier I: C	Written Communication II	3

³ Tier II: E (Natural Science)

17

Tier I: C - ENGL 102, ENGL 102H, ENGL 112

2nd year Spring cr. Hr.

MATH 415	Differential Equation for Scientists and Engineers	4
ENGR 243	Mechanics of Materials	3
*ENGR 3xx/3xx	Fluid Mechanics	4
CHEM 205/207	Organic Chemistry I	5

To: **16**

3rd year Spring cr. Hr.

*ChE 3xx	Transport Phenomena	3
*ChE 4xx	Chemical Engineering lab II	2
*ENGR 2xx	Dynamics	3
*ChE 3xx	Phase & Reaction Equilibrium	3
*ChE 3xx	Chemical Equipment & Process Design I	3

14

4th year Spring cr. Hr.

*ENGR 4xx	Senior Design Projects	3
Tier II: D	History	3
Tier II: A	Arts	3
Tier II: B	Humanities	3
Tier II: C	International Perspectives	3

15

Appendix V
ABET Criteria for Accrediting Engineering Programs

I. GENERAL CRITERIA FOR BACCALAUREATE LEVEL PROGRAMS

All programs seeking accreditation from the Engineering Accreditation Commission of ABET must demonstrate that they satisfy all the following General Criteria for Baccalaureate Level Programs.

Criterion 1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters. The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

Criterion 2. Program Educational Objectives

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies and these criteria. There must be a documented, systematically utilized and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs and these criteria.

Criterion 3. Student Outcomes

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. Student outcomes are outcomes (a) through (k) listed below plus any additional outcomes that may be articulated by the program.

- a. an ability to apply knowledge of mathematics, science and engineering
- b. an ability to design and conduct experiments, as well as to analyze and interpret data
- c. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
- d. an ability to function on multidisciplinary teams
- e. an ability to identify, formulate and solve engineering problems
- f. an understanding of professional and ethical responsibility
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. a knowledge of contemporary issues
- k. an ability to use the techniques, skills and modern engineering tools necessary for engineering practice

Criterion 4. Continuous Improvement

The program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the continuous improvement of the program. Other available information may also be used to assist in the continuous improvement of the program.

Criterion 5. Curriculum

The curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The faculty must ensure that the program curriculum devotes adequate attention and time to each component, consistent with the outcomes and objectives of the program and institution. The professional component must include:

- (a) One year of a combination of college level mathematics and basic sciences (some with experimental experience) appropriate to the discipline. Basic sciences are defined as biological, chemical and physical sciences.
- (b) One and one-half years of engineering topics consisting of engineering sciences and engineering design appropriate to the student's field of study. The engineering sciences have their roots in mathematics and basic sciences, but carry knowledge further toward creative application. These studies provide a bridge between mathematics and basic sciences on the one hand and engineering practice on the other. Engineering design is the process of devising a system, component, or process to meet desired needs. It is a decision-making process (often iterative), in which the basic sciences, mathematics and engineering sciences are applied to convert resources optimally to meet these stated needs.
- (c) A general education component that complements the technical content of the curriculum and is consistent with the program and institution objectives.

Students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. One year is the lesser of 32 semester hours (or equivalent) or one-fourth of the total credits required for graduation.

Criterion 6. Faculty

The program must demonstrate that the faculty members are of a sufficient number and have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development and interactions with industrial and professional practitioners, as well as employers of students.

The program faculty must have appropriate qualifications and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching effectiveness and experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies and licensure as Professional Engineers.

Criterion 7. Facilities

Classrooms, offices, laboratories and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern

tools, equipment, computing resources and laboratories appropriate to the program must be available, accessible and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources and laboratories available to the program. The library services and computing and information infrastructure must be adequate to support the scholarly and professional activities of the students and faculty.

Criterion 8. Institutional Support

Institutional support and leadership must be adequate to ensure the quality and continuity of the program. Resources including institutional services, financial support and staff (both administrative and technical) provided to the program must be adequate to meet program needs. The resources available to the program must be sufficient to attract, retain and provide for the continued professional development of a qualified faculty. The resources available to the program must be sufficient to acquire, maintain, and operate infrastructures, facilities and equipment appropriate for the program and to provide an environment in which student outcomes can be attained.

PROGRAM CRITERIA FOR CHEMICAL, BIOCHEMICAL, BIOMOLECULAR, AND SIMILARLY NAMED ENGINEERING PROGRAMS

These program criteria apply to engineering programs that include “chemical,” “biochemical,” “biomolecular,” or similar modifiers in their titles.

1. Curriculum

The curriculum must provide a thorough grounding in the basic sciences including chemistry, physics and/or biology, with some content at an advanced level, as appropriate to the objectives of the program. The curriculum must include the engineering application of these basic sciences to the design, analysis, and control of chemical, physical and/or biological process, including the hazards associated with these processes.



WEST VIRGINIA
STATE
UNIVERSITY

MASTER OF SCIENCE
IN
SPORT STUDIES
PROGRAM PROPOSAL

JUNE 2017

Checklist

6.1. The cover page should include the following:

- Name of Institution
- Date
- Category of Action Required
- Title of Degree or Certificate
- Location
- Effective Date of Proposed Action
- Brief Summary Statement

6.2. Program Description

- 6.2.a. Program Objectives
- 6.2.b. Program Identification
- 6.2.c. Program Features
 - 6.2.c.1. Admissions and Performance Standards
 - 6.2.c.2. Program Requirements
- 6.2.d. Program Outcomes
- 6.2.e. Program Content
 - 6.2.e.1. The content and length of the proposed academic program

6.3. Program Need and Justification

- 6.3.a. Relationship to Institutional Goals/Objectives
- 6.3.b. Existing Programs
- 6.3.c. Program Planning and Development
- 6.3.d. Clientele and Need
- 6.3.e. Employment Opportunities
- 6.3.f. Program Impact
- 6.3.g. Cooperative Arrangements
- 6.3.h. Alternatives to Program Development

6.4. Program Implementation and Projected Resource Requirements

- 6.4.a. Program Administration
- 6.4.b. Program Projections
- 6.4.c. Faculty Instructional Requirements
- 6.4.d. Library Resources and Instructional Materials
- 6.4.e. Support Service Requirements
- 6.4.f. Facilities Requirements
- 6.4.g. Operating Resource Requirements
- 6.4.h. Source of Operating Resources

6.5. Program Evaluation

- 6.5.a. Evaluation Procedures
- 6.5.b. Accreditation Status

Full Proposal (§133-11-6)

6.1. Cover Letter (§133-11-6.1)

Name of Institution: West Virginia State University (WVSU)

Date: May 2017

Category of Action Required: Approval of a New Program Proposal

Title of Degree or Certificate: Master of Science in Sport Studies (MS) Graduate Degree

Location: Institute, West Virginia

Proposed implementation date: August 2018

Brief Summary Statement:

West Virginia State University was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. In 2004, the West Virginia Legislature approved the institution's transition to University status. Today, WVSU offers 22 bachelor's degrees and five master's degrees. With a rich history and promising future, WVSU is positioned to become the most student-centered research and teaching, land-grant University in West Virginia and beyond.

In accordance with the vision and direction of President Anthony L. Jenkins, West Virginia State University began exploration of expanding services and programs for students. After departmental meetings and conferences with national authorities of strength and conditioning and wellness education, the Department of Health and Human Performance began planning for a graduate program in the summer 2016. It was decided that the Department would focus on a Master of Science in Sport Studies with an emphasis on General Health and Wellness, the first of its kind in West Virginia. The Intent to Plan was approved by the WVSU Board of Governors on March 16, 2017, and the West Virginia Higher Education Policy Commission on April 20, 2017.

6.2. Program Description

a) Program Objectives (§133-11-6.2.a)

The main objective of this program is to provide students with a masters-level education in Sports Studies with an emphasis in General Health and Wellness. West Virginia State University will provide students with the cognitive and psychomotor skills necessary to achieve self-actualization while extending what they have learned in the "living laboratory of human relations" well beyond the lawns of the University campus.

Additionally, the Master of Science in Sports Studies Program will afford students the opportunity to actively engage in applied research and study innovative coaching, training, managing, teaching and safety education. This will lead the students toward a life of productive and meaningful work, lifelong learning and economic contribution to their surrounding communities and state. Under the graduate program, West Virginia State University will produce graduates well prepared to

continue or gain state and national certification through athletic coaching credentialing agencies, sports science credentialing agencies and sport safety credentialing agencies. Graduates will have the knowledge and skills to be poised and ready for advancement into management and leadership roles in their current respective fields. In addition to moving forward in their current career, the graduates from a Master of Science in Sport Studies program will be attractive to public and private school systems, university systems, wellness facilities and general fitness companies as employees. These highly educated and knowledgeable graduates will continue to serve our surrounding communities.

Lastly, yet perhaps most importantly, West Virginia State University is a historically black university, and, hence, has always had a mission to educate minorities and other underrepresented populations. Learning opportunities are embedded in environments that expose students to diversity and cultural differences. The diverse environment is beneficial to students seeking a graduate degree in sport studies as they strive for employment in the diverse and expanding sport industries. The proposed program will develop the professional knowledge skills and dispositions of Sport Studies candidates so that they may demonstrate the following programmatic objectives based on the NASPE National Standards for Athletic Coaches:

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of sport philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development from birth to death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.
3. Demonstrate knowledge and skill for understanding diverse athletic populations and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.
4. Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents and awareness of the need for communication.
5. Demonstrate knowledge of and the psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.
6. Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.
7. Exhibit knowledge of what it means to be a member of the coaching/athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

b) Program Identification (§133-11-6.2.b)

The Classification of Instructional Programs (CIP), developed by the U.S. Department of Education Center for Educational Statistics, identifies the Sport Studies proposed program according to the following definitions:

31.0501: Health and Physical Education/Fitness, General.

A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level and that may prepare individuals as general administrators and supervisors.

c) Program Features (§133-11-6.2.c)

WVSU proposes to create a research-based program in sport studies that will assist graduate students to develop the critical thinking and problem-solving skills to improve teaching, coaching and planning in school, athletic, wellness and public service settings. This is a sport studies program with an emphasis on wellness education and strength and condition. Current research by Smith (2013) suggests the need to increase the content understanding of exercise science principles among public school teachers and athletic coaches to reduce injury risk and produce optimal fitness results. Furthermore, Cramer (2014) and the United States Center for Coaching Excellence strongly suggest an advanced degree in the field of coaching, strength and condition or wellness for coaching professionals.

6.2.c.1 Admission and Performance Standards (§133-11-6.2.c.1)

The WVSU Sport Studies Program will be committed to admitting students on a competitive basis. The applicants will be evaluated by a submitted portfolio containing the following criteria:

1. Academic Record
 - a. An undergraduate degree in Education or a related field.
 - b. GPA – a minimum overall GPA of 2.5 on a 4 point scale for all undergraduate work from accredited institution(s) with an MAT score of 350; or
 - i. GPA of 2.4 and MAT score of 360; or
 - ii. GPA of 2.3 and MAT score of 370; or
 - iii. Exceptional expertise in the field of coaching/fitness/health/strength and conditioning as demonstrated through an interview with the Graduate Studies Committee.
 - c. Successful TOEFL scores for those whose native language is not English.
 - d. Licensure testing scores from a state department, school district or university.
2. Resume/CV documenting successful professional experiences, commitment to community service and professional development.
3. A personal statement indicating the applicant's aspirations and reasons for pursuing the Master of Science in Sport Studies program at WVSU.
4. Three letters of recommendation attesting to the candidate's professional and/or personal qualities.

This program is designed to enhance the skills and knowledge of professionals in the field. The admission requirements are needed so that graduate students in this program have the experiences and educational preparation needed to benefit from the Master of Sport Studies experiences.

6.2.c.2 Program Requirements (§133-11-6.2c.2)

The coursework can be divided conceptually into three phases: core phase, advanced phase and internship phase. The courses in the core phase are for all candidates who are entering the program and seeking the Master of Science Degree. The advanced phase includes additional courses for candidates who are seeking the Master of Science Degree. The advanced phase will have six course options from which the student may choose. Three courses for a total of nine credit hours must be taken. The core phase begins conceptually with foundational courses and progresses to more advanced courses (advanced phase). When all course work is completed, the student will enter the final phase of the program, the internship phase. Early core courses are intended to give graduate students the knowledge and skills needed for success in later advanced phase courses.

The core phase focuses on general sport studies issues necessary for general understanding in the areas of sport, health, coaching and fitness, research methods, sports nutrition, sports psychology, advanced exercise testing, advanced exercise physiology, risk management and athletic injury prevention, and West Virginia sport history. The requirements in this phase total 21 credit hours.

The advanced phase builds on the concepts from the core phase to include topics of sport leadership, technology, teaching and coaching methods and professional certification. Experiences with action research are also included in the advanced phase. Courses include: Advanced Strength and Conditioning, Essentials of Personal Training, Tactical Strength and Conditioning, Principals of Educational Leadership, Advanced Methods in Wellness, and Technology for Educational Leaders.

The internship phase is a capstone internship experience designed to afford the student an opportunity to utilize their new knowledge and skills in the professional setting. A capstone action research project will also be completed while engaged in the internship experience. The total number of hours from the six hour internship phase, nine hours from the advanced phase and 21 hours from the core phase, equates to 36 hours to complete the Masters of Science in Sport Studies program.

The proposed Master of Science in Sport Studies program will offer open and rolling enrollment at the beginning of the fall, spring and summer semesters. Because the program utilizes open enrollment, once the program is established and students reach the advanced phase of the program, WVSU will offer the same six advanced phase courses in rotating sequence with each course designated as a fall, spring or summer semester course offering. The Master of Science in Sport Studies degree program will consist of 36 credit hours of required courses. It will be

possible for students to graduate two years from the beginning of their matriculation in the program.

Included in the required internship phase of the program is HHP 650. During the HHP 650 internship experience/course, an action research project will be conducted. This will allow the student to utilize the best practices in their sport related career. This capstone project is an applied research endeavor that will demonstrate the extent of the competencies learned from the courses taken in the Master of Science in Sport Studies program. The graduate student will use management and research skills to produce action research based in the local community and district. Successful completion of the action research project shows that graduates have mastered the knowledge and skills from the Master of Science in Sport Studies program and are ready for the professional practice of sport industry leadership.

Moreover, graduate students will create a portfolio to present their professional work. The intent is for this portfolio to highlight the graduate's achievements so they can use the portfolio to review concepts and practices, amass professional information for employment purposes, enhance their leadership career, and compile information for the application process for professional advancement.

d) Program Outcomes (§133-11-6.2.d)

The program evaluation for the Master of Science in Sport Studies program reflects the WVSU Mission Statement and the role of this land-grant institution. The program outcomes can be organized into three categories: Administration/Governance, Faculty Performance, and Student Considerations. Each of these categories has several outcomes that are essential to the success and future of the Master of Science in Sport Studies Program at WVSU.

1. Administration: The Master of Science in Sport Studies program functions under the leadership of the Program Coordinator who reports to the Department Chair. The Program Coordinator will lead the program, oversee student performance and programmatic quality and help the program to fulfill its mission:

- 1.1 The MS in Sport Studies faculty will be qualified to offer the necessary courses (See Appendix IV Faculty Curriculum Vitae).
- 1.2 The program will expend sufficient administrative resources to recruit/admit students, manage the program and offer support to program graduate students.

2. Faculty Performance: The Master of Science in Sport Studies program will retain faculty that are committed to quality teaching, research and service:

- 2.1 Faculty will be effective teachers in their respective subjects.
 - 2.1.1 Instructor effectiveness will be measured by teaching evaluations, observations and innovative teaching techniques.

- 2.2 Faculty will be fully credentialed in assigned subjects measured by education, degrees earned, teaching experience and professional experience.
- 2.3 Faculty must be involved in academic life (broadly defined).
 - 2.3.1 Publications.
 - 2.3.2 Identified activities relating to academic participation.
 - 2.3.3 Identified activities relating to service to the University.
 - 2.3.4 Identified activities relating to student service.

3. Student Considerations: The Master of Science in Sport Studies program will recruit and retain students who are committed to academic success and public service in their communities:

- 3.1 The program will produce graduates competent in a variety of sport related careers.
 - 3.1.1 Assessment: Rubric/Grade Mechanism to Measure Student Performance
 - 3.1.1.a Rubrics to ensure that all National and Programmatic Standards are met.
 - 3.1.1.b Surveys
 - 3.1.1.c Self-Study Reports
 - 3.1.1.d Survey of Graduates' Employment Placements
 - 3.1.2 The program will ensure graduate student success through
 - 3.1.2.a Faculty Advising/Mentoring
 - 3.1.2.b Career Counseling/Mentoring
 - 3.1.2.c Job Search Assistance
 - 3.1.2.d Internships
 - 3.1.3 The Master of Science in Sport Studies program will measure student success with learning activities that demonstrate meeting the competencies as defined by NASPE standards for athletic coaches and standards set forth by the National Strength and Conditioning Association.

The programmatic outcomes the program will follow are:

1. Demonstrate coaches as a role model to athletes of all ages and diversities through study and practice of sport philosophy, law, ethics, teaching and proper writing and accurate oral communication skills.
2. Demonstrate knowledge of human growth and development from birth to death, kinesthetic learning theories and tactics and current coaching and training trends by planning physiologically and biomechanically correct practice and conditioning sessions that allow for proper progression of skill and that are safe and minimize the risk of injury.
3. Demonstrate knowledge and skill for understanding diverse athletic populations and accommodating different learning styles and physical skill by planning, coaching and evaluating athletic performance and progression that include modifications that address these issues.

4. Exhibit knowledge of and abilities to create responsible and effective communities of sport learning and understanding by developing leadership and management frameworks that include criteria with specific attention to respect for other athletes, respect for the sport game, appreciation of diverse cultures, rules, abilities and talents and awareness of the need for communication.

5. Demonstrate knowledge of and the psychomotor skill needed to perform proper fitness testing and assessment data analysis to afford the fitness community the optimal results based on their desired fitness goals.

6. Demonstrate the appropriate use of technology required in the discipline of exercise science and athletic coaching.

7. Exhibit knowledge of what it means to be a member of the coaching/athletic profession by demonstrating ethical practice within the profession, demonstrating proper oral and written communication skills, engaging in research within the profession, following professional performance regulations and participating in continual education to uphold the commitment to life-long learning.

To review how these sets of outcomes are applicable to the Master of Science in Sport Studies curriculum, the following table shows how each course aligns with the national standards used to create the programmatic outcomes.

Course	Programmatic Outcome
HHP 500	2-6
HHP 510	1,2,4,7
HHP 533	2-6
HHP 537	1-7
HHP 540	1-7
HHP 550	1,2,4,7
HHP 560	1,7
HHP 600	1-7
HHP 630	1-7
HHP 640	1-7
HHP 650	1-7
HHP 646	1,2,4,6,7
EDUC 600	1,2,4,6,7
EDUC 625	1,2,6,7

Student learning outcomes of courses aligned with programmatic outcomes are presented on all course syllabi in Appendix I.

e) Program Content (§133-11-6.2.e)

The Master of Science in Sport Studies program is consistent with and would further WVSU’s institutional goals as outlined in the mission and vision: “...to meet the economic development

needs of the region through innovative teaching and applied research.” The Master of Science in Sport Studies program will be implemented with the mission in mind. In addition, it would build upon the University’s overarching emphasis on teaching, research and community service. A program to train professional sport and fitness leaders will increase the number of students served by reaching out to an untapped population of lifelong learners.

e.1) Program Content (§133-11-6.2.e.1)

The Master of Science in Sport Studies program will follow the common practice of institutions and offer a master’s degree program of 36 semester hours beyond the baccalaureate degree. On completing this program, graduate students may obtain the NSCA-CSCS Certification, NSCA-CPT Certification and/or the NSCA-TSAC Certification. Most working professionals will likely take two or more years to complete the Master of Science in Sport Studies program.

The following courses will be developed as part of the degree program (* for new courses):

Core Phase Courses for the MS in Sport Studies Degree Program

HHP 500. Advanced Exercise Testing
HHP 510. Sport Psychology
HHP 533. Risk Management and Injury Prevention
HHP 537. Advanced Exercise Physiology
HHP 540. Sports Nutrition
HHP 550. Research Methods and Statistics in Physical Activity
HHP 560. West Virginia Sport History

Advanced Phase for the MS in Sport Studies Degree Program:

Students will select three of the following courses to satisfy the requirements of the advanced phase:

HHP 610. Tactical Strength and Conditioning
HHP 620. Essentials of Strength and Conditioning
HHP 630. Strength and Conditioning
HHP 646. Advanced Wellness Methods
EDUC 600. Principles of Educational Leadership
EDUC 625. Technology for Educational Leadership

Full Catalogue Description of Courses (Presented in Phases)

Core Phase

HHP 500. Advanced Exercise Testing

This course is designed to provide students with the ability and knowledge to prescribe both anaerobic and aerobic exercise programs for the general population and with the emphasis on sport performance. This course will prepare students with skills and knowledge for building complete exercise programs for unique clients through the ability to perform pre exercise assessments. This course will also focus on interpretation of exercise assessments and aid in proper safe exercise prescription and techniques for athletes, special populations and overall general population in mind.

HHP 510. Sport Psychology

The psychology of sport is the study of the interaction between psychological variables and performance in athletic and physical activity. The overall purpose of this course is to introduce students to psychological theory and practical skills that influence sport performance.

HHP 533. Risk Management and Injury Prevention

This course is designed to provide students the foundational risk management and injury prevention knowledge and methods that are pertinent for students preparing to enter the athletic coaching, strength and conditioning, or general wellness industries. Prevention, risk management strategies, recognition and care of athletic injuries, including environmental considerations, will be introduced. Emphasis is placed on orthopedic injury description, prevention, treatment and recovery.

HHP 537. Advanced Exercise Physiology

This is an advanced exercise physiology course aimed at graduate students that possess a basic understanding of human exercise physiology. The primary goal of this class is to acquaint the students with knowledge, understanding and value of the relationship of contributing metabolic factors, temperature regulation and fatigue to physical exercise as they apply to athletic performance, fitness and extreme environments. Particular attention will be placed upon an understanding of muscle bioenergetics and metabolism as well as the cardiopulmonary responses to both acute and chronic exercise. Special topics to be addressed include exercise-induced oxidative stress, mechanisms of inactivity-induced muscle atrophy, performance at altitude and hydration during exercise. Finally, this course will incorporate a problem-based learning approach and emphasize the importance of critical thinking skills in exercise physiology.

HHP 540. Sports Nutrition

This course provides a foundation in the science of sport and exercise nutrition and the correlation of nutritional practices and optimal human physical performance. The course will also teach students to learn how to facilitate and educate clients and athletes about general nutritional values and recommendations to maintain a healthy lifestyle, alter body composition and improve overall performance. It will cover chemical structure and biochemical metabolic functions of essential and nonessential nutrients, nutritional ergogenic aids, eating disorders, fluid intake and balance, thermoregulation and body composition will be discussed.

HHP 550. Research Methods and Statistics for Physical Activity

This course is designed to be an introductory experience for the research consumer as well as the research producer in sport studies. This course emphasizes developing conceptual understanding of using the scientific method as a means of problem solving, both as a critical consumer and as an entry-level researcher.

- HHP 560. West Virginia Sport History**
This course will examine the development of sports and competition in the State of West Virginia, from its inception, into organized forms of sports, to the highly developed enterprise that has emerged in contemporary times. Observations of the influence of Appalachian culture and history on this development as well as significant sport figures from West Virginia are central to the presentation and content of this course.
- HHP 600. Essentials of Personal Training**
This course is designed to prepare the student with the personal training knowledge, skills and abilities set forth by the NSCA. Emphasis on course content will be in nutrition and the role of personal trainer, latest guidelines for client assessment, flexibility training, cardiovascular exercise prescription, stability ball training and periodization training. The course will also address exercise prescription with special populations, aerobic and anaerobic exercise techniques and resistance training load. The course will also familiarize and enable the student to be able to be an instructor in the NSCA standards of exercise and fitness protocols set forth by the Department of Education in its physical fitness component.
- HHP 630. Strength and Conditioning**
This course provides students with information to complement and illustrate material taught in undergraduate level strength and conditioning (HHP 430). Emphasis will be placed on the theory and methodology of training and preparing athletes for competition. Students in this course will be given the practical knowledge of design, implementation, modification and assessment of strength and conditioning programs for athletes. Emphasis will be placed on modifying the strength and conditioning program to meet the coaches, team and individual athlete's needs.
- HHP 640. Tactical Strength and Conditioning**
This course is designed to address the physical demands of tactical professionals in the military, law enforcement and fire and rescue workers in conditioning and to aid in the decrease risk of injury. Covered areas in the course will include nutrition, supplements, injury treatment and rehabilitation, and assessment evaluations for tactical professionals. Students will also discuss and implement exercise drills, techniques and specific needs of the tactical athlete not limited to flexibility, mobility, speed, agility, power and aerobic and anaerobic conditioning.
- HHP 646. Advanced Wellness Methods**
This course is designed for professionals in the field of health, wellness, strength and conditioning and athletic coaching who are directly responsible for addressing the health and physical concerns of individuals of wide populations and children and adults in the community at large. The primary focus is on school-based health and physical education.
- HHP 650 Internship in Sport Studies**

This course serves as a capstone opportunity for the graduate level sports studies student to apply cognitive, psychomotor and affective competencies learned throughout their studies within the Sports Studies Program. Each student will work and learn with an existing wellness program, sports business, sports education/instructional program or sports team in the surrounding community (240 clock hours).

EDUC 600. Principles of Educational Leadership

This course serves as an overview of educational leadership theories and their application. This is an introductory course for Leadership on Education.

EDUC 625. Technology for Educational Leadership

This course explores standard and emergent technologies related to effective instruction and administrative operations within a school. This course will provide students with both the theoretical and practical considerations for planning and implementing technology in public education settings, focusing on the role of instructional leaders.

The proposed initial sequence is as follows:

Fall 2018	Spring 2019	Summer 2019
HHP 550	HHP 510	HHP 537
HHP 533	HHP 560	HHP 500
Fall 2019	Spring 2020	Summer 2020
HHP 540	Adv. Course 2	HHP 650
Adv. Course 1	Adv. Course 3	

* HHP 650 is an intensive six-month internship, so aspects of the internship will begin in spring 2020 or conclude in fall 2020, depending on individual arrangements.

e.2) Program Content (§133-11-6.2.e.2)

Because the Master of Science in Sport Studies is a graduate program, this section is not applicable.

6.3. Program Need and Justification

a) Relationship to Institutional Goals/Objectives (§133-11-6.3a)

The Masters in Sport Studies program will assist with promoting the mission of West Virginia State University:

“To meet the higher education and economic development needs of the state and the region through innovative teaching and applied research.”

The proposed program is consistent with the University mission in the following ways:

West Virginia State University is a Historically Black College (HBCU) created under the Second Morrill Act of 1890 as a land-grant institution. The institution, dating back to its founding in 1891, has a rich heritage of innovation based on some of the contributions of such human rights leaders as Booker T. Washington, W.E.B. Du Bois, Carter G. Woodson, Mary McCloud Bethune, Eleanor Roosevelt and the Rev. Leon Sullivan. These leaders have shaped WVSU’s academic programs to make it a leader in the national HBCU network. Time Magazine coined the slogan, “A Living Laboratory of Human Relations” to describe the Institution’s ability to integrate peacefully after the Brown vs. Board of Education decision of 1954.

WVSU serves the most diverse and only federally defined urban population center in West Virginia. It serves the capital city of Charleston and Greater Kanawha Valley with a population of over 150,000 people.

WVSU serves the Regional Education Service Agency III (RESA III) consisting of Boone, Clay, Kanawha and Putnam counties. Within these counties are public schools with some of the highest enrollments of students with low socio-economic statuses or from diverse populations in the state.

WVSU faculty and students in the region represent some of the highest degrees of diversity in the state.

WVSU’s undergraduate sport studies program is nationally recognized by NSCA-ERP National Education recognition program, was re-recognized May 31, 2016, and will not be due for another evaluation until spring of 2019.

Therefore, based on the mission, history, service region, membership in the 1890 HBCU network and reputation for innovation, excellence and diversity, WVSU is able to achieve the educational objectives of the program and is the ideal location for the proposed program.

WVSU’s strategic plan is expressed in the document, *Vision 2020: State’s Roadmap to the Future*. Vision 2020 articulates several goals in the areas of Academic Programs, Research

Growth, Faculty Excellence and Rewards and Public Service. The Master of Science in Sport Studies program is most closely related to Goal II, which is to “develop academic programs to be responsive to student, stakeholder and community needs” and Goal III, which is to “review course delivery mechanisms to ensure that students can complete their degree in a timely fashion with the appropriate mix of in-person, online and hybrid courses.”

Overall, this newly created Masters in Sport Studies program builds upon WVSU’s expansion into graduate education, following its conversion from a college to a university. The creation of a Masters in Sport Studies program would further advance the values that guide WVSU’s decisions and behavior. The Masters in Sport Studies program would enhance the academic excellence of the University by recruiting and retaining high quality graduate students and faculty. The faculty and graduate students produce research and foster a positive learning environment wherein ideas, solutions and planning are cultivated through academic freedom, curiosity and the willingness to help, which not only benefits the community and society, but also the University as a whole.

b) Existing Programs (§133-11-6.3b)

No other college or university in the state have this type of unique graduate degree program. Other degree offerings at state institutions focus on either coaching aspects or exercise physiology and the wellness industry. The program at West Virginia State University is unique because it will educate the enrolled student in both much needed areas of content (coaching and physiology) and prepare each student to not only graduate with the intended knowledge and skill sets but prepare them for state, regional and national certification in both coaching and exercise science. Lastly, West Virginia State University historically provides students with an interwoven opportunity to work with diverse populations in their efforts to develop lifelong learners in a laboratory of human development. This experience would be found only at West Virginia State University, as it would be the only HBCU in the state offering a graduate degree in sport studies or related fields.

c) Program Planning and Development (§133-11-6.3c)

The West Virginia State University College of Professional Studies, under the leadership of the Dean, Dr. J. Paige Carney, and the Health and Human Performance Chair, Aaron Settle, encouraged its Department of Health and Human Performance to create and implement a Master of Sport Studies. In addition, the WVSU Strategic Plan adopted in summer 2011 set the groundwork for the Master of Sport Studies program. Therefore, the WVSU Health and Human Performance Department responded to these institutional initiatives by proposing this Master of Sport Studies program.

The Intent to Plan was designed and written by Dr. Aaron A. Settle, Chair and Professor of Health and Human Performance and Program Director for the Bachelor of Science Degree in Sport Studies, Dr. J. Paige Carney, Dean of the College of Professional Studies, and Dr. Brenda Wilson, Professor of Education. The Intent to Plan was constructed in consultation with Dr. Kumura Jayasuriya, Provost and Vice President for Academic Affairs. The Intent to Plan was approved by the West Virginia State University Board of Governors in March 2017. The Intent to Plan was then approved by the Chancellor on April 20, 2017. (See Appendix III HEPC letter of approval.)

Planning for this degree program began in the fall of 2016 with the support of WVSU’s Administration and the Health and Human Performance Department. The department agreed on creating a Sport Studies graduate degree that showcases the history and mission of West Virginia State University.

Presently, three full-time faculty meet the qualifications to teach in the Masters of Sport Studies graduate program (See Appendix IV Faculty Curriculum Vitae). However, once the program is approved a search will be conducted to hire one additional graduate faculty for the 2018-2019 academic year. In terms of resources, the health and human performance department has the support of WVSU.

d) Clientele and Need (§133-11-6.3d)

The needs that will be met by this program may be broken down into societal, occupational, educational and public service needs.

Societal Needs Met

Providing an educated citizenry.

Responding to the concerns of obesity in this country.

Responding to the need for quality fitness, wellness and competition sought by citizens.

Responding to the growing needs for coaches at all levels of athletic competition-- from grade school through professional.

Preparing students to coach, train, motivate, manage, and assess in the fitness/wellness field.

Preparing students who will promote ethically correct fitness and sport competition opportunities to people of all ages and abilities.

Preparing students who will meet the demands of a field that is growing and becoming more complex in terms of exercise science, sports medicine, coaching strategies and conditioning and training principles.

Occupational Needs Met

According to the Occupational Outlook Handbook (2015-2016), published by the U.S. Bureau of Labor Statistics, the “employment of athletes, coaches, umpires, and related workers is expected to increase faster than the average for all occupations through the year 2021. Employment will grow as the general public continues to participate in organized sports for entertainment, recreation, and physical conditioning.

Increasing participation in organized sports by girls and women will boost demand for coaches, umpires, and related workers.

Job growth also will be driven by the increasing number of baby boomers approaching retirement, during which they are expected to participate more and require instruction in leisure activities such as golf and tennis.

The large number of children of baby boomers also will be active participants in high school and college athletics and will require coaches and instructors.”

Research Needs Met

Students will complete an internship specific towards the career they choose.

Students will be required to complete courses that will provide information about the latest research in their field.

Students will be required to complete multiple action research projects throughout the curriculum.

Public Service Needs Met

Educating citizens who desire to enter a field that is designed to help others increase the quality and length of their lives.

A survey was conducted in February 2017. Of those surveyed, the majority (93.2 percent) indicated they would be interested in pursuing a master's degree in sport studies at WVSU. The survey also found that 68.4 percent indicated they would want a blended in-seat/online program; whereas, 27.4 percent suggested a fully online program (See Appendix III, WVSU Graduate Survey). One participant shared, "I would definitely enroll in a graduate program and would much rather take graduate courses through State than elsewhere."

e) Employment Opportunities (§133-11-6.3e)

According to the Occupational Outlook Handbook (2015-2016), published by the U.S. Bureau of Labor Statistics, the "employment of athletes, coaches, umpires, and related workers is expected to increase faster than the average for all occupations through the year 2021. Employment will grow as the general public continues to participate in organized sports for entertainment, recreation, and physical conditioning. Increasing participation in organized sports by girls and women will boost demand for coaches, umpires, and related workers. Job growth also will be driven by the increasing number of baby boomers approaching retirement, during which they are expected to participate more and require instruction in leisure activities such as golf and tennis. The large number of children of baby boomers also will be active participants in high school and college athletics and will require coaches and instructors." This outlook blends well with the vision of this new program at West Virginia State University, the efforts of our state to fight chronic disease and obesity and the increased focus on the fitness aspects of our state parks.

Many insurance companies now provide wellness plan support for members utilizing their service. The insurance companies require documented supervision and wellness plan creation for their members. Graduates from such a program as the Masters of Sport Studies will be eligible to be certified with the necessary credentials to be employed and complete billing information for the wellness centers that provide the health care based wellness plans.

f) Program Impact (§133-11-6.3.f)

The Health and Human Performance Department within the College of Professional Studies will administer the Masters of Sport Studies Graduate program. Moreover, the graduate program will be open to professionals who have bachelor's degrees in any area related to sports, physical fitness and/or health, as long as the aforementioned prerequisites are satisfied. As previously noted, the Department maintains that the impact will be positive and welcomed by those connected to the program. The impact of the newly created Masters of Sport Studies program includes the following:

Societal Impact: West Virginia currently ranks as the third most obese state among adults and children. This program will satisfy the needs to educate well qualified individuals to work in our communities through a variety of resources to help combat the obesity epidemic lowers the quality of life for many of our citizens and hinders our progression as a community, region and state.

Public Service Needs: This program will be the only one of its kind and will be recognized by the NSCA as a Nationally Recognized Academic Program. This will provide a much-needed venue of education for students desiring to learn more and master their craft to combat the obesity and chronic disease that is at epidemic proportions in our state.

Occupational Needs: Graduates of the program will be able to earn advanced certifications such as the NSCA-CSCS, NSCA-CPT and/or the NSCA-TSAC as leaders in the strength, conditioning and general sports field. Educators can satisfy continual education

requirements and/or seek permanent certification and increased salary scale. The proposed program will create a pool of educated individuals who are qualified to pursue the Educational Specialist or Doctorate degree at other institutions.

Action Research: Graduates of the program will be encouraged to share their findings from their action research projects at state, regional, national and international conferences through professional presentations and publications. Action research is based on the format of identifying a problem, exploring current research, creating a plan of action, implementing the plan and evaluating data on the plan's effectiveness.

Graduate Demand: Demographic data suggests there will be a continual increased need for certified individuals to work in the wellness, strength and conditioning, public education and parks and recreation fields due to the ever-expanding knowledge and understanding regarding fitness and its need for the decrease in chronic illness and for a more productive life among individuals of all populations. Opportunities are needed for trained and licensed professionals to advance to those positions. They will need to take graduate level courses to satisfy continual education requirements and qualify for advanced salary qualifications. Many prefer blended in-class and online courses so that they can balance professional and personal obligations with their desire for professional growth. This creates the need for master's degree programs that use on-line technology as well as in-class and in-lab learning for delivery.

Community: Many communities both local and national will benefit from an increased pool of candidates for positions in wellness, strength and conditioning, recreation and fitness. In addition, program will create graduates with a greater awareness of community and individual health needs and more strategies to meet these needs. This will contribute to vibrant, positive communities.

Additionally, the Masters of Sport Studies program will generate revenue for the University in the form of tuition and fees paid by incoming and retained students. The Masters of Sport Studies program will support the opportunity for individuals to obtain certifications for employment as sports, wellness and health leaders and supervisors. More importantly, this graduate program will impact the community, state and region by providing optimal leaders and promoting the mission of the College of Professional Studies to prepare qualified professionals to serve and lead in a global society.

g) Cooperative Arrangements (§133-11-6.3g)

The importance of cooperative arrangements is essential to the creation, implementation and continuance of the Master of Sport Studies program. As mentioned earlier, the graduate program will utilize faculty in the Health and Human Performance Department to teach pertinent courses in the Master of Sport Studies program curriculum.

Currently, WVSU's undergraduate sport studies program has partnerships established with Nautilus Fitness Center, Dynamic Physical Therapy, St. Albans Studio of Dance and HYCAT Swimming. While there is no expectation that graduate students will serve with these organizations for their internships, the relationships developed with clients, professionals and administrators in these businesses will give the program a firm foundation of possible internship positions on which to build. Master of Sport Studies graduate students will complete an action research project related to a topic applicable to their future leadership position.

National strength and conditioning standards require that the internship include field experiences in a fitness, sports or health based setting; however, part of the internship can be in other settings. The Kanawha Valley is rich in internship possibilities and settings.

h) Alternatives to Program Development (§133-11-6.3.h)

During discussions regarding the creation of a Masters of Sport Studies program at West Virginia State University, there was one specific alternative that was considered: the creation of a 100 percent online-based Master of Sport Studies program. However, given the resources, demographics, laboratory based national outcome standards and proximity of WVSU to potential students and others, the Master of Sport Studies Program Development Committee decided the blended in-class and online method of delivery model better represents the needs of potential candidates and the wishes of those surveyed prior to the creation of the Intent to Plan.

6.4 Program Implementation and Projected Resource Requirements

a) Program Administration (§133-11-6.4.a)

Administrative Organization:

The Master of Science in Sport Studies program will be administered by the Health and Human Performance Department, which is housed in the College of Professional Studies.

Changes to the existing Administrative Structure:

The Health and Human Performance Department will create a Graduate Studies Committee for oversight of the program. The Department Chair will appoint the Committee as well as a program coordinator to lead the Committee. All Committee members will meet the requirements for graduate faculty status. The Committee will be responsible for admissions decisions. All graduate admissions packets will be collected by WVSU Admissions and delivered to the program coordinator. The program coordinator and Graduate Studies Committee will review the applications and select candidates for the graduate program based on admissions criteria. In addition, the Graduate Studies Committee will initiate requests for new course offerings or changes in program requirements address issues necessary for the continuance of the program.

The program coordinator will be a member of the Health and Human Performance Department and have a dual appointment as both an undergraduate and graduate faculty member. As such, the program coordinator will have a three course (nine hour) teaching load each semester. A stipend equivalent to 25 percent of the program coordinator's salary will be made available so they can perform essential duties in the summer months.

The program coordinator will be responsible for:

1. Promotion and advertisement for the Master of Science in Sport Studies program;
2. Student recruitment and retention;
3. Mentoring of program participants;
4. Management of program budget;
5. Oversight of admission to the program;
6. Data collection for program assessment;
7. Coordination and collaboration with graduate faculty;
8. Supervision of Master of Sport Studies graduate teaching faculty; and
9. Scheduling Graduate course offerings.

Of the nine items listed above, the most important in terms of early success of the program are Student Recruitment and Retention and Mentoring of Program Participants. The position of program coordinator in the beginning years of the program will also include the roles of recruiter and mentor. Later, with anticipated program growth, the roles of recruiter and mentor may be assumed by additional faculty.

b) Program Projections (§133-11-6.4.b)

The undergraduate Education program at WVSU has a large contingent of graduates who have expressed interest in a master’s degree program. Therefore, the Health and Human Performance Department faculty is confident that these graduates will help launch a successful recruitment program. Based on the experience of the master’s programs in the Criminal Justice and Education Departments (both housed in the College of Professional Studies and also with a large contingent of loyal post-grads), the first graduate students admitted can be estimated to be 12 members, with groups increasing in size over the next several years to the point that the program will be recruiting 20 or more persons each semester.

See the table below for projected enrollment based on certain estimates of recruitment and retention.

Enrollment Projections for first five years of the program including estimates of attrition:

	2018-19	2019-20		2020-21		2021-22		2022-23	
	Recruit	Recruit	Retain	Recruit	Retain	Recruit	Retain	Recruit	Retain
Year 1	20		8						
Year 2		22			10				
Year 3				30			12		
Year 4						33			12
Year 5								33	
Total Students – Estimate*	20	30		40		45		45	
Tuition Generated*	\$169,118	\$261,287		\$358,834		\$428,273		\$415,799	

* Enrollment projection based on recruiting 20, 22, 30, 33 and 33 students in years 1,2,3,4 and 5 respectively. Retention and tuition estimates based on these assumptions about each of the recruitment years: for each year, 40 percent will finish in two semesters and two summers, 40 percent will finish in four semesters and two summers and 20 percent will take courses in their recruitment year at the rate of two courses each semester, but they will not be retained into a second year of study. For the 40 percent who are accelerating, they are full time each semester and take six hours each summer. For the 40 percent who are not accelerating, they take six credit hours each semester and six credit hours each summer. For the 20 percent who are not retained, they take six credit hours each semester and the summer of the first year. Estimate based on all courses paid for at the in-state rate, with a 3 percent rate increase assumed for each year.

The program used the following *assumptions* to create a five-year projection of program size using the table described as FORM 1 in the Submission of Proposals document (133CSR11):

1. The program will recruit 12 students in the fall semester and 12 in the spring semester in the first year, gradually increasing to 20 per semester in the fifth year.
2. The program will retain about 82 percent of candidates recruited into the second year of the program, and all candidates retained will graduate at the end of the second year.
3. Each candidate will take two courses (six credit hours) in each term -- fall, spring and summer--for a total of 18 credit hours per academic year.
4. All students served by the programs will be majoring in sport studies and on course to receive a master's degree.

FORM 1: FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2018-2019)	Second Year (2019-2020)	Third Year (2020-2021)	Fourth Year (2021-2022)	Fifth Year (2022-2023)
Number of Students Served through Course Offerings of the Program:					
Headcount:	20	30	40	45	45
FTE:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by courses within the program (entire academic year):	504	756	1008	1134	1134
Number of Majors:					
Headcount:	20	30	40	45	45
FTE majors:	16.0	24.0	32.0	36.0	36.0
Number of student credit hours generated by majors in the program (entire academic year):	504	756	1008	1134	1134
Number of degrees to be granted (annual total):	8	18	22	25	25

Assumptions for the table above:

Year 1, recruit 20, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Year 2, recruit 24, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Year 3, recruit 30, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Year 4, recruit 33, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year. Year 5, recruit 33, 40 percent finish summer 2017, 40 percent finish Spr-Sum 2018, 20 percent drop the second year.

Sustainability Plan:

Program Sustainability

The Master of Sport Studies program is a product of WVSU’s institutional goals as outlined in the mission and vision: “...to meet the economic development needs of the region through innovative teaching and applied research.” The Master of Sport Studies program will be designed and implemented with the land-grant institution mission statement in mind; it would build upon the University’s overarching emphasis on public and community service by reaching out to an untapped population of “lifelong learners.” This new program will build upon sport studies and the WVSU goals mentioned above are the foundation of the sustainability plan; the Master of Sport Studies program will promote those goals. Therefore, the program will have a viable sustainability plan that ensures successful continuation of the program after the initial five (5) year start-up plan.

There are eight essential aspects to a sustainability plan for a Master of Sport Studies program at WVSU:

- (1) Institutional support;
- (2) Funding stability;
- (3) Community partnerships;
- (4) Organizational capacity;
- (5) Program outcomes emphasis;
- (6) Program evaluation;
- (7) Program adaptation; and
- (8) Strategic planning.

The following table illustrates a selected list of the strengths in the plan that will provide the long-term sustainability necessary to support the overall vision of the University.

Program Sustainability Plan

Institutional Support	Faculty Encouragement/Incentives Opportunities to teach in the Graduate School Increased Research Opportunities Financial Professional Development Tools Increase in Library Resources Internet/Technology Classrooms Administrative Infrastructure Admissions Recruitment Processing Applications Graduation Certification
Funding	Tuition and Fees

<p>Stability</p>	<p><i>NSCA – Strength and Condition Recognition and NSCA-Essentials of Personal Training Recognition.</i></p> <p>Recruitment Quality Standards</p> <p>Grants Local/State Partnerships Allow the program to fund training District and State partnerships for training sport leaders NSCA Research Grant</p> <p>Alumni Donations</p>
<p>Community Partnerships</p>	<p>Research Applied Projects that Improve Outcomes for Public and Private Fitness and Wellness Clients.</p> <p>Applied Projects that Promote Public Service and general wellness</p> <p>Advertisement “Leaders of Learning” Land-Grant Mission</p> <p>Internships Local and regional fitness and wellness facilities, rehabilitation clinics, performance enhancement clinics and school based athletic programs.</p>
<p>Organizational Capacity</p>	<p>Faculty Participation Teaching Advising Career Counseling</p> <p>Knowledge Individual Group Structural</p> <p>Resources Administrative Staff Faculty Facilities</p>
<p>Program</p>	<p>Measurable Assessment Plan</p>

Outcomes Emphasis	(See §133-11-6.5a)
Program Evaluation	National Recognition Assessment Plan (See §133-11-6.5b)
Program Adaptation	Enrollment Flexibility Program/Curriculum Flexibility Online Additional Faculty as program expands Community Needs
Strategic Planning	Institutional Mission Marketing Plan Master of Sport Studies Graduate Studies Committee

Summary: The institution has structures in place to ensure sustainability in many areas. The area of financial sustainability is a key concern. However, even conservative projections of growth show that, by the end of the first five years, funds from tuition and fees will make the program self-sustaining in terms of faculty salaries and basic expenses – even without funds from outside the program.

c) Faculty Instructional Requirements (§133-11-6.4c)

Faculty members are the key to program success. Currently, the Health and Human Performance Department has one faculty member with a doctorate in Sport Management and is a Nationally Certified Athletic Trainer (ATC) and Nationally Certified Strength and Conditioning Specialist (CSCS) and three faculty members with Master’s Degrees in Health Science, Teaching and Physical Education. All three of these additional faculty members are Nationally Certified Athletic Trainers and all have a minimum of 11 years of experience in wellness and athletic training. WVSU’s Health and Human Performance Department faculty has strong academic credentials and experience that will enable them to skillfully launch a Master of Science in Sport Studies program. The program will be started with Dr. Aaron Settle ATC, CSCS, Mr. Matt Bradley, ATC, Mr. Jay Canterbury, ATC, Ms. Lindsey Good, ATC and Mrs. Debra Anderson-Conliffe. A table with their ranks and experiences is below.

Proposed Staffing for the First Five Years

Faculty Name	Faculty Rank	Higher Ed. Experience	Strength and Conditioning and Athletic Training Experience
Mr. Matt Bradley	Instructor	4 years	17 years
Mr. Jay Canterbury	Instructor	11 years	21 years
Mrs. Debra Anderson-Conliffe	Assistant Professor	21 years	8 years
Ms. Lindsey Good	Instructor	8 years	11 years

Dr. Aaron Settle	Professor	18 years	26 years
New Faculty Member			

The program is making certain assumptions about cost of faculty: 1) The program will be staffed by full-time faculty for the first five years. 2) The program will hire one full-time faculty member who will work full time for the program, at a cost of \$71,500 with fringe and benefits. 3) The program will deliver four courses per term for the first five years. 4) Beyond the cost of the new faculty member, the University will need to replace the work of the full-time faculty who are working on the program by hiring part-time faculty. 5) Offering four courses per semester plus course release for working as the Program Coordinator costs the institution the cost of the new full-time faculty member plus the cost of a part-time person teaching two courses each summer and four courses during the school year. 6) The cost of the program director, who is also serving as mentor and recruiter is about one-third of the cost of a full-time faculty member plus \$4,000 in the summer. 7) Each faculty member (adjunct or full-time) teaching on a summer contract costs the institution (with fringe and benefits) about \$2,300 per course. We are projecting all faculty costs to increase by three percent per year over the five-year period.

Institutional Costs for Faculty for the first five years of the program:

		Faculty Cost for Fall, Spring and Summer
Year 1	4 courses per semester & 2 courses in the summer	\$ 85,300
Year 2	4 courses per semester & 2 courses in the summer	\$ 87,859
Year 3	4 courses per semester & 2 courses in the summer	\$ 90,495
Year 4	4 courses per semester & 2 courses in the summer	\$ 93,210
Year 5	4 courses per semester & 2 courses in the summer	\$ 96,006
		\$ 452,869

d) Library Resources and Instructional Materials (\$133-11-6.4d)

The WVSU library purchases books that are pertinent to all areas of sport studies as requested by the Health and Human Performance Department.

However, additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of personal training, tactical strength and conditioning, sport history and sport psychology.

These library resources will be essential both to keep faculty members up-to-date in the field and to contribute to faculty and student research endeavors.

Most of the top-ranking journals tend to publish articles geared to address the needs of practitioners rather than in-depth research-based articles. This suggests that readability and the time required to read articles are important concerns to a variety of strength and conditioning professionals—a logical conclusion considering the time constraints and other demands placed on them. The most frequently and widely read of these professional journals, *The Journal of Strength*

and Conditioning, probably also owes its high ranking to the fact that it publishes a higher volume of articles than many other journals, covers a broad range of issues, and includes articles from authors with diverse perspectives. Of the top-ranking journals, *The American Journal of Sports Medicine* is likely to be the one most read by university educators because it was the only publication listed that is generally regarded as exclusively research-based and that does not cater to practitioners. Whichever publication provides the best fit, reading professional journals in the field of sport studies and strength and conditioning is not just the most efficient and effective way for practitioners and university educators alike to stay abreast of current issues in their field. It is a vital prerequisite.

Additional resources will also need to be added to the library, including books and print and electronic subscriptions to journals in the field of sport studies and strength and conditioning. These resources will include the following: . *Journal of Physiology, Medicine and Science in Sport and Exercise, Exercise and Sport Science Review, The Journal of Athletic Training, Journal of Sport Science, Journal of Aging and Physical Activity, Research Quarterly for Exercise and Sport, Journal of Human Kinetics.*

The Masters in Sport Studies will need a library budget of approximately \$5,000.00 for the first and second years followed by an increase for the third, fourth, and fifth years (See Five-Year Projection Table). This will appropriately address the additional educational resources necessary for implementing a graduate degree.

e) Support Service Requirements (§133-11-6.4e)

Additional resources are also necessary for creating program materials (website, brochures and application packets) and conducting recruitment and networking receptions (speaker honoraria, facility fees and/or refreshments). Once the program is established, increasing enrollments will make the program sustainable and profitable for the University. The support service requirements are as follows:

Equipment

The Program Coordinator of the Master of Science in Sport Studies program needs a computer that can quickly and efficiently process the work. The computer needs to have a large hard drive to accommodate all of the student assessment data, a processor that can handle the statistical analysis necessary for program projections and projects, and software that can facilitate in the promotion and perpetuation of the Master of Sport Studies program. The students will need the same software in a computer lab to complete course requirements. An allocation every five years

should be sufficient, \$1,300 for the first allocation and then a yearly assessment should be completed to provide necessary updates.

Computer: \$1,300.00

Software: (STATA: Data Analysis and Statistical Software)
x 22 (Computer Lab for Students)
= \$4,765.00 – spread over two years – non-recurring expense.

Graduate Assistant

A graduate assistant (GA) will be hired at the start of the program. The GA will assist the PC with the orientation, symposia, accreditation requirements, program website, brochures and promotion. The GA will receive tuition reimbursement as well as a monthly stipend. GAs will be added as the work load and enrollment of graduate students increase.

Tuition: \$4,316.00 Yearly (\$1,439.00 each semester – fall, spring, summer, starting Year 3)

Stipend: \$1,000.00 Monthly (10 months)

Travel & Training Budget

In order to remain active in the discipline and knowledgeable regarding the national recognition process, the PC must be able to travel for training. There are three particular conference events that would be beneficial for the PC of the Masters of Sport Studies. The first is the annual national conference of the National Strength and Conditioning Association NSCA.

The second is the annual National Conference of the National Athletic Trainers Association (NATA).

The third is the annual AHE Assessment. This conference will allow the PC for the graduate program to stay updated on national assessment methods and trends to assure optimal learning over time within the graduate study program. .

Travel & Training: \$2,000 in Year 1, \$5,000 in Years 2 through 5

National Strength and Conditioning Association Education Recognition Program (NSCA-ERP)

WVSU must seek this national recognition if it is to remain a viable Master of Sport Studies program. NSCA requires three years of assessment data for continued recognition after initial recognition. Further, for each three (3) year recognition cycle, NSCA charges a \$500 fee.

Recognition Fee
NSCA Graduate
Strength and
Conditioning Focus: \$500 (Three year cycle)

Recognition Fee
NSCA Graduate
Personal Training and
Wellness Focus: \$500 (Three year cycle)

Student Support

The students in the Master of Sport Studies program will be able to use the Career Center to help them with post-program job searches. Moreover, the graduate students can use any of the many services available on campus such as, Disability Services, The Writing Center, tutoring and library assistance.

The Center for Online Learning will provide support for both faculty and graduate students who experience challenges in using the online course management system. The Health and Human Performance Department graduate faculty will handle the academic advising for all graduate students. This is crucial for retention and successful program completion. There is no need to create new student support services; the current institutional structure is sufficient.

f) Facilities Requirements (§133-11-6.4f)

The Master of Sport Studies program will occasionally need space for orientation, open house and other events to recruit students and promote the program. The program will need office space, furniture and computer for the graduate assistant and new graduate faculty member.

The Master of Sport Studies students should have a mailbox on campus so that pertinent information can be distributed to them in a timely fashion. Long-term, new offices will be needed when new faculty members are hired. A new office would require a new computer and new furniture.

g) Operating Resource Requirements (§133-11-6.4g)

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	Year 1	Year 2	Year 3	Year 4	Year 5
	2016-17	2017-18	2018-19	2019-20	2020-21
A. FTE POSITIONS					
1. Administrators (PC)	0.25	0.25	0.25	0.25	0.25
2. Full-time Faculty	1	1	1	1	1
3. Adjunct Faculty (1.5 FTE [6 courses per year] for summer and to replace undergrad courses usually taught by existing faculty)	1.5	1.5	1.5	1.5	1.5
4. Graduate Assistants					
5. Other Personnel:					
a. Clerical Workers					
b. Professionals					
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services:					
a. Administrators (Dean)					
Administrators (Chair)	8,625	8,798	8,973	9,153	9,336
b. Full time Faculty ¹	71,500	73,645	75,854	78,130	80,474
c. Adjunct Faculty ²	13,800	14,214	14,640	15,080	15,532
d. Graduate Assistants ³			15,784	16,574	17,403
Clerical Workers					
Professionals					
2. Current Expense ⁴	2,200	5,200	5,200	5,200	5,200
3. Repairs and Alterations	200	200	200	200	200
4. Equipment:					
Educational Equipment ⁵	1,300				
Library Books	5,000	5,000	11,000	12,000	12,000
5. Nonrecurring Expense (software) ⁶	2,000	2,765			
Subtotal of Costs	104,625	109,822	117,011	136,336	140,144
C. SOURCES					
1. General Fund Appropriations ⁷ (Appropriated funds Only)					
<input type="checkbox"/> Reallocation <input checked="" type="checkbox"/> New funds	104,625	109,822	117,011	136,336	140,144
2. Federal Government (Non-appropriated Funds Only)					
3. Private and Other (alumni gifts)					
TOTAL ESTIMATED COSTS	104,625	109,822	117,011	136,336	140,144
TOTAL ANTICIPATED REVENUE PROJECTIONS	169,118	261,287	358,834	428,273	415,799

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

*Explain your Method for Predicting the Numbers (use additional sheet if necessary)

¹ Fulltime faculty member at \$55,000 salary plus fringe and benefits.

² Adjunct faculty cost is for two courses in the summer for a full time faculty member who is off contract and to replace four courses for faculty teaching MEIL courses who would normally be teaching undergraduate courses.

³ Graduate assistants routinely receive tuition plus a stipend. Tuition for six credit hours per semester is \$1,439 for three semesters per year plus \$1,000 monthly for 10 months per year. One Assistant will be employed during third through fifth years. Tuition increase of 5 percent per year included in calculation.

⁴ For office supplies (\$200 yearly) and travel.

⁵ For a new computer for the program coordinator.

⁶ For software in the lab to support quantitative and qualitative research.

⁷ Graduate tuition receipts will be reallocated within the institution to accommodate cost of program; Revenue will result from tuition of \$2,242 or six credit hours per semester for each of three semesters per year; annual tuition increases of 5 percent assumed in calculation.

h) Source of Operating Resources (§133-11-6.4h)

Looking again at FORM 1, the tuition generated clearly covers the anticipated costs in §133-11-6.4g. All operating resources are from the general fund, since new funds from tuition will cover the costs of the program.

	2018-19	2019-20	2020-21	2021-22	2022-23
Year 1	20	8			
Year 2		22	10		
Year 3			30	12	
Year 4				33	12
Year 5					33
Total Students	20	30	40	45	45
FTE (*.8)	16.0	24.0	32.0	36.0	36.0
Total Cr. Hrs>(*25.2)	504	756	1008	1134	1134
Tuition generated*	\$ 169,118	\$ 261,287	\$ 358,834	\$ 428,273	\$ 415,799

FTE equals 80 percent of the total students, given the assumption of 20 percent electing to spread the requirements over more than two years.

6.5. Program Evaluations

a) Evaluation Procedures (§133-11-6.5a)

Data collection, tied to program objectives, will be built into academic procedures to ensure the Institution collects the necessary data to assure standards are being met. The Health and Human Performance Department, in accordance with the National Strength and Conditioning Association (NSCA) and the National Association for Sport and Physical Education (NASPE) Standards for Athletic Coaches standards has established accepted performance standards and assessment strategies for the undergraduate BS in Sport Studies. The knowledge gained through this process will be applied to the Master of Sport Studies program. In 2020, data will be used to make program revisions between the first and second years of implementation, 2018 and 2019. By the second year, the program will admit students so that first- and second-year coursework will run simultaneously to each semester. The immediate goal of a new Master of Sports Studies program at WVSU is to develop industry leaders and advanced practitioners in the area of sport, wellness and strength and conditioning.

A second goal is to gain national recognition as a graduate program with NSCA approved and nationally recognized curriculum for both a strength and conditioning focus as well as a personal training focus.

The programmatic objectives along with the standards set forth by the NSCA and NASPE will be used to guide the implementation, administration and delivery of the program. The following is a selected list that will be used to measure the necessary outcomes:

- 1. Rubric Evaluation of PLC and NASPE Standards:** Assignments in each of the courses will be evaluated using rubrics designed to evaluate the degree to which each graduate student is meeting the various programmatic outcomes that are created by linking national NASPE standards and NSCA Standards to each objective. The example below is a possible assignment in the HHP 500 Advanced Exercise Testing Course:

Example Assignment: Each student will responsible for teaching and demonstrating proper Olympic Lifting techniques for the following lifts (Hang Clean, Clean and Jerk, Back Squat, Snatch and Bench Press).

NSCA OLYMPIC LIFT ASSESSMENT (VIDEO PROJECT)

This Assessment is Assessing Program Learning Outcomes # 3 and 5 as well as NASPE Standards D: 3 S: 12, 13, 14 and 15)

Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Hang Clean PLO (3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension () Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension () Bar Placement () Proper Grip () Proper Landing () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Floor Return
Evaluation	()	()	()	()
Clean and Jerk (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension () Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension () Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Back Squat (PLO 3 and 5)	Student performed and/or instructed the emphasis on erect back, bar	Student Performed and/or instructed all but 1 or 2 of the following:	Student Performed and/or instructed only 1 or 2 of the following:	Student did not perform and/or instruct any of the following: Erect back

NASPE (D:3 S: 12, 13, 14 and 15)	placement, proper grip, Heel Press, Eyes up cue, Proper racking	Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue () Proper racking ()	Erect back() Bar Placement () Proper Grip () Heel Press () Eye up cue () Proper racking ()	Bar Placement Proper Grip Heel Press Eye Up Cue Proper racking
Standard/ Olympic Lift Assessed	Distinguished (4)	Accomplished (3)	Emerging (2)	Unsatisfactory (1)
Evaluation	()	()	()	()
Snatch (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on triple extension, bar placement, proper grip, proper landing, Proper Press, Proper floor return	Student Performed and/or instructed all but 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Triple Extension() Bar Placement () Proper Grip () Proper Landing () Proper Press () Floor Return () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Triple Extension Bar Placement Proper Grip Proper Landing Proper Press Floor Return
Evaluation	()	()	()	()
Bench Press (PLO 3 and 5) NASPE (D:3 S: 12, 13, 14 and 15)	Student performed and/or instructed the emphasis on Shoulder/Glute, bar placement, proper grip, valsava, Breath pattern, Proper racking	Student Performed and/or instructed all but 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student Performed and/or instructed only 1 or 2 of the following: Shoulder/Glute() Bar Placement () Proper Grip () Valsava () Breath Pattern () Proper racking () PLEASE Check any/all areas that were NOT emphasized	Student did not perform and/or instruct any of the following: Shoulder/Glute Bar Placement Proper Grip Valsava Breath Pattern Proper racking

- 2. Common Exam Component:** Many of the courses will culminate in a required exam. At least a portion of the exam will consist of a set of questions selected from a pool of potential questions that are specific to that course. The pool of appropriate exam questions will be developed by the faculty who regularly teach the course and will cover the core knowledge in the courses necessary for mastery of sport study concepts. Questions of each exam are to be reflective and typical of national certification examinations.

The purpose of this measure is to assess Program Level Outcomes. This assessment will give the Master of Sport Studies Program Coordinator a comparison of outcomes across course sections and program years.

- 3. Reflective Writing Assignments:** Each course in the Master of Sport Studies will require substantial writing assignments. Each writing assignment will measure specific components necessary in sport and wellness leadership graduate education. The faculty will develop the common writing components to be assessed. These assignments will be graded according to a rubric constructed by faculty who regularly teach the courses.

Depending on the specific course, writing assignments may assess the ability of students to think analytically, creatively or ethically about the concerns that perpetually face public school administrators. Furthermore, the assessments will measure student competencies in basic research and analysis as well as written communication skills. These measures will be scored according to a rubric developed by the faculty in accordance with the guidelines below. This will facilitate in the comparison of writing/communication skills across academic years and courses. The faculty will strive to make the writing assignments generally meet the following guidelines: organization, writing and content.

To enable data collection on the writing assignments, faculty who teach courses that contain elements tied to assessment measures will be asked to score the reflective writing assignments according to the following possible criteria: 5 = excellent, 4 = above average, 3 = average, 2 = below average, 1 = not acceptable. A rubric will be developed utilizing input from the education graduate faculty.

This data will be submitted to the Program Coordinator of the Master of Sport Studies for use in the Annual Report and National Recognition Process. This score is for program assessment only and will not be used as a measure of any student grades for assignments or courses.

- 4. Completion of Core Courses:**

Each Masters of Sport Studies student is required to complete all of the courses in the curriculum as a means of developing their knowledge of the key concepts and analytical techniques in the discipline of Sport Studies. Successful completion of each of these courses indicates the graduate student's continued development towards competency in sport and fitness leadership. Tracking this allows the Program Coordinator/Assessment Manager to discover any problems with retention and timely program completion.

5. Student Feedback:

Every student will be surveyed while enrolled in the Master of Sport Studies program and through an exit interview. The information collected will be used to gather vital data regarding the program's ability to serve the needs of the students, particularly course offerings, program instruction/faculty, and demographic data. This will enable the Program Coordinator to track the needs and information over time.

6. Candidate Disposition Assessment Survey:

Candidates in HHP 650 Internship will compile a log of hours spent with their mentor and in the learning activities. At the end of the internship, the Mentor will complete an assessment of the Candidate's performance including personal dispositions. This will mirror evaluative measures used in the WVSU undergraduate program.

7. Alumni Survey:

A major survey of alumni will take place each fifth year. The survey will provide the Program Coordinator with information about the ability of the curriculum to prepare students for the workforce placement and success. Moreover, it will inform the Program Coordinator of the strengths and weakness of the program and historical information concerning job placement and history.

8. Employer Survey:

A major survey of employers will take place each fifth year. The survey will provide the Program Coordinator with alternative information from the alumni survey about the ability of the curriculum to prepare students for the workforce. Moreover, it will also inform the Program Coordinator of the strengths and weaknesses of the program from the employer's perspective. This survey is essential for understanding the impact the Master of Sport Studies program, its specificity to fairness and equity, will have on the community.

9. Annual Faculty Review:

All faculty who participate in the Master of Sport Studies program must prepare a document that highlights the work they have done for the academic year. As per University standards, teaching, service and scholarship will be used to assess faculty contributions to the graduate program. This will be sent to the Program Coordinator for use in the Annual Report and the accreditation process.

b) Accreditation Status (§133-11-6.5b)

Once the West Virginia Higher Education Policy Commission approves the Master of Science in Sport Studies degree program, the institution will seek approval from the NSCA for program national recognition within the NSCA's Education Recognition Program. The Program Coordinator will seek national recognition in both the areas of strength and conditioning and personal training. WVSU must seek recognition to remain a viable, relevant and competitive program.

Appendices

Appendix I
Graduate Program Survey Data

If you were looking for Graduate Education in the field of Sport Studies or Wellness, and such a program was offered at WVSU, would you consider WVSU for your education?

	Answer Choices –	Responses –
–		93.24 percent
Yes		69
–		2.70 percent
No		2
–		4.05 percent
Maybe		3

What method of delivery would you prefer such a graduate program of Sport Studies to be administered?

	Answer Choices –	Responses –
–		27.40 percent
100 percent online		20
–		4.11 percent
100 percent In Class		3
–		68.49 percent
Blended Mix of Online Learning and In Class Meetings		50
Total		73

Do you believe a Master of Science Degree in Sport Studies is needed for state and regional educators, coaches and fitness professionals?

	Answer Choices –	Responses –
–		86.49 percent
Yes		64
–		4.05 percent
No		3
–		9.46 percent
Indifferent		7
Total		74

Do you believe a Master of Science in Sport Studies would enhance the recruitment of students to WVSU?

	Answer Choices –	Responses –
–		93.24 percent
Yes		69
–		0.00 percent
No		0
–		6.76 percent
Indifferent		5
Total		74

Do you believe a Master of Science in Sport Studies would enhance other programs on campus (i.e. athletics, student government, campus life, etc.?)

	Answer Choices –	Responses –
–		90.54 percent
Yes		67
–		1.35 percent
No		1
–		8.11 percent
Indifferent		6
Total		74

Appendix IV
West Virginia Higher Education Policy Commission
Intent to Plan Approval Letter

Bruce L. Berry, M.D.
Chair



Paul L. Hill, Ph.D.
Chancellor

Leading the Way: Access. Success. Impact.

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard, East, Suite 700

Charleston, West Virginia 25301

www.wvhpepc.edu

April 20, 2017

RECEIVED

APR 28 2017

ACADEMIC AFFAIRS

Dr. Anthony L. Jenkins
President
West Virginia State University
Post Office Box 10000
Campus Box 399
Institute, WV 25112

Dear President Jenkins:

I approve the request from West Virginia State University to initiate the development of the following programs:

- Bachelor of Science in Engineering with a major in Chemical Engineering
- Master of Science in Sports Studies
- Master of Science in Computer Science

The proposals for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs*. While the proposals will need to address the appropriate elements of Series 11, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed programs.

Addressing these issues will facilitate the timely review of your program proposals, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul L. Hill".

Paul L. Hill
Chancellor

cc: Dr. Kumara Jayasuriya, Provost, West Virginia State University
Mr. Tom Bennett, II, Chief of Staff, West Virginia State University
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs, Commission

CHANCELLOR'S OFFICE

(304) 558-0699 phone • (304) 558-1011 fax

Agenda Item 7.a.ii.

June 15, 2017

Sports Studies, M.S. Program Approval

BOG Budget Report -- *May*

Materials are still being developed and will be presented at the meeting.

Fiscal Year 2018 Budget Update

Materials are still being developed and will be presented at the meeting.

Proposed Fiscal Year 2018 Meeting Dates

As required by West Virginia Code, the Board of Governors must hold a total of six meetings a year with an annual meeting during the month of June for the purpose of electing officers. As outlined in the Board of Governors Bylaws, specifically Article II (Meetings), Section A (Meetings), Items 1 through 7, the following are required:

A. Meetings

- 1. The Board of Governors shall hold a minimum of six (6) meetings during each fiscal year, to include an annual meeting each June.*
- 2. Notice of meetings shall be in accordance with the Open Governmental Meetings Act.*
- 3. Of the twelve (12) voting members of the Board of Governors, seven (7) shall constitute a quorum.*
- 4. Special meetings may be convened by the Chair or upon petition of a majority of the members.*
- 5. Meeting procedures shall be in accordance with Robert's Rules of Order subject to the suspension of any rule by a two-thirds vote of the Board.*
- 6. An annual meeting shall be convened each June for the purpose of selecting a Chairperson and other officers.*
- 7. The Board of Governors shall provide an opportunity for administrators, faculty, students and classified staff to discuss various issues no less than one (1) time per year. The viewpoints of the various constituencies should be presented by a person or persons selected by those constituencies. That person shall be someone other than the constituency's board representative.*

For Fiscal Year 2018, the below meeting dates are proposed for the Board's consideration and review:

September 14, 2017
December 7, 2017
January 24-25, 2018
March 15, 2018
April 19, 2018
June 14, 2018

Fiscal Year 2018 Election of Officers

As required by West Virginia Code, the Board of Governors must hold an annual meeting during the month of June for the purpose of electing officers. As outlined in the Board of Governors Bylaws, specifically Article I (Members), Section C (Elections) and D (Officers), Items 1 and 2, the following are required:

C. Elections

- 1. All elections shall be held no later than the 30th day of June preceding the commencement of the term.*
- 2. The Board of Governors shall elect one (1) of its appointed lay members to serve in the capacity of Chairperson in June of each year. No member may serve as chairperson for more than four (4) consecutive years.*

D. Officers

- 1. The officers of the Board shall consist of Chair, Vice Chair, and Secretary.*
- 2. Officers shall serve for a term of one (1) year, beginning July 1st and ending June 30th. The Chair may not serve more than four (4) consecutive years. The Vice Chair and Secretary may not serve more than two (2) consecutive terms in the same office.*

Appointment of Presidential Review Committee

As required by West Virginia Code, the Board of Governors must conduct written performance evaluations of the president. As outlined in the Board of Governors Policy #61, specifically Section 4 (Evaluation of the President), Section 4.3 and the Board of Governors Bylaws, specifically Article IV (Committees), Section H (Presidential Review Committee), Items 1 and 2, the following are required:

4.3 *The West Virginia State University Board of Governors shall form a “Presidential Review Committee,” annually at its June Board meeting in a manner consistent with the Board’s Bylaws. The Board shall make such amendments to the Bylaws of the Board of Governors as necessary to effectuate this process. It is the original intent of the Presidential Review 6 Ad Hoc Committee, in promulgating this mechanism for review of the University President, that it always preserve the confidentiality of the process, both for the University President, and the participants providing comments to effectively evaluate the University President. The summary reporting duties outlined below is meant to foster open communication from participants by maintaining their anonymity. The summary reporting duties outlined below are not meant to filter comments from any participants and it is the intent of this section that all comments be summarized in a non-cumulative or nonredundant fashion.*

H. Presidential Review Committee

1. *The Chair shall assign five (5) members to serve on this committee. The chair of the Presidential Review Committee shall be elected by the members of the committee to serve a one-year (1) term; and*
2. *The committee shall provide oversight of the University's adherence to Board of Governors Policy #61, Employment and Evaluation of the President, specifically the annual, tri-annual or comprehensive review of the president.*