Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

April 23, 2013

President Suzanne Shipley
Shepherd University
PO Box 5000 301 North King Street
Shepherdstown, WV 25443-5000

Dear President Shipley:

This letter is formal notification of the action taken concerning Shepherd University by the Higher Learning Commission. At its meeting on April 15, 2013, the Institutional Actions Council (IAC) acted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action with Required Confirmation Visit. IAC concurred with the panel's findings and approved the additional location, Martinsburg Center, 261 Aiken Center, Suites 100, 101, 200, 201, 302. Martinsburg, WV 25401. Per policy, the Commission will conduct the required **Additional Location Confirmation Visit** to this location within six months of matriculation of students and initiation of instruction.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site within four weeks of the date of action. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update.

If you have questions about these documents after viewing them, please contact Steph Brzuzy. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition,* available at http://tinyurl.com/HLCchapter8.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
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February 26, 2013

Dr. Suzanne Shipley
President
Shepherd University
PO Box 5000
301 North King Street
Shepherdstown, WV 25443-5000

Dear President Shipley:

The Change Panel has reviewed Shepherd University's change application for an additional location: Martinsburg Center, 261 Aiken Center, Suites 100, 101, 200, 201, 302. Martinsburg, WV 25401. In addition, Commission staff have reviewed both the Panel's work and recommendation. The Change Panel has recommended to the Institutional Actions Council your request to be approved. Your change is not approved until final action by the IAC and until you receive the dated action letter. The Panel's report is attached.

The Institutional Actions Council (IAC), a Commission decision-making body, will act on the Panel's recommendation on April 15, 2013. As allowed for by policy, the institution can submit a written institutional response. The IAC will consider the institutional response and may agree with or revise the Panel's recommendations.

Please complete and return the enclosed form to Stephanie Kramer skramer@hlcommission.org, no later than two weeks from the date of this letter. The institution's response becomes part of the official record of the evaluation and is included in the materials sent to the decision process.

If the Commission does not receive a response within two weeks, it will conclude that the institution accepts the accreditation recommendation and will forward the appropriate materials to the IAC for review and action. More information on the Commission's decision process is provided on the attached form and available on the Commission's website (www.ncahlc.org).

I encourage you to review the Panel's comments and to contact your Commission liaison if you have questions.

Higher Learning Commission of NCA

Enclosures

cc: Change Panel Members
        Steph Brzuzy, VP for Accreditation Relations

Capacity (people, structures, and resources) for implementing and sustaining the change(s) *(See Parts 1, 3, 5, 6 of change application)*	X		Adequate space and facilities are available for the 537 students projected by 2015. Access to student services and advising will be provided on-line through the main campus or by face-to-face meetings at the location. Library resources are also available online.
Strategies for systematically monitoring and evaluating the effects, performance, and/or quality of the change(s) *(See Parts 1, 7 of change application.)*	X		Each program will be managed by an academic program director dedicated to the Martinsburg location. Oversight will be provided by an Extended Learning Integrity Committee including administration and faculty from the main campus and the new location. Learning assessments will utilize the same measures as on the main campus and results will be compared to those from the main campus.
Strategies for addressing strengths, challenges, or strategic issues (especially those previously identified by the Commission) related to the change(s) *(See Parts 3, 7 of change application.)*	X		Concern was expressed in the 2012 comprehensive visit about "faculty workloads, deployment of adjunct instruction exceeding part-time status and the strength of the graduate culture." Upon request, Shepherd University provided evidence to the Change Panel that these concerns have been addressed in development of the new location. (See below.)
Potential positive or negative effects of the change(s) on other institutional operations *(See Parts 1, 2, 3, 4, 5, 6, 7 of change application)*	X		The new location will help alleviate classroom space issues on the main campus and allow faculty to teach more courses in their majors. It will also provide additional educational capacity to the state of West Virginia, which graduates among the lowest number of baccalaureates per capita in the U.S.
Quality standards incorporated that would make successful implementation likely *(See Parts 1, 7 of change application.)*	X		Measures such as program reviews, annual program assessment reports, results of standardized exams, course evaluations and peer review of adjunct faculty will be routinely used. The Learning Integrity Committee will meet monthly to address short and long-term needs and concerns.

Part B: Recommendation and Rationale

***Recommendation*:**   X Approve Request   ☐ Approve Modified Request   ☐ Deny Request

Note: In the rare circumstance that you concur that a decision requires information only available through an on-site visit, check here _____, explain the determination in the rationale section below, and submit the form without completing the other sections. Commission staff will review the recommendation for an on-site visit for appropriateness and for consistency with Commission practice and may contact the panel.

Rationale for the panel's recommendation (100 words maximum). *If the recommendation is a modification of the institution's request, make clear how the Panel modified the original request.*

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

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Substantive Change Recommendation Form:
Change Panel

After the panel achieves consensus, the Primary Reader completes this form to summarize and document the panel's view. Notes and evidence should be essential and concise — a bullet or two, 50 words maximum.

Institution: _____Shepherd University_____ City, State: Shepherdstown, WV

Change requested: _____To establish an additional location in Martinsburg, West Virginia to serve primarily adult students with selected programs at the bachelor's and master's ,level._____

Part A: Analysis (See Part 1, General Questions in change application)

Item	Accurate, clear, complete	Inaccurate, vague, incomplete	Notes
Requested Change	X		The request is clear and complete.
Classification of Change(s)	X		Classification as a location rather than branch campus is appropriate since the full range of student services will not be offered.
Institutional Context	X		This request is consistent with Shepherd's mission to serve "a diverse community of learners" and to "extend its resources beyond the campus, bringing higher education closer to those who seek it."
Special Conditions	X		None apply.
Required Approvals	X		Approvals have been obtained.

Essential Elements The categories below relate to the evidence expected across subsections of Part 2 of the change application.	Acceptable	Acceptable if Modified	Not acceptable	**Evidence**
Commitment to, preparation for, and fit of the proposed change to the institution (characteristics, history, planning, design) *(See Parts 1, 2, 3, 4 of change application.)*	X			The institution teaches the programs proposed for the new location on its main campus, and has a history of working with adult students, since almost a third of its present enrollment is nontraditional. Location planning seems thorough and includes review of comparable facilities at peer institutions. Detailed budget and enrollment projections are provided.

Shepherd University has experience teaching these programs at its main campus to adult students. Planning, budgeting, management, oversight and assessment seem adequate to ensure successful operation of this new location. The location will provide additional opportunities for learning to residents of West Virginia.

Clarification of Information. *If applicable, identify the date and topics of any requests for clarification or communication with the institution and the results.*

On February 18, 2013, the Chair of the Change Panel contacted the institution for more information about how the 2012 Visiting Team's concerns mentioned above have been addressed in development of the Martinsburg location. The institution's reply indicated new policies defining workloads for full-time faculty and adjuncts, as well as steps to improve graduate education and culture. The Panel found these assurances satisfactory and had no further concerns.

Organizational Profile. *If the request indicates an addition to the Organizational Profile, identify it here.*

Stipulations or limitations on future accreditation relationships. *If recommending a change in an institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level, and provide a brief rationale for the recommended change. Check the Statement of Affiliation Status for the current wording.*

Monitoring*: The Panel may recommend that the Commission monitor the institution's implementation of the change through a variety of methods. Check the method(s) recommended.*

☐ *Progress report*

☐ *Monitoring report*

☐ *Focused visit*

☐ *AQIP Action Project*

☐ *Cover in detail in next PEAQ Comprehensive Self-Study Report*

☐ *Cover in detail in next AQIP Systems Portfolio*

☐ Report achievements via Assessment Academy

X Other (explain below)

Specify any schedule or deadlines for the monitoring and briefly describe the concerns and the goals and expectations of the monitoring in relation to these concerns.

First new location; site confirmation visit required.

Additional feedback: *If recommending denial of the request, explain what was inadequate.*

Shepherd University

Substantive Change Application

Submitted to:

Higher Learning Commission

A Commission of the North Central Association

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411

312-263-0456|Fax: 312-263-7462

Substantive Change Application, Part 1: General Questions

Branch Campuses and Additional Locations

Institution: Shepherd University   **City, State:** Shepherdstown, West Virginia 25443

Name of person completing this application: Dr. Scott Beard   **Date Submitted:** 11/15/2012

Title: Assoc. Vice President for Academic Affairs, HLC Liaison   **Phone:** 304-876-5651
Email: sbeard@shepherd.edu

Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Please Note: If submitting a change request for a new program *and* distance offerings or a new program *and* location, the institution should submit the New Program Application. Otherwise an institution submitting more than one change request should complete multiple applications, one for each type of change.

In order to fulfill the need to effectively serve the adult learner market in the areas of degree completion and professional programs such as education, nursing and business at the undergraduate and graduate levels, Shepherd University seeks approval from the Higher Learning Commission to operate an additional location in Martinsburg, West Virginia. This center will be constructed to deliver various programs to non-traditional students using a variety of cutting edge delivery methods at a highly visible and accessible location, further positioning Shepherd as a premier institution of higher learning in the region.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

Change in mission or student body: ☐ change in mission ☐ change in student body	**New academic program(s) requiring HLC approval:** ☐ certificate ☐ bachelor's ☐ diploma ☐ master's/specialist ☐ associate's ☐ doctorate
New additional locations: ☑ in home state ☐ in other state(s) or in other country(ies) **New branch campus:** ☐ new or additional campus(es)	**Distance Delivery:** ☐ Initiation of distance education ☐ Expansion of distance education ☐ Initiation of correspondence education ☐ Expansion of correspondence education

Consortial or contractual arrangement:
 	
 ☐ Consortial arrangement
 	
 ☐ Contractual arrangement
   ☐   The institution has completed the
	Other:
	 ☐ Substantially changing the clock or credit
	   hours required for a program

Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)	

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

Strong population growth combined with the state's lack of baccalaureate and graduate degrees and the business community's need for employees with such degrees has increased the demand for high quality, low cost and convenient educational opportunities in the Eastern Panhandle. Berkeley County has been West Virginia's fastest growing county over the past twenty years. It is now the second most populous county in the state, with growth projected to reach 150,000 residents in the next fifteen years. According to the Berkeley County Development Authority only 10% of the county's workforce has a bachelor's degree while the Berkeley County Chamber of Commerce's 2011 Workforce Needs Report shows that 56% of the area's employers require a bachelor's degree as a condition of employment.

The Martinsburg Center will allow the university to effectively serve the adult learner market and grow enrollment without affecting the COPLAC mission of the Shepherdstown campus. However, a viable Center with respect to return on investment (ROI) will yield an ever-expanding connection to the community by enhancing the workforce with marketable degrees in a vibrant and growing economic environment. Additionally, the successful operation of the Center will expand the bonding capacity of the University creating expansion opportunities on the Shepherdstown campus.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	YES NO	Shepherd University is in good standing with all regional and specialized accrediting agencies.
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES NO	
Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?	YES NO	

Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES <u>NO</u>	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES <u>NO</u>	

Approvals. *Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.* ***See Appendix A for documentation.***

- ☑ Internal (faculty, board) approvals
- ☑ System approvals (for an institution that is part of a system)
- ☑ State approval(s) for requests other than for Distance Delivery
- ☐ For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
- ☐ Foreign country(ies) approvals (for an overseas program or site)
- ☐ No approval required

Specialized Accreditation
Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- ☑ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation. ***See Appendix B for documentation.***

- ☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

- ☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.

Changes Requiring Visits
Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

- ☑ Request to schedule a Change Visit.

    If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: _____

Appendix A: Approvals

Shepherd University Board of Governors (Resolutions Page from September 2012 Meeting • Press Release announcing approval)

West Virginia Higher Education Policy Commission (WV-HEPC)

Additional information may be found at the Shepherd University BoG website:
http://www.shepherd.edu/bogweb/

The following resolutions are recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors finds that the long-term higher education and economic development needs of the Eastern Panhandle require the establishment of a Martinsburg-based center which will allow the University to effectively serve the adult learner market and grow enrollment with programs still reflective of the COPLAC mission of the Shepherdstown campus.

RESOLVED FURTHER, That the Shepherd University Board of Governors amends the Master Plan to include the establishment of a Martinsburg-based educational center with programming principally oriented for adult-learners.

RESOLVED FURTHER, That the Shepherd University Board of Governors approves the prospectus for the Martinsburg Center initiative, including a capital project renovations budget of $2.5 million and $2 million in funding to cover the projected revenue shortfall in the first three years of operation for a total investment from reserves not to exceed $4.5 million.

RESOLVED FURTHER, That the Capital Projects Priorities for FY2013 shall be amended to include the Martinsburg facility project.

RESOLVED FURTHER, That the Shepherd University Board of Governors delegates to the Audit Committee the authority to review and provide final approval of lease terms for the Martinsburg Center and to thereafter authorize the President to finalize and execute any and all necessary and proper agreements and other documents to implement this initiative.

ISSUED: 24 September 2012 MEDIA CONTACT: Valerie Owens (Shepherd's board approves Martinsburg center, announces Hendrickson as commencement speaker) http://www.shepherd.edu/university/releases/2012/BOG9-12.html

Shepherdstown, WV--The Shepherd University Board of Governors approved amending the university's master plan to include establishment of a Martinsburg-based educational center. The center will be oriented toward adult learners and will address the long-term higher education and economic development needs of the Eastern Panhandle.

The Board also approved the prospectus for the center's initiative, including a capital project renovations budget of $2.5 million and $2 million in funding to cover the projected revenue shortfall in the first three years of operation for a total investment from reserves not to exceed $4.5 million.

In addition, the Board approved amending the Capital Projects Priorities for FY 2013 to include the Martinsburg project. It also delegated to the Audit Committee the authority to review and provide final approval of lease terms for the center.

Also, the Board approved the awarding of an honorary degree to David Hendrickson, chair of the West Virginia Higher Education Policy Commission, during Shepherd's 140th Commencement on May 4, 2013, when he will serve as the commencement speaker. As chair, Hendrickson has engaged in and promoted all facets of higher education in order to provide greater opportunities to current and former students. He is a graduate of West Virginia University and West Virginia University College of Law and is the founding managing partner of Hendrickson and Long, P.L.L.C.

In other business, the Board approved a new concentration strand in the master of arts, curriculum and instruction, designed to allow education professionals to craft their own program of study, beginning in the spring.

The Board also approved an intent to plan for a bachelor of music degree for students who want to pursue a career as a music performer.

SPECIAL MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

Chancellor's Conference Room*
Boulevard Tower – 10th Floor
1018 Kanawha Boulevard East
Charleston, West Virginia

November 9, 2012
3:30 P.M.

AGENDA

I. Call to Order

II. Approval of the Center for Graduate and Professional Studies at Shepherd University

III. Approval of a Resolution to Authorize the Issuance of Refunding and Capital Improvement Revenue Bonds by West Virginia State University

IV. Adjournment

To join the meeting by conference call, dial the following numbers: 1-866-453-5550, participant code: 5245480#.

West Virginia Higher Education Policy Commission
Meeting of November 9, 2012

ITEM:	Approval of the Center for Graduate and Professional Studies
INSTITUTION:	Shepherd University
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission authorizes Shepherd University to enter into a favorable lease agreement with a preferred Lessor to establish a site in the greater Martinsburg area for its Center for Graduate and Professional Studies.

Further Resolved, That the cost of improvements, furniture, and equipment required for the leased premises shall not exceed $2.5 million, and the cost of the Center's first three years of operation shall not exceed $2 million as provided by the Shepherd University Board of Governors.

Further Resolved, That Shepherd University's Facilities Master Plan is revised so that the institution may lease a facility in the greater Martinsburg area to house its Center for Graduate and Professional Studies.

Further Resolved, That Shepherd University shall provide an update on this project to the West Virginia Higher Education Policy Commission at a future meeting after the lease agreement is signed.

STAFF MEMBERS:	Richard Donovan and Ed Magee

BACKGROUND:

Shepherd University plans to establish a Center for Graduate and Professional Studies in Martinsburg. The Center will allow the University to effectively serve the adult learner market and grow enrollment with programs still reflective of the Council of Public Liberal Arts Colleges (COPLAC) mission of the Shepherdstown campus. The institution anticipates that the Center will yield an ever-expanding connection to the community by

enhancing the workforce with marketable degrees in the vibrant and growing economic environment in Martinsburg, Berkeley County, and the Eastern Panhandle. At the same time, the new location can provide the Shepherdstown student population with expanded access to internships in business, healthcare, and political science. Successful operation of the Center could expand the bonding capacity of the institution, while creating expansion opportunities on the Shepherdstown campus. Needed facilities such as a parking garage, a student center, and performance spaces may be contingent on the University's ability to expand its budget and debt ceiling.

Initially, following approval from the Commission and the Higher Learning Commission, the following degree programs could be offered at the Center: Regents Bachelor of Arts; Bachelor of Arts in Education with concentrations in early education and pre-school special needs; Master of Business Administration with concentrations in accounting, healthcare administration, public administration, and sports management; and Master of Arts in Curriculum and Instruction with emphasis on special education.

The institution is currently looking at three alternative locations. The final selection of a location and exact terms of a lease will be driven by the direction of negotiations.

In order to move forward with these negotiations, the Shepherd University Board of Governors approved a modification to the Shepherd University Master Plan and its Fiscal Year 2013 Capital Projects Priorities; authorized the University to enter into a lease that could include renovation, equipment, and furnishings expenses of up to $2.5 million to be invested from existing reserves; approval to allocate $2 million from reserve funding over the course of the Center's first three years to cover operating expenses; and granted approval to the Audit Committee to act on the Board's behalf in approving the final terms of the prospective lease as time will be of the essence.

The institution is requesting that the Commission also give its approval to move forward with the project based on the parameters outlined above. Once a final site has been selected and a lease agreement is signed, the institution shall update the Commission on the project.

Appendix B: Letters from Accrediting Bodies

Higher Learning Commission (HLC), National Council for the Accreditation of Teacher Education (NCATE), Commission on Collegiate Nursing Education (CCNE), International Assembly of Colleges of Business Education (IACBE)

Higher Learning Commission

A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
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June 20, 2012

President Suzanne Shipley
Shepherd University
PO Box 5000 301 North King Street
Shepherdstown, WV 25443-5000

Dear President Shipley:

This letter is formal notification of the action taken concerning Shepherd University by the Higher Learning Commission. At its meeting on June 18, 2012, the Institutional Actions Council (IAC) voted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action with Interim Monitoring. The IAC voted to continue the accreditation of Shepherd College with the next comprehensive evaluation to be set in 2021-22. In conjunction with this action, IAC voted to require the following interim monitoring.

- **Monitoring Report.** A Monitoring Report due by 12/15/12 on Integrity and Federal Compliance.
- **Progress Report.** A Progress Report due by 12/15/13 on assessment of Student Learning and Graduate Education.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site by Friday, July 6, 2012. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update. No other institutional information was changed.

If you have questions about these documents after viewing them, please contact Karen J. Solomon, your staff liaison. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition.*

Please be aware of Commission policy on planned or proposed institutional changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call Karen J. Solomon.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

cc: Evaluation Team Members
             Board Chair

May 6, 2011

Dr. Suzanne Shipley
President
Shepherd University
114 Ikenberry Hall
Shepherdstown, WV 25443

Dear Dr. Shipley:

At its April 17-19, 2011 meeting in Louisville, Kentucky, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the continuing accreditation of the Professional Education Unit at Shepherd University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the Professional Education Unit at Shepherd University at the initial teacher preparation level and grant accreditation at the advanced preparation level. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Special congratulations are in order because the Unit Accreditation Board has cited no areas for improvement relative to any of the standards. Strengths noted in the Board of Examiners report have not been reiterated in this report but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

The next NCATE visit is scheduled for **Fall 2017**. In partnership states, the actual date of the visit must be determined jointly by the state and NCATE. In addition, your institution will be required to complete the NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. During the accreditation period, you will be expected to report evaluations and changes in relation to the six standards.
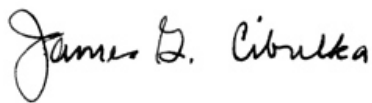
The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration at your institution. Please contact us for further explaination of the findings of the Board or assistance in determining any future courses of action.

Enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents in NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online press packet on NCATE's website. From the homepage, click on "Accreditation," then "After the Visit," then "Press Packet" under the subhead "Celebrating Accreditation." The packet includes a sample press release announcing a school of education's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website. The logo can be found at the link just above "Press Packet" under the subhead "Celebrating Accreditation" as noted above. The logo is a distinctive mark that demonstrates that you have met demanding national professional standards for educator preparation.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Sincerely,

James G. Cibulka
President

Enclosures

cc: Dr. Douglas F. Kennard, Professional Education Unit
        Dr. Dorothy Hively, Professional Education Unit
        Dr. Ronald B. Childress, Marshall University
        Dr. Kathy Butler, Higher Education Policy Commission
        Mr. Robert Hagerman, West Virginia Department of Education
        Board of Examiners Team

November 21, 2011

Sharon K. Mailey, PhD, RN
Chair and Professor
Department of Nursing Education
Shepherd University
304 North King Street, PO Box 5000
Shepherdstown, WV 25443-5000

Commission on Collegiate Nursing Education

Serving the
Public Interest
Through Quality
Accreditation

Dear Dr. Mailey:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on October 27-29, 2011, to grant accreditation to the baccalaureate degree program in nursing at Shepherd University for the term of 5 years, extending to December 31, 2016. The accreditation action is effective as of April 4, 2011, which is the first day of the program's recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the spring of 2016.

At its meeting, the Board determined that the program met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

One Dupont Circle, NW

Suite 530

Washington, DC

20036-1120

202-887-6791

fax 202-887-8476

www.aacn.nche.edu

As is required for all accredited programs, the Board requested that the program submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing program's continued compliance with <u>all</u> accreditation standards. The deadline for submitting the progress report to CCNE is June 1, 2014. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2014. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at http://www.aacn.nche.edu/ccne-accreditation/Procedures.pdf.

Please note that the aforementioned CIPR will need to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Shepherd University. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing program. A certificate of accreditation is enclosed.

If a program or institution elects to make a public disclosure of a program's accreditation status with CCNE, the program or institution must disclose that status accurately. The program or institution disclosing the information must identify the specific nursing degree program (as opposed to the broader nursing unit) and its affiliation with CCNE. The U.S. Department of Education requires that this statement include the accrediting agency's full name, address, and telephone number. A generic example of an acceptable statement for an accredited program

is as follows: *The (baccalaureate/master's/DNP program) at (institution) is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.*

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in the nursing program or of any major organizational changes that may affect the program's administration, scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the spring of 2011. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Carol Ledbetter, PhD, FNP, BC, FAAN
Chair, Board of Commissioners

cc: President Suzanne Shipley
        CCNE Board of Commissioners
        CCNE Accreditation Review Committee
        CCNE Evaluation Team

INTERNATIONAL ASSEMBLY
for COLLEGIATE BUSINESS EDUCATION

February 25, 2004

Dr. David Dunlop
President
Shepherd College
P.O. Box 3210
Shepherdstown, WV 25443

Dear President Dunlop:

The Board of Commissioners met on February 4, 2004 to consider your request for specialized accreditation for the business and business-related degree programs offered by your institution. I am pleased to report that the Board of Commissioners has granted Accredited Status with notes for your business and business-related degree programs (see attached listing) for a ten-year period.

In making the review, there are usually several observations and notes that are a part of the Commissioners' actions. Observations represent suggestions of the site visit team and the Commissioners, which they feel are worthy of consideration by the administration of your institution. No specific action is required of you for the observations mentioned in this letter. The notes, on the other hand, do require action by your institution within a three-year period. As appropriate action is taken on the notes, the actions should be addressed in the annual report that is prepared by your institution and filed with the IACBE each year.

Observations:

Item 6, Mission Statement for the Academic Business Unit:

On page 4 of the self-study a mission statement is provided. In reviewing the statement, the site team was concerned with the lack of clarity of the statement, the measurability of the statement, and the lack of broad-based goals related to the mission. The Commissioners acknowledge receipt of your new mission statement and look forward to having your goals after they are developed.

P.O. Box 25217, Overland Park, Kansas 66225, U.S.A. • Telephone: 913-631-3009 • Fax: 913-631-9154
Web site: www.iacbe.org • email: iacbe@iacbe.org

<u>Item 15, Academic Degrees</u>:

The Economics degree as constructed is more of a social science degree than a business-related degree. If more required courses in business were added, it could be considered a business-related degree. Accordingly, for the time being, it is not among the degrees accredited by IACBE.

<u>Expectation A-1, Common Professional Component</u>:

It is suggested that you consider adding Organizational Behavior and Human Resources Management content for all of your majors. Further, you should consider having a capstone course in the accounting program.

<u>Expectation B-5, Faculty Development</u>:

Professional development of the faculty teaching in a professional program is imperative. A review should be made to determine if the faculty in business are actively involved in professional development.

Notes:

<u>Expectation 1, Outcomes Assessment</u>:

While it is obvious that outcomes assessment has become a part of the culture at Shepherd College, IACBE does not have a copy of the business unit's Outcomes Assessment Plan. This needs to be prepared and submitted to the IACBE by September 1, 2004. Please refer to the IACBE monograph, *Outcomes Assessment in Higher Education*, as a guide for preparing your plan.

<u>Commendation</u>:
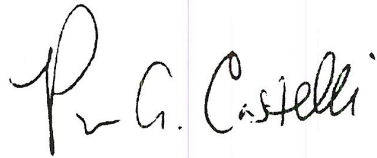
The Commissioners commend the Department of Business Administration for their thorough response to the site team's preliminary report (four observations and two notes were removed by the Commissioners because of the response from the academic business unit).

The specialized accreditation by the IACBE is predicated on your institution remaining in good standing with your regional accrediting body and staying in full compliance with the IACBE's expectations (standards).

Your full accreditation certificate will be formally presented to your institution at a banquet ceremony at IACBE's Annual Conference in Seattle, Washington on April 2, 2004. You and your Chief Academic Officer are invited to be our guests at this banquet.

Should you have any questions or if I can be of assistance to you, please contact me though the IACBE headquarters office.

Sincerely,

Patricia Castelli, Ph.D.
Chair, Board of Commissioners

cc: Dr. Mark Stern, Vice President for Academic Affairs
Dr. Meg Galligan, Department of Business Administration

Shepherd University

P. O. Box 5000 • Shepherdstown, WV 25443-5000

Substantive Change Request for An Additional Location, Part 2

Submitted to:
Higher Learning Commission
A Commission of the North Central Association
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
312-263-0456|Fax: 312-263-7462

Part 1. Characteristics of the Change Requested

1. Provide the name and street address of each location requested.
   Shepherd University-Martinsburg Center
   261 Aikens Center
   Suites 100, 101, 200, 201 & 302
   Martinsburg, WV 25401

2. Identify whether the location will be a branch campus (where degree programs are offered with full support services) or an additional location (where 50% or more of a degree program, diploma program, or certificate program is offered without full support services).

   This change request involves an additional location.

3. In addition, provide for each location the following information:

   a. The Martinsburg Center is anticipated to offer degree and degree completion programs at the start of the fall semester 2013 (08/27/13).

   b. The additional location in Martinsburg will offer Title IV eligible programs. Shepherd University is currently in the process of obtaining approval to change our Program Participation Agreement (PPA) regarding financial aid.

   c. The *Classification of Instructional Programs*

      i. Regents Bachelor of Arts: 240102

      ii. RN-BSN: 513801

      iii. Education: (Early Childhood & Special Needs) 131202

      iv. MBA: (various concentrations) 50201

      v. MACI: Special Education Strand 131001

   d. The Martinsburg Center location will be permanent.

   e. The primary target audience for the Martinsburg Center is working adult students seeking degree completion at the undergraduate level (junior and senior), and also at the graduate level. The typical student is one who works full-time, and would attend classes part-time in the day or evening.

   f. The level of degree completion at the new location would comprise the following:

      i. Adult Degree Completion (undergraduate level)

      ii. 50-99% Degree Completion (graduate level)

      iii. Eventually Total Degree (graduate level)

4. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Recruitment and admission of students	NONE	

B. Course placement and advising of students	NONE	
C. Design and oversight of curriculum	NONE	
D. Direct instruction and oversight	NONE	
E. Other support for delivery of instruction	NONE	

5. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement. *NONE at this time*

Part 2. Institution's History with Branch Campuses and Additional Locations

6. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments. *NO*

7. If the Higher Learning Commission approves you to open the additional location or branch campus, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations or branch campuses?

   At this time, no further growth, other than for this particular location, is anticipated.

8. How do you plan to manage this growth?

   To strategically manage growth at the Martinsburg Center, the six-year pro forma details revenue, personnel, and operating expenses, as well as net revenue, FTE enrollment, and FTE cost per year. The pro forma planning anticipates that the center will break even by 2015. In order for the center to achieve its break-even target by 2015, enrollment growth will result in serving 537 adult learners by 2018, with an ultimate capacity of up to 2,000 students. The estimates are for incremental growth based on a 1-3% market share of available adult learners in the Eastern Panhandle who have achieved some college credit.

Part 3. Institutional Planning for Branch Campuses and Additional Locations

9. What impact might the proposed branch campuses or additional locations have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

   Shepherd University last hosted a site team visit from the Higher Learning Commission of the North Central Association of Colleges and Schools for a reaffirmation of accreditation visit on March 5-7, 2012. Shepherd University met all five criteria for accreditation and was reaffirmed for the maximum time period of 10 years. Noted in the report were concerns over faculty workload, deployment of adjunct instruction exceeding part-time statues, and the strength of the graduate culture, all of which are addressed in the planning for the Martinsburg Center. In addition, there was a financial panel review (with a positive outcome) by the IAC in spring 2012. Through a steering committee and an

academic advisory committee to ensure academic integrity, members of the campus community met, gathered information, and formulated a plan to develop the center and its degree programs. The President communicated to the campus community regarding the challenges facing our current campus: capacity, tuition dependency, and the growing needs of a working, non-residential population, (http://www.shepherd.edu/university/strategic-plan/outreach.pdf). In her memo, the President outlined how an additional location would allow Shepherd to become more "self-sufficient" in light of diminishing federal and state support, while at the same time providing the surrounding community additional options for degree completion. The Martinsburg Center would be self-sustaining by the fifth year of operation and in the future would generate funds for the university and help the institution manage its growth.

10. For each proposed location, provide a description of physical facilities and equipment to support the programs that will be offered at each requested location.

    Shepherd University's Martinsburg Center could ultimately serve over 2,000 adult students at the undergraduate and graduate level. Initially the center will be sized at approximately 16,000 sq. ft., with room for expansion.

Space/Quantity	Area	Total
Classrooms (4)	600 SF	2400 SF
Dividable Classrooms (2)	1200 SF	2400 SF
Study Rooms (5)	95 SF	475 SF
Conference Room	490 SF	490 SF
Intake Area	1500 SF	1500 SF
Lounge/Break Room	500 SF	500 SF
Faculty/Administrative Offices (8)	92 SF-156 SF	1050 SF
Adjunct Faculty Office Space (12)	56 SF	672 SF
Support Services Spaces (7)	92 SF-309 SF	1060 SF
Circulation	4764 SF	4764 SF
NET PROGRAM AREA		15,311 SF
LEASE AREA		15,975 SF

Analysis of the capital needs for a new professional and graduate center will require a total capital investment of approximately $2.5 million. This investment would allow for the renovation and build out of the new center for operations beginning in May of 2013. During the October 2012 Board of Governors meeting, use of up to $4 million of Shepherd's $18 million reserved funding was approved as needed for this venture.

Description	Cost
Construction	$1,488,231
Furniture, Fixtures, and Equipment	$613,588
Insurance, Bonds, and Fees	$90,091
A&E Fees	$144,145
Contingency	$90,091
Total	$2,426,146

11. What is the evidence that the facilities at the location will meet the needs of the students and the curriculum?

The Steering Committee examined additional locations at peer institutions within the state and the surrounding area to determine the physical plant and technology needs for the Martinsburg Center. Shepherd has a long-standing relationship with Blue Ridge Community and Technical College, which was formerly a part of Shepherd, prior to its separation in 2004. Committee members were able to assess the facilities at Blue Ridge in terms of student needs and develop a model that would address the requirements of students at the Martinsburg Center.

12. How do you determine the need for an additional location or campus?

The need for an additional campus is based upon: 1.) census and demographic data; 2.) West Virginia employment/workforce data; 3.) market/market share data; 4.) competitor data; and 5.) Economic data.

The State of West Virginia continues to focus on job creation and economic development, making the need for an educated workforce crucial. West Virginia graduates among the lowest number of baccalaureates per capita in the United States, even though significant numbers of citizens have some college credit toward degrees.

13. How do you plan for changes and future expansion of additional locations? Who is involved? How are possible new locations examined and evaluated?

Plans for changes and future expansion of additional locations are made in accordance with the University's strategic planning processes and as such, must be consistent with the mission, vision, and values of the University. As a state-supported institution, Shepherd has a mandate to support the economic development of the region, and the interests of the state. Therefore, data related to demographics and the needs of citizens and employers are examined. In addition, Shepherd University considers whether an additional location will allow the University to provide a service or address a need that is unique, as compared to other higher education offerings in the region. Planning and decision making is an inclusive process, involving Shepherd's administrative and governance groups, which include the Executive Staff, the University Strategic Planning committee, the University Assembly, and the Board of Governors. Each of these governance bodies have been included in the decision to proceed with the Martinsburg Center, as well as intensive work during the summer of 2012 with state legislators and members of the Governor's staff.

14. How do you assure that promotion, marketing, and enrollment for your branch campus or additional location stay in balance with your actual resources and technical capabilities?

In order to promote, brand, and support the center, a multifaceted marketing strategy will be implemented. The primary goal will be creating name recognition to aid in start-up enrollment, thereby resulting in financial viability. The strategy will take advantage of Shepherd University's outstanding reputation as a high-performing premier public liberal arts university and translate that into the successful establishment of the center in Martinsburg. The implementation of this strategy will position the center for ongoing success. Widmeyer communications was employed to assist Shepherd in outlining this strategy.

15. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

Shepherd University's Office of University Communications and its staff oversee all advertising, including brochures and other media communication. This office ensures all materials and external communications follow procedures, protocols, and standards. This office is a direct report to the Vice President for Advancement, who closely reviews this information with a Martinsburg Center working group and members of Executive Staff.

16. **For additional locations only:** How do you ensure that financial planning and budgeting for your additional location are realistic? What are your projected revenues and expenses? What are your projected enrollment and staffing needs?

The center's six-year pro forma details revenue, personnel, and operating expenses, as well as net revenue, FTE enrollment, and FTE cost per year. Based upon the research completed for the pro forma, the center is projected to break-even by 2015. Tables detailing revenue and expense projections are included as supplemental material at the end of this document.

17. **For branch campuses only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. **N/A**

Part 4. Curriculum and Instructional Design

18. How will the institution effectively oversee instruction at the location or branch campus?

An Academic Advisory committee comprised of the center's director, HLC Liaison/Assoc. VPAA, faculty, business, CTL, and library staff will oversee the degree programs at the Martinsburg Center. Oversight of the Center and its staff resides with the VPAA.

19. What impact (if any) will the new location have on instructional capacity at existing approved locations?

The addition of the Martinsburg Center will assist in alleviating capacity issues on the Shepherdstown campus pertaining to classroom space, availability of faculty, availability of courses (rotation), and instructional delivery models. The impact on the instructional capacity of the main campus will be positive, allowing faculty members to offer upper-division and elective courses in their majors and the graduate program.

20. Do any of the proposed locations involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved. *NO*

Part 5. Institutional Staffing and Faculty Support

21. How do you plan to staff the additional location or branch campus, including faculty qualifications and full-time vs. part-time faculty? How does this differ from your processes for staffing at the main campus?

Staffing of the proposed Martinsburg Center will follow the same guidelines as the Shepherdstown campus programs follow. Applicants must possess the same required qualifications and follow the policies and application process found on the university's human resources web pages: http://www.shepherd.edu/hrweb/

22. What is your process for selecting, training, and orienting faculty for the additional location or branch campus? What special professional development, support, or released time do you provide for these faculty?

Full- or part-time faculty are selected to teach at the additional location on the basis of their expertise in a particular subject area, and, if they teach online or "hybrid" courses, they must have certification to show training in this type of instructional delivery model. As outlined in Criterion Three of our most recent self-study report (http://www.shepherd.edu/accreditation/self-study/volumeI/self-study.pdf), the Center for Teaching and Learning provides support services and professional development opportunities to faculty and staff. This is accomplished through full- and part-time faculty orientation, new faculty learning communities, and the Focus on Student Learning (FOSL) series featuring workshops that seek to enhance student learning through successful instructional strategies.

Part 6. Student Support

23. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the location?

The Martinsburg Center operations will include enrollment, student, academic, and other services that will be structured to facilitate a supportive and convenient learning environment for adult learners. As part of this support system, students will be able to access all enrollment processes through a streamlined one-stop service model that includes online communication with an admissions counselor, submitting an admission application, filing FAFSA forms, registering for classes, and paying tuition bills. Students that prefer a face-to-face interaction can to come to the center and receive assistance in the enrollment process from trained staff.

The Shepherdstown campus will continue to be the primary provider for Veteran Certification and Disability Services. Students can schedule face-to-face appointments at the Center with representatives from the various academic departments. Academic program coordinators will administer career counseling, and will also support students' career aspirations through structured career achievement programming.

Students' academic studies will be supported by the availability of online tutorial assistance through a third-party service provider like Smarthinking, a leader in on-demand tutorial services. Tutors and students will work together using an interactive whiteboard. The service is available 24/7 and is easily accessible from any networked computer. The center is budgeted for 200 hours of student tutoring per year. Periodical and journal collections are digitized and available through the Ruth Scarborough Library's website. Students may also utilize the extensive services of the Academic Support Center. Details regarding the services available are located on its web pages: http://www.shepherd.edu/ascweb/

24. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

Shepherd has historically had a relatively high percentage of "non-traditional" students. Our recent HLC self-study shows that almost 20% of our undergraduate population is over 25, and that 28% of our students are categorized as non-traditional. We anticipate this percentage to be higher at the Martinsburg Center. Our current RBA program, services for veterans, and graduate programs attest to our ability to meet the needs of this intended population.

As a state-supported institution, Shepherd has, enrolled a comparatively high percentage of out-of-state students (40%). Strategic enrollment projections for this "mix" of students will be applied to the Martinsburg Center as well, particularly in the area of graduate students, where enrollment on the Shepherdstown campus predominantly consists of in-state students.

Part 7. Evaluation and Assessment

25. How will you measure, document, and analyze student academic performance sufficiently to maintain academic quality at the location? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

   As on the Shepherdstown campus, programs at the Martinsburg Center will follow academic curricular governance processes already in place. Accordingly, the Center for Teaching and Learning (CTL) requests that faculty and assessment facilitators in each department or program identify at least two intended student-learning outcomes when assessing student learning. Within these two outcomes, faculty and assessment facilitators provide two means of assessment. Each assessment strategy must include criteria for success. Following the completion of these assessments and data analysis, faculty and assessment facilitators indicate how the assessment data are used to improve student outcomes and success.

   A number of assessment tools used by academic programs are found in Criterion Three, page 99 of Shepherd's most recent HLC self-study report: http://www.shepherd.edu/accreditation/self-study/volumeI/self-study.pdf.

26. How are the measures and techniques you use for the location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

   The measures and techniques proposed for the Martinsburg Center are parallel to those used on the Shepherdstown campus.

27. How do you assess the learning of the students you educate at your location to ensure that they achieve the levels of performance that you expect and that your stakeholders require? What types of comparisons will be made with the main campus and other locations?

   The types of assessment proposed for the Martinsburg Center will utilize the same measures as the Shepherdstown campus. Currently, campus-wide assessment occurs annually using a variety of tools. Nationally certified assessment tools measure factors that influence student satisfaction, learning, and outcomes. Assessments evaluate the effects of changes in the curriculum and compare Shepherd students' performances with national norms. Current results suggest modifications to programs and services to increase student outcomes and successful transition after graduation, and similarly, research will guide any changes needed in services to students at the Martinsburg Center. All these measures provide significant data to guide enhanced student performance and program improvement.

   Faculty who develop online or "hybrid" models will have courses that contain the same rigor as their seated courses and employ assessment strategies that mirror the intended student learning outcomes of their main or on-campus courses. Licensing exams for professionals such as educators (PRAXIS) and nurses (NCLEX) will also provide assurance that students meet national standards, whether their courses are delivered traditionally or electronically.

Course evaluations, presentation, research project, and class discussion/participation grades will be compared to main campus sections and will be assessed, examined, and resolved if any inconsistencies emerge.

28. How do you encourage and ensure continuous improvement at the location?

Shepherd University employs a multi-tiered process to ensure continuous improvement in its academic programs. The Martinsburg Center will follow the same process. They include the following measures:

     a. Cyclical program review (5-year cycle) as mandated by the West Virginia Higher Education Policy Commission.
     b. Annual updates and cyclical self-study reports to programmatic accrediting bodies such as NCATE and IACBE.
     c. Annualized assessment reports provided by programs to the Center for Teaching and Learning.
     d. Annual reports of faculty members.
     e. Peer review of adjunct faculty.
     f. Student course evaluations conducted each semester.
     g. Periodic testing of students in nationally standardized assessment measure such as the Collegiate Learning Assessment (CLA) and National Survey of Student Engagement (NSSE).
     h. The academic advisory committee will meet monthly to address both short-term and long-term needs and concerns.

Table 1: Summary of Projected Revenue and Expenses for the Martinsburg Project

REVENUE	FY 2013	FY2014	FY 2015	FY 2016	FY 2017	FY 2018
BS Early Childhood	$ 6,151	$ 89,804	$ 141,681	$ 164,754	$ 200,103	$ 246,021
MS Special Education	$ -	$ 63,752	$ 94,941	$ 114,462	$ 143,378	$ 170,947
MBA	$ 16,111	$ 171,088	$ 312,825	$ 453,826	$ 623,658	$ 841,754
RBA	$ 9,225	$ 312,123	$ 654,712	$ 976,154	$ 1,362,933	$ 1,848,251
TOTAL REVENUE	$ 31,487	$ 636,767	$ 1,204,159	$ 1,709,196	$ 2,330,071	$ 3,106,973
DIRECT EXPENSES						
Personnel						
Salaries - Faculty and Staff	$ 73,489	$ 302,454	$ 308,690	$ 316,408	$ 324,318	$ 332,426
Fringe Benefits	$ 16,902	$ 69,564	$ 70,999	$ 72,774	$ 74,593	$ 76,458
Salaries - Non-Benefited	$ 14,220	$ 89,580	$ 97,380	$ 117,990	$ 135,750	$ 160,980
Fringe Benefits	$ 1,088	$ 6,853	$ 7,450	$ 9,026	$ 10,385	$ 12,315
TOTAL PERSONNEL EXPENS	$ 105,699	$ 468,451	$ 484,519	$ 516,198	$ 545,046	$ 582,179
Operating Expenses						
General Operating Expense	$ 29,674	$ 158,513	$ 163,269	$ 168,167	$ 173,212	$ 178,408
Curriculum Development	$ -	$ -	$ -	$ -	$ -	$ -
Faculty Recruitment	$ 500	$ 515	$ 530	$ 546	$ 563	$ 580
Professional Development/Tra	$ -	$ 5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
Marketing	$ 173,500	$ 96,000	$ 90,000	$ 80,000	$ 90,000	$ 92,700
Student Recruitment	$ -	$ -	$ -	$ -	$ -	$ -
Contractual Services	$ 3,072	$ 6,542	$ 6,738	$ 6,940	$ 7,148	$ 7,363
Consulting	$ -	$ 13,600	$ 14,008	$ 14,428	$ 14,861	$ 15,307
Computer Hardware	$ -	$ -	$ -	$ 3,000	$ 3,000	$ 3,000
Computer Software	$ 4,500	$ 18,000	$ 18,540	$ 19,096	$ 19,669	$ 20,259
Facilities Leases	$ 72,492	$ 217,476	$ 224,000	$ 230,720	$ 237,642	$ 244,771
Equipment	$ -	$ -	$ -	$ -	$ -	$ -
Equipment Replacement/Rep	$ -	$ -	$ -	$ -	$ -	$ -
General Building Expense	$ -	$ 242,615	$ 242,615	$ 242,615	$ 242,615	$ 242,615
Total Operating	$ 283,738	$ 758,260	$ 764,850	$ 770,817	$ 794,173	$ 810,630
TOTAL DIRECT EXPENSES	$ 389,437	$ 1,226,712	$ 1,249,368	$ 1,287,014	$ 1,339,219	$ 1,392,808
Indirect Overhead Charge(36%)	$ 140,197	$ 354,275	$ 362,431	$ 375,984	$ 394,777	$ 414,070
TOTAL EXPENSES	$ 529,634	$ 1,580,987	$ 1,611,800	$ 1,662,998	$ 1,733,996	$ 1,806,878
Total FTE Enrollment	4	88	165	224	292	371
Total Cost Per FTE	$ 132,408	$ 17,966	$ 9,768	$ 7,424	$ 5,938	$ 4,870
ANNUAL NET REVENUE	$ (498,147)	$ (944,220)	$ (407,641)	$ 46,197	$ 596,075	$ 1,300,095
CUMMULATIVE NET REVENUE	$ (498,147)	$ (1,442,367)	$ (1,850,008)	$ (1,803,810)	$ (1,207,736)	$ 92,359
State Appropriation	$ -	$ 500,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000
RECALCULATED NET REVENU	$ (498,147)	$ (444,220)	$ 92,359	$ 546,197	$ 1,096,075	$ 1,800,095
RECALCUALTED CUMMULATIVE NET	$ (498,147)	$ (942,367)	$ (850,008)	$ (303,810)	$ 792,264	$ 2,592,359

Table 2: Martinsburg Center Enrollment Projections and Revenue

Enrollment Projections	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Full Time Enrollment						
2012-2013	0	0	0	0	0	0
2013-2014		56	41	0	0	0
2014-2015			81	59	0	0
2015-2016				110	80	0
2016-2017					143	104
2017-2018						183
Total Full Time Enrollment	0	56	122	169	223	287
Student Credit Hour Enrollment (Does not reflect Full Time Enrollment Above)						
Part Time Headcount - Annual Unduplicated	40	94	126	162	203	250
Total Student Credit Hours	120	954	1,278	1,642	2,057	2,532
Total Full Time Enrollment	0	56	122	169	223	287
Total Student Credit Hours	120	954	1,278	1,642	2,057	2,532
Total FTE (FT + SCH/30)	4	88	165	224	292	371
Tuition and Fee Revenue (by Department - see tabs):						
BS Early Childhood Education	$ 6,151	$ 88,764	$ 140,417	$ 163,245	$ 198,265	$ 243,825
MS Special Education	$ -	$ 63,022	$ 94,036	$ 113,365	$ 142,072	$ 169,334
RN to BSN	$ -	$ -	$ -	$ -	$ -	$ -
MBA	$ 16,111	$ 171,088	$ 312,825	$ 453,826	$ 623,658	$ 841,754
RBA/MSU (teach out)	$ 9,225	$ 310,207	$ 651,838	$ 972,110	$ 1,357,482	$ 1,841,064
Undergraduate Programs	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL TUITION AND FEE REVENUE	$31,487	$633,081	$1,199,115	$1,702,546	$2,321,477	$3,095,977

Table 3: Martinsburg Center Direct Expenses: Personnel and Operating Expenses

EXPENSE	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
DIRECT EXPENSE						
Personnel Expense						
Salaries - Faculty and Staff	$ 79,447	$ 315,454	$ 322,015	$ 330,066	$ 338,317	$ 346,775
Fringe Benefits & Payroll Taxes	18,273	72,554	74,064	75,915	77,813	79,758
Salaries - Non-Benefited	$19,845	$89,580	$97,380	$117,990	$135,750	$160,980
Payroll Taxes	$1,518	$6,853	$7,450	$9,026	$10,385	$12,315
Total Personnel Expense	$ 119,083	$ 484,441	$ 500,908	$ 532,997	$ 562,265	$ 599,829
Operating Expenses						
General Operating Expense	$24,875	$139,566	$143,752	$148,065	$152,507	$157,082
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	500	515	530	546	563	580
Professional Development/Training	2,000	7,000	7,210	7,426	7,649	7,879
Marketing	173,500	96,000	90,000	80,000	90,000	92,700
Student Recruitment	0	0	0	0	0	0
Contractual Services	5,072	8,542	8,798	9,062	9,334	9,614
Consulting	0	13,600	14,008	14,428	14,861	15,307
Computer Hardware	0	0	0	3,000	3,000	3,000
Computer Software	4,500	18,000	18,540	19,096	19,669	20,259
Facilities Leases	40,310	229,260	236,137	243,221	250,518	258,034
Equipment	0	0	0	0	0	0
Equipment Replacement/Repair	0	0	0	0	0	0
General Building Expense	0	242,615	242,615	242,615	242,615	242,615
Total Operating	$250,756	$755,096	$761,591	$767,460	$790,715	$807,068
TOTAL DIRECT EXPENSE	$ 369,839	$ 1,239,537	$ 1,262,499	$ 1,300,457	$ 1,352,981	$ 1,406,897
Administrative Cost Allocation (At 35%)	$ 129,444	$ 348,923	$ 356,960	$ 370,245	$ 388,628	$ 407,499
TOTAL EXPENSE	$ 499,283	$ 1,588,460	$ 1,619,459	$ 1,670,702	$ 1,741,609	$ 1,814,396
Total FTE Enrollment	4	88	165	224	292	371
Total Cost per FTE	$ 124,821	$ 17,966	$ 9,839	$ 7,467	$ 5,973	$ 4,885
ANNUAL NET REVENUE (Retained Earnings)	$ (467,796)	$ (955,380)	$ (420,344)	$ 31,844	$ 579,868	$ 1,281,581
CUMMULATIVE NET REVENUE (Accumulated Reserve)	$ (467,796)	$ (1,423,176)	$ (1,843,520)	$ (1,811,676)	$ (1,231,808)	$ 49,773
Additional State Appropriations	$ -	$ 500,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000
NET	$ (467,796)	$ (455,380)	$ 79,656	$ 531,844	$ 1,079,868	$ 1,781,581
Cummulative	$ (467,796)	$ (923,176)	$ (843,520)	$ (311,676)	$ 768,192	$ 2,549,773

Shepherd University
Substantive Change Application
Panel Request for Information

To: Dr. Arthur Serianz and members of the Change Panel

From: Shepherd University
        Dr. Christopher Ames, Vice President for Academic Affairs
        Dr. Scott Beard, Assoc. Vice President for Academic Affairs and
                HLC Accreditation Liaison
        Dr. Diane Melby, Vice President for Advancement and former Interim Vice
                President for Academic Affairs
Re: Request for Information

Review of HLC Findings and Response

Shepherd University submitted a monitoring report to the Higher Learning Commission in December 2012 to address several issues noted by the site-visit team during our comprehensive visit in March 2012. As a result of submitting this report, the following actions were noted in the HLC staff analysis of the report:

Staff comment: The monitoring report submitted by Shepherd University fulfills the expectations and requirements stated by the comprehensive visit team. The University is commended for its excellent follow-up to the concerns noted by the team.

Staff Action: Accept the monitoring report on Integrity and Federal Compliance. A progress report on assessment of student learning and graduate education is due 12/15/2013. The institution's next comprehensive evaluation is scheduled for 2021 – 2022.

The HLC action letter and Shepherd University's monitoring report are available on its accreditation web pages: http://www.shepherd.edu/accreditation/

The letter and report may also be accessed directly:
http://www.shepherd.edu/accreditation/monitoring-report.pdf

Shepherd University Policy on Faculty Workload

Shepherd University is ensuring that graduate courses are not taught as overloads, except in very rare instances. The graduate curriculum, both on the Shepherdstown campus and at the Martinsburg Center, will be delivered by full-time faculty as part of the regular teaching load and by specialized adjuncts teaching no more than 9 credit hours.

Shepherd responded to the issues raised from the earlier HLC site with a thorough audit and response.

Excerpt from the Faculty Handbook

> **Distribution of Workload (full-time faculty)**
> For a full-time teaching faculty member without administrative duties, the normal teaching load is twelve (12) credit hours per semester and twenty-four (24) credit hours per academic year, which is commensurate with the recommendations of the University's accrediting agencies and the Board of Governors. In determining semester hour loads, consideration is given to laboratory assignments, private music lessons, supervision of student teaching, and coaching duties. It is also expected that a certain student credit hour production will be maintained in addition to the established credit hour load.
>
> In addition to an assigned teaching load, each professor is expected to schedule a minimum of six (6) office hours per week for student consultation, except during advisement week and before and after exams. Service to the University is also an expected part of each faculty member's workload. Service load may consist of advising a student organization, committee service, and assisting at athletic events.
>
> Off-campus and evening/weekend classes will be offered, when sufficient demand exists, as a part of the University 's mission to the service area. Faculty members are expected to share in a fair and reasonable manner in these teaching obligations which are often at other than preferred times and locations. Evening classes and off-campus teaching will, in general, be considered a part of the regular teaching load. When off-campus teaching is by necessity in excess of the normal teaching load, additional compensation may be provided with the approval of the President.

A report of teaching loads, office hours, and service assignments is submitted at the beginning of each semester. The Office of the Vice President for Academic Affairs distributes forms for the collection of these data. A report on plans for outside requires prior approval by the Vice President for Academic Affairs. Changes must be updated as they occur. In addition to this official report, each faculty member is expected to post office hours on his or her office door or bulletin board for student use, as well as other faculty.

Overloads (full-time faculty)

The limitation of faculty teaching loads to 12 semester hours is very strongly supported. Students need and deserve the guidance and counseling which professors can give them as they progress through the undergraduate programs. Professors are encouraged to enrich their teaching through professional reading, continuing graduate study, and taking trips, which provide experiences related to teaching assignments. Additional time should also be spent in service to the University and the community.

There may be circumstances, however, where the Department Chairs may need to recommend additional hours for a faculty member on a semester basis. Established reasons for approval of recommended overloads include: the teaching of an off-campus course when other qualified personnel cannot be identified; the distributing of more equitable student credit hour loads among faculty; and the opportunity to teach a graduate course in the professor's specialized field.

Recommendations for faculty to teach beyond the normal 12-hour load are to be made according to the following guidelines:
   a. The respective Department and School Deans will make recommendations to the Vice President on requests for extra courses to be taught.
   b. Faculty who hold the doctorate and/or who have special preparation in particular fields will receive first consideration for extra teaching assignments, especially those assignments that are remunerative.
   c. Faculty should use professional discretion in assuming any extra teaching assignments.
   d. Extra compensation for overload teaching will be authorized in a limited number of cases.

Definitions and descriptions of the various types of faculty appointments are defined in the Shepherd University Board of Governors Policy 19 (http://www.shepherd.edu/bogweb/policies/policy19.pdf)

In its description of the traditional tenure-track faculty ranks, the policy also describes definitions for clinical and library-track faculty, as well as the ability to appoint non-tenure track full-time faculty. Section 3 of the policy (3.11.4) describes "the position is temporary to maintain sufficient instructional flexibility in order to respond to instructional needs."

Current Practice

•As evidenced by the data in the monitoring report, significant progress has been made on teaching graduate courses in load, moving to nearly 90% of all credits being taught in the regular teaching load (Table 3 of monitoring report).

•In accordance with institutional policy in the faculty handbook, all overloads are supported by a written justification that has been approved by the Dean and VPAA, and are included in the written contract submitted to the PeopleAdmin system of Shepherd University's Office of Human Resources. (See evidence file of monitoring report).

•Stakeholder groups are examining policies surrounding faculty workload. The importance of addressing a variety of faculty workload issues and the need for a flexible faculty workload policy at Shepherd University has emerged as a top priority for next steps. The Monitoring Report lays a foundation for development of more specific, flexible, and equitable workload policies and practices to reflect the mission, vision, and emerging graduate culture, in alignment with Shepherd's vision. A flexible workload policy will enhance the opportunities for faculty to develop teaching loads that are consistent with their interests, goals, and skills. This will also allow academic units to plan strategically and creatively and prioritize resource needs in a time of limited financial resources. A more refined and flexible workload policy, expected to be completed by 2014, is essential to fulfilling Shepherd's vision as a premier public liberal arts institution.

•A faculty committee from the Graduate Council has revised current policies and developed language regarding faculty workload for inclusion the 2013-14-faculty handbook. Approved by the Graduate Council at its January 31, 2013 meeting, a *draft* of the information regarding graduate faculty is currently being vetted by campus stakeholders, and is included at the end of this document.

Academic Program Coordinators

For each degree program, both undergraduate and graduate, there will be a full-time faculty person who will serve as academic program coordinator. Academic program coordinators will be dedicated to the Martinsburg campus and their load will include teaching and administrative responsibilities. Reporting to the academic dean for their department, coordinators will ensure academic goals and objectives are accomplished in accordance with established institutional priorities, time limitations, funding limitations, or other specifications.

In coordination with the Center Director and the Shepherd Campus Academic Dean, Department Chair, and the Extended Learning Committee (described on the following pages), they will assist in developing annual program goals for degree programs that service the area's workforce, class schedules, and program budget. In addition, they will collaborate with those same stakeholders for recruiting, hiring, and evaluating full- and part-time faculty. This person will also teach classes as regular part of his/her teaching load in the Martinsburg Center and will lead recruitment efforts, supervise student advising, and conduct curricular and programmatic evaluations.

Personnel Costs
Administrative and full-time faculty personnel expenses are based on the University salary schedule for similar positions, include benefits and estimated annual raises of 2.5%. Adjunct salaries are based on pay rates published in the faculty handbook. Human Resources and executive leadership determine final salary amounts.

Position	FY2014	FY2015	FY2016	FY2017	FY2018
Fulltime Faculty and Staff	$372,018	$379,689	$389,181	$398,910	$408,884
Adjunct Instructors	$96,443	$104,830	$127,016	$146,135	$173,295
Total Personnel Expenses	$468,451	$484,519	$516,198	$545,045	$582,179

Additional financial information on personnel and revenue from the Martinsburg Center Business Plan for each program is listed in the appendix provided at the end of this document.

Graduate Programs and Culture

As noted in the action letter from HLC (January 2, 2013), there has been significant progress made in moving graduate courses from overload situations to courses being taught as part of the faculty member's regular teaching load. The total number of graduate credits taught in an overload situation was down to 10.83% in fall 2012. Graduate adjunct or part-time faculty have consistently been in almost 100% compliance with institution policy on teaching loads (9 credit hours), with only 1.8% of graduate credits taught by adjuncts in overload situations for fall 2012. Exceptions occurred in areas where a specialized certification or teaching field was required, mostly in the education department.

For the Martinsburg Center, the M.B.A. program would continue to assign courses in load and use its current roster of adjunct faculty who were hired in anticipation of opening the Martinsburg Center. It is expected that the M.B.A. faculty will remain in compliance with institutional policy, as well as guidelines set by external bodies.

In the Master of Arts, Curriculum and Instruction degree program, a concentration in Multi-Categorical Special Education will offer its content area courses in Martinsburg. The program coordinator will be a dedicated, full-time faculty member who will teach those courses in load, with additional courses requiring an adjunct faculty member with the necessary certification in special education. A search is underway to replace the current faculty member in the education department who was assigned to this new position at the Martinsburg Center.

The University has taken a variety of steps to enhance a distinctive graduate culture, including a detailed and effect process of certifying graduate faculty based on the vitality of their research agendas and other scholarly outcomes. The development of the Extended Learning Integrity Committee is a major institutional commitment to ensuring the full range of student experiences and services for the graduate population.

In addition, it is important to note that the growth of the graduate student population generated by the Martinsburg Center initiative will further enhance the strength of graduate culture at Shepherd University.

Assurance of Quality

Throughout the fall 2012 and spring 2013 semesters, the Office of Academic Affairs has worked to formulate a committee to assure that the quality of the academic experience offered at the Martinsburg Center is consistent with benchmarks established by the University for degree progression, learning outcomes, student support, and faculty qualifications. The committee will provide oversight for all programs at additional locations and will operate within the University governance structure. A draft "white paper" describing the committee is found on the following two pages.

White Paper
Extended Learning Integrity Committee
February 18, 2013

Committee Make-up:
        Chair: Selected by the committee
        AVPAA Academic Affairs and Dean Graduate Studies
        A&H representative
        BASS representative
        NS&M representative
        SOEPS representative
        RBA Coordinator
        CTL representative
        Online Education Coordinator
        Administration and Finance representative
        Registrar
        Library representative
        Student Affairs representative
        Martinsburg Center Director
        Faculty Senate representative
        Ex Offico:
                Program Coordinator M.B.A.
                Program Coordinator Special Education
                Program Coordinator Early Childhood Education
                Program Coordinator Nursing and other programs offered at the site

Committee Charge:
        The charge of this committee is to assure that the quality of the academic experience offered at the Martinsburg Center, as well as any other centers opened in the future, is consistent with benchmarks established by the University for degree progression, learning outcomes, and student support. Some examples of items and criteria that might be evaluated include course syllabi, course completion, and support services. The committee shall provide oversight for all programs offered through extended learning centers. The committee will operate within the University governance structure. This committee will not replace or replicate the charge of other committees that support the university governance or administrative structures. For example, faculty will report through the Academic Department (Department Chair), School (Dean), etc. Likewise, new courses and programs will be vetted through the department, school, Senate Committees, etc.

Statement of Purpose:
        The purpose of this committee is to assure academic integrity and the quality of the academic experience through the monitoring of programmatic outcomes of

programs that are offered in conjunction with secondary sites, including the Martinsburg Center and all other centers or sites that are established in the future for the purpose of delivering degree programs. The committee makes recommendations that are managed through the University administrative and governance structures.

Relationship to the Governance Structure

The Extended Learning Integrity Committee shall be a committee of the Administrative Council. Additionally, the ELIC shall have the prerogative to assess programs against a set of quality indicators that enable the committee to determine whether students at extended learning sites are benefiting from an educational experience that is similar in quality to that experienced by students on the Shepherd campus.

Examples of Quality Indicators:

Academic

- Students participate in experiential learning at about the same rate as students in similar programs offered through the Shepherdstown campus.

- Students have access to career placement services and graduates indicate that a Shepherd degree resulted in career advancement, acceleration or a career change.

- Students successfully complete courses at similar rates to those on the Shepherdstown campus.

- Degree completion rates are comparable to those achieved by the top quartile of adult higher education programs.

- Culminating experiences in the graduate programs as a direct assessment measure.

Student Support Services

- Students have access to library services.

- Students have access to career services, including career advising.

- Students have access to academic advising.

- Financial aid counseling is available to students.

- Students are able to address concerns and resolve obligations with University offices such as those of the Registrar and Administration and Finance from their "home site."

- Support is available for students with disabilities.

Faculty

- Faculty members engage in professional development, consistent with expectations outlined in the Shepherd University Faculty Handbook and/or their contract.

- Faculty members participate in the evaluation as described in the Shepherd University Faculty Handbook.

- Faculty members who teach online or distance courses will have participated in training specific to this delivery modality.

Appendix:
•Graduate Faculty Information
• Financial Information: Faculty at the Martinsburg Center

DRAFT: FACULTY HANDBOOK INFORMATION

Approved by Graduate Council on 1/31/13

FACULTY RANK: Section Two, Part Eight of the Faculty Handbook (Add this at the end of the Faculty Rank section, before the information about tenure).

Graduate Faculty Status and Qualifications

Graduate faculty play an essential role in graduate education. They are responsible for program content, serve on graduate student committees, and, they assure the quality of preparation of Shepherd University's graduates.   Service as a graduate faculty member, member of the graduate council or other graduate faculty committee should be recognized in the faculty member's annual report, as well as any applications for pre-tenure, tenure, and promotion.

Schools and graduate program coordinators should develop an appropriate timeline for recommending graduate faculty. Faculty applications are reviewed by the department chair for recommendation, and upon approval are submitted to the school dean, dean of graduate studies and finally approval by the Vice President for Academic Affairs.

Graduate Faculty Qualifications

a.) Hold a terminal or earned doctoral degree.

b.) Hold a regular tenured or tenure-track continuing faculty appointment at Shepherd University.

c.) Be actively engaged in graduate education and continuing scholarly activity as defined by Boyer's Model for Scholarship and/or demonstrated competencies and achievements of related work or professional experience.
This information is found in the graduate faculty application. These criteria are to be applied for the appointment to, as well as continuation of, graduate faculty status. *These initial criteria and any subsequent amendments or changes are subject to approval of the Graduate Council.*

d.) Duties & privileges:

•Propose, design and teach graduate-level courses, including thesis research, scholarly research projects, as well as supervision of other graduate projects and internships.

•Serve on or chair thesis committees and comprehensive examination committees.

•May serve on the Graduate Council, and may vote in elections pertaining to Graduate Council and graduate education.

e.) Review & Continuance: Membership as a graduate faculty member is to be reviewed for renewal every *five* years. The result of this review may be: Continued status as graduate faculty or revocation of graduate faculty status.

f.) Appeal Process: In the case of removal from the Graduate Faculty list, or drop in rank, a faculty member may appeal the decision in the following manner:

•Submit their explanation in writing no later than ten business days after receiving the decision from the Dean of Graduate Studies and Continuing Education to both the Graduate Dean and the Vice-President for Academic Affairs.

•A final decision will be made by the Dean of Graduate Studies and Continuing Education and the VPAA.

•All decisions are final.

Affiliate Graduate Faculty Qualifications

Schools and graduate program coordinators should develop an appropriate timeline for recommending affiliate graduate faculty. Faculty applications are reviewed by the department chair for recommendation, and upon approval are submitted to the school dean, dean of graduate studies and finally approval by the Vice President for Academic Affairs.

a.) Hold a masters, terminal or earned doctoral degree.

These may include the following individuals who hold the necessary degree qualifications:

• Faculty or staff holding non tenure-track appointments.

• Emeritus faculty members may remain as affiliate graduate faculty, subject to review.

• Off-campus professionals willing to participate in graduate education may be affiliate graduate faculty, but may not chair student committees (exceptions require approval of the graduate program coordinator and graduate dean).

b.) Do not hold a regular tenured or tenure-track continuing faculty appointment at Shepherd University.

c.) Be actively engaged in graduate education and continuing scholarly activity as defined by Boyer's Model for scholarship and/or demonstrated competencies and achievements of related work or professional experience.

This information is found in the graduate faculty application. These criteria are to be applied for the appointment to, as well as continuation of, affiliate graduate faculty status. *These initial criteria and any subsequent amendments or changes are subject to approval of the Graduate Council.*

d.) Duties & privileges

• May teach graduate-level courses, excluding thesis research.

• May in consultation with the appropriate Graduate Program Coordinator, Graduate Dean and Graduate Council, participate in curricular proposals.

• May serve on, but not chair thesis committees and comprehensive examination committees.

• May direct internships.

• May not serve on Graduate Council or its committees, but may serve on programmatic faculty groups and advisory councils.

e.) Review & Continuance: Membership as an affiliate graduate faculty member is to be reviewed for renewal every *two* years. The result of this review may be: continued status as Affiliate Graduate faculty or revocation of Affiliate Graduate Faculty Status.

f.) Appeal Process: In the case of removal from the Affiliate Graduate Faculty list, a faculty member may appeal the decision in the following manner:

• Submit their explanation in writing no later than ten business days after receiving the decision from the Dean of Graduate Studies and Continuing Education to both that Dean and the Vice-President for Academic Affairs.

• A final decision will be made by the Dean of Graduate Studies and Continuing Education and the VPAA.

• All decisions are final.

g.) Degree Candidates: Normally, no candidate for a degree at Shepherd University may be a member of the graduate faculty. Individuals seeking exceptions to this policy must submit a graduate faculty application and petition to the graduate dean.

h.) Exceptions: The dean of school will justify qualifications for related field and post-doctorate experience for each teaching assignment through supporting documentation of related field experience specifically related to the course(s) the faculty member will teach, as well as supporting documentation of high-level professional or noncredit academic experience.

FACULTY HANDBOOK INFORMATION :(Add to current page 54 information)—approved by Graduate Council on 11/29/12

Promotion & Tenure for Graduate Faculty

Current Language: The department chair, upon receiving an application for tenure or promotion, shall call a meeting of the tenured faculty to discuss and vote on the application. The meeting shall include the department chair, if tenured. The chair may vote, if tenured. The meeting will exclude the candidate. The chair will forward the department's recommendation and vote count to the School Dean, the candidate, and the school PT Committee. If a department has no tenured members, the chair's letter of review shall serve as the department's recommendation.

ADDITION RE: GRADUATE FACULTY: A candidate for pre-tenure review, promotion or tenure will submit an application by the established deadline to the department chair, who will forward it to School PT committee. If the candidate holds graduate faculty status, the department will notify the graduate dean of the application, giving him or her an opportunity to provide any information that he or she may have bearing upon tenure.

DISTRIBUTION OF WORKLOAD, Section Two, Part Four of the Current Faculty Handbook

Graduate Faculty Workload

> •Graduate courses wherever possible should be taught in load as part of the full-time faculty member's teaching load for the fall or spring semesters.

> •Exceptions or justifications for graduate courses taught as an overload may be granted under the following circumstances:
>> -The overload is an independent study or low-enrolled course. For the graduate program, this is defined as a course with less than 4 students.
>> -The course is part of the core curriculum for a graduate program and will ensure students' progression towards degree completion in a timely manner.
>> -The course is an internship, study-abroad or other course where the role of the faculty member is administrative.

> •In determining the workload for the semester, the faculty member should work with the department chair to determine reassigned time for curricular development, assessment models, and research initiatives. Upon approval by the graduate dean, a recommendation for reassigned time will be forwarded to the Vice President of Academic Affairs for approval.

•Graduate faculty members may supervise up to six theses projects in a semester. Exceptions to this policy must be approved by the graduate dean and Vice President for Academic Affairs.

Faculty		FY 2013	FY 2014	FY 2015	FY2016	FY2017	FY2018
Regents Bachelor of Arts							
Faculty 1		0	0	0	0	0	0
Total FT Faculty Salaries		**0**	**0**	**0**	**0**	**0**	**0**
Staff							
Regents Bachelor of Arts							
Coordinator		$8,333	$50,000	$51,250	$52,531	$53,845	$55,191
Admin Support		$0	$0	$0	$0	$0	$0
Total FT Staff		**$8,333**	**$50,000**	**$51,250**	**$52,531**	**$53,845**	**$55,191**
Total FT Benefited Salaries		**$8,333**	**$50,000**	**$51,250**	**$52,531**	**$53,845**	**$55,191**
Taxes & Benefits		**$1,917**	**$11,500**	**$11,788**	**$12,082**	**$12,384**	**$12,694**
Non Benefited Salaries							
Adjuncts		2	14	20	25	31	37
Rate per Course		$2,130	$2,130	$2,130	$2,130	$2,130	$2,130
Total Non Benefited Salaries		**$4,260**	**$29,820**	**$42,600**	**$53,250**	**$66,030**	**$78,810**
Taxes		**$326**	**$2,281**	**$3,259**	**$4,074**	**$5,051**	**$6,029**
Total Salaries		**$14,836**	**$93,601**	**$108,896**	**$121,937**	**$137,310**	**$152,723**

Faculty		FY 2013	FY 2014	FY 2015	FY2016	FY2017	FY2018
Faculty Department of Education - BS (Early Education and Pre-School Needs)							
Faculty 1		$9,167	$55,000	$56,500	$57,913	$59,360	$60,844
Total FT Faculty Salaries		**$9,167**	**$55,000**	**$56,500**	**$57,913**	**$59,360**	**$60,844**
Staff							
Department of Education - BS (Early Education and Pre-School Needs)							
Admin Sec		0	0	0	0	0	0
Total FT Staff		**0**	**0**	**0**	**0**	**0**	**0**
Total FT Benefited Salaries		**$9,167**	**$55,000**	**$56,500**	**$57,913**	**$59,360**	**$60,844**
Taxes and Benefits		**$2,108**	**$12,650**	**$12,995**	**$13,320**	**$13,653**	**$13,994**
Non Benefited Salaries							
Adjuncts		1	10	8	8	8	10
Rate per Course		$2,490	$2,490	$2,490	$2,490	$2,490	$2,490
Total Non Benefited Salaries		**$2,490**	**$24,900**	**$19,920**	**$19,920**	**$19,920**	**$24,900**
Taxes		**$190**	**$1,905**	**$1,524**	**$1,524**	**$1,524**	**$1,905**
Total Salaries		**$13,955**	**$94,455**	**$90,939**	**$92,676**	**$94,457**	**$101,643**

Faculty		FY 2013	FY 2014	FY 2015	FY2016	FY2017	FY2018
Department of Business Administration (MBA)							
Faculty 1		0	0	0	0	0	0
Total FT Faculty Salaries		**0**	**0**	**0**	**0**	**0**	**0**
Staff							
Division of Graduate Studies - MBA							
Coordinator		0	0	0	0	0	0
Admin Support		0	0	0	0	0	0
Total FT Staff		**0**	**0**	**0**	**0**	**0**	**0**
Total FT Benefited Salaries		**0**	**0**	**0**	**0**	**0**	**0**
Taxes & Benefits		**0**	**0**	**0**	**0**	**0**	**0**
Non Benefited Salaries							
Adjuncts		2	9	9	13	15	18
Rate per Course		$2,490	$2,490	$2,490	$2,490	$2,490	$2,490
Total Non Benefited Salaries		**$4,980**	**$22,410**	**$22,410**	**$32,370**	**$37,350**	**$44,820**
Taxes		**$381**	**$1,714**	**$1,714**	**$2,476**	**$2,857**	**$3,429**
Total Salaries		**$5,361**	**$24,124**	**$24,124**	**$34,846**	**$40,207**	**$48,249**
Faculty		FY 2013	FY 2014	FY 2015	FY2016	FY2017	FY2018
Department of Education - MS (Special Education)							
Faculty 1		$9,667	$58,000	$58,000	$59,450	$60,936	$62,460
Total FT Faculty Salaries		**$9,667**	**$58,000**	**$58,000**	**$59,450**	**$60,936**	**$62,460**
Staff							
Department of Education - MS (Special Education)							
Admin Sec		0	0	0	0	0	0
Total FT Staff		**0**	**0**	**0**	**0**	**0**	**0**
Total FT Benefited Salaries		**$9,667**	**$58,000**	**$58,000**	**$59,450**	**$60,936**	**$62,460**
Taxes Benefits		**$2,223**	**$13,340**	**$13,340**	**$13,674**	**$14,015**	**$14,366**
Non Benefited Salaries							
Adjuncts (80% PhD)		1	5	5	5	5	5
Rate per Course		$2,490	$2,490	$2,490	$2,490	$2,490	$2,490
Total Non Benefited Salaries		**$2,490**	**$12,450**	**$12,450**	**$12,450**	**$12,450**	**$12,450**
Taxes		**$190**	**$952**	**$952**	**$952**	**$952**	**$952**
Total Salaries		**$14,570**	**$84,742**	**$84,742**	**$86,526**	**$88,354**	**$90,228**

Staff							
Martinsburg Center Administrative Staff							
Center Coordinator		$18,333	$55,000	$56,375	$57,784	$59,229	$60,710
Admin Support (PG-16)		$7,307	$29,227	$29,958	$30,707	$31,474	$32,261
IT Support (PG-16)		$7,307	$29,227	$29,958	$30,707	$31,474	$32,261
Admin Support (PG-13)		$6,500	$26,000	$26,650	$27,316	$27,999	$28,699
Total FT Staff		**$39,447**	**$139,454**	**$142,940**	**$146,514**	**$150,177**	**$153,931**
Total FT Benefited Salaries		**$39,447**	**$139,454**	**$142,940**	**$146,514**	**$150,177**	**$153,931**
Taxes & Benefits		**$9,073**	**$32,074**	**$32,876**	**$33,698**	**$34,541**	**$35,404**
Total Salaries		**$48,520**	**$171,528**	**$175,817**	**$180,212**	**$184,717**	**$189,335**

Appendix (G) Operating Expenses

Operating Expenses	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
General Operating Expense(GOE)	$29,674	$158,513	$163,269	$168,167	$173,212	$178,408
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	$500	$515	$530	$546	$563	$580
Professional Development/Training	$0	$5,000	$5,150	$5,305	$5,464	$5,628
Marketing	$173,500	$96,000	$90,000	$80,000	$90,000	$92,700
Contractual Services	$3,072	$6,542	$6,738	$6,940	$7,148	$7,363
IT Support for Students	$0	$13,600	$14,008	$14,428	$14,861	$15,307
Computer Hardware	$0	$0	$0	$3,000	$3,000	$3,000
Internet/Telephone	$4,500	$18,000	$18,540	$19,096	$19,669	$20,259
Facilities Leases	$72,492	$217,476	$224,000	$230,720	$237,642	$244,771
General Building Expenses	$0	$242,615	$242,615	$242,615	$242,615	$242,615
TOTAL	**$283,738**	**$758,260**	**$764,850**	**$770,817**	**$794,173**	**$810,630**
Worksheet for General Operating Expenses	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Custodial Expense(GOE)	$13,981	$69,903	$72,000	$74,160	$76,385	$78,676
Office Supplies (GOE)	$5,000	$20,000	$20,600	$21,218	$21,855	$22,510
Security Expense(GOE)	$3,030	$36,356	$37,447	$38,570	$39,727	$40,919
Copier Service(GOE)	$2,415	$9,660	$9,950	$10,248	$10,556	$10,872
Cable (GOE)	$200	$2,400	$2,472	$2,546	$2,623	$2,701
Electric(GOE)	$5,049	$20,194	$20,800	$21,424	$22,067	$22,729

Appendix (H) Pro Forma by Program

Regents Bachelor of Arts

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Total Tuition and Fees	$9,225	$312,123	$654,712	$976,154	$1,362,933	$1,848,251
Personnel Expense						
Salaries - Faculty and Staff	$ 8,333	$ 50,000	$ 51,250	$ 52,531	$ 53,845	$ 55,191
Fringe Benefits & Payroll Taxes	1,917	11,500	11,788	12,082	12,384	12,694
Salaries - Non-Benefited	$4,260	$29,820	$42,600	$53,250	$66,030	$78,810
Payroll Taxes	$326	$2,281	$3,259	$4,074	$5,051	$6,029
Martinsburg Center Personnel Overhead	$9,704	$34,306	$35,163	$36,042	$36,943	$37,867
Total Personnel Expense	$ 24,540	$ 127,907	$ 144,060	$ 157,979	$ 174,253	$ 190,591
Operating Expenses						
General Operating Expense	$5,935	$31,703	$32,654	$33,633	$34,642	$35,682
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	100	103	106	109	113	116
Professional Development/Training	0	1,000	1,030	1,061	1,093	1,126
Marketing	34,700	19,200	18,000	16,000	18,000	18,540
Student Recruitment	0	0	0	0	0	0
Contractual Services	614	1,308	1,348	1,388	1,430	1,473
Consulting	0	2,720	2,802	2,886	2,972	3,061
Computer Hardware	0	0	0	600	600	600
Computer Software	900	3,600	3,708	3,819	3,934	4,052
Facilities Leases	14,498	43,495	44,800	46,144	47,528	48,954
Equipment	0	0	0	0	0	0
Equipment Replacement/Repair	0	0	0	0	0	0
General Building Expense	0	48,523	48,523	48,523	48,523	48,523
Total Operating	$56,747	$151,652	$152,971	$154,163	$158,835	$162,127
TOTAL DIRECT EXPENSE	$ 81,287	$ 279,559	$ 297,031	$ 312,142	$ 333,088	$ 352,718
Total FTE Enrollment	1.5	47.8	97.3	138.6	184.5	238.6
Total Cost per FTE	$ 54,191	$ 5,849	$ 3,053	$ 2,252	$ 1,805	$ 1,478
ANNUAL NET REVENUE	$ (72,062)	$ 32,564	$ 357,681	$ 664,012	$ 1,029,845	$ 1,495,533
CUMMULATIVE NET REVENUE	$ (72,062)	$ (39,498)	$ 318,183	$ 982,195	$ 2,012,040	$ 3,507,573

Bachelors of Education: Early Education and Pre-School Special Needs

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Total Tuition and Fees	$6,151	$89,804	$141,681	$164,754	$200,103	$246,021
Personnel Expense						
Salaries - Faculty and Staff	$ 9,167	$ 55,000	$ 56,500	$ 57,913	$ 59,360	$ 60,844
Fringe Benefits & Payroll Taxes	2,108	12,650	12,995	13,320	13,653	13,994
Salaries - Non-Benefited	$2,490	$24,900	$19,920	$19,920	$19,920	$24,900
Payroll Taxes	$190	$1,905	$1,524	$1,524	$1,524	$1,905
Martinsburg Center Personnel Overhead	$9,704	$34,306	$35,163	$36,042	$36,943	$37,867
Total Personnel Expense	$ 23,659	$ 128,761	$ 126,102	$ 128,719	$ 131,401	$ 139,510
Operating Expenses						
General Operating Expense	$5,935	$31,703	$32,654	$33,633	$34,642	$35,682
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	100	103	106	109	113	116
Professional Development/Training	0	1,000	1,030	1,061	1,093	1,126
Marketing	34,700	19,200	18,000	16,000	18,000	18,540
Student Recruitment	0	0	0	0	0	0
Contractual Services	614	1,308	1,348	1,388	1,430	1,473
Consulting	0	2,720	2,802	2,886	2,972	3,061
Computer Hardware	0	0	0	600	600	600
Computer Software	900	3,600	3,708	3,819	3,934	4,052
Facilities Leases	14,498	43,495	44,800	46,144	47,528	48,954
Equipment	0	0	0	0	0	0
Equipment Replacement/Repair	0	0	0	0	0	0
General Building Expense	0	48,523	48,523	48,523	48,523	48,523
Total Operating	$56,748	$151,652	$152,970	$154,163	$158,835	$162,126
TOTAL DIRECT EXPENSE	$ 80,407	$ 280,413	$ 279,072	$ 282,882	$ 290,235	$ 301,636
Total FTE Enrollment		13	20	22	26	30
Total Cost per FTE		$ 21,626	$ 13,907	$ 12,762	$ 11,323	$ 10,021
ANNUAL NET REVENUE (Retained Earnings)	$ (74,256)	$ (190,609)	$ (137,391)	$ (118,128)	$ (90,132)	$ (55,616)
CUMMULATIVE NET REVENUE	$ (74,256)	$ (264,865)	$ (402,256)	$ (520,384)	$ (610,516)	$ (666,132)

Masters of Business Administration

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Total Tuition and Fees	$16,111	$171,088	$312,825	$453,826	$623,658	$841,754
Personnel Expense						
Salaries - Faculty and Staff	$ -	$ -	$ -	$ -	$ -	$ -
Fringe Benefits & Payroll Taxes	0	0	0	0	0	0
Salaries - Non-Benefited	$4,980	$22,410	$22,410	$32,370	$37,350	$44,820
Payroll Taxes	$381	$1,714	$1,714	$2,476	$2,857	$3,429
Martinsburg Center Personnel Overhea	$9,704	$34,306	$35,163	$36,042	$36,943	$37,867
Total Personnel Expense	$ 15,065	$ 58,430	$ 59,288	$ 70,889	$ 77,151	$ 86,116
Operating Expenses						
General Operating Expense	$5,935	$31,703	$32,654	$33,633	$34,642	$35,682
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	100	103	106	109	113	116
Professional Development/Training	0	1,000	1,030	1,061	1,093	1,126
Marketing	34,700	19,200	18,000	16,000	18,000	18,540
Student Recruitment	0	0	0	0	0	0
Contractual Services	614	1,308	1,348	1,388	1,430	1,473
Consulting	0	2,720	2,802	2,886	2,972	3,061
Computer Hardware	0	0	0	600	600	600
Computer Software	900	3,600	3,708	3,819	3,934	4,052
Facilities Leases	14,498	43,495	44,800	46,144	47,528	48,954
Equipment	0	0	0	0	0	0
Equipment Replacement/Repair	0	0	0	0	0	0
General Building Expense	0	48,523	48,523	48,523	48,523	48,523
Total Operating	$56,748	$151,652	$152,970	$154,163	$158,835	$162,126
TOTAL DIRECT EXPENSE	$ 71,812	$ 210,082	$ 212,258	$ 225,052	$ 235,985	$ 248,242
Total FTE Enrollment	2	20	36	51	66	86
Total Cost per FTE	$ 47,875	$ 10,664	$ 5,847	$ 4,456	$ 3,559	$ 2,897
ANNUAL NET REVENUE	$ (55,702)	$ (38,994)	$ 100,567	$ 228,774	$ 387,672	$ 593,512
CUMMULATIVE NET REVENUE	$ (55,702)	$ (94,695)	$ 5,872	$ 234,646	$ 622,318	$ 1,215,830

Masters of Arts in Curriculum and Instruction – Special Education Strand

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Total Tuition and Fees	$0	$63,752	$94,941	$114,462	$143,378	$170,947
Personnel Expense						
Salaries - Faculty and Staff	$ 9,667	$ 58,000	$ 58,000	$ 59,450	$ 60,936	$ 62,460
Fringe Benefits & Payroll Taxes	2,223	13,340	13,340	13,674	14,015	14,366
Salaries - Non-Benefited	$2,490	$12,450	$12,450	$12,450	$12,450	$12,450
Payroll Taxes	$190	$952	$952	$952	$952	$952
Martinsburg Center Personnel Overhead	$9,704	$34,306	$35,163	$36,042	$36,943	$37,867
Total Personnel Expense	$ 24,274	$ 119,048	$ 119,906	$ 122,568	$ 125,297	$ 128,095
Operating Expenses						
General Operating Expense	$5,935	$31,703	$32,654	$33,633	$34,642	$35,682
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	100	103	106	109	113	116
Professional Development/Training	0	1,000	1,030	1,061	1,093	1,126
Marketing	34,700	19,200	18,000	16,000	18,000	18,540
Student Recruitment	0	0	0	0	0	0
Contractual Services	614	1,308	1,348	1,388	1,430	1,473
Consulting	0	2,720	2,802	2,886	2,972	3,061
Computer Hardware	0	0	0	600	600	600
Computer Software	900	3,600	3,708	3,819	3,934	4,052
Facilities Leases	14,498	43,495	44,800	46,144	47,528	48,954
Equipment	0	0	0	0	0	0
Equipment Replacement/Repair	0	0	0	0	0	0
General Building Expense	0	48,523	48,523	48,523	48,523	48,523
Total Operating	$56,748	$151,652	$152,970	$154,163	$158,835	$162,126
TOTAL DIRECT EXPENSE	$ 81,022	$ 270,700	$ 272,876	$ 276,732	$ 284,132	$ 290,221
Total FTE Enrollment	0	7	11	13	15	17
Total Cost per FTE	N/A	$ 37,082	$ 25,034	$ 22,139	$ 18,817	$ 17,072
ANNUAL NET REVENUE (Retained Earnings)	$ (81,022)	$ (206,948)	$ (177,935)	$ (162,270)	$ (140,755)	$ (119,274)
CUMMULATIVE NET REVENUE	$ (81,022)	$ (287,970)	$ (465,905)	$ (628,175)	$ (768,929)	$ (888,203)