

WILLIAM PATERSON UNIVERSITY

ACADEMIC PLAN, 2007-2012

I

BACKGROUND

Affirmation of University Mission Statement and Vision Statement

In Fall 2005, the Board of Trustees reaffirmed the University's mission as presented in the *Mission Statement*, committing the University to the ideals of student success, academic excellence, diversity, and community outreach. Originally written and adopted by the Board in 1998, the Mission, Vision, and Diversity Statements set forth the parameters by which the University sets its academic and co-curricular policies, and these policies are integrally woven into the *Student Success Plan* and the *Facilities Master Plan*.

Affirmation of College Mission Statements

Each of the five academic colleges has developed mission statements which outline the rubrics by which it operates the academic departments and programs, in support of the University's Mission, Vision, and Diversity Statements. College deans bear the responsibility for upholding and fostering the ideals of their respective mission statements, and all newly-proposed programs are developed within these guidelines.

Recent History of Academic Planning

Comprehensive Analysis (1995). In 1995, the University completed the *Comprehensive Analysis of Academic Programs*, an institution-wide self-study led by a faculty committee, charged with reviewing the merits of each academic program. The analysis was based on the need for each program and its quality, weighing the costs of the program against its benefits. Each department prepared a comprehensive self-study document for each degree program, which was reviewed by the faculty committee, Provost and Dean's Council, President, and the Educational Policy Committee of the Board.

As a result of the *Comprehensive Analysis*, academic programs deemed outdated or unsuccessful in supporting student success and academic excellence were either totally restructured or terminated, and new academic programs to meet current needs were instituted. Five undergraduate programs and three graduate programs were discontinued in Fall 1996: B.A. in Dramatic Arts; B.A. in Liberal Studies (Arts and Communication, Science); B.S. in Chemistry; B.A. in Economics; B.S. in Speech Pathology; M.Ed. in Educational Administration and Supervision; M.A. in Social Science; M.A. in Urban Education and Community Affairs.

Petition for University Status (1997). In 1997, the University petitioned the State Commission on Higher Education for University status. Using the *Comprehensive Analysis* as a baseline, the steering committee of graduate program directors led focus groups and performed an internal SWOT analysis (to identify strengths, weaknesses,

opportunities, and threats) to determine the feasibility of university designation. The University contracted with an external firm to conduct an environmental scan and market analysis of competing graduate programs.

Once the application was completed, the University contracted with a consultant from the Council of Graduate Schools to review the feasibility of university status considering our research and research capabilities.

University status was granted in June 1997, and the name of the University was changed accordingly. Since being granted University status, eight undergraduate programs have been added or reconceptualized (B.A. in Asian Studies; B.A. in French and Francophone Studies; B.A. in Geography and Urban Studies; B.A. in Latin American Studies; B.A. in Women's Studies; B.S. in Chemistry, B.S. in Professional Sales; B.A. in Economics). Eight graduate programs have been added or reconceptualized bringing the number of undergraduate programs to 32 and graduate programs to 19: M.F.A. in Art; M.M. in Music; M.Ed. in Educational Leadership; M.A. in History; M.A. in Public Policy and International Affairs; M.A. in Applied Clinical Psychology; M.A. in Sociology; M.S.N. in Nursing.

Excellence 2000. In Spring 2000, a new “Centers of Excellence Initiative” was disseminated to the campus community, challenging each academic and administrative unit to develop a *Plan of Excellence for Student Success* to guide budgeting and resource allocation. The following summer, a planning retreat was held to identify outcomes and benchmarks for excellence to be used by the Excellence 2000 committee in preparing a University-wide *Plan of Excellence for Student Success*. This committee of faculty and staff developed a multi-dimensional blueprint that eventually became the basis for the *Student Success Plan*, which was unanimously endorsed by the Board of Trustees in February 2004.

Middle States Accreditation Visit (2001). In February 2001, the University hosted a decennial visit of the Middle States Association of Colleges and Schools. An extensive yearlong self-study was conducted prior to the visit, resulting in the publication of *A Decade of Transformation: A Report on the Mission of the University, 2001*. After a positive visit and exit report, the Commission on Higher Education reaffirmed the accreditation of the University in June 2001, commending WPU for the quality of the self-study and for progress to date.

Noted in the report from the Commission:

“During the past few years, the University, with the incredible support and tireless effort of all campus constituent groups, especially the faculty and the administration, has strived to improve its programs and services to all its clients, especially its undergraduate students. Although all these efforts have produced many reports, recommendations, and suggestions, the last being the Self-Study document itself, the University and its leadership now face the challenge of planning, synthesizing, and

integrating all of its well-documented inputs into a clear and understandable action plan for the immediate future.”

The visiting team made recommendations in seven areas to focus the University’s planning efforts and for which the University would be required to make response in its five-year Periodic Review. The recommendations by the visiting team:

- It is recommended that the University institutionalize a more collaborative, annualized, and formalized process for planning and budgeting in the academic areas (possibly through a planning/budget council reporting to the Provost) and further, the University should widely publish and distribute the planning and budgeting guidelines with specific reference to their supporting agreed-upon university goals.
- It is recommended that the University revisit the practicality of achieving the enrollment of 11,500 students by 2003. Also, it is recommended that the University develops and implements an enrollment and planning process that identifies, explains, and connects enrollment targets by categories to institutional resources, program capacities, and faculty staffing. Retention should be an important component of this enrollment management program. The selection of an administrator responsible for enrollment planning and management should be completed as soon as possible but not detain the University from moving ahead with efforts to improve enrollment planning and management University-wide.
- University administrative and service offices, including those in the student development area, should develop plans and strategies to assess their programs and student learning outcomes. The Office of the Provost should provide staff assistance and expertise to these offices to assist with outcomes assessment initiatives.
- It is recommended that the University move aggressively to successfully complete the search for a Dean of Continuing Education as quickly as possible and, further, that the University move with urgency to address the four recommendations included at the end of Chapter 9 of the Self Study Report. These include: a) development of a unified plan for community outreach, b) resolution of relevant financial issues and the establishment of appropriate benchmarks, c) development of policies regarding distance learning and d) the promotion and marketing of outreach programs. It is noted that as individuals and through many offices, the University is providing extraordinary services to this community and the region, but the creation of a unified plan will enable the University to deliver these services more effectively and with much more impact.
- The University has organized an impressive data collection system. It has the information required to study its strengths and determine its priorities for change. It is also ready to use the data for “institutional research, development and improvement.” The recommendation in the Self Study Report, that the institution should “clarify the purposes of assessment activities and provide structure and procedures to ensure institutional accountability at all levels,” is endorsed.

- It is recommended that the institution continue its efforts to redesign its General Education Program to ensure that the courses are offered in a more coherent and in-depth program. Further, the institution's Self Study recommendation that "course integration, sequencing and coherence" be immediately implemented to help promote effective learning in General Education is reaffirmed.
- In March 2001, an Information Technology Plan for the next five years was distributed campus-wide. The plan appropriately presents the University's needs in the areas of information technology and library resources. The Visiting Team noted, however, that the plan, although comprehensive in its scope, does not include any fiscal analysis and financial support required to effectuate it. Therefore, it is recommended that the Provost and Executive Vice President work with the Associate Vice President for Library Services and Information technology to develop financial priorities and commitments to support the implementation of the Information Technology Plan distributed in March.

Facilities Master Plan (2003). In the summer of 2002 the University embarked on a Facilities Master Plan Project. Working with an advisory committee that included representation from all campus constituencies, the Master Plan placed significant emphasis on participation and inclusion. Each academic and administrative department head was surveyed and interviewed. A two-day charette, held in February 2003, was open to all members of the University Community, as individuals or groups, and concluded with an open Advisory Committee Meeting to discuss findings and conclusions. The Master Plan developed a database of all space on campus, projected the maximum build out of the campus, long range capital needs, and developed a short-medium range plan for new construction, renovation, relocation and deferred maintenance in a nine-track funding strategy. The Master Plan was accepted by the Board and is being implemented by the University.

Timely Degree Completion Initiative (2004). As a means of maintaining the University's commitment to assisting students to complete their degree requirements in an appropriate and timely manner, the "Timely Degree Completion Initiative" (TDCI) was begun at the University. The objective of the TDCI was to review existing issues that were identified as barriers and constraints to timely degree completion, and to develop solutions to promote the efficient recruitment, retention, and graduation of students. Eight issue areas were identified: (1) Pre-College Initiatives; (2) Advisement and Mentoring; (3) Academic Standards; (4) Course Scheduling; (5) Financial Support for Students; (6) Student Development; (7) Administrative Support; and (8) Facilities Support. A Task Force of faculty and staff was appointed for each issue area, charged with reviewing the identified barriers and constraints, and recommending opportunities and actions that could be undertaken immediately or in the near future to help students complete their degrees expeditiously.

Each committee made recommendations to the Provost, and academic support and administrative units were given the recommendations for implementation.

Student Success Plan (2004). The initial charge for developing a comprehensive plan to promote student success was made in Fall of 2000. A committee of faculty and staff began the process of systematically reviewing previous planning documents to identify external and internal trends and issues, in concert with the recommendations of the Middle States Visiting Team.

The committee identified five anchoring themes for the plan: (1) Excellence and High Expectations; (2) Diversity; (3) Information Technology; (4) Image and Reputation; and (5) Ongoing Performance Improvement (Assessment). Using these themes as a framework, a working retreat was held with a larger contingent of University constituents to review the framework and suggest strategies for attaining its goals. With widespread input, a draft document was distributed to the Director's Council, Academic Affairs Council, and Provost's Council, and was made available to the entire campus community. Feedback was incorporated into the document, before it was presented to the Faculty Senate (and reviewed in depth by a Senate Ad Hoc Committee).

In developing the *Student Success Plan*, the committee followed these planning assumptions:

- The University will increase student enrollment to about 12,000 students by Fall 2005, including full-time and part-time graduate and undergraduate students, and enrollments both on and off campus.
- While maintaining and building graduate programs in select areas, the University will continue to be predominantly an undergraduate institution with the education of students as its primary purpose.
- While expecting faculty to actively engage in research/creative activity as scholars/artists, the central focus of the University will continue to be on teaching.
- The number of full-time faculty will remain generally stable over the next three to five years, depending upon program and enrollment growth.
- There may be a small increase in the number of academic programs, particularly at the graduate level.
- Within the five year timeframe of the Plan, the University will not seek to offer programs at the doctoral level.
- The University will increase the proportion of students residing on campus. For undergraduates, the goal is 40 percent residential. Additional housing opportunities are anticipated for married students and graduate students.
- While state funding is not expected to increase, funding from other external sources will be actively pursued.

The *Student Success Plan*, in its final form, was presented to the Board in February 2004, at which time it was unanimously accepted by the Board for the University.

Periodic Review Report (PRR) (2005). In preparation for Middle States' required five-year progress report, the University convened discussion groups comprised of faculty and staff to review the progress the University had made on the recommendations of the 2001 Study Team. The groups began their discussions in Spring 2004, culminating in a stakeholders meeting in October 2004, whereby the groups presented their findings to a larger contingent of the University community. Feedback was solicited from the stakeholders, which the committees used to finalize their responses to the recommendations.

The PRR was submitted to the Commission in June 2005. In August, the University received the reviewers' comments, which included one recommendation:

The reviewers wish to note the wide-ranging approach WPU has taken to ensure that major stakeholders, both internal and external to the institution, are included in the creation and refinement of a culture of assessment through the institution.

The reviewers find that the PRR generally describes assessment plans and initiatives under development, rather than implemented, at the time of writing. The reviewers understand full well the enormous complexity of the subject and the time and effort required to embed assessment in all parts of the institution and among all faculty, staff, and students. Unfortunately, the lack of any reported outcomes data from the previous five years, however preliminary, makes it difficult for the reviewers to comment in detail on WPU's assessment activities and their progress.

In order for WPU to demonstrate that it continues to meet Standard 14 (assessment of student learning), the reviewers recommend that WPU provide to the Commission, on or before March 31, 2008, a follow-up report on preliminary student learning outcomes assessment findings."

The University rebutted this recommendation with specific examples from throughout the five colleges on ongoing assessment of student learning. The Commission, however, reaffirmed the reviewers' recommendation, with follow-up report due to be submitted in October 2008.

Labor Market Projections to 2014: Nationwide

On the national level, service-providing industries will account for 99 percent of new wage and salary jobs created until the year 2014, according to the Bureau of Labor Statistics (*Tomorrow's Jobs, 2006-07 Edition*, U.S. Department of Labor).

Service-providing industries, and the projected growth rate, in descending order of change, include:

- *Education and health services*: projected to grow at a faster rate, 30.6 percent, than any other industry sector. Due in large part to the growing and aging Baby Boomer population, three out of every ten jobs created nationwide will be in healthcare and social assistance or private educational services.
- *Professional and business services*: projected to grow by 27.8 percent. These occupations include administrative and support positions in business; professional, scientific, and technical services, including computer systems design and related services, information technology, and system maintenance and security; and management, scientific, and technical consulting services.
- *Leisure and hospitality*: projected to grow by 17.7 percent. These occupations include arts, entertainment, and recreation in the areas of amusement, gambling, and recreation, particularly as it relates to the health benefits of physical fitness.
- *Other services (except government)*: projected to grow by 14 percent. Included are occupations in religious organizations; automotive repair and maintenance; and personal care services.
- *Information services*: projected to grow by 11.6 percent. These occupations include computer-related software publishers, Internet publishing and broadcasting, Internet service providers, Web search portals, and data processing services. Also included are telecommunications, broadcasting, newspaper, periodical, book, and directory publishers.
- *Financial services*: projected to grow by 10.5. Included are real estate, rental, and leasing; personal finance and insurance; securities, commodity contracts, and financial investing; credit intermediation and banking; and agencies, brokerages, and other insurance related activities.
- *Trade, transportation, and utilities*: projected to grow by 10.3 percent. These occupations include transportation, warehousing, and storage; retail trade; and water, sewage, and other treatment systems.
- *Government*: projected to grow by 10 percent. Federal government positions will decrease, shifting positions to state and local governments. Occupations include public education, particularly local and state government educational services.

Careers in *professional and related occupations*, across all service sectors, will grow the fastest and add more jobs than any other major occupational group. Three groups of professional occupations – computer and mathematical occupations, healthcare practitioners and technical occupations, and education, training, and library occupations – will account for three-quarters of the job growth. Workers in management, business, and financial occupations, defined as those who plan and direct activities of business, government, and other organizations, will see considerable growth, particularly in the areas of preschool and childcare center/program educational administrators, and computer and information systems management. General operations managers will also increase, as will accountants, auditors, and management analysts, but the fastest growing occupations within the financial sector will be employment, recruitment, and placement specialists, and personal financial advisors (*Tomorrow's Jobs, 2006-07 Edition*, U.S. Department of Labor).

Among the 20 fastest growing occupations, a bachelor's degree accounts as the primary source of postsecondary education and training required for attaining nine of these occupations. They include

- Network systems and data communication analysts
- Physician assistants
- Computer software engineers, applications
- Computer software engineers, systems software
- Network and computer systems administrators
- Elementary school teachers, except special education
- Accountants and auditors
- Computer systems analysts
- Secondary school teachers, except special and vocational education.

A bachelor's degree plus work experience is typically required for these fast growing occupations:

- Education administrators, preschool and child care center/program
- Computer and information systems managers
- Training and development managers
- Actuaries
- Medical and health services managers
- General and operations managers
- Management analysts
- Financial managers
- Computer and information systems managers
- Sales managers.

A master's degree is typically required for these fast growing occupations:

- Physical therapists
- Occupational therapists
- Hydrologists
- Substance abuse and behavioral disorder counselors
- Instructional coordinators
- Clergy
- Educational, vocational, and school counselors
- Rehabilitation counselors.

(Tomorrow's Jobs, 2006-07 Edition, U.S. Department of Labor).

Labor Market Projections to 2014: New Jersey

According to the New Jersey Department of Labor and Workforce Development, New Jersey will have a slower employment growth than the national average (1.0 percent for New Jersey, 1.3 percent nationally) and a slower employment growth as compared to the previous ten-year period 1994-2004 (1.0 percent versus 1.2 percent). Three industry sectors – health and

social assistance, professional and business services, and leisure and hospitality – will account for approximately 70 percent of the employment growth until 2014. Almost 90 percent of New Jersey employment will be in service-providing industries (New Jersey Department of Labor and Workforce Development, *Projections 2014: New Jersey Employment and Population in the 21st Century*, September 2006).

Sixty-six percent (66%) of new jobs created in New Jersey will be in either professional and related or services occupations. Some of the most prominent occupations in the professional and related occupations category include accountants, engineers, registered nurses, and elementary and secondary school teachers. [Service occupations typically do not require postsecondary education and include health aides, medical assistants, fast food cooks, food preparation workers and security guards.] Of the 150,000 job openings each year in New Jersey, approximately one-third are growth-related, while two-thirds are replacement demands.

Projections for the 25 high-skill occupations (associate's degree and above) with the most average annual job openings, 2004-2014, in descending order:

- Registered nurses
- Elementary school teachers (except special education)
- General and operations managers
- Business operations specialists
- Secondary school teachers (except special and vocational education)
- Accountants and auditors
- Preschool teachers (except special education)
- Computer software engineers
- Middle school teachers (except special and vocational education)
- Computer programmers
- Financial managers
- Lawyers
- Computer systems analysts
- Special education teachers (preschool, kindergarten, and elementary)
- Management analysts
- Computer support specialists
- Rehabilitation counselors
- Securities, commodities, and financial services sales agents
- Computer and information systems managers
- Computer software engineers (systems software)
- Sales managers
- Pharmacists
- Employment, recruitment, and placement specialists
- Network systems and data communications analysts
- Construction managers

Of these 25 high skill occupations, the highest mean wage earners are general and operations managers (\$132,000), computer and information/systems managers (\$124,000), financial managers (\$117,000), sales managers (\$115,000), and lawyers (\$112,000). Conversely, the lowest mean wage earners in this category are elementary school teachers/except special education (\$54,500), special education teachers/preschool, kindergarten, and elementary (\$54,600), computer support specialists (\$47,000), preschool teachers/except special education (\$30,900), and rehabilitation counselors (\$29,000) (New Jersey Department of Labor and Workforce Development, *Projections 2014: New Jersey Employment and Population in the 21st Century*, September 2006).

Current Employment and Resident Trends: William Paterson University Alumni

According to the most recent One-Year After Graduation Survey (2003, Office of Institutional Research and Assessment), alumni who responded were working full-time in education (37.8%), business (29.1%), health (13.2%), media (3.9%), social service (3.0%), and government (3.0%). [9.6% were working in “other” fields.] Of the 57,700 active alumni, 42,309 (73%) reside in the State of New Jersey, followed distantly by Florida (4.0%), (New York (3.8%), and Pennsylvania (2.4%). Of those alumni living in New Jersey, the majority live in four northern Jersey counties: Bergen (26.8%), Passaic (23.1%), Morris (14.1%), and Essex (7.0%).

Population Indicators: Nationwide and Total New Jersey

According to the U.S. Census Bureau, the northeast United States, including New England and the Middle Atlantic States, will see a gradual decline in the total population distribution across all fifty states. In 2000, the northeast accounted for 19% of the total U.S. population; in 2010, 18.1%; in 2020, 17.0%; and in 2030, 15.9%. Southern and western states will see significant gains in population, eventually accounting for 39.4% (south) and 25.3% (west) of the total U.S. population by 2030 (*U.S. Census Bureau, Population Division, Interim State Population Projections, 2005*).

The total population in New Jersey is expected to increase at a declining rate over the 2000 to 2030 time period. From 2000 to 2010, the population will increase by 7.2%; for 2010 to 2020, 4.9%; and for 2020-2030, 3.5%. Over the same 30-year period, population increases in neighboring New York and Pennsylvania will decrease as well, although New Jersey will increase in population at a much higher overall rate (*U.S. Census Bureau, Population Division, Interim State Population Projections, 2005*).

Population Indicators: New Jersey College-Age Students

Census data forecast that the number of high school graduates in New Jersey is projected to increase by about 15,800 between 2002 and 2008, but this increase is expected to reverse beginning in 2009 (*Long-Range Plan*, p. 18). According to 2005 Census Bureau projections,

the number of students aged 10-14 – potential WPU enrollees in four-five years -- will decrease by 3.4% by 2010. Extrapolating further, the number of 18-24 year olds will represent the smallest population subset in the state by the year 2020 (*U.S. Census Bureau, Population Division, Interim State Population Projections, 2005*).

Population growth for the counties that traditionally send the largest numbers of students to William Paterson is captured in the table below:

County	Age Group	2004	2009	% Change 2004-2009	2014	% Change 2009-2014	2020	% Change 2014-2020	2025	% Change 2020-2025
Bergen	15-19	55,600	60,100	8.1	60,400	0.5	62,300	3.1	60,800	-2.4
	20-24	45,900	50,000	8.9	56,500	13.0	54,500	-3.5	60,300	10.6
Essex	15-19	55,000	58,900	7.1	58,200	-1.2	62,800	7.9	62,700	-0.2
	20-24	50,700	53,900	6.3	59,500	10.4	57,000	-4.2	63,600	11.6
Morris	15-19	32,100	35,500	10.6	36,100	1.7	36,900	2.2	35,600	-3.5
	20-24	24,400	29,900	22.5	34,200	14.4	34,500	0.9	35,600	3.2
Passaic	15-19	34,300	37,100	8.2	36,900	-0.5	40,000	8.4	41,800	4.5
	20-24	33,400	34,800	4.2	38,400	10.3	37,000	-3.6	41,700	12.7

(*State of New Jersey Department of Labor and Workforce Development, 2007*)

Other counties in northern New Jersey will experience similar population trends to the year 2025:

County	Age Group	2004	2009	% Change 2004-2009	2014	% Change 2009-2014	2020	% Change 2014-2020	2025	% Change 2020-2025
Hudson	15-19	36,200	37,300	3.0	36,000	-3.5	39,600	10.0	41,300	4.3
	20-24	38,200	36,700	-3.9	38,500	4.9	37,100	-3.6	40,500	9.2
Monmouth	15-19	45,100	48,000	6.4	45,900	-4.4	46,300	0.9	44,200	-4.5
	20-24	35,600	41,600	16.9	45,900	10.3	45,200	-1.5	44,300	-2.0
Sussex	15-19	11,800	12,200	3.4	11,000	-9.8	11,100	0.9	9,900	-10.8
	20-24	8,700	10,500	20.7	11,000	4.8	10,900	-0.9	10,300	-5.5
Union	15-19	34,700	37,900	9.2	37,800	-0.3	40,500	7.1	41,000	1.2
	20-24	3,0800	33,900	10.1	38,200	12.7	36,300	-5.0	40,000	10.2
Warren	15-19	7,700	8,300	7.8	8,000	-3.6	8,200	2.5	7,900	-3.7
	20-24	6,000	6,700	11.7	7,600	13.4	7,400	-2.6	7,600	2.7

(*State of New Jersey Department of Labor and Workforce Development, 2007*)

II COMPONENTS OF ACADEMIC PLANNING

Curriculum Review

An essential component of academic planning is the ongoing evaluation and assessment of programs and courses. Routine program development and cyclical self-studies for program reviews and accreditation normally provide the motivation for ongoing improvement of existing programs. Course modification and course development are conventional (often annual) processes as new course content and disciplinary developments emerge or as alternative teaching techniques are implemented.

Curriculum development emanates from the interest and expertise of individual faculty members, departments, or groups of faculty who share common interests. Faculty members are most aware of the benefits and opportunities available to students who complete program requirements and curricular alternatives.

Beyond existing programs and courses, academic program innovations can develop at various curricular levels, as will be demonstrated by the programmatic opportunities described below. These can include new undergraduate or graduate degrees, concentrations within existing major programs, new minor offerings (disciplinary or interdisciplinary), curricular tracks within special program offerings (e.g., Honors tracks), and in the case of the College of Education, curricula that can lead to external certification (or endorsement).

Enrollment Management

Enrollment management involves the influence that a university has over the determination and maintenance of the characteristics of the student body. Normally, this involves systematic attempts to attain various academic and demographic goals by the use of multiple strategies for the recruitment, enrollment, retention and graduation of students. Such goals can include certain academic qualifications, the enrollments within individual academic programs, the geographic and ethnic diversity among students, and the overall balance between undergraduate and graduate enrollments. To maintain enrollments, activities would include various academic support and student development programs and the utilization of scholarships to accomplish recruitment and retention objectives, etc. Enrollment management can also consider such factors as course scheduling to meet the needs of various student cohorts, and the variety and mix of course modalities. Further, a common component of enrollment management strategies is the existence of activities for external and internal communication that integrate the activities just listed and reinforce the enrollment goals as determined by the university.

Enrollment management must also consider existing and potential enrollment trends as reflective of external factors including long-term and short-term employment demands for which undergraduate and graduate degrees (licenses and certifications) are required,

changing factors of regional economic development, changing interests of entering students, and related or unrelated to economic factors.

Whereas no university can reasonably be able to offer all degrees and all areas of specialization, program offerings can affect current and future enrollment patterns. Undergraduate students and, more so, graduate students regularly question the availability of programs (and specializations) and select what university to attend based upon program offerings. Thus, the modification of existing programs and the development of new programs can result in the enhancement of overall enrollment and affect the specific strategies of enrollment management.

Facilities planning

In 2003, the most recent Facilities Master Plan was approved by the Board of Trustees. The Plan provides the outline for major facilities planning activities include building construction, major building modifications, the reallocation of designated spaces based upon these activities and other programmatic initiatives, and some projected major activities yet to be prioritized or funded.

Future academic planning must also consider the implications of program modifications or expansion, and the development, initiation and operation of new programs. Also related to enrollment management, new programs can impact course scheduling and, correspondingly, classroom, laboratory or studio usage.

Budget development

The 2001 reaccreditation process involving the Middle States Commission on Higher Education resulted in the recommendation that the University develop a budget planning process that clearly addresses academic planning and priorities. The implementation of this academic plan also requires the careful consideration of the budgetary implications of academic program maintenance and innovation.

During the course of discussions regarding new programs and several program revisions, consideration was given to budgetary implications including new faculty lines and other resources that would be necessary. Specific implications will also be cited in program proposals and Program Announcements, and other program documents for review by the Dean, the Faculty Senate, the Provost's office, and, when necessary, the Board of Trustees and the Presidents Council.

In Chapter V regarding the program review process for existing programs, it is recommended that resources be more carefully considered as part of the self-study process and that the culminating memorandum of understanding between the department, the Dean and the Provost describe budgetary implications during the follow-up years of activity.

Such budgetary planning would include faculty positions, other faculty teaching load implications such as adjunct faculty costs resulting from the addition of new course sections, equipment, facilities, information technology, library resources, and other annual expenses.

Faculty recruitment and development

Given the ongoing budgetary limitations due to reductions in State allocations and enrollment uncertainties, faculty position allocations must be carefully considered. Expansion of the size of the University faculty is dependent upon enrollment projections whether as the result of increases (or decreases) in enrollments within specific existing programs or as anticipated due the addition of new programmatic offerings. New and modified program offerings could have potential implications on required areas of expertise, some of which may be very specialized or difficult to obtain. When existing positions are vacated consideration should be given to the balance among long-term programmatic priorities. For example, in some departments, consideration should be given to the expertise needed for both undergraduate and graduate programs.

Similarly, due consideration should be given to the short-term and long-term consequences of faculty members appointed to part-time and clinical positions.

Both program reviews and new program proposals must carefully describe faculty needs in relation to enrollment projections, essential areas of expertise, and accreditation standards, where applicable.

Teaching and Learning

During any academic planning process, one needs to remain mindful of the ultimate purpose of the University which is to offer and deliver undergraduate and graduate programs through effective teaching that results in successful learning. The University must remain committed to utilizing resources to make excellent teaching customary and expected. Learning should be more than the attainment of information but the continual enhancement of students' abilities to evaluate, analyze and synthesize and to apply knowledge and skills to increasingly higher levels of understanding. As academic programs are developed and modified, and new course modalities and means of delivery are implemented, faculty should reconsider the effectiveness of teaching and learning.

The Center for Teaching Excellence, a well established source of support for teaching, is utilized extensively by both newly appointed and experienced faculty members. The programs and activities made available by CTE provide faculty members with opportunities to work individually and collaboratively to innovate, develop and evaluate teaching techniques for the range of the courses offered within different classroom, laboratory, studio or remote learning settings. In addition, the Office of Instruction and Research Technology (IRT) offers support and instruction on the uses of technology in the classroom and online. Faculty member should be encouraged to utilize these resources and to explore well-tested

and new teaching techniques. Further, they should be encouraged to seek external support for activities that can improve teaching and learning.

III NEW ACADEMIC PROGRAM PLANNING PRINCIPLES

As the development of the Academic Plan got underway, Provost Weil met with the faculty of each department to describe the process and to elicit a sense of potential and collective programmatic directions. He asked each department to work with the Dean of their College to consider reasonable opportunities for new and modified curricula and to apply criteria in their discussions such as those defined below.

Provost Weil asked the Deans to work with their department chairs, graduate program directors, and other faculty members to consider programmatic efficiencies in the utilization of existing resources, given a budgetary outlook that assumes limited State allocations and the need to build overall University enrollment. It was suggested, as well, that in addition to new programs some consideration be given to innovative programs that cross departmental and College boundaries. Consideration was also to be given the interface between proposed programs and various University-wide initiatives and to the usefulness of establishing new university institutes and/or centers that reflect and can build upon the strengths of our existing or proposed academic programs.

In addition, the Deans were asked to provide information regarding the programmatic viability of various low-enrolled majors, concentrations, and graduate offerings so that the Academic Plan Committee could develop recommendations for the elimination or modification, and goal-setting and monitoring of such programs.

Many of the departments engaged in SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses to provide the basis for internal discussions and for presentation to the Deans and to the Academic Plan committee. In addition, some departments utilized planning goals developed for or as a result of recent accreditation and programs reviews.

It should also be mentioned that some curriculum proposals had been delayed or placed on hold pending this Academic Plan process. These are indicated in the programmatic discussions within the sections below pertaining to each of the Colleges.

In consultation with their College Councils, the Deans developed preliminary descriptions of the various potential new programs, with estimated time lines for their implementation, as well as for those programs already under development. The information provided was not to be as detailed as is normally required for a full program proposal or, when necessary, for State-wide review, a formal Program Announcement, but sufficient enough to begin to address the following criteria.

Criteria for new program development

University mission vision; College mission

As a starting point for new program development, consideration must be given to whether it supports the mission of the University and the College(s) in which the program is housed.

Employment demand

For most new academic programs, it is expected that the proposers demonstrate that there exists current or potential employment demand which would be addressed. Proposals for professional programs can usually utilize local or national labor trend statistics to determine whether or not job categories are increasing or decreasing in demand and whether certain specialties are more desirable than others.

Student demand; potential to enhance enrollment

Although often related to employment trends, students pursue academic programs for career preparation and enhancement and for personal interest. Academic programs generally seek to enhance enrollments in order to maintain a full sequence and range of course offerings and so that students can complete their majors or graduate program in a timely manner. Low-enrolled programs often have difficulty offering all of the courses students need for completion of the program in a timely manner and often cannot maintain day and evening scheduling opportunities.

Competitiveness

When considering a new program, it is useful to determine whether other colleges and universities within the region offer the same or similar programs. In order to determine whether a similar program would be viable at WPU, it can be useful to include within a program proposal the results of research on the size and enrollment trends of such programs. In some cases, particularly at the graduate level, programs might be capped while demand still exists.

Support for other University Initiatives

Various academic initiatives are underway while others have been given further impetus for activity through this Academic Plan. New academic programs could enhance or complement other efforts such as International Education, the Honors College, university collaborations with external entities, diversification of educational modalities, uses of technology, off campus offerings, and others. Presumably all new academic programs would support planned increases in undergraduate or graduate enrollments and other enrollment management activities.

Programmatic overlap efficiencies

Opportunities to develop new academic programs can often benefit from the recognition of existing programs and courses. Given limited resources, consideration should be given to the appropriate utilization of existing courses and faculty expertise that could benefit more than one program offering. Further, consideration should be given to joint programs (e.g., B.A./M.A.) whether the degree title is the same or different at the each level.

Existing faculty expertise

Some new programs can be initiated given the expertise that already exists on campus thereby limiting the need for new faculty lines and diversifying a faculty member's contribution to an array of programs.

Predictable programmatic longevity

Given the lengthy process required for initiation of most academic programs and the potential investment of faculty and other resources, consideration should be given to anticipated endurance of student demand and employee demand and the maintenance of enrollment expectations.

Affordability – faculty positions, space, equipment, support personnel, operating budget

All new academic programs should provide a detailed description of the resources needed for implementation and operation including additional faculty positions with new areas of expertise, equipment, technological capabilities, space, library materials, and other resources effecting departmental or programmatic budgeting. The initiation of new programs should be carefully budgeted within existing operational, curricular, and schedule planning.

Potential to enhance the reputation of the College(s) and University

Most new or modified programs should provide support for the reputation of the University or individual Colleges as providing programs of high quality and addressing the needs of the community and job market. Some programs will provide more support for the reputation of the University of College, as a result of their uniqueness, timeliness, or other special characteristics.

Academic resource allocation: principles and prioritization

The criterion above pertaining to program affordability implies that academic program planning must consider various potential resource implications and must be a component of short term and long term budget planning and prioritization. All planning activities should be understood within the context of various anticipated programmatic resource requirements,

the availability of sufficient University resources, and the systematic prioritization and allocation of resources over the course of the planning and implementation period.

The economic relationships among programmatic costs, enrollments and revenues are often difficult to assess, as are the less tangible components implied by some of the other criteria listed above. In addition, given current budget uncertainties due to recent reductions in State appropriations and decreasing undergraduate and graduate enrollments since 2004, the implementation of recommendations in this Plan should proceed cautiously with a thorough budget allocation process.

Recommendations

- The University's annual budget process should include new allocations to support new program initiation and development.
- All program proposals should describe prospective resource requirements (including staff and physical resources) with details and justifications pertaining to program initiation and subsequent program operation. ✓
- Program proposals should consider the relationship among resource requirements, prospective costs, viability, and the anticipated levels of enrollment. ✓
- All program proposals should include statements of learning outcomes in accordance with Middle States requirements. +
- All program proposals should include statements of potential program impact or overlap with existing programs. +
- Program approval and implementation should be dependent upon clearly determined fiscal implications and affordability of initiation and operations.
- A clear flowchart of the program approval process should be disseminated to all participants in the process. + More clarity is needed on the approval process for changes to existing programs. +
- Clearer program proposal guidelines should be developed to be used in the Graduate Council evaluation and discussion. +
- Program proposal criteria should be ranked in order of impact or importance. +
- Budgets to support new program implementation should be identified utilizing existing divisional, College or departmental allocations or new resources should be allocated and designated for this purpose.

- As recommended below in the discussion of the program review process for existing programs, the resulting Memorandum of Understanding should outline and assure budget support for the implementation of programmatic recommendations.
- The Provost should make an annual presentation to the Senate on the status of all new programs under review. +
- The Academic Plan should be utilized as a further basis and means to implement the formalized planning and budgeting process recommended by the Middle States visiting team in 2001.

IV UNIVERSITY-WIDE INITIATIVES

International Education

The role of international education has been an area under discussion at William Paterson University for at least the last decade. Although activities related to international education have been numerous and impressive, such as in study abroad offerings, Fulbright awards to faculty, faculty research on international topics, and curricular offerings, a clear mission and articulated International Education program remains elusive.

Examples of international education can be found in the curricula, extra-curricular offerings and faculty research within each of the five Colleges:

College of the Arts and Communication

- Numerous art history and music courses on western and non-western topics focused on various historical periods, geographical areas, and cultures.
- Faculty specializations in the art history of Latin America, Northern Europe, Italy, and the pre-Columbian Americas.
- Faculty specializations in communication and media in Asia, Latin America, the Middle East and Africa.
- Faculty presentations at major international conferences and invited lectures.
- Historical and ongoing association and cultural exchange programs with the Nanjing Arts Institute in China.
- Developing China Initiative involving cultural exchange agreements with the Nanjing Institute of Fine Arts.
- Occasional international shows in Ben Shahn Gallery.
- Frequent summer study courses in Ecuador, Costa Rica, Gambia, Senegal, and China focused on development of documentary films.
- Special topics travel courses on media in Asia.
- Summer art history study abroad programs to Mexico, Italy and China.
- Exploration of educational exchange program with Edward Said National Conservatory of Music in the Middle East.

Christos M. Cotsakos College of Business

- AACSB accreditation standard in international/global education.
- Management concentration in global business.
- Required course in all business, accounting and finance concentrations emphasizing global/international topics.
- International/global content in numerous undergraduate and graduate business courses.
- Required M.B.A. course, M.B.A. 610, *Multinational Business Environment*.
- Annual summer study abroad course to China.
- Developing China Initiative involving articulation and exchange agreements with Zhejiang University of Technology and Anhui University.

- Planning underway for Global Financial Services Institute
- Broad faculty research specializations in international topics and geographic regions

College of Education

- Faculty member consultation on the development of educational technology in Namibia
- Individual faculty involved in study and international travel to India, Australia, England, and Sub-Saharan Africa

College of Humanities and Social Sciences

- Numerous courses in all disciplines for use in General Education and non-western requirements, or as elective course.
- Language majors in Spanish and French/Francophone Studies
- Language offerings Chinese, Japanese, Hindi, Arabic, Italian, German, Hebrew, Turkish, Latin, Greek, Portuguese.
- All major programs include international focus to varying extents depending upon disciplinary content and curriculum requirements.
- Majors in Latin American Studies and Asian Studies.
- Study abroad summer programs offered annually, frequently or in the past to Argentina, China, Czech Republic, England, France, India, Italy, Japan, Kenya, Poland, Puerto Rico, Spain, Thailand, Uruguay, and Venezuela.
- Various annual conferences, lectures, speakers, forums, film series with international/global topics.
- Model UN program.
- Outreach/Recruitment activities focused on international themes.
- Broad faculty research specializations in international topics and geographic regions.

College of Science and Health

- Multicultural/international perspectives integrated into programs involving patient care, public health, personal health and training, and rehabilitation services.
- Numerous faculty research presentations at international conferences and invited lectures; publications occasionally translated for foreign publication.
- Computer Science demonstrates implications of universal computational models and issues with language translation and international communication.
- Environmental Science covers major international/global issues in all courses and focus on regions in more advanced courses.

In Spring 1996, former Provost Sesay convened a Committee on International Education made up largely faculty members. A proposal was developed for the creation of an Office of International Education which conceptualized the office as “a College-wide [prior to attainment of University status] structure responsible for developing new external and internal international initiatives and coordinating existing departmentally based activities that will provide a comprehensive and formal approach to exposing our students and faculty to learning and research.” It was proposed that the Office of International Education would operate under the leadership of a Director and that an advisory council be established with

faculty representation from academic departments or Schools [now referred to as Colleges]. In addition, it was recommended the advisory council include professional staff members who deal with international student recruitment, advisement, and hospitality.

The 1996 proposal recommended the consideration of three curricular models to institutionalize international education. First, the “internationalization of the curriculum” model would have required all departments (where possible) to incorporate international content into course offerings, so that most majors would instill this dimension into their degree programs. The second model suggested that departments consider the development of major or minor concentrations with international themes within degree programs. Finally, the Committee recommended the development of an interdisciplinary Bachelor of Arts degree and a minor in International Studies, as has been introduced at other campuses nationwide. It was also suggested that the campus consider a master’s degree in International Studies.

Beyond curricular recommendations, the proposal described other important coordinating responsibilities of the Office of International Education: semester study abroad, international study tours, international travel for student performance groups, student and faculty exchanges, and WPC Foreign Extension programs. Further, the Office of International Education was to facilitate the academic and student life experiences of international students who would be recruited individually or through arrangement with colleges and universities in other countries.

In 2000, Dr. George Eisen, Executive Director of the Center for International Education, authored the “William Paterson University International Education Plan” with a projected timetable of 2000-2005. This document describes “two parallel missions”: “While setting up a new infrastructure which would administer international activities at the university, it simultaneously provided a framework for successfully ‘jump starting’ the various components of the program...” Calling for an “entrepreneurial agenda”, the document identified a set of eight broad strategic goals, each with various objectives:

- Creating an organizational structure for the Center for International Education to include support for:
 - International Students and Scholars
 - Educational Programs Abroad
 - International Training and Development
 - Intensive English Language Program
 - Regional Study (Area Studies) Centers
 - Community Outreach and Cultural Programming.
- Internationalizing the University curriculum and co-curricular activities.
- Marketing the Center for International Education as a significant component of the University.
- Promoting a faculty and staff development program.
- Engaging in Center for International Education development (grants and fundraising).
- Promoting student exchanges and education programs abroad.
- Establishing the Intensive English Language Program.

- Creating strong ties with representative of international constituents within the surrounding community.

This plan also included a proposed mission statement for the Center for International Education. However, an uneasy transition and unclear directives to implement the plan and the short tenure of the subsequent executive director, Dr. Jaime Ortiz, led to fragmentation of parts of the plan and forced the effort into an ad hoc and maintenance mode with no visible movement toward goals and intentions.

2006-07 Initiatives

In addition to the many study abroad opportunities, ongoing faculty research in international studies and Fulbright grants, the University advanced the planning for expanded and new collaborations with universities in China during the 2006-07 academic year. Potential articulations and exchange programs are being pursued with Anhui University, Zhejiang University of Technology, the Nanjing Arts Institute and other universities. Further, President Speert signed a memorandum of understanding with the University of Pisa in Italy.

These collaborations could include the recruitment of students into joint undergraduate degree programs and graduate programs. The potential increase in the enrollment of international students requires attention to their special circumstances including visa status, transferability of credits, housing, English language proficiency, and the diversity of cultural norms. Offices within the Division of Academic Affairs and the Division of Student Development and Enrollment Management must be prepared to effectively address numerous issues of an expanded cohort of international students.

In addition to curricular, research and programmatic initiatives, as the University continues to pursue international relationships with other universities, it becomes more imperative to be able to effectively administer such programs. International student and faculty exchanges, international student recruitment, study abroad, international grants and contracts often involved complex administrative involvement. This supports the need for new leadership of the Center for International Education.

Ad Hoc Committee on International Education

Soon after his arrival at William Paterson University in March 2006, Provost Weil established an ad hoc committee to review and summarize the status of international education activities and to provide recommendations for the further implementation of a University-wide initiative. The committee was co-chaired by Dean Isabel Tirado and Dean Sam Basu and included representation from across the Colleges by faculty members with expertise and experience in international education. Associate Vice President Jemmott, who has overseen many of the ongoing international education activities since the departure of the last director of the Center for International Education, Jaime Ortiz, represented the Office of Academic Affairs.

This committee developed a proposed vision statement, program objections, student learning outcomes, and provided recommendations for short-term and long-term goals.

“International education supports the William Paterson University’s mission to prepare students for global citizenship in an increasingly interdependent world and multicultural society. The University’s curriculum and co-curricular activities will foster knowledge, skills, and attitudes that will prepare citizens to have international, comparative and multicultural sensibilities and competencies. International education develops the abilities needed to frame issues, and find solutions from a variety of cultural perspectives. WPUNJ international education will engage the region by sharing the expertise of its faculty and staff and sponsoring events and forums on international, global, and multicultural issues.”

Program Objectives for International Education

1. To strengthen and expand existing components of international, global and multicultural studies throughout the curriculum.
2. To infuse international, global, and comparative subjects and perspectives in the General Education and degree programs, and in co-curricular activities.
3. To expand opportunities and access for student involvement in international study, including but not limited to I.E. scholarships and support for those students wishing to study abroad.
4. To support faculty in developing and infusing international, global and multicultural perspectives in their courses, programs, and research and scholarship.
5. To expand the programs in international studies, considering initiating honors and certificate programs, minors and other initiatives appropriate to the various disciplines.
6. To draw upon diverse and multicultural backgrounds of students, faculty and community in the educational process.
7. To spur greater civic engagement and social responsibility.
8. To cultivate intercultural competencies in faculty, students, and staff.

International Education Student Learning Outcomes

At graduation, WPUNJ students shall:

1. Demonstrate through academic work and participation in co-curricular activities familiarity with other cultures and the ability to engage in comparative approaches to their own culture.
2. Demonstrate knowledge of contemporary issues in an international and comparative context.

3. Demonstrate through courses or co-curricular activities the ability to analyze contemporary cultural, social, economic, political, or scientific issues of global and international importance.
4. Recognize global contributions to their specific discipline and major
5. Recognize global contributions to the liberal arts and sciences and to the professions.

Recommendations

Short-term:

1. Search for a Director of International Education. The Committee recommends starting the Search process (advertising the position and conducting the actual search) as early as possible in the Spring 2007 semester. Qualifications should include:
 - a. A doctorate or other terminal degree. ✓
 - b. Extensive experience working with international education programs in a University or academic setting.
 - c. Extensive experience working with faculty representing a wide variety of disciplines and majors in order to expand International Education on campus, and demonstrable contacts and networks in the field of International Education;
 - d. Experience with coordination of Study Abroad programs, international internships;
 - e. Successful grant writing experience in support of International Education programs, including support for academic programs and for other aspects of International Education;
 - f. Experience developing programs to support student and faculty research and travel;
 - g. Experience with international internships for students.
2. Sponsor a campus wide International Education Planning Retreat (preferably a Friday during the spring semester) to devise strategies for implementing the newly adopted International Education Program Vision and Objectives. It should be organized along the lines of a stakeholders' retreat. It will showcase WPU's best practices in International Education. Members from the ad hoc International Education committee will serve as facilitators at the meeting.
3. Revive the Advisory Committee whose role will be to promote international education programs on campus. The Advisory committee will be comprised of faculty from all the colleges and of invited stakeholders. The Committee will work with the Director of International Education but function autonomously to guarantee the continuity of its work.
4. Strengthen and expand the University's participation in the New Jersey Consortium for Study Abroad. Consideration should be given to reestablishing a faculty liaison whose role will be to promote the program among students and faculty, making natural connections with existing academic programs.

5. Make a concerted effort to support the expansion of departmental and college level Study Abroad Programs.
6. Give immediate consideration to providing targeted funds for efforts by faculty to internationalize the curriculum, e.g., Incentive grants or targeted ART for development of international content in the curriculum (proposals to be solicited from all units for anything from course revision to launching a study-abroad program.)
7. Add a General Education requirement on “International and Global Understanding.” Such a requirement could be achieved by rethinking the non-western requirement.

Long Term:

1. Establish an Annual Conference on International and Global Issues
2. Begin preparations for the creation of a Center for International and Global Studies. This will entail academic programming, fund raising and grant writing, and active integration of the faculty in the effort.
3. Expand agreements with international institutions in order to establish degree, certificate, and non-degree programs for international students. Consider on-line degree programs with short residence requirements.
4. Develop faculty exchange programs with international institutions as appropriate. To pursue this objective, the University, may begin by utilizing existing global funding mechanisms such as the Fulbright grants to the extent practicable.
5. Develop an International and Global Affairs major and minor.
6. Develop an International Studies Honors Track.
7. Include revitalized Continuing Education international programs in the University’s long-term plan.

Implications for Academic Plan

William Paterson University has been engaged in international education in numerous positive and productive ways for many years. Attempts have been made to more formally organize and collectively recognize these activities and advance others, however, due to other University priorities and only intermittent directorial leadership, the Center for International Education has not been fully recognized or as productive as possible. The recommendations of the recent International Education Committee are reasonable and achievable. These recommendations can be realized through implementation of this academic plan, through ongoing programmatic student learning outcomes activities, through the recently initiated General Education renewal initiative, and as new degree programs are developed.

The Center for International Education must be seen as a vigorous, active and very visible proponent for achieving the goals stated above. The Center should support the incremental integration of concepts of internationalization as part of each student’s academic program

and the coordination of efforts to recognize the University's extensive involvement in and expansion of international research, study abroad, scholar and research exchanges, Fulbright awards to faculty and students, and international collaborations.

Honors College

With the appointment of a new Director, Dr. Susan Dinan, in Fall 2005, the Honors College at William Paterson has been a focus of expanded activity in curriculum development, student recruitment and programmatic opportunities for students.

In Fall 2006, 95 first year students enrolled in Honors courses and General Education clusters. Seventy-eight (78) students were pursuing the various Honors tracks as follows: Biopsychology – 10; Cognitive Science – 11; Humanities – 17; Music – 9; Performing and Literary Arts – 14; Social Sciences – 17.

The *Honors Action Plan* (2006), recently developed by Dr. Dinan and the Honors Advisory Council, describes “five primary issues in need of attention:” admissions and retention; scholarships; revised curricula for General Education and Honors College track classes; Honors College activities beyond the classroom; and space dedicated for use by the Honors College for offices and student activities.

Based upon the *Honors Action Plan* and in coordination with the Office of Admissions, a new array of recruitment activities was implemented during the 2006-07 academic year to generate prospective student interest in the Honors College effective Fall 2007. The Honors College is seen as a significant means by which to recruit students with strong academic credentials and potential to the University. Most Honors College students apply to the University with mathematics and verbal composite SAT scores of at least 1200, B+ or above high school averages, and completed high school honors or Advance Placement courses. Students with such strong academic qualifications are generally offered scholarship support. Beginning in Fall 2007 and the application of a new scholarship matrix for the Presidential and Trustees scholarships, qualified students will be offered an additional \$2,000 to enroll in the Honors College beyond what they would otherwise be offered.

To remain in the Honors College, a student must maintain a cumulative GPA of 3.0, must take at least one Honors course per semester, complete at least 3 Honors courses in General Education, and pursue an Honors track in addition to his or her major program. Students who complete an Honors track present the findings or outcomes of their thesis or capstone project at a conference or during the University’s annual Honors Week in the Spring semester.

It is suggested in the action plan that the Honors College be expanded to 400 students by 2012. “According to the National Collegiate Honors Council, an Honors program or college should reach between 5 and 10 percent of the [undergraduate] student population. However, given the current Honors course offerings and track choices, according the *Honors Action Plan*, “about 200 students is more appropriate.” Ongoing curriculum development should be used to address this issue.

Curriculum modification and development pertaining to the Honors College is already underway. In addition, a proposed Honors General Education curriculum for Honors College students was received and debated by the Faculty Senate during the Spring semester 2007.

Although approved by the Senate, the ultimate vote was significantly split in favor and against. During the summer 2007, after consultation with the Faculty Senate, Provost Weil delegated an ad hoc committee to identify a curriculum which would receive more widespread support and could serve as a pilot for the Honors College, while the University commenced a major review of the General Education program beginning Fall 2007. During the summer, the Senate Executive Committee approved the revised Honors General Education proposal, which was implemented effective with the Fall 2007 entering class of Honors College students.

The Honors tracks have, for over 20 years, been the traditional means by which students have completed the Honors program, and now serve as the key curricular element of the Honors College. According to the *Honors Action Plan*, “The Honors Program Directors would ... also like to broaden the opportunities for upper level students... Currently, the Tracks do not serve well the needs of students from the Colleges of Business, Arts and Communications, and Education. The new Tracks should be broadly interdisciplinary and be distinct from the traditional major.”

During the Fall 2006 semester, the Faculty Senate approved a new “Independent Track” for Honors College students. This track gives students the opportunity to formulate an individualized honors curriculum under the guidance of a faculty member.

This Academic Plan describes further programmatic development of new Honors tracks designed to make enrollment in the Honors College more attractive to students enrolled in a broader range of majors. Two other broadly defined tracks for Education and International/Global Studies have also been suggested. Two honors tracks, “Management and Marketing Sciences” and “Integrated Arts” were under development by faculty committees during the Spring 2007 and are considered within this Plan.

Students are often unable to complete an Honors track because of the credit requirements of their major program. In such cases, alternative Honors experiences could provide a rigorous set of Honors offerings available only to students demonstrating strong academic achievement. For example, a Biology Honors program designed specifically for pre-medical, pre-dental, pre-pharmacy or pre-physical therapy is under consideration.

The two other elements of the *Honors Action Plan*, honors beyond the classroom and space allocation, focus on other elements of the Honors experience. Since the opening of the new residence halls in Fall 2006, High Mountain East has served as a focus of Honors College activities. Cluster courses and other honors sections are taught in the classroom in this building. Further, there has been an attempt to identify the Honors student cohort as “learning communities” both in the sense of cohort course scheduling and by housing resident Honors students together. This has been a major component of the marketing strategy to recruit honors student.

As the University reconsiders space allocations and the visibility of various academic and co-curricular activities, consideration will be given to the identification of an appropriate

location for the administrative office of the Honors College. Further, spaces should be identified where Honors College students can study collectively and socialize.

Recommendations

In support of the *Honors Action Plan*, the following recommendations are endorsed:

- Develop additional Honors College tracks to provide new opportunities for students majoring in diverse disciplines. ✓
- Honors tracks for the College of Education are desired .+
- Develop alternative Honors experiences within majors.
- Improve collaboration and exchange of information with departments .+
- Develop co-curricular Honors activities including internships, study abroad, civic engagement, service learning, etc.
- Continue to consider a General Education sequence specifically designed for Honors College students.
- Enhance and focus fund raising to support programmatic activities for students within the Honors College.
- Relocate the administrative offices and computer laboratory of the Honors College to improve identification and recognition.
- Increase clerical staff for the Honors College. +
- Designate a space for Honors College students to meet and develop programming of collective interest.
- Enhance recruitment strategies pertaining to the Honors College.+

- **Collaborations with External Entities**

Collaborations with schools, universities, arts organizations, government agencies, corporations and other external entities are common throughout the campus and cover a broad range of instructional, research, program development, and creative activities. They provide many opportunities to enhance curricular and extra-curricular programs both for faculty members and for students. Some provide direct immersion by faculty members and students in their disciplines, some are research collaborations, and some are grant or donor supported.

A complete inventory of such campus collaborations would be extensive. What follows are just some examples to illustrate the potential when seeking productive collaborations.

College of the Arts and Communication

Art Horizons Artist Teacher Institute – Arts Horizon is a non-profit arts advocacy organization, supported in part by the New Jersey Council on the Humanities. William Paterson University co-sponsors an annual Summer Artist/Teacher Institute for arts teachers.

ARTstart is an annual high school art invitational exhibition sponsored the Department of Art involving 30 high schools from the region.

Faculty members in Department of Art are active participants and officers of the New Jersey Chapter of the American Society of Media Photographers, the Art Directors Club of New Jersey, and the New York Chapter of SIGGRAPH, the international association for animation and computer graphics. These and similar organizations have annual student and professional competitions.

The Department of Communication has secured numerous internships with local media establishment for students in public relations, journalism, and radio, television, and video production. Faculty members have professional associations with newspapers, television stations, film festivals, and public relations organizations that are used to exemplify professional activity. The theatre program faculty recently initiated a statewide comedy festival involving New Jersey colleges and universities.

Faculty members from the Department of Music support development activities for schools and teachers in Paterson, Passaic, Garfield and other school districts in northern New Jersey in the Urban Music Education Initiative. The department also offers student chamber ensemble performances to schools and local organizations on a request basis.

Cotsakos College of Business

The College of Business has been successful in engaging corporations to collaborate on, and to often financially support, programmatic activities. In particular, the College's center and institutes have advanced as a result of their collaborative nature. The Center for Closely Held Business was established with the support of local, privately-held corporations which

are owned and operated by families or a small number of associates including Boswell Engineering, Digitize, Inc., Fattal's Syrian Bakery, Augur, Inc., the Plantek-Smith Group, Ashford Consulting Group, and others.

The E*Trade Financial Center, which was originally established with a grant from its corporate namesake, has developed ongoing relationships with collaborative partners:

- Commerce Bank provides internships and job shadowing for students with E*Trade experience.
- De Pasquier Asset Management, Smith Barney, and Gitterman and Sacks, LLC have supported the development of an international curriculum targeting international students.
- State Farm Insurance Corporation has supported the Learn, Educate, Advance toward a Degree (LEAD) program which offers on-site B.S. and M.B.A. classes to State Farm employees.
- The Passaic County Technical Institute has collaborated with the Cotsakos College of Business on the University Students for Financial Literacy pre-college project in which university students discuss personal finance with PCTI students.
- Through the E*Trade Financial Center, William Paterson University has been a participant in the New Jersey Next Stop project which has compiled descriptions (www.njnextstop.org) of the skills needed to be employed in numerous industries including finance, information technology, and health care.

The Russ Berrie Institute for Professional Sales was established and operates with the support of a major grant from the Russ Berrie Foundation. Its various activities such as the National Sales Challenge have involved the financial support and direct involvement of individuals from numerous corporations including Unilever, Becton Dickinson, and Hess. These activities have resulted in employment for students graduating from the professional sales program.

The Small Business Development Center (SBDC) received annual funding from the New Jersey Small Business Administration and works collaboratively with the City of Paterson Urban Enterprise Zone and numerous banks that provide loans to small business owners. SBDC activities provide opportunities for students to learn about small business start up and operations, banking and public policy.

College of Education

The College of Education has numerous programs involving collaborations with local school districts including:

- The New Jersey Consortium of Middle School Preparation which involve a partnership among William Paterson University, Kean University, Rowan University, the Educational Testing Service, Apple Computer Corp., and the school districts of Bridgeton, Elizabeth, Piscataway, Trenton, Woodbury, Passaic and Wayne.
- The New Jersey Consortium for Urban Education provides an alternate route for teachers in mathematics, science and special education through a partnership among

- William Paterson University, Montclair State University, Kean University, New Jersey City University and the Newark, Paterson and Jersey City school districts.
- The Passaic County Educational Partnership involving William Paterson University, Passaic County Community College, and Berkeley College provides forums for educators and parents within the county.
 - With grant support from the New Jersey Department of Education, the Professors in Residence program offers services of faculty members to provide professional development in local schools and districts.
 - The National History Day held on campus is a statewide competition among high schools.
 - The College is a partner in the City of Passaic school district's GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) effort supported by the U.S. Department of Education.
 - The Office of Field Experience has an advisory board including teachers from surrounding school districts.
 - With donor support the Paterson Teachers for Tomorrow (PT4T) program works with Future Teachers clubs in the Paterson high schools to recruit undergraduates who wish to become teachers.

College of Humanities and Social Sciences

The Asian Studies program collaborates with the Asian Society to incorporate Asia-related content into the undergraduate curriculum, particularly with regard to students interested in attaining teacher certification.

College of Science and Health

Several of the departments in the College of Science and Health have strong relationships with corporations, government agencies, hospitals and non-profit organizations.

The Department of Biology has been the recipient of donations of supplies and equipment from Hoffman LaRoche, Wyeth Pharmaceuticals, GE Healthcare, Merck, and Lanxess (Bayer) Corporation. Lanxess has cooperated with and supported faculty and student research projects on corporate property in Haledon. Biology student research has also been supported by the U.S. Federal Aviation Administration and the U.S. Fish and Wildlife Service.

Faculty members in the Department of Environmental Science have engaged in collaborative research projects with the Passaic County Planning Department, the Passaic Valley Sewage Commission, PSE&G, and environmental commissions in Hawthorne, Wyckoff, Glen Rock, and Verona.

Clinical placements and internships are curricular components of the nursing, community health, and exercise science programs in the College of Science and Health. Affiliation and internship arrangements exist with numerous hospitals, medical offices, non-profit organizations and corporations. In such cases, collaborations exist in curriculum

implementation, on-site program implementations, and the various phases of training required by the particular professions.

Continuing and Professional Education

A significant portion of the programming overseen by the Office of Continuing and Professional Education involves regional economic development and training programs for individuals and agency or corporate clients. Further CPE represents the University by holding memberships in various organizations. Some examples are as follows:

- CPE is a member of the New Jersey Association of Women Business Owners and works closely with the Bergen and Passaic Chapters to develop training programs and identify instructors.
- President Speert is a member of the Board of Trustees of the Commerce and Industry Association of New Jersey (CIANJ) and Bernadette Tiernan, Executive Director of CPE, is the chair of the Small Business Council within CIANJ.
- CPE is developing a partnership with the Passaic Workforce Investment Board (WIB) which is composed of a diverse group of economic development leaders and academic institutions in Passaic County. WIB serves as a link to all federal, state and county economic development initiatives.
- CPE is working with the Paterson Chamber of Commerce, the North Jersey Chamber of Commerce and the Tri-County Chamber of Commerce to provide programs for members of their local organizations.
- CPE works with the New Jersey Department of Labor to implement Customized Training Grants and Literacy Grant for corporations throughout the state.

Recommendations

In its decennial review in 2001, Middle States noted that *“as individuals and through many offices, the University is providing extraordinary services to this community and the region, but the creation of a unified plan will enable the University to deliver these services more effectively and with much more impact.”* In order to develop such a plan, the University considered the development of a Community Outreach Center to serve as both a campus-wide resource and clearinghouse for all community-based endeavors. It was proposed that a center of this kind would ensure that such collaborations adhere to the mission of the University, and afford greater oversight of how these collaborations answer the needs of the surrounding community while providing reciprocal benefits for the University community.

In lieu of a center it is recommended that each College utilize its institutes and centers to focus components of activity on collaborations with external entities that conform to the College mission and provide opportunities for faculty research and student internships or research. Such collaborations could result in partnerships for funding opportunities from granting agencies, foundations or other potential sources. It is recommended that:

- The University should seek various community, agency and corporate collaborations to enhance and provide opportunities for greater student engagement and involvement

and faculty research. Such opportunities should be identified with the assistance of the Office of Sponsored Programs and the Office of Institutional Advancement.

- The College of the Arts and Communication should engage in collaborations in the arts with regional, local and statewide arts entities.
- The University should continue to pursue collaborations with other universities and community colleges to support academic programs and service components of the University and College missions.
- The University should pursue collaborations with universities regionally, nationally and in other countries.
- The University and the College of Education should implement new pre-school outreach programs with grant or donor support.

Centers and Institutes

A center or institute is established by the University to enhance research, service, community outreach and professional development opportunities for programs, faculty members, and students. While supporting the University mission and aligned with institutional planning, centers or institutes normally provide organizational units to serve institutional goals which cannot necessarily be served by other departments or offices. Focused on an articulated area of specialization, centers and institutes support thematic research and creative activities and provide the venue for collaborative innovation, discussion, instructional development, training and outreach services. Centers and institutes can often provide support for regional economic development and educational improvement by offering technical expertise, specialized training, and by serving as a focus of discussion regarding areas of thematic interest. Often interdisciplinary in intent, centers and institutes can provide the organizational opportunity for faculty members and students from various disciplines to share and engage in research interests. The expertise and reputation made more visible by the activities of the center or institute can be recognized and maintained through ongoing achievements and programmatic currency.

Centers and institutes may vary programmatically depending upon the interests and strategic initiatives of a department, a College, a division, or the collaboration among units. Centers and institutes can offer services, information, non-credit instruction or training, and can arrange for credit-bearing curricula through Colleges and departments. Centers and Institutes are not autonomous entities and normally report to a department, College or division. While enhancing University activities, centers and institutes do not duplicate those of departments, administrative offices or other established programs and do not offer credit-bearing courses or programs.

Centers or institutes normally include some of the following activities that relate directly to their interests and goals:

- Externally funded research particularly for thematic collaborations among faculty members.
- Professional development and outreach programs for schools, government agencies, corporations or individuals.
- Non-credit bearing educational programs, training programs and specialized courses,
- Public or invited symposia, workshops, lectures or other programming.
- Public service activities.
- Educational opportunities for faculty members or students.

Centers and institutes can be important strategic initiatives that provide visibility to the University in areas of expertise and, by supporting the University mission, represent the University interests, image and reputation. They are often established in order to facilitate the efforts to attain external funding through grants, contracts, revenues for instruction, or donor support and should be expected to generate independent funding. The organizational advantages of centers and institutes such as the overlapping expertise of participants, the

diversity of experiences, and the centrality of fiscal structuring can often enhance external support opportunities.

When first establishing a center or institute, it is expected that the stated purposes and goals have substantial longevity and that support can be sustainable. While normally reporting to a department, College or division, operations may be administratively aligned or coordinated with the Office of Continuing and Professional Education or the Office of Institutional Advancement.

It should be noted that the term “center” as described here does not refer to some academic offices; the term as used in this context does not include the various support and administrative units that have administrative functions and involve normal university activities such as the Academic Support Center, Career Development Center, Advisement Center, Child Development Center, etc.

The following are the existing centers and institutes at William Paterson University:

Center for Closely Held Business

The Center for Closely Held Business was established in 2006 with support from an alumni donor, to provide outreach services to owners and managers of family-owned and closely-held businesses in the region. To date, the predominant activities of the Center have been to organize and host seminars, lectures and workshops on topics of interest to this interest group and to provide networking opportunities. The Center for Closely Held Business reports to the Cotsakos College of Business.

Center for Computer Art and Animation

Originally established in the late 1990’s, the Center for Computer Art and Animation has not been active for many years. William Paterson University was one of the first universities in the region to develop a competitive program in computer animation. Support for the early phases of technology and faculty development was initially secured from the former New Jersey Department of Higher Education.

It is proposed that consideration be given to an expansion of the original intent of the Center for Computer Art and Animation to include digital fine printing, interactive media, digital photography, projection- and time-based media and special effects. Renewal of the Center could reinforce attempts to seek grants and engage potential donors to support the Department of Art’s BFA concentration in computer animation.

Center for Holocaust and Genocide Studies

The Center for Holocaust and Genocide Studies was established in 1994 with support from the New Jersey Commission on Holocaust Education, which has provided additional grants

over the years. The Center sponsors annual lectures and workshops in support of Holocaust education or, more recently, focusing on ongoing world-wide concerns about genocide. During 1999-2000, the Center received a grant from the New Jersey Council for the Humanities to be part of the University's "Twilight to Dawn Program", commemorating the new millennium. The Center has sought additional external support hoping to expand its activities.

Center for International Education

The Center for International Education (CIE), which was established in 19??, has been the institutional vehicle for the integration of activities pertaining to international education and international experiences of the faculty and students. It was established to encourage the infusion of international education throughout the curriculum and study abroad or student exchanges, to identify international opportunities for faculty research and teaching abroad, to develop relationships with universities in other nations, and to establish linkages with ethnic communities in New Jersey. The CIE provides support for international students, coordinates study abroad programs, and coordinates and sponsors campus activities with international themes.

Planning with regard to the Center for International Education is discussed in elsewhere in the Academic Plan in the section dealing with International Education.

Small Business Development Center

The William Paterson University Small Business Development Center (SBDC) is one of several regional offices that are supported by the U.S. Small Business Administration (SBA) and the New Jersey Small Business Administration. Reporting to the Cotsakos College of Business, the SBDC has offices in Paterson. Its function is to provide support and training to citizens with small businesses or those planning small business start-ups. Professional counselors and consultants provide specialized assistance to small business operators regarding such areas as employee relations, marketing, contracting, financial management, technology, and business planning and evaluation. Assistance is provided with state and federal filings including contract procurement, business-related applications and registrations, as well as other technical paperwork. The SBDC offers workshops on topics such as the development of a business plan, record keeping, legal matters, and tax filings. Although the SBDC does not provide loans for small businesses, it offers various loan programs through associated lending institutions and advises business owners regarding lending programs involving the SBA.

Institute for Creative Aging

The Institute for Creative Aging (ICA) was established in 1996 to serve as a community resource, encourage research in the area of aging, and provide continuing education

opportunities for older adults. The ICA bridges the interests of faculty members and students with members of the community who have expertise in professional areas. The ICA sponsors forums on policy issues pertaining to services for older adults and, through several programs, involve older adults in educational programs and public advocacy projects. For example, Students of Life (SOL), a program administered by the ICA, arranges mentoring and tutoring by older adults for University students. ICA also co-sponsors Grandparents as Parents (GAP) which is a network of health and human services professionals and organizations that provide information to non-parental adults who are raising children.

Global Financial Sales Institute

The Global Financial Service Institute (GFSI) was established in Spring 2007 to develop and support quality educational programs, applied research, and community outreach in the area of global finance services. The mission of the Institute is to encourage education in current and emerging international business trends, with particular focus on financial services. The activities of the Institute also emphasize the uses of information technology on the development of financial services. As William Paterson continues to develop academic partnerships with universities in China, GFSI will have an initial emphasis on Asia, and expand later to other economies.

In developing a strategic plan for the GFSI, the Cotsakos College of Business broadly considered several factors that support its objectives:

- Mega trends in the next 10 years including: shifts in global economic activity toward Asia; expansion of consumer spending in relation to emerging markets; the expansion of the number of professionals in developing economies; the transformational effects of the uses of new technologies on developing economies.
- Financial industries have changed dramatically in the past decades due to globalization, technological changes, and global economic policies and practice.
- Higher education is evolving to address changing global economics and financial services industries.
- Colleges and universities, particularly public institutions are experiencing reduced State funding support. Alternative funding streams need to be generated to support the development of degree and non-degree education and outreach programs.

The GFSI has evolved from the development of the E*TRADE Financial Learning Center and its related programs. Current planning objectives includes: faculty research and consulting; GFSI involvement with the development of the Certified Financial Planning programs as described elsewhere in the Academic Plan; expansion of the student managed portfolio and investment trading opportunities; development of a speakers series, practitioner forums, and community financial literacy programs; and the development of student exchange programs with universities in China and other nations.

For further details on these objectives, reference should be made to the strategic plan for the Global Financial Services Institute developed by the Cotsakos College of Business.

Russ Berrie Institute for Professional Sales

The Russ Berrie Institute for Professional Sales was established within the Cotsakos College of Business in 2003 with significant support from the Russ Berrie Foundation to foster the growth and development of “Professional Sales” as an independent academic discipline and to develop a variety of linkages with the business sector focused on selling as one of their core activities. Support for the Institute provided the University with the incentive to develop a baccalaureate degree program and to establish the Department of Professional Sales within the Cotsakos College of Business. The scope of the Institute’s involvement in the discussion of professional sales as a business sub-discipline has so far been regional in student recruitment but national in scope of its activities. Plans are in place to expand to international arenas.

Institute for Teaching, Learning and Leadership

The Institute for Teaching, Learning and Leadership (ITLL) was established by the College of Education in Spring 2007, to provide professional development opportunities for community pre-service and in-service teachers. Professional development workshops are offered to school personnel such as those in leadership positions, reading specialists, learning disabilities teacher-consultants, school counselors and others. The ITLL will continue to provide the vehicle for the developing grant proposals and administering sponsored awards principally from local school districts and the New Jersey Department of Education.

Several new centers or institutes are currently being considered and are described in the sections of the Academic Plan outline the proposed programs within the individual Colleges.

Recommendations

Procedures for Establishing and Maintaining Centers or Institutes:

In order to establish a center or institute, a proposal must be submitted through a process that requires approvals by College Dean(s), when the center or institute is intended to be housed with a College, and by the Provost. **To ensure University-wide cooperation and understanding, the Senate will be consulted prior to the establishment of a new center or institute.+** The President will inform the Board of Trustees of the establishment of a new center or institute.

In the cases where external funding is the principal impetus for establishment of a center or institute, the supporting grant proposal may be submitted as documentation in lieu of the University proposal or supply supplementary information to include the items listed below. However, the prospective principal investigator or project director should confer with the Dean(s) and the Provost prior to submission of the proposal to the state or federal funding sources. In the cases where funding is sought from individuals, foundations, or corporations,

the prospective principal investigator or project director should confer with the Provost and the Vice President for Institutional Advancement.

A proposal for the establishment of a center or institute should include the following:

- The name of the proposed center or institute.
- Discussion of the scope and purpose of the center or institute, the need for its establishment, and its relationship to the mission of the College, if applicable, and the University. The discussion should include the specific academic circumstances that support the establishment of the center or institute.
- Discussion of relationship and benefits of the proposed center or institute to University programs including potential benefits to the faculty and students.
- Discussion of relationship and benefits of the proposed center or institute to external constituencies.
- Discussion of the short-term and long-term goals and objectives of the center or institute, with initial timetable for achieving key objectives. The discussion should include how the establishment of the center or institute, rather than existing organizational units, would provide the basis for the achievement of goals and objectives.
- Description of the organizational structure of the center or institute including the departments involved and the names and titles of faculty and staff members who would be involved with operations.
- Statement of the intent to organize an advisory committee describing its roles and responsibilities.
- Proposed operating budget for a typical academic year including a request for internal support and examples of anticipated external support.
- Description of the anticipated sources of external funding to support operating expenses and to support various programmatic activities.
- Itemization of other resource implications in the first year of operation and subsequent year including the identification of office location or space requirements.
- Description of criteria and benchmarks for ongoing evaluation of the center or institute and the assessment of programmatic goals and objectives.

Organizational structure. Centers or institutes at William Paterson University will be administratively located within a College or report directly to the Office of the Provost. The

College Deans and Provost are responsible for ensuring that centers and institutes are meeting their various goals and are contributing effectively to the University.

The director of the center or institute will be responsible for the day-to-day operations of the center or institute and promulgate activities that meet the strategic goals and fiscal well-being of the unit. The director is responsible for addressing the purpose, goals, reputation, and visibility of the center or institute; seeking and attaining external funding; developing appropriate collaborations with external constituencies; managing budgets and personnel; managing projects and overseeing programming; adhering to University policies and procedure; and working cooperatively with other University offices and departments. A director, usually a tenured or tenure-track member of the faculty, will be appointed subject to annual approval by the College Dean and the Provost. Commensurate release time will be allocated annually subject to review of the anticipated and proposed activity for the approaching academic year.

Each center and institute will normally establish an advisory board to provide strategic oversight and direction. Board membership should include internal and external individuals to provide networking contacts for outreach and funding opportunities.

The director will be responsible for submitting an annual report and a periodic program review to the Dean and Provost for College centers or institutes and to the Provost for Universities centers or institutes.

Annual report. The University's annual report process provides one means for ongoing evaluation of the effectiveness of a center or institute and the performance of the director. The annual report will include the following:

- Summary of achievements, awards and proposals
- Update on status of programmatic initiatives
- Update on short-term and long-range objectives and other planning initiatives
- Identification of internal and external participants
- New directions and initiatives
- Update on programmatic benchmarking
- Detailed summary of budget activity
- Proposed budget for upcoming year

Evaluation. As with academic programs, each center and institute should undergo formal program review every five years to document its ongoing viability and effectiveness in addressing the University mission. Program reviews provide the University with the means of comparison regarding ongoing support and prioritization. As applicable, this process will be consistent with the format of academic program review and will be developed in consultation with the College Dean or Office of the Provost. Consideration will be given to ongoing programmatic need and fiscal sustainability.

Dissolution. Based upon review on evaluative materials described above and ongoing evaluation by the director, the Dean and the Provost, a center or institute may be dissolved by the Provost based upon the determination that it no longer meets the conditions of its establishment, it no longer contributes effectively to the University mission, it is no longer fiscally sustainable or justifiable, or it no longer has sufficient faculty support.

Student Opportunities: Student Teaching, Clinical Experience, Internships, Service Learning/Civic Engagement and other applied experiences

A subcommittee of the Academic Plan Committee surveyed the campus to identify the range of experiential opportunities for undergraduate students within the curriculum. Many programs provide some form of applied experiences that are offered as requirements in some majors and as electives in others. The basic focus of this survey was academic experiences where students develop their knowledge and skills “in the field” or by intensive activity, rather than in the formal classroom, laboratory or studio setting. Some of these experiences are embedded within courses and others are full required courses within a major; the number of credits earned can vary. Such opportunities include field experiences, internships, practicum, undergraduate research, study abroad, and perhaps others.

William Paterson University has long offered such opportunities on a program by program basis or course by course basis. Students have generally benefited from these experiences as they have resulted in meeting requirements for credits, as the basis for resume-building, for developing special expertise and credentials, and as an opportunity for professional networking. Some have led to entry level career opportunities. The Committee considered whether such opportunities should be required of all students or, perhaps more realistically, made available in all majors or elsewhere within the undergraduate curriculum.

Internships

“An internship is the opportunity to earn academic credits while gaining professional work experience in a field of study without necessarily making long-term commitment to one career. Internships allow students to learn by taking on responsible roles as workers and to observe and reflect on what happens while at their assignment sites” (WPU Career Development website definition). Internships that are taken for credit usually require approval and normally have course, credit or grade prerequisites that are indicative of the knowledge and preparation that are necessary or beneficial to the experience.

A few examples of internships with course descriptions currently offered at William Paterson University include:

Elective - *History 400, Internship in History*: “This course is offered to qualified history majors to provide on-the-job training as interns at one of the following museums or institutions: Botto House Museum, New Jersey Historical Society, Passaic County Historical Society located at Lambert’s Castle, etc. Internships offer training in museum work, archival work, and as tour guides. Prerequisites: HIST 102; History major.”

Required for major - *Community Health 497, Internship in Community*: “A 480-hour supervised internship designed to provide an opportunity for students to apply their academic preparation in professional work setting. Students are assigned tasks that allow them to develop and increase their competencies as entry level health educators. Students are required to follow all regulations of the agencies in which

they are placed in a professional manner (i.e., dress code, punctuality, confidentiality). Offered spring semester. Prerequisite: Completion of all CMHL courses with a major GPA of 2.5 or better and senior community health major.”

Required for certification - *Education 419, K-12 Subject Field Teaching Internship*: “The Student Teaching Internship is a 16 week teaching experience in an urban or suburban school setting. The internship is designed to apply learning about professional knowledge, humanistic practices and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by university professional who regularly reviews student journals. Student-teachers work in secondary classrooms with students who have varied cultural and linguistic backgrounds and exceptionalities. A seminar, CISE [Certification in Secondary Education] 450, Reckoning with the Past and Preparing for the Future in Education (2 credits), accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching' experiences. Prerequisites: For secondary subject field certification students the prerequisites are: CIED 203, CIRL 334. CISE 340, CISE 325, CISE 335, CISE 352, plus one of the methods courses based on subject field major. Co-requisite: CISE 450.”

Practicums

This term is utilized by the College of Education to identify courses involving observation by students of teaching practices in educational settings prior to student teaching internships. Along with student teaching internships, practicums are coordinated by the Office of Field Experience. For education students, the Practicum experience is 1 to 3 days per week and is the first time students have the opportunity to apply theory to practice, whereas the student teaching experience involves actual full-time teaching for a semester.

Examples of practicums include:

Required for certification - *CISE 352, K-12 Subject Field Experience*. “The N-12 Subject Field Experience is a two-day per week practicum with an experienced cooperating teacher and under the supervision of an education professor. Students are expected initially to observe the classroom and work one-to-one with students, then to work with the classroom teacher and gradually take on whole-class responsibilities. Students are required to develop an interdisciplinary lesson plan, participate in a teacher disposition self-evaluation, and continue to link e-portfolio artifacts to appropriate standards. Students will meet periodically in seminar to discuss their field experiences. It is recommended that students take the PRAXIS exam during this semester. Prerequisites: CIED 203, CIRL 335, CISE 340; co-requisites: CISE 325, CISE 335, and one of the following subject methods courses: CISE 411, CISE 413, CISE 417, or CISE 419.”

CIEE (Certification in Elementary Education) 301, Practicum and Seminar. The practicum is designed to provide K-8 certification students with the opportunity to work with an experienced teacher in developing professional knowledge, humanistic and reflective practices. Students are assisted in identifying and meeting major goals:

small group instruction, managing the classroom for a full morning or day, and demonstrating classroom management skills. Students meet in a weekly seminar and are observed by a University supervisor who makes written assignments (logs) appropriate for the student's level of professional development. The last two weeks (10 days) are full time. Prerequisite: CIRL 229; co-requisites: CIEE 320, CIEE 324, CIEE 325, CIEE 327, CIEE 328.”

Undergraduate Research

The Council on Undergraduate Research (CUR) defines undergraduate research as, “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline”. CUR cites the following as benefits of undergraduate research:

- Increases student learning through mentoring relationships with faculty
- Increases retention in science, mathematics, engineering and mathematics pipelines
- Increases enrollment in graduate education and provides effective career preparation
- Develops critical thinking, creativity, problem solving and intellectual independence
- Develops understanding of research methodology
- Promotes innovation oriented culture

In addition, undergraduates can provide support to faculty members engaged in a variety of research and creative activities. Such activities often provide enhanced opportunity to apply theoretical approaches and methodological techniques and to develop research, creative and performance skills beyond those provided in the classroom setting. They provide opportunities for students to begin to focus their interests or specializations. By reporting their results at disciplinary conferences, students often begin to function within the community of scholars.

In 1998, William Paterson University established the Student Undergraduate Research Program (SURP) “designed to foster and reward outstanding intellectual inquiry and creative work by undergraduate students who are enrolled in full-time study.” The program awards monetary support for student research and travel to conferences for student presentations of research results. Students develop and undertake research or creative projects under the supervision of a faculty member, or in collaboration with a faculty member whose research can include student participation. In submitting proposals for support, students must demonstrate how the project will improve the skills of the student and contribute to knowledge within the disciplines. A formal application process has been developed with review and recommendations for allocations by the Undergraduate Research Committee.

The program supports students in a number of ways by:

- Engaging students and faculty in research projects and establishes linkages outside the classroom;

- Facilitating the mentoring role of faculty in helping to socialize students in active research and scholarship;
- Reinforcing lessons learned in the classroom in real world applications;
- Supporting student attendance at conferences and disciplinary meetings;
- Providing the opportunity for students to get engaged in scholarship and critical inquiry as an introduction to academic/research careers.

Over the past ten years, students awarded through the SURP have:

- been co-authors on papers and presentations with their faculty mentor;
- been primary authors on research poster sessions;
- have done fieldwork on archeological sites and in research facilities such as Woods Hole;
- have published in prestigious journals with faculty;
- have attended local and national conferences and workshops; and
- have purchased laboratory equipment and supplies with which to conduct their research.

In FY 2007, 22 undergraduate students were awarded over \$7500 dollars in support of research activities.

Civic Engagement/Service Learning

Civic engagement has been defined as “... individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic engagement encompasses a range of specific activities such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official or voting.” (Michael Delli Carpini, Director, Public Policy, Pew Charitable Trusts)

Service learning is “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities... Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service... This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content (National Commission on Service Learning).”

William Paterson University is among the over 225 participants in the American Democracy Project which is a national program sponsored by the American Association of State Colleges and Universities (AASCU) and the New York Times. The goal of this program is “to produce graduates who understand and are committed to engaging in meaningful actions as citizens of a democracy”. This initiative promotes opportunities for students to engage in discussion of societal issues and the means to address them. Several courses have been

developed in a variety of disciplines which exemplify civic engagement and involve service learning and civic engagement activities. These courses include the following:

Communication 399, Media that Matters: “Blends aesthetics and civics, focusing on media that have been created expressly for communicating and/or promoting positive social change. It also provides a forum within which to consider how to engage in a positive way within the community. Participation in out-of-class activities include: Volunteer for three service projects (preferably in student’s local community) for *a minimum of nine (9) hours* for the semester; interview a staff member at a local community service organization and write an article; interview a staff member at a local community service organization and write an action plan to address one the challenges that the organization faces.”

Political Science 399, Civic Engagement: Theory and Practice: “This course explores theories of citizenship and participation in the U.S. context. Material covered includes the literature on “civic engagement” and asks students to investigate the meaning of community in a diversity of contexts. Connections between community participation and political efficacy are explored. Students must complete 30 hours of service learning and a portfolio project which combines reflective journaling and a thesis-driven essay addressing their service experience in the context of the literature.”

Urban Studies 298, Community Based Learning: “This course is intended primarily for students admitted into the Urban Studies Program, or who are considering a minor in Urban Studies. Its aim is to enable students to apply the perspectives and concepts of the discipline while they are working with a community-based organization. The community is used as a classroom where students learn through their experiences in a community setting.”

College of the Arts and Communications: Inventory and Overview of Applied Experiences

The Communication Department offers two types of internships: internal and external. Neither is required to fulfill the major requirement, but internships are strongly recommended as a means of furthering the learning experience in a professional media environment. Students must apply for an internship.

External internships are 3 credits a semester through enrollment in *Communication 330, Internship*. Students must be either juniors or seniors. Internship contacts include: ABC, CBS, FOX, WNBC, CNBC, HBO, MSNBC, MTV, News 12 New Jersey, Association of Independent Video and Filmmakers, New York Giants, ESPN Radio, WFAN Radio, Time Warner Cable, Telemundo Channel 47, New Jersey Shakespeare Company, Women’s Theatre Company, various internet sites and others.

Students also enroll in COMM 330 for internal internships. These are available to university students seeking on-campus opportunities to work in communication-related areas: radio and television, interpersonal/intercultural communication research, print journalism, public relations, film, audio production and theater. Communication majors have also completed internships in other on-campus settings including public relations, advertising and journalism.

In order to enroll for internships, students are required to have a minimum GPA of 2.5, 60 completed credits, basic training/experience/coursework in their selected area, and receive permission from the Chairperson.

The Department of Communication has opportunities for students to work on television productions, completely independent of course work. The University radio station, WPSC-FM, produces programming using student volunteers who serve as on air personalities and as technical support. Students are also responsible for the production of the department-sponsored campus newspaper, *Pioneer Times*.

Student seeking Bachelor of Music degree with K-12 Music Certification are required to take *Education 415*, *Senior Teaching Internship* normally during their last semester. In order to student teach, they must have an overall 2.75 GPA; have passed the piano proficiency exam, *Music 288*, *Field Experience I* (practicum), *Music 388*, *Field Experience II* (practicum), all prerequisites in the College of Education, and have a minimum grade of C in all music courses.

Student seeking Bachelor of Music degree with a concentration in Music Management are required to take a minimum of one internship, *Music 303*, *Music Management Internship* or *Music 404*, *Music Management Honors Internship*. There are no specific prerequisites, although the internship is normally completed during the senior year.

Student seeking Bachelor of Music degree with a concentration in Sound Engineering are required to take one internship, *Music 496*, *Internship in Sound Engineering Arts* during the senior year. There are no other restrictions.

In addition, all students in the Department of Music have required and volunteer performance opportunities built into their degree programs. It is particularly intensive for students with concentrations in Classical Performance and Jazz Studies. Many student ensembles perform both on and off campus. On-campus venues include the Java and Jazz Series at Starbucks, the Jazz Room, the Midday Artist series, the New Music series, and junior and senior recital. Off-campus performances include those for various community groups, school assemblies and music classes, and private functions.

Art 395, *Internship* is available to students seeking the Bachelor of Fine Arts degree as a major elective. The internship must be in an approved activity where the student is gaining professional experience related to a chosen professional area within the visual arts. Students are responsible for procuring their own internships either within the university, through outside organizations or businesses, or in apprenticeship with an individual artist. An internship can be non-paid or paid. Junior status is required.

Cotsakos College of Business: Inventory and Overview of Applied Experiences

All College of Business majors and concentrations offer students who meet prerequisites the opportunity to participate in an internship for 3 credits. The Director of Experiential Learning assists the students with necessary formalities and interacts with the companies offering the internships. Depending upon their major or area of concentration, students can register for *Accounting 490, Internship in Accounting; Management 490, Internship in Management; Marketing 490, Internship in Marketing; or Finance 490, Internship in Finance*. Similarly, students can register in practicums: *Accounting 485, Practicum in Accounting; Management 485, Practicum in Management; Marketing 485, Practicum in Marketing; or Finance 485, Practicum in Finance*. In each of the practicum courses, the curriculum is described as follows: “A course of study designed especially for the supervised practical application of previously studied theory in a group setting. Done under the supervision of a faculty sponsor and coordinated with a business organization”. Prerequisites include junior status, a minimum overall 3.0 GPA and in the major, and permission of the department Chair and Dean.

College of Education: Inventory and Overview of Applied Experiences

In all undergraduate certification programs, teacher candidates complete an internship (student teaching) during the final semester, preceded by one or more practicum experiences, depending upon the program. The Office of Field Experiences coordinates practicum and student teaching experiences as shown in the tables below.

Student Teaching/Internship in Undergraduate Teacher Certification Programs

Certification Program(s)	Course (credits)	Department(s)
K-5; P-3; 5-8 Specialization Teacher of Students with Disabilities (K-5)	EDUC 414 Student Teaching Internship/Seminar (10)	Elementary & Early Childhood Education Special Education & Counseling
K-12 Subject Field Health & Physical Ed.; Physical Ed.; Music	EDUC 415 Student Teaching Internship/Seminar (12)	Secondary / Middle Education
K-12 Subject Field (Art; Biological Science.; English; Math.; Physical Science; Social Studies; World Language)	EDUC 419 Student Teaching Internship (10)	Secondary / Middle Education

Practicum Experiences in Undergraduate Teacher Certification Programs

Certification Program(s)	Course(credits)	Department(s)
P-3	CIEC 300 Practicum/Seminar (1)	Elementary & Early Childhood
K-5; 5-8 Specialization	CIEE 301 Practicum/Seminar(1)	Elementary & Early Childhood
CISE 352 Practicum (2)	Subject Field K-12 Certification	Secondary & Middle Education
Teacher of Students with Disabilities (K-5)	SPC 355 Practicum A (1)	Special Education & Counseling
Teacher of Students with Disabilities (K-5)	SPC 425 Practicum B(1)	Special Education & Counseling

Physical Ed.; Health & Physical Ed.	*PETC 397 Elem. Practicum (1)	Exercise / Movement Science
Physical Ed.; Health & Physical Ed.	*PETC 398 Secondary Practicum (1)	Exercise / Movement Science Secondary / Middle Education
K-12 Subject Field	*MUS 288 Elementary Practicum (1)	Music Secondary / Middle Education
K-12 Subject Field	*MUS 388 Secondary Practicum (1)	Music Secondary / Middle Education

The Department of Special Education and Counseling has a uniform “service-learning” requirement for undergraduate teacher candidates of a minimum of one hundred (100) hours. The Special Education program defines service learning as participation in a variety of activities that enhance professional development. This requirement assures candidates experience in a broad range of pedagogical activities, including classroom observations and engagement, interactions with students, and instruction of students with diverse learning and behavior characteristics. Undergraduate special education teacher candidates may accumulate service-learning credit through membership and leadership in the Special Education Club, attendance at professional development workshops, work in special education settings in schools, or participation in advocacy or services programs (e.g., Special Olympics) for individuals with disabilities.

In graduate programs for initial certification, teacher candidates must complete a 10-credit student teaching internship, preceded by a 1-credit practicum experience. The Office of Field Experience coordinates these internship and practicum experiences:

Student Teaching Internships in Graduate Initial Teacher Certification Programs

Course (Credits)	Certification Program(s)	Department(s)
EDUC 514 Teaching Internship/ Seminar (10)	Post-Baccalaureate K-5 / Teacher of Students with Disabilities K-5 5-8 Specialization	Special Education & Counseling Elementary / Early Childhood Education
EDUC 518 Student Teaching Internship (10)	Master of Arts in Teaching K-5 5-8 Specialization	Elementary / Early Childhood Education
EDUC 540 (10) Student Teaching Internship	Post-Baccalaureate Subject Field K-12 Certification	Secondary/ Middle Education

Practicum Experiences in Initial Teacher Certification Programs

Course(credits)	Program(s)	Department(s)
CIEE 517 Practicum / Seminar (1)	Post Baccalaureate K-5; K-8 Subject Specialization K-5 Teacher of Students with Disabilities	Elementary & Early Childhood Special Education & Counseling
CISE 530 Sec. Ed. Practicum / Seminar (1)	Post-Baccalaureate Subject Field K-12 Certification	Secondary & Middle Education
CMAT 517 Practicum/ Seminar (1)	Master of Arts in Teaching K-5 Certification with 5-8 Specialization	Elementary & Early Childhood

Graduate programs in special education and counseling also include field experience or clinical hours. In the Department of Special Education and Counseling master's and endorsement programs require the following:

- The Endorsement Program for Teachers of Students with Disabilities (K-5) requires *Special Education 654, Demonstration Teaching for the Exceptional Learner*, which includes 20 days of full-time student contact in classrooms and related settings with diverse groups of youngsters during the summer.
- The Endorsement Program for Learning Disabilities Teacher Consultant and the M. Ed. Program for Learning Disabilities concentration requires *Special Education 657, Seminar in Clinical Applications* which is taken during the summer at a designated site and includes 100 hours of supervised clinical work.
- The M.Ed. program in Counseling engages counselor trainees in a practicum, *CSP 686, Practicum in Counseling*, which requires 100 hours of direct service to individual students and students in groups. For the internship, *CSP 687, Internship in Counseling*, counselor trainees must have a total of 600 hours of direct service to individual students and groups of students.
- *CIEM [Certification in Educational Media] 621, Field Experiences in School Library Media Centers*, is required for the endorsement as a school library media specialist and is also part of the Master's degree program. This course is designed to give the school library media specialist candidate 150 clock hours of work in a school library media center. It is expected to provide a forum to evaluate candidate competencies resulting from the cumulative knowledge including concepts of diversity and inclusion gained through course work.

The master's degree and endorsement programs offered by the Department of Educational Leadership include six (6) credits of field-based internships. During these experiences candidates are involved in a number of leadership activities in their school or district and within community programs. Candidates also complete a collaborative action research project during the first and into the second year, usually focused at a school site.

It should also be mentioned that several graduate courses within the College have civic engagement components, as well:

- *CIEC [Certification in Early Childhood] 634, Issues and Trends in Early Childhood Education*, a required course, has a civic engagement assignment requirement linked to the WPU American Democracy Project. For this assignment students read a text on how early childhood teachers can be advocates for children, families, and communities and then choose and implement an Advocacy Project in their school and/or community.
- *CIED [Certification in Education] 653, Advanced Curricula and Methods for Teaching Social Studies* has a civic action assignment requirement where students choose a current social problem related to a history course taken in the program. They are required to develop a civic action project for pupils in one of the classes they are teaching.
- In the Teaching Children Mathematics concentration, *CIEE [Certification in Elementary Education] 620, Math Clinic*, students work with 1-2 students over a

10-week period to assess and tutor children in mathematics. A full case study report on the tutored child's progress is required.

- *CIEE [Certification in Elementary Education] 616, Contemporary Trends and Issues in Mathematics Education*, another concentration course requirement contains an “equity lesson plan and implementation” assignment that may be considered a civic engagement task. This assignment requires students to identify an inequity in the learning opportunities within their own classroom, propose a solution to eliminate or reduce the inequity, and then reflect on the implementation of the proposal.

College of Humanities and Social Sciences: Inventory and Overview of Applied Experiences

Most undergraduate programs in the College of Humanities and Social Sciences offer but do not require a range of applied experience for credit through internships, field studies, or applied independent study projects. Along with their liberal arts majors, students completing teacher certification requirements will experience the student teaching internship and practicums described above. Internship courses in corresponding College of Humanities and Social Science majors include the following:

African, African American, and Caribbean Studies 498, Internship in African, African American, and Caribbean Studies
Anthropology 491, Internship in Anthropology
English 490, Internship in English
History 400, Internship in History
Political Science 495, Internship in Politics
Psychology 465, Psychology Internship
Sociology 490, Internship in Sociology; Sociology 492, Internship in Criminal Justice

Graduate program in the College of Humanities and Social Sciences include the following applied experiences:

- MA in Clinical and Counseling requires 15 credits of Clinical Practicum work which is required for licensure.
- MA Sociology, as currently configured, requires 3 credits of Practicum Fieldwork (*Sociology 692, Fieldwork Practicum in Sociology*) in the Crime and Justice Studies concentration or 3 credits of an internship (*SOC 691, Internship in Sociology*) in the Diversity Studies Concentration.
- MA in Public Policy and International Affairs offers 3-6 credits of internship (*Political Science 650, Internship*) as an elective option in its current configuration, but is modifying the program to require *either* a thesis *or* a two-term internship.

- The Endorsement Programs in Bilingual/ESL through the Department of Languages and Cultures requires 3 credits of internship (*Teacher of Bilingual Education 660, Field Research/Internship in Bilingual/Bicultural Education*).

College of Science and Health: Inventory and Overview of Applied Experiences

The College of Science and Health has a variety of field experiences built into the major programs. The terms used for those experiences vary and include “clinical practicum”, “internship”, “field experience”, “clinical experience”, and in cases where students go on for teacher certification, internship and practicum are required as already cited. Some majors require such courses while others provide opportunities for field or applied experiences through major electives. Undergraduate research is often undertaken as independent study, under the supervision of a member of the faculty.

Students majoring in Biology have a variety of independent research opportunities, working with professors or externally. They earn credit through internships and independent studies by registering in *Biology 498, Field Experience in Biology* or *Biology 499, Independent Study*. These experiences are strongly encouraged but not required. Similarly, the major in chemistry offer research opportunities.

Students pursuing the BS in Community Health are required to take the 12-credit *CMHL 497, Internship in Community Health* which involves 480 hours at an agency subject to departmental placement. Students must be seniors majoring Community Health with a minimum major GPA of 2.5.

Students pursuing the BS in Computer Science can utilize *Computer Sciences 495, Internship* as a major elective. Students are required to complete *Computer Science 490, Computer Science Senior Project* where they have the opportunity to pursue individual research or software development projects. They may also work as research assistants with faculty, and have gone into the community to work with local small businesses on projects.

Environmental Science majors are required to complete *Environmental Science 301, Field Experience* where students are placed with “a professional agency, a business, or a municipal body involved in some pertinent work related to the environment”. They are also required to complete *Environmental Science 480, Senior Practicum*, the capstone course, where students work collectively on a project within the surrounding communities.

The Department of Exercise and Movement Science offers several baccalaureate degree programs. The BS in Athletic Training requires four courses (totaling 10 credits) involving clinical experiences. In order to complete the major, students must complete a minimum of 900 hours and demonstrate various proficiencies. Students accumulate these hours both on campus, working with various intercollegiate athletic teams, and off campus at various affiliated schools and colleges. In addition to clinical activities students are required to assist with administrative activities such as medical records and insurance processing.

Upon completion of all other major requirements student complete the BS in Exercise Physiology by enrolling in *PEEP [Physical Education Exercise Physiology] 490, Internship in Exercise Physiology*, where “Students are assigned to a corporate fitness center and/or a hospital-based cardiac rehabilitation center for practical experience in the application of concepts.”

The various formats resulting in the conferral of the BS Nursing include clinical experiences at a large number of affiliated sites in surrounding communities. Depending upon which format students enroll in, they are required to complete clinical experiences every semester for two to three years. Within the capstone course, *Nursing 416, Senior Seminar* students develop and carry out community-based projects.

In addition, undergraduate majors in Biology and Mathematics have large percentages of students who are seeking teacher certification and gain field experience in the practicum and student teaching/internship requirements through the College of Education.

The Communication Disorders program is offered at the graduate level only. Students are required to complete 350 hours of clinical practicum.

Recommendations

- The Committee found consistent support for increased opportunities in applied experiences in the majors. It is worthwhile to note that, in post-graduation surveys of students who have graduated from undergraduate programs consistently suggest more “real life” preparation.

It would be desirable for all programs to offer opportunities for students to engage in research, internships, fieldwork, service learning, civic engagement, either through their certification requirements, through the major, or in General Education or elective coursework. As a standard learning outcome, students should be exposed, wherever possible within the curriculum, to discipline-specific, applied experiences in their fields through course assignments or course credit. A requirement of an internship, a practicum, a research experience, etc., per se, for all students would be difficult to enact without significant resources dedicated toward developing and maintaining the numerous opportunities that would be anticipated. An interim step would be to encourage all programs to develop at least elective options for their students to engage in such activities.

- It is *not* recommended that such programs be centrally administered given the discipline-specific advisement necessary for students in considering placement options.
- It should be noted that, although the subject of earlier discussions, general, campus-wide standards or policies for internships do not currently exist. Internships and other applied experiences are often subject to programmatic requirements or prerequisites

and courses descriptions often include specifications of numbers of hours required for commensurate credits. It is recommended that the Senate Committee on Academic Standards consider the means to assure the quality of internship experiences and the appropriateness of academic credits derived from their completion, including a structured assessment of the experience. ✓+

- It is recommended that the Registrar's Office be increasingly flexible to allow students to partake of internships with odd scheduling requirements. +
- It is recommended that the Career Development Center increase its promotion of internship opportunities. +

Faculty Opportunities

The Office of Sponsored Programs is an essential function of the academic enterprise and helps to further the academic and professional goals of the faculty and the University. OSP assists and works closely with faculty and professional staff members to obtain external grants and contracts that support a wide variety of projects, programs, and activities and complement existing budgets.

External funds are very competitive, but help to provide the flexibility needed for developing new and existing programs and facilities. These funds also enable the innovation and specialization that are the cornerstones of faculty research and scholarship and which enhance the teaching and learning experiences of students and faculty.

OSP works closely with faculty members to pursue external grant and contract support for research, teaching, service, public programs, creative endeavors, conferences and other types of projects from government agencies, grant-making public charities, and some private and corporate foundations. OSP provides pre-award services for the identification of potential grant sources and the preparation, compilation and submission of proposals, as well as contract negotiations, post-award services or grants administration subsequent to receipt of grants and contracts thereby insuring compliance with the terms of an award and appertaining government and University policies.

Over the past five years, OSP has seen the steady increase in the amount of funding from external sources, from \$1.5 million in 2001 to almost \$3.5 million in 2007, for a total of nearly \$20 million. The number of and variety of grant funded projects and programs has also steadily increased to currently 35 grants that include 10 different types of funding. In the first two months of the 2007-08 fiscal year, nearly \$2 million has been awarded for program development and innovation.

Office of Sponsored Programs Summary of Awards, FY2001 to FY2007

	Total New Awards		Total Annual Awards
FY01		NA	\$ 1,559,563
FY02	\$ 2,221,180		\$ 2,363,359
FY03	\$ 2,636,389		\$ 2,936,212
FY04	\$ 2,943,229		\$ 3,532,197
FY05	\$ 2,806,921		\$ 3,288,880
FY06	\$ 3,434,917		\$ 3,505,417
FY07	\$ 3,806,400		\$ 3,475,008
Total	\$ 17,849,036		\$ 20,660,636

Grants awarded to William Paterson University fall into a variety of categories and represent the interests and competitive expertise of faculty members and professional staff, and the range of opportunities available to the campus that has resulted in successful funding. The major types of grants include: individual grants that support faculty research; departmental

grants to develop new programs and introduce innovations in curricula; infrastructure and equipment grants that enable and strengthen faculty and student undergraduate research; grants that aid in student retention, public service activities, and professional and faculty development; study abroad grants that add to the internationalization of the curriculum; and grants to support conferences, and cultural and arts activities.

Number of New and Continuing Awards Received

Type of Awards	FY01	FY02	FY03	FY04	FY05	FY06	FY07	Total
Conference	4	2	2	3	1	2	1	17
Cultural Activity	5	6	5	6	3	4	3	32
Educ & Student Retention	3	6	6	14	9	8	11	57
Individual	1	0	1	0	0	1	0	3
Infrastructure/Equipment	4	3	5	0	3	6	4	25
Professional Development	4	3	5	0	3	6	4	25
Program Development	0	1	1	0	2	0	0	4
Public Service	4	5	2	3	4	3	3	24
Research	4	5	8	5	7	6	6	41
Undergrad/Grad Research	1	0	0	0	0	0	1	2
Total	30	31	35	31	32	36	35	230

The following describes examples within these categories:

Conferences: The New Jersey Historical Commission provides support for the New Jersey History Day program, a statewide historical research competition among students in the schools that culminates annually on the WPU campus in May. The New Jersey Department of Education’s Holocaust Commission has supported an annual holocaust education conference.

Cultural activities: The directors of University Performing Arts and the University Galleries, as well as faculty members who coordinate the annual Jazz Room Series have been supported by grants for the New Jersey Council on the Arts and the National Endowment for the Arts.

Student retention grants: Grants from the U.S. Department of Health and Human Services have supported undergraduate and graduate nursing students through tuition and loan reimbursement programs.

Individual awards: William Paterson University faculty members are often recipients of prestigious fellowships which support research or provide opportunities for teaching and research in foreign countries. Guggenheim Fellowships provide the opportunities for faculty members to take leaves from their University responsibilities to pursue their research within a focused block of time. The Fulbright Scholar Program has historically supported numerous

faculty members in a broad range of disciplines to engage in research and lecture at various universities throughout the world.

Professional development activities: William Paterson University has been actively involved with the ongoing professional development of teachers in the districts surrounding the campus. Awards have been received from the Commission on Higher Education, the NJ Department of Education, and local school districts. For example, through the combined efforts of the College of Education and the College of Science and Health, the University was recently awarded a three-year grant from the National Science Foundation to improve the teaching of science and mathematics in the Paterson schools.

Program development: The expansion, enhancement or modification of academic or service programs can sometimes be supported by external funding. Examples of program development awards would include a grant received from the National Science Foundation to develop a two-part introductory research methods and statistics course for students in the College of Science and Health, and a grant received from the New Jersey Department of Education to change the Special Education requirements and curriculum to meet new State standards.

Public service/Agency contracts: The specialized expertise of certain faculty members can result in research that is contracted for by public agencies. Contracts awarded by the New Jersey Commission on Science and Technology and the New Jersey Department of Environmental Protection are recent examples.

Research: As broad ranging as are the research interests of the faculty, so have been the grants to support their scholarship. Faculty members often submit proposals by responding to grant opportunities that thematically support on their research interests. Faculty members have received awards from the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities, the U.S. Department of Education, the American Council of Learned Societies, the Ford Foundation, and other agencies and organizations.

Undergraduate research: The National Science Foundation funded a collaborative curriculum development project focused on the development of a team-taught interdisciplinary research methods course. The National Institutes of Health supported research into parasitic protozoa by a professor in the Biology Department working with six undergraduates.

It should be noted that in addition to grants that are award through OSP, support has been provided by corporate donors and foundations to the William Paterson University Foundation for faculty research and various programmatic activities. The following table summarizes corporate or foundation support awarded through the Office of Institutional Advancement in FY 2007.

Award Category	Number of Awards	Total Amount
Conferences	7	\$ 13,500
Departmental Scholarships	3	80,000
Public service	2	87,569
Program development	19	1,724,443
Equipment	2	434,797
Outreach	4	31,250
TOTAL	19	\$ 2,371,559

In addition to grants, contracts are negotiated agreements to provide specialized services and consulting services based on the expertise of faculty and staff. While contracts are currently a small portion of external funding, an OSP goal is to increase contracts and sub-awards through collaborative, interdisciplinary and inter-institutional arrangements.

Clearly, the OSP has a relatively high level of productivity based upon proposals submitted. For the past three fiscal years, on average, over 50% of the grant proposals submitted have been funded. However, given the current human and fiscal resources available, growth in the quantity, size and complexity of proposal submissions would be limited.

Developing grants from idea to funded proposal requires a significant amount of time, research, writing, and close and careful attention to detail. The OSP provides pre-award and post award services, serves as liaison between the principal investigator and the funding source, and attends to or monitors the administrative functions and details associated with implementation and compliance with funding guidelines, including report writing and fiscal reporting.

In a time of fiscal constraints, grants and other external funding can supplement operating budgets, provide a means for programmatic expansion, and fund initiatives that can otherwise not be afforded. It is proposed that the achievement of an expanded array of awards is dependent upon the expansion of the capabilities of OSP.

Martin Williams, the Director of the Office of Sponsored Programs presented an action plan to the Academic Plan Committee that proposed “to increase annual support from government grants and contracts from approximately \$4 million in FY 2007 to \$20 million within five to eight years.” Each area of the organization of the OSP can be developed to make optimum use of the services offered, including: proposal development, pre-award services, program implementation, compliance and reporting, financing and budget monitoring, post-award services, project close-out and the review of policies and streamlining of processes in place in the office.

The principal means to this end is the addition of professional support in the areas of specialized grant writing and grants administration. The former would focus on the areas of greatest potential – to support faculty efforts in the College of Science and Health and the College of Education. The position to support grants and contract administration would address ongoing concerns regarding differences between grant-related financial management

and general operations of the university. This dichotomy has made grants administration more difficult than necessary and has often resulted in discouraging faculty from seeking external funding.

Recommendations

- Maximize the ability of OSP to increase external funding by providing additional resources and support and by reviewing the current configuration of personnel and services.
- Increase professional support in the areas of specialized grant.
- Increase professional staff in grants administration to adequately serve post-award needs, especially in the area of financial accounting and reporting and in project management and coordination.
- Consolidate and refine the proposal development process and include resources for travel, research, and training.
- Better align the coordination of resources to support specific college needs in post award coordination and in pre-award proposal development stages.
- Improve pre-award and post-award structures to ensure compliance with grant and funding source requirements and to support larger grants and contracts.
- Establish data base/information management needs.

V

MAINTENANCE OF EXISTING PROGRAM QUALITY AND VIABILITY

Program Review

In lieu of a comprehensive analysis process as took place in the 1990's, this Academic Plan process reinforces the importance of thorough, ongoing program reviews of all academic programs on a regular periodic basis. Programs reviews are comprehensive self-studies as outlined in the University's *Program Review Handbook* and include evaluations of curricula, student characteristics, student retention and progress, faculty characteristics and accomplishments, assessment activities, teaching and learning, and resources. After consideration of the self-study report by an external reviewer and the development of a five year plan, the process is intended to culminate in a Memorandum of Understanding (MOU) between the department, the Dean and the Provost.

Program Review Process Modification and Update

It is the intention of this Academic Plan to reinforce the significance of this process with several recommendations to modify the review cycle and to link resource allocations more closely to programmatic planning as itemized and documented in the memoranda of understanding.

After consultation with the Deans and departments, this Academic Plan establishes an updated sequence for program reviews over the five years.

All undergraduate and graduate academic programs at the University undergo a periodic program review and self-study on a rotating five/six year calendar. For programs accredited by an external agency, the calendar set by the accrediting agency is used in lieu of the University's calendar of program review. For the College of Education and the Cotsakos College of Business, departments and programs within each college are reviewed according to the timelines and policies of NCATE and AACSB, respectively.

As presented in the *Program Review Handbook*, the process for program review is clearly delineated in a series of steps that extend over a two-year period, including

- one semester to prepare for the actual self-study: organizing the process, reviewing the department's mission statement, student learning outcomes, course outlines, and assessment plans
- one semester to conduct the self-study using the University's self-study outline: preparing the report, soliciting feedback from the Dean and Provost
- one semester to host an external reviewer, then crafting a response to the reviewer's report
- one semester to finalize the review report: developing a five-year plan in concert with the Dean and Provost, and memorializing that plan in a Memorandum of Understanding (MOU), signed by the department, Dean, and Provost.

After the MOU has been signed, the department begins a five-year implementation plan, including yearly updates on progress-to-date in their year-end report.

This on-going program review process is a primary means of ensuring that all academic programs are scrutinized by the faculty in concert with the mission of the University, the priorities of the Dean's and Provost's Office, and in accordance with the standards outlined by the Middle States Commission.

Recommendations

- Departments/colleges accredited externally are generally scrutinized by the accrediting agency on a six, eight, or ten year cycle. To bring the departments not externally accredited in sync with those departments/colleges externally accredited, the University should consider expanding the calendar from a five-year cycle to a seven-year cycle of program review. The expanded calendar would include a three-year mid-term progress report (in addition to yearly end-of-year updates), whereby the department would prepare a detailed report for the Dean and Provost on progress made in achieving the goals of the Memorandum of Understanding. The three-year mid-term progress report would afford an opportunity for both the department and the Dean to revisit and/or realign the department's activities with the MOU and the University's priorities, and to adjust resources to address identified needs.
- For newly established programs, the self-study cycle should begin after the program has formally been in existence for three years. The University should consider more in-depth, comprehensive year-end progress reports from newly-established programs, to ensure that these programs are progressing in a positive direction and are receiving the necessary support from the college and university.
- Shorten the time period for the preparation for the self-study from four semesters to three. Begin the process in the Spring, and conclude the activities the following Spring with the signing of the MOU.
- Departments that are closely tied to other departments/colleges at the University (i.e., teacher certification) should solicit widespread input as part of the self-study to gather the breadth and depth of feedback needed.
- Programs that have no home department must include all allied faculty in the self-study process, and are subject to the same calendar of review.
- The MOU should outline, in detail, the process by which the department will implement its seven-year plan, including timelines as appropriate. Year-end reports must clearly articulate the department's assessment activities, particularly relating the assessment of student learning outcomes with curricular revisions.

The MOU should include recruitment, enrollment, retention, and graduation rates of its majors, and related actions the department will undertake to enhance students'

persistence and success. The MOU should also be more directly linked to resource allocation, to ensure that departmental activities are supported at a level commensurate with need.

- The University should consider using multiple external reviewers, where appropriate, to afford the most comprehensive feedback to the department. This may be particularly valuable for departments that offer multiple, discreet programs, and for smaller departments with fewer full-time faculty. External reviewers must meet the five criteria set forth in the *Program Review Handbook*.
- The Dean's and Provost's Offices should establish timelines by which they will review and respond to the year-end report, and particularly the mid-term progress report. Responses to departments should include substantive formative feedback on assessment activities; enrollment, retention, and graduation targets; and resource allocation.

Table V.I included below provides the sequence and schedule for upcoming program reviews and accreditation. It should be adhered to effectively in order to maintain program quality and to determine the need for program development and diversification.

Insert Table V.1 Program Review here

VI CONSIDERATION OF LOW-ENROLLED PROGRAMS

As was done by the Comprehensive Analysis in 1995, the Academic Plan Committee considered the viability of various low-enrolled programs. The following programs were identified for review, which include undergraduate programs with less than 30 declared majors in Fall 2006 and graduate programs with less than 25 enrolled students. Some concentrations within majors were also identified with particularly low enrollments. These enrollment levels are generally seen as the minimum numbers of undergraduate majors or graduate students needed to offer full programs without necessitating significant numbers of low enrolled classes. Enrollment circumstances may vary depending upon the necessary modes of instruction (e.g., laboratories, studios, field or clinical components, etc.), actual course overlap among program requirements, and the range of potential course enrollments due to the availability of minors and electives.

As can be seen by the discussions of and recommendations for each of the programs considered below, this Academic Plan views these enrollment circumstances as variable and recommends different means of determining and achieving future program viability.

Low Enrolled Programs

Undergraduate <u>Less than 30 majors</u> (Fall 2006)		Graduate <u>Less than 25 students</u> (Fall 2006)	
B.A. African, African-American and Caribbean Studies	13	M.S. Biology	17
B.A. Asian Studies	7	M.S. Biotechnology	18
B.S. Biotechnology	27	M.F.A. Fine Arts	20
B.S. Environmental Sciences	21	M.A. Media Studies	9
B.A. French and Francophone Studies	11	M.A. Public Policy and International Affairs	15
B.A. Geography	23	M.A. Sociology	6
B.A. Latin American Studies	4	<u>Endorsements:</u>	
B.S. Physical Education – Athletic Training Concentration	19	School Principal	4
		Reading Specialist	3
		Ed. Media	17
		Reading Teacher	0
		Student Personnel Svcs.	3
		Supervisor	20
		Teacher of students with disabilities	9

The College Deans provide information regarding the viability of each program and means toward enhanced enrollments while considering many of the same factors that were to be used to consider new programs:

- Enrollment trends
- Predictability of student demand; potential to enhance enrollment
- Current and potential employment demand
- Existing faculty expertise and priority of expertise for future recruitment
- Potential and predictability of programmatic longevity
- Ongoing affordability and priority – space, equipment, personnel, operating budget
- Potential for program development, re: new initiatives; new directions
- Viability of minors vs. majors
- Numbers of students taking courses but not completing major, concentration or graduate program
- Overlap with other degree programs, service obligations and non-degree enrollments
- Other data analyses beyond just enrollment trends and projections, e.g., timely completion of program

The following descriptive summaries of the low-enrolled programs are taken from the responses submitted by the Deans.

College of the Arts and Communication

M.A. in Media Studies

In Fall 2006, there were nine (9) students enrolled in the M.A. Media Studies program; the average class size was three (3) students.

It is apparent that this program can not be offered with such low enrollments and must be significantly modified to meet the professional interests of prospective students. Department faculty members have researched other universities' graduate offerings and have begun curriculum development in the area of professional communication. The department will also explore curriculum dimensions of professional communication including corporate communication, public communication, professional writing, journalism, public relations, and the applied uses of the internet.

Recommendation: Consider placing a hold on admissions while the Department of Communication evaluates curricular directions and develops a proposal for a new or modified program with justifications for its design and enrollment projections. The Academic Plan Committee recognized the value of a master's degree program in Communications given the University's mission and the apparent potential employment opportunities. The Department should consult with the Department of English to identify

potential overlap of offerings with existing and proposed graduate programs. The Department should plan for new program implementation in Fall 2010 and describe progress toward a new curriculum in annual reports.

M.F.A. in Art

In Fall 2007, there were 20 students enrolled in the M.F.A. program. This program requires 60 credits for what is considered a terminal degree. Of the 20 courses required, eight studio courses and three of the four art history courses are offered for graduate credit only. In addition, students complete 6 credits for their theses. Most other graduate studio art courses are cross-listed with advanced, upper-division undergraduate studio courses, generally adding 1 to 5 students to these sections.

The M.F.A. in Art program was recently included in the accreditation study prepared for the National Association of Schools of Art and Design (NASAD). The visiting team stated that the MFA program “appears to meet all NASAD standards.” The report supported the program’s focus on providing a curriculum for part-time, evening students, its interdisciplinary approach, and its flexibility in the courses offered given the range of interests of the mature student body.

The department has effectively demonstrated that it can rotate the required graduate-only studio and art history courses to meet the needs of new and continuing students, making limited use of independent study sections. Students are not presently permitted to take more than two independent studies.

The capacity of the program based upon initial planning is approximately 35 students, although the need for individual studio spaces for graduate students has to be addressed if enrollments expand beyond current levels. NASAD requires designated and appropriate studio spaces for all graduate students. Similarly, the thesis requires significant workload allocations to faculty and could limit support for the undergraduate programs unless additional faculty members are allocated to the department.

Recommendation: Determine the maximum and optimum enrollment potential in view of course scheduling, faculty teaching loads, and studio space requirements. Implement programmatic and operational changes accordingly and develop subsequent recruitment strategies to achieve enrollment potential by Fall 2010.

College of Education

The post-baccalaureate endorsement programs offered through College of Education, which appear, in some cases, to be low-enrolled, are taken by students who need or wish to obtain a certification in one of the specialized areas, but are not necessarily pursuing the master’s degree. The courses required for these endorsements, however, are the same as those taken by students pursuing the commensurate master’s degrees and do not require additional

resources. The endorsement programs in “Reading Teacher” and “Student Personnel Services” have been eliminated.

College of Humanities and Social Sciences

B.A. in African, African American and Caribbean Studies

In Fall 2006, there were 13 majors declared within the B.A. in African, African American and Caribbean Studies program. There has been a significant drop in the number of majors since its five-year high of 32 students in 2003. Interdisciplinary by design, the curriculum is seen, however, as too complex, with several concentrations that can not efficiently be offered for so few majors. The faculty of the Department of African, African American and Caribbean Studies has until recently been reluctant to accept relevant courses from other departments toward completion of the major, as is the case with other interdisciplinary majors where courses can be cross-listed resulting in more cost-effective enrollments.

During the Spring 2007 semester, this situation was in the process of being remedied by planned program changes that would include a more manageable course sequence, eliminate the tracks, and allow flexibility for use of courses from other departments, thereby utilizing the courses of faculty members whose research and expertise are relevant to the goals of the program. This proposal has not yet been submitted for College and Faculty Senate review.

Recommendation: The faculty of the Department of African, African American and Caribbean Studies should continue to pursue substantive modifications of the major curriculum in consultation with an interdisciplinary faculty committee including representatives from other departments with expertise in the African, African-American or Caribbean Studies. The modified curriculum should include existing courses from other departments, where appropriate, as well as new courses which can be developed by faculty members within and outside the Department. Existing and new AACCS courses should be considered for cross-listing with existing courses in other departments. Curricular modifications should be a principal means of increasing major enrollments to levels achieved at or above their historical highs. The approved modified curriculum will be used to determine the appropriate expertise required for new faculty positions. Progress on implementation of this recommendation should be described in the departmental annual report.

B.A. in Asian Studies

Although the B.A. in Asian Studies program had only seven declared majors in Fall 2006, it is the newest degree program in the College of Humanities and Social Sciences having first been offered in Fall 2005. At the beginning of Fall 2007, thirteen students were declared majors. The program is interdisciplinary and includes many courses that are cross-listed in various other programs and the involvement of over 30 faculty members across the disciplines. It includes major concentrations in East Asia and South Asia, and a proposed

language track. All faculty members who teach courses in this program are housed within academic departments. Further, to maintain healthy course offerings, the required portal courses fulfill the University's non-western requirement.

The Asian Studies Program was initiated with substantial external support, particularly from the US Department of Education, which supported the establishment of the degree program, the development of offerings in several languages and the allocations of two new faculty lines. Further, the Asian Society has supported faculty development.

Although associated language classes have relatively low enrollments, it is anticipated that the increase in teaching of Asian languages in the New Jersey schools will result in enrollment growth of the Asian Studies Program. The teacher preparation program for elementary school teachers (K-5) and in World Languages (K-12) single subject certification will prepare teachers with strong education in Asian studies and languages. For several years, the University has been involved in a collaboration with Passaic County Technical Institute providing college-level Japanese to advanced placement high school students.

With these programmatic initiatives, the University expects to develop a reputation for offering the Asian Studies and Asian language education. This could also attract new students to teacher education programs. Further, it is anticipated that a forthcoming Congressional appropriation supporting the University's "Critical Languages Initiative" will result in added interest and recognition of these offerings.

Finally, this program could provide essential support to the International Education initiative, efforts to engage with universities in China, and the curriculum of the B.S. in Business Administration program's concentration in Global Business. It should be noted that a minor in Asian Studies was established at the time the major was initiated and is available to support the career preparation of students in business and other disciplines.

Although an increase in the numbers of majors could result from all of these factors, it should again be noted that most of the non-language courses are electives in other majors as well.

Recommendation: Given its recent initiation, the B.A. in Asian Studies program should continue to work with the Admissions Office to target prospective students who might consider enrolling in the Asian Studies major making note of the applicability of this major to certification in Elementary Education and its usefulness to careers in international business. The program should work with the Cotsakos College of Business to encourage majors in Business Administration to consider a second major or minor in Asian Studies. Recognizing the growing demand for critical languages, NJ Department of Education approval should be attained and the language tracks should be implemented incrementally and strategically when it is demonstrated that there is sufficient demand to effectively support course offerings.

B.A. in French and Francophone Studies

The B.A. in French and Francophone Studies had eleven declared majors in Fall 2006, four (4) in the Languages and Culture concentration and seven within the Literature concentration. To simplify the curriculum, the program eliminated the concentrations in Spring 2007. In Fall 2007, fourteen students were declared majors.

Established in 1999, this program was developed to diversify the University's offering in multicultural and international education and in response to the State's World Language requirement for students in elementary and secondary schools. French is taught in 80% of New Jersey's high schools and recent job postings indicate a State-wide need as many teachers retire. A recent search of NJHire.com demonstrated that of the positions for French language teachers were 36% of the vacancies, second only to Spanish. French is also offered in many New Jersey elementary and middle schools (37%).

French remains a major international language in the areas of business, finance, pharmaceuticals, communication, cosmetics and consumer products. The faculty of the B.A. French and Francophone Studies program stress that the program supports both language acquisition and the study of literary history of France as well as the literary and cultural traditions French language speakers throughout the world. It requires 33 credits and includes relevant courses, taught in English, from other departments. French language education is a component of the General Education language requirements which covers most of the work load of the full time and adjunct faculty.

Note should be made of the proposed B.A. in Language Studies with K-5 certification described below within the College of Humanities and Social Sciences section of this plan. This major would combine Spanish and French/Francophone Studies and, taken along with teacher certification course, would result in dual certification in Elementary Education and World Languages. This program can be offered utilizing the excess capacity in existing courses in the Spanish and French/Francophone Studies majors.

Recommendation: The faculty in the Department of Languages and Cultures should evaluate national and regional trends in language education to determine whether the B.A. in French and Francophone Studies can build upon current enrollments; survey local school districts to determine whether language instruction will continue to include French or move toward other critical languages, e.g., Chinese, Hindi, Japanese, Arabic, etc. Determine whether the proposed B.A. in Language Studies and targeted recruitment strategies, e.g., heritage speakers, can significantly increase major enrollments. Determine the efficacy of major and establish enrollment target to be achieved by Fall 2010.

B.A. in Geography

In 2005, the Department of Geography was separated from the Department of Environmental Science and placed in the College of Humanities and Social Sciences. In Fall 2006, 23

students were declared majors in Geography, up from 17 in the previous year, although enrollments in Fall 2007 indicate a decrease to 20.

The geography major is accepted for social studies certification for teachers; all other students seeking social studies certification must take at least one course in geography. Upper division Geography courses generally enroll sufficient numbers of students to avoid cancellations due to the certification requirement or overlap with other majors.

Recent directions in geography as a discipline have stressed the expanding uses of geographic information systems (GIS) in both research and within various professions in businesses and public agencies. The department plans to develop a concentration in GIS and Urban Economic Geography. Courses have recently been added to make use of the GIS laboratory including a course in remote sensing. Geospatial techniques could also be useful to undergraduate and graduate students in sociology, history, marketing, political science and perhaps other disciplines. More broadly, the traditions and scope of geography should be useful in addressing globalization and the sociopolitical, economic, demographic, and environmental aspects of international education.

Recommendation: The faculty of the Department of Geography should work closely with other departments and interdisciplinary programs to determine whether courses in geography or geographic specialization, e.g., GIS techniques, could enhance other programs. The department can play an active role in the campus discussion of international education. In addition, the Department should identify national trends in undergraduate geography programs to focus the curriculum on contemporary issues, geo-political and geo-economic trends, internship opportunities, courses in applied geography, and quantitative geographical techniques. The program should undertake activities to achieve an enrollment target of at least 35 majors by Fall 2010.

B.A. in Latin American and Latino Studies

The B.A. in Latin American Studies was initiated in Fall 2001. In Fall 2006, four students were cited as declared majors in the B.A. in Latin American Studies program; in Fall 2007, 15 students had declared this as their major. Seemingly representing the mission of the University and addressing the interests of the changing demographics of New Jersey in general and the surrounding counties in particular, this major has seen low major enrollments. However, all but one of the courses within the major is cross-listed with requirements or electives in other majors. Every semester, the program runs several sections of its portal course, a popular course, used to satisfy the University's non-Western course requirement.

The faculty members involved with this program represent the various departments from which courses are drawn. They have recently modified the major and changed the program title to include course work in Latino Studies as well as Latin American Studies. This is expected to result in expanded interest and additional majors.

Like the B.A. in Asian Studies, the B.A. in Latin American and Latino Studies could provide essential support to the International Education initiative and the curriculum of the B.S. in Business Administration program's concentration in Global Business. It should be noted that a minor in Latin American and Latino Studies is available to support the career preparation of students in business and other disciplines.

Recommendation: Given its recent initiation, the Latin American and Latino Studies program should continue to work with the Admissions Office to target prospective students who might consider enrolling in the Latin American and Latino Studies major making note of the applicability of this major to certification in Elementary Education and its usefulness to careers in international business. The program should work with the Cotsakos College of Business to encourage majors in Business Administration with a concentration in Global Business to consider a second major or minor in Latin American and Latino Studies.

M.A.in Public Policy and International Affairs

In Fall 2006, 15 students were enrolled in the M.A. Public Policy and International Affairs program; eight students entered the program that year. The program has enrolled no more than 17 students per year since it was implemented in 2003. During 2006-07, enrollment in individual courses taken by students in the program averaged less than 7 students.

In responding to the Provost's request to the Deans regarding the viability of low-enrolled programs, the Department of Political Science raised numerous questions regarding the competitiveness of the program, the resources required to operate an effective program, marketing inefficiencies, and the difficulties in balancing undergraduate and graduate education. Further, it is stated that to develop the program they envision would require additional faculty positions and additional release time.

To address low enrollments, the Department of Political Science submitted a curriculum revision which was approved by the Faculty Senate in Spring 2007. The proposed changes include the identification of two professional tracks, (1) Public Policy and Administration and (2) Public Policy and International Affairs, and the added requirement of either a thesis or an internship. The proposed revision expands the program from 30 to 36 credits.

Recommendation: Although the Department of Political Science has made an effort to modify the curriculum, it has not been demonstrated that these changes address specific employment opportunities or the interests of prospective students. Enrollment projections were not indicated in the program change documentation. In consultation with Dean Tirado and Dean Jemmott, the Department should document these considerations in order to properly gauge enrollment expectations and to establish goals and a timeline for their achievement. Further consideration should be given to clarifying the purpose and educational goals of the program, to longer range curriculum changes and commensurate faculty expertise.

M.A. in Sociology

Only six students were enrolled in the M.A. in Sociology program in Fall 2006. The average enrollment in 2006-07 classes for this program was 4 students. As a result of this critical circumstance, the Department of Sociology faculty engaged in extensive discussion regarding programmatic directions and program viability.

The existing program has two tracks with a common core: (1) Criminal and Justice Studies and (2) Diversity Studies. Students have enrolled in these concentrations in approximately equal numbers, however, due to the limited enrollments, course have often been cancelled or not offered.

In Spring 2007, after consultation with Dean of Graduate Studies Nina Jemmott, it was decided that a hold would be placed on students entering the program who were interested in pursuing the Crime and Justice track and that the Diversity track would be transformed into a program focused on aspects of applied sociology. A curriculum for a revised program has been developed and approved by the Department, however, upon review by Dean Tirado and Dean Jemmott further revision is needed to support the applied emphasis.

The department may also pursue an M.A. program in Criminal Justice, as describe below in this plan.

Recommendation: The Academic Plan Committee recognizes the value of a master's degree program in applied Sociology given the University's mission and the apparent potential employment opportunities. It is recommended that consideration be given to placing a hold on admissions while the Department of Sociology evaluates curricular directions and develops a proposal(s) for a new or modified program(s) with justifications for the design and with enrollment projections. The Department should propose a realistic timeline for implementation of the revised program(s) and describe progress in interim and annual reports.

College of Science and Health

B.S. in Biotechnology

The B.S. in Biotechnology degree had 27 declared majors in Fall 2007. This is a program that has significant overlap with the B.S. program in Biology which, in Fall 2007, had 354 majors. In addition, students in the undergraduate program are required to enroll in three graduate level courses, which are also required of the students in the M.S. Biotechnology program. Further, these courses are laboratory courses and cannot be enrolled beyond the current limit of 18 students. The graduate level courses (one section each per year) required for this program approached capacity during the 2006-07 academic year.

Recommendation: Due to the overlap in course requirements with the undergraduate Biology program and the M.S. in Biotechnology program, the B.S. in Biotechnology appears

to be viable and sustainable. Currently students in this program are eligible for NSF scholarships and additional enrollment could result from the recruitment of international students or through direct marketing activities. This program should be highlighted in recruitment activities with science high schools and with prospective students who indicate an interest in the sciences.

B.S. in Environmental Science

Twenty-one (21) students were enrolled in the B.S. in Environmental Science program in Fall 2006. The program design includes requirements in chemistry, economics, mathematics and physics which are offered for other programs as well. Similarly, major electives include courses in biology, chemistry, geography and other disciplines. Although it is common for major courses in Environmental Sciences to be cancelled due to low enrollments, a few courses each semester can be offered due to strategic scheduling and strong advisement.

The Department of Environmental Sciences recently prepared a proposed BS Earth Science program designed for teachers interested in this certification, which was approved by the Faculty Senate in Spring 2007. Students taking this program will enroll in some of the courses offered for the BS Environmental Science program, thereby filling some of the available seats.

Job placement for students graduating from this program is strong in the environmental industry. Students have been employed by environmental consulting firms and state and local agencies that oversee environmental policy and program implementation. The required practicum involves the student in actual environmental programs and studies.

Recommendation: Strong consideration should be given to modifying the curriculum to reduce the number or credits in the major in order to make it more manageable for students to complete in a timely manner. Some consideration should be given to include courses in environmental issues, policy and administration. In addition, the Department of Environmental Science should develop aggressive student recruitment strategies to attract science students from high schools, particularly specialized science high schools, and from A.S. programs at community colleges. The program should engage in activities to achieve an enrollment target of at least 35 majors by Fall 2010.

B.S. in Athletic Training

Until recently modified, the Department of Exercise Science offering in athletic training was a concentration in the B.S. in Physical Education program. This program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) and the Commission on Athletic Training Education Programs (CAATE), and approved by the National Athletic Trainers' Association. The program is closely associated with campus athletics programs and has over 20 affiliate locations for the clinical component of the program.

With recent Faculty Senate, Board of Trustees, and NJ Council of Presidents approvals, the department is offering the B.S. in Athletic Training, effective Fall 2007. While the concentration had an enrollment of 19 students in Fall 2006, the Fall 2007 enrollment in the major is 18. The graduate rate, however, has been low due to a 2.75 requirement for graduation and an extensive clinical requirement. Although faculty resources could be used for programs within the department with larger numbers of majors, it is the position of the department that the new degree designation, which is offered at other nearby campuses, should have a significant positive impact on recruitment and new enrollments.

Recommendation: Given the new status of the program, it is recommended that time be provided to publicize the program to the profession and to prospective students. Such activities should be reported within the department's annual report. By Fall 2010 enrollments should increase to 35 majors and by the 2010-11 academic year students graduating from the program should reach 10 per year. If these levels are not achieved, the program should be considered for phased elimination.

M.S. in Biology and M.S. in Biotechnology

The Fall 2006 enrollment for the M.S. in Biology program was 18; the enrollment of the M.S. Biotechnology program was 17. Carefully scheduled, students in these programs often take most of the same courses to complete their degrees. The required courses were enrolled at sufficient levels for laboratory courses during the 2006-07 academic year.

It should also be noted that the B.S. in Biotechnology/M.S. in Biotechnology is currently the University's only joint B.S./M.S. degree program.

The Biology faculty notes that the quality and diversity of the students in these programs is impressive and that they support efforts to provide opportunities for students in the profession.

Recommendation: Due to the overlap in course requirements with the M.S. in Biology program and the B.S. in Biotechnology program, the M.S. in Biotechnology appears to be viable and sustainable. This program should be highlighted in undergraduate (B.S./M.S.) and graduate program (M.S.) recruitment activities and included direct marketing strategies to the pharmaceutical industry, graduates in biology, and elsewhere.

VII NEW ACADEMIC PROGRAM PLANNING PROPOSALS AND RECOMMENDATIONS

Graduate Studies

Graduate education at William Paterson University came into focus in 1997 with the application to the Commission on Higher Education for University Designation. Within that document the prior history of graduate education was summarized as follows:

“The first graduate programs at Paterson State College were in Elementary Education and Elementary School Administration and Supervision; these were authorized by the New Jersey Department of Education in the Spring 1955. Over the next decade graduate programs and enrollments experienced dramatic growth. By 1966, Paterson State College offered 17 distinct graduate programs, four of which were in the liberal arts, and had a graduate enrollment of 1143. The 1972 Graduate Catalog shows only a few additional changes in degree programs: namely, the addition of a graduate program in Urban Education and a change in nomenclature and curriculum of a master’s degree from Natural History to Biological Science. Since that time, three new graduate programs have been added: the MBA in Business Administration in 1981, MS in Biotechnology in 1989 and MS in Nursing in 1996. Each program undergoes regular, systematic Program Review on a five year cycle as well as relevant accreditation reviews. The current mix and array of graduate programs is a result of the addition of new programs and discontinuation of programs as a result of the review of student enrollment, program quality, and institutional resources, including the discontinuation as a result of the Comprehensive Analysis of M.A. in Social Science, M.A. in Urban Education and Community Affairs, and the M.Ed. in Administration and Supervision. Program developments underway are indicated below. Current graduate enrollment (Fall 1996) is 1,287 (490 FT).”

The University Designation application also described graduate programs under development or being considered in 1997, potential opportunities for new graduate programs, as well as the administration and funding for graduate education.

Since 1997, the following graduate degree programs have been implemented:

Master of Music (M.M.) – Fall 1998
M.A. in Applied Clinical Psychology – Fall 2000
Master of Fine Arts (M.F.A.) in Art – Fall 2000 (the M.A. in Visual Arts was discontinued)
M.Ed. in Educational Leadership – Fall 2000
M.A. History – Fall 2000
M.A. Sociology – Fall 2000
M.A. Public Policy and International Affairs – Fall 2002

It should be noted that the total graduate enrollment described in the University Designation application, 1,287 students in 1997, increased to a peak of 1,991 students in 2004. It has since declined to 1,613 students in Fall 2007, although the number of new students enrolled increased from 498 in Fall 2006 to 609 in Fall 2007. The recent attrition can be partially explained by large numbers of students completing degrees or endorsement programs during academic year 2006-07.

The following table depicts total enrollment in the Colleges (formerly Schools) since the Comprehensive Analysis process in 1995. (It should be noted that the School of Business and the School of Humanities and Social Sciences separated effective Fall 1996).

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Arts & Comm	64	64	49	42	47	49	59	75	75	71	71	72	68
Business	104	85	96	87	109	98	82	79	66	72	61	46	69
Education	620	591	554	534	642	657	693	783	905	956	900	810	709
HSS	105	84	66	74	117	126	144	172	190	190	206	211	200
S&H	77	129	162	169	167	162	148	138	154	157	158	173	171
Nonmatric	226	334	400	405	406	423	368	478	518	515	464	425	396
TOTAL	1,196	1,287	1,327	1,331	1,488	1,491	1,604	1,726	1,908	1,991	1,860	1,737	1,613

The enrollments presented in this table are better understood by considering the changes in individual programs, particularly within the College of Education. (This information is available in the annual *University Fact Book*). However, as can be seen, trends in overall graduate enrollments are significantly affected by the total number of students within the College of Education, as well as the numbers of students who are non-matriculated. The latter are largely students enrolled in Education courses, and may be teachers either supported by their school districts or considering matriculating into a degree or endorsement program. Growth through 2004 was largely due to the expansion of enrollments in College of Education programs, as well as the initiation of new programs in the College of Humanities and Social Sciences and the addition of the School Nurse program to the B.S.N. Subsequent decreases in enrollments may be due to changes in certification requirements within the State and financial constraints on the school districts, which have historically provided some financial support for teachers seeking various credentials.

The recent decline in graduate enrollments is similar to what is being experienced on other campuses throughout New Jersey, although the increase in new students from 2006 to 2007 is encouraging. With expanded marketing and recruitment efforts, the numbers of applications for graduate programs increased significantly and larger numbers of new graduate students were admitted into the M.B.A. program, the M.S. in Communications Disorders, the M.A. in Clinical and Counseling Psychology, among others. Expanded recruitment activities will continue with particular attention paid to the programs offered by the College of Education, the endorsement program in Bilingual Education/ESL, and the recently approved concentrations in the M.B.A.

Based upon recent Board of Trustees discussions regarding University enrollment projections and goals through 2011, it is expected that total graduate enrollments should exceed historical highs. This should result from improved marketing and recruitment for students into existing programs, the enhancement of program quality through evaluation and diversification of graduate offerings, and the development of some new programs.

Among all of the planning proposals described below, a significant proportion are new, expanded or modified graduate programs reflecting opportunities that were identified by the faculty. Some of these proposals are already within the approval sequence, some are under development, and some are considered for the first time in this Academic Plan. Among these are programs that can be implemented with significant overlap with existing programs by means of implementing curriculum revisions, new concentrations, joint baccalaureate and master's degree programs, or new programs with courses that can be utilized in more than one program. Each of these programs was discussed in detail by the Academic Plan Committee.

The Committee also considered ten new master's degree programs, some of which would have curricula that would overlap with existing programs. Other programs could be developed with completely new curricula while utilizing existing faculty expertise and/or requiring additional faculty. Such programs were scrutinized by the Academic Plan Committee with respect of the planning principles and criteria. Reference should be made to the recommendations below regarding each of these programs.

Six prospective doctoral programs were discussed by the Committee; five are described further in the sections below. Doctoral education is new to William Paterson University and must be thoroughly considered. Given the resources needed to operate other existing and planned undergraduate and graduate programs, resources implications must be carefully weighed. In addition, it is assumed that doctoral programs would be developed only in areas of particular strength within the existing curriculum, particularly at the graduate level. The prospective programs were considered by the Academic Plan Committee by keeping in mind that the University is not a research institution and that doctoral education would likely remain limited to a small number of programs that address special needs within the professions.

Recommendations

- The University should build upon a “graduate identity” by defining and highlighting offerings at the graduate level and the development of a spectrum of activities that would be of interest to graduate students. As a predominantly undergraduate institution, the campus culture largely reflects undergraduate education and the interests of undergraduate students. Graduate students and prospective graduate students should feel that graduate education plays a significant role in the general culture of the campus.

- Graduate education and related activities and opportunities should be significant and independent, when appropriate, components of future University marketing and public relations campaigns.
- The University should develop a culture for graduate education, even though the vast majority of students studying at the graduate level are part time students. This can be accomplished by improving upon existing graduate student services and developing additional services at every level of entry and study.
- Additional graduate assistantships should be allocated to be competitive with other institutions which provide purposeful opportunities for graduate students to enhance their career credentials. There should be greater focus on creating an institutional infrastructure for [supporting] graduate assistantships. +
- Working with graduate program directors and the Dean of Graduate Studies and Research, the Office of Institutional Advancement should seek scholarships and fellowships for full-time and part-time graduate students.
- Continue to build a graduate curriculum that recognizes and makes the connection between graduate study and research and that provides opportunities and resources for research both on and off campus.
- Develop a marketing program for graduate programs, including a clear set of tactics to increase the competitiveness of our graduate programs. Web page links to graduate programs need more visibility [on the University's homepage and college webpages]. +
- Develop a more structured evaluation of new and modified graduate programs by the Graduate Council.+
- Develop graduate programs that are responsive to the needs of students entering graduate study. Current needs of graduate students includes online and week-end programs; executive programs; certificate programs; joint programs; interdisciplinary programs, distance and off campus programs, and career programs that are tailored to the specific work and employment related circumstances students bring with them. Ensure course scheduling of the curriculum takes into account the nature of part time students and part time student needs. This would include flexibility in course offerings and could necessitate flexibility in faculty schedules and workload assignments.
- Offer carefully selected doctoral programs that are responsive to the external market and disciplinary demands and for which the University is particularly suited by historical reputation. These programs may be applied and interdisciplinary but will need to be competitive.

- Establish innovative new programs that are entrepreneurial and market-driven and responsive to the needs of employers and which respond to the state's workforce development and economic development plans. Consideration should be given to offering these programs in non-traditional teaching and scheduling modalities. **Increase interdisciplinary cooperation [across colleges, departments] and programs. +**
- Realign graduate faculty teaching loads to reflect the needs of graduate students and graduate study. Graduate students need to engage in both theoretical and applied study and research, which requires mentoring and close relationships with faculty.
- Improve and enhance the physical space of the Office of Graduate Admissions and Enrollment Services to reflect a professional work space and environment and increase the staff to ensure that graduate student enrollments increase and services are provided that are competitive with other universities.
- Increase the diversity of the graduate student population to better reflect that of the undergraduate population, the population of New Jersey and the needs of the state's workforce.
- Develop formal mechanisms for regular assessment, feedback and improvement of all systems related to graduate education, including admissions, enrollment, and student outcomes to determine the continuing health and viability of programs and organization of graduate education.
- **Develop formal means and provide necessary resources to conduct capacity studies of each graduate program and the whole on a regular basis in order to make realistic and reliable projections for growth. Develop a better understanding of the costs of running graduate programs.+**
- Consider the establishment of a School of Graduate Studies to raise the image of graduate education, to promote fundraising and to enhance marketing and student recruitment.

The David and Lorraine Cheng Library

The mission of the Cheng Library is to advance student success, academic excellence and community outreach through its services, resources and facilities. The Cheng Library seeks to provide leadership in the ongoing use of technology as it supports the academic needs of the University community and as it increasingly forms the foundation for acquiring and using information resources. Over the next three to five years, the Cheng Library will pursue major initiatives in the following areas: Instruction and Curriculum, Faculty Support, Technology and Assessment.

Instruction and Curriculum

The Library provides over 300 course-related class sessions in addition to individual instruction to assist students in developing the information skills essential to personal and academic success. Several initiatives focus on the development and assessment of information literacy learning outcomes at various stages of the academic program. An assessment of freshman information literacy skills has been built into the library component of the freshman seminar program. Student evaluations of non-FYE course-related instruction will be used to revise upper level information literacy learning outcomes and provide the basis for ongoing assessment of the Library's User Education program. The Library will continue to provide leadership in the University-wide assessment of learning literacies through participation in the LLST project and plans to incorporate all of the learning literacies within the User Education Program where appropriate.

Extending instructional support to an increasingly online environment is another focus of the Library through initiatives aimed at increasing the integration of library instruction with Blackboard, the development of self-paced tutorials and online guides, online chat, RSS feeds and similar technologies that can be used to strengthen the information literacy skills of students. Personalized assistance, including online and face- to face sessions, will be enhanced through a variety of tools.

A third focus is a continuous review of the Library facility to update existing study spaces and redesign a variety of work/study environments to support the learning needs of students.

Faculty Support

Budgets permitting, the Library will provide improved support for the diverse research needs of faculty and students through the expansion of its database and online journal offerings, with special attention given to departments and programs that are currently underserved. Because the recent serials cancellation project clearly demonstrated faculty preference for online journal resources, the Library will continue to convert its serial holdings to online versions to the degree that electronic versions are available and funds permit.

Other faculty support initiatives include efforts to maximize the usefulness of resources for a varied community of scholars. For example, the Library is investing in more personalized tools for research, including bibliographic management software, personalized automated searching and current awareness agents, and the redevelopment of its web site for easier navigation and the provision of content through a variety of devices. A prototype use of an RSS feed from the journal *Current Anthropology* can be viewed at <http://www.wpunj.edu/library/anthro/shtml>.

Technology

In the next few years, an emphasis will be placed on using technology to improve communication about library and information services to students. Students have a different relationship with technology than students did even in the recent past. Rapid developments

in web technology have created a set of “appliances” or web-based tools that have quickly become familiar information delivery methods. Students equate these methods with quick and efficient service and see them as hallmarks of an up-to-date organization. Such Lib 2.0 developments as blogs, wikis and RSS feeds will be developed to ensure that all popular communication tools are available to the faculty, staff and students.

A second area of on-going interest is the use of technology to learn more about users and their information/searching preferences by maximizing the usage data from our Voyager and other library systems. Although these systems all produce logs detailing the transactions that occur, the systems are almost entirely unconnected and we infer only anecdotal relationships between them. It is possible, however, to directly link them by way of additional programming. After an analysis of these relationships is completed it should become possible to set up triggers, e.g., failed searches for a particular book title generates an order for the book, exceeding a number of interlibrary loan requests for an item generates an order, analysis of trends in database searching influences decisions about database subscriptions and database searching training. Regular reports from these interconnected systems will enable better proactive planning for staffing and time management, making operations more efficient and improving service.

Assessment

The Cheng Library has a strong record of assessment which will continue over the next several years. LibQual, the recognized gold standard in measuring academic library performance, will be conducted again in the spring of 2008. The data received will augment and inform the performance measures obtained from the survey in 2005, thus providing more longitudinal views of faculty and student perceptions of Library services, resources and facilities.

Another major assessment initiative will be further study of the monograph collection made possible by use of OCLC’s WorldCat Collection Analysis software. Having piloted the use of the software in 2007, the staff looks forward to learning more about how the Library collection compares to peer institutions and to use this knowledge to guide allocations, new purchases and weeding projects.

As software applications become more and more indispensable to daily work lives, the assessment of staff technology skills becomes more important. Results of a survey of staff skills in the use of several generic applications will lead to the development of staff development workshops in needed areas. Training and one-on-one mentoring also can be provided, thus ensuring that all staff members have the technical skills necessary for their daily tasks.

Recommendations

- Members of the Cheng Library staff should continue to develop and implement meaningful methodologies for measuring information literacy student learning

outcomes and use these tools to effect appropriate changes in the various instructional programs they provide.

- Members of the Cheng Library staff should extend their instructional efforts to provide better support for the University's online programs.
- Cheng Library personnel should advocate for the financial resources necessary to acquire the print and online information resources needed to support the University's new and ongoing academic programs.
- Cheng Library staff should utilize a variety of web 2.0 technologies to improve communication with students and faculty.
- Cheng Library personnel should continue efforts to better understand the behavior and use patterns of patrons by analyzing data from the Voyager and other library systems.
- Assessment plans including research done using LibQual and OCLC's WorldCat Collection Analysis tool should continue to be important Library initiatives.

Information Technology

As follow-up to the University's 2001-2006 Information Technology Plan which, as implemented, significantly transformed campus-wide usage and reliance on computer technologies, the Information Technology Plan, 2007-2009 was circulated for review during the 2006-07 academic year and was approved for implementation by the Cabinet and Board of Trustees. The new IT Plan provides a detailed framework for academic and administrative planning components of technology usage as well as budgetary, staffing, scheduling and policy implications of implementation. The 2007-2009 plan reflects the ongoing maturation and sophistication of the University's information technology.

“While our goals may be similar to those of the previous plan, the focus is no longer on the broad strokes of ubiquitous availability, easy access and assessment. Instead, our new Plan seeks to reach out to the campus community to meet the more specialized and diverse needs of educators and students in the twenty-first century.”

The IT plan begins by identifying eight planning principles “that serve to guide campus priorities and implementation decisions”... and given limited resources “a context and value system useful for decision makers as they strive to balance the relative weight of fundamentally competing goals”:

- Support the University's Mission and Student Success Plan
- Ensure equal access for the campus community
- Provide a reliable, stable and secure IT environment

- Anticipate and respond to continuous change
- Promote and facilitate communication and collaboration through technology
- Support the interdependence of University information needs
- Recognize the specialized technology needs of individuals and departments
- Recognize and address the information literacy needs of all campus users

With this context, the Plan enumerates four broad goals and a comprehensive array of corresponding objectives. Reference should be made to the IT Plan for the detailed objectives outlined within each goal:

Goal 1: Teaching, learning, and research initiatives embrace innovative and effective uses of technology and prepare students for success in the 21st century.

Goal 2: The University maintains and effectively deploys appropriate network, computing, and technology services to support the University community.

Goal 3: Advance the transformation of Library and Information Technology offices and departments into an enterprise services organization that is adaptive to change and responsive to users' needs.

Goal 4: Information technology transforms departmental and administrative systems into efficient, user oriented, electronic information, and business resources.

Appended to the IT Plan are various proposed technology use policies and access and security standards. These illustrate the increasingly complex issues that surround of the administration of information technologies which must be vigorously addressed.

Recommendations

Information technology will play an essential role as the Academic Plan is implemented. The goals and objective of the IT Plan, particularly Goal 1 and its corresponding objectives, should be endorsed, supported and integrated, where appropriate, with the ongoing development of existing academic programs, program reviews, programmatic assessment, new program proposals, and other academic initiatives.

- Academic programs should maximize and diversify the uses of information technology to improve teaching and learning.
- Program reviews should evaluate the effectiveness and currency of the uses of technology within the disciplines, the curriculum and teaching.
- Consideration should be given to the applications of information technology to offer existing and new programs using multiple teaching modes, including fully online programs.

- Technology use policies and information regarding access, privacy and security standards should be fully disseminated to the campus community.

Academic Support Services

William Paterson University offers a range of academic support services for students in need of additional help with their coursework. The services range from University-wide tutoring, as provided by the Academic Support Center, Educational Enrichment Center, and the Educational Opportunity Fund Program (EOF), to discipline-related support provided by the Writing Center, Science Enrichment Center, Language Laboratory, Nursing Student Success Tutoring Program, and Mathematics Learning Center, to subject-specific support provided by departmental labs and study groups. All services are provided to students at no additional cost.

The Academic Support Center, located in Hunziker Hall, provides tutoring for a range of introductory-level courses. The office is staffed by two professional staff, one clerical staff, 16 master tutors, 14 peer tutors, and one part-time Early Alert coordinator. Although one-to-one tutoring is the predominant mode of support, the Center also coordinates study groups and exam reviews for larger groups of students. Supplemental Instruction (SI) an academic support program that identifies “high risk” courses and provides students with advanced level peer assistants is available for the general education gateway courses. Reading skill enhancement is available for students experiencing difficulty with reading comprehension. In a broader scope, the Center offers workshops throughout the year on test anxiety, time management, study skills, how to choose a major, and test taking strategies. The associate director offers in-class workshops on goal setting and skill development upon faculty requests. Students admitted to the University as cohorts into the Sponsored Students Program are advised and mentored through the Academic Support Center. In addition, the Academic Support Center monitors and facilitates academic support programs for the part-time student cohort.

The Education Enrichment Center in Morrison Hall provides a pre-college Alchemy Summer Bridge Program to students in need of academic and personal development to ensure their readiness for the first year. These students are generally from historically underrepresented populations. In addition to mentoring, students engage in workshops on critical thinking and take “On Course”, a multilayered approach to student learning and development where the focus is on the student taking responsibility for her/his own learning. EEC foster’s a philosophy of lifelong learning via reading and discussions in “The Readers’ Speak Book Club”. Students engage in discourse in “The Future Focus” with faculty members outside the classroom in monthly meetings, and develop a mentoring relationship. The Achiever’s Circle initiative provides honors level Alchemy students (GPA 3.0 and above) with the opportunity to participate in leadership training and learning communities. The EEC is staffed by two professionals and one clerical staff.

The Office of Testing is responsible for conducting general Basic Skills and foreign language placement tests for first year students. In addition, the Office of Testing administers the

CLEP (College Level Examination Program) examinations which enable students to earn college credit toward completion of general education courses. The Office of Testing also provides admission testing on the graduate level including the Graduate Record Examination (GRE), the Miller Analogies Test (MAT), and the Law School Admission Test (LSAT) for prospective William Paterson graduate students and the outside community.

The Science Enrichment Center provides tutorial assistance, professor-donated course content, reference materials, laboratory equipment, workshops, technological assistance, mentors, and skills in cooperative learning, research and study for students experiencing difficulty in science courses. Virtual tutoring and resources are also available through the Virtual Science Enrichment Center. Students make approximately 11,000 in-house visits to the SEC per year; another 31,000 visitors to SEC websites generate over 300,000 hits per year. The SEC, located in Science Hall, has one full-time director, one half-time assistant director and a part time staff of 26 tutors.

The Writing Center, housed in the Atrium under the auspices of the English Department, serves all undergraduate students for the improvement of writing skills. Staffed by one faculty director and tutors (comprised of adjunct faculty, recent English graduates, and undergraduate peer tutors), the Writing Center provides individualized instruction designed to meet the particular writing needs of the student. In 2005-2006, over 1,100 students used the Writing Center, many making multiple visits.

The Language Laboratory, the Mathematics Learning Center and the Nursing Department provide discipline-based assistance to students enrolled in foreign language courses and mathematics courses, respectively. The Language Lab, staffed by one technician, offers multimedia internet/intranet-based learning for introductory-level foreign languages. Tutors in the Mathematics Learning Center assist students enrolled in 100- and 200-level math courses, and hold weekly recitation sessions for Math 135 and Math 200. During 2006-07, 1,593 hours of tutoring were provided. The Nursing Department provides similar support for nursing majors by employing upper division peer tutors. Last year, 265 students used the peer tutoring program for one-on-one and group study sessions.

Many academic departments provide supplemental assistance to students enrolled in their classes, specifically tailored to the curriculum and the students' needs. These programs are staffed and funded by the academic departments.

From a cohort perspective, all students who have earned up to 23 credit hours are advised and monitored by the Director of the First Year Experience. These students, new to the University and to college-level expectations, are referred to the appropriate support service when academic difficulty is determined.

The Early Alert Program, which has formally existed at WPU for ten years, is a means of having faculty alert both students and the academic support staff to problems encountered in the classroom. This program, highly successful at other institutions, has achieved only moderate success at William Paterson mainly because the entire program is the responsibility of one part-time academic support professional, a function of resource allocation to the

effort. A revised program is being pilot-tested this year in an effort to automate the process for ease of use by faculty and to aid in follow-up and monitoring by support staff. First- and second-year students on academic probation are monitored through this program.

The National Association of Developmental Education conducted a study (Boylan, Bonham, and Bliss 1997) to assess the service components associated with student success in developmental programs. They recognized the following as important to effective academic support programs: a centralized program organizational structure; mandatory assessment of students; availability of tutorial services; tutor training; advising/counseling services; and program evaluation. William Paterson University conforms to these factors with the exception of a centralized organizational structure. Academic support offices are located in various places around the campus and overseen by various administrative and departmental offices. This requires students to seek out the appropriate academic support they need.

The following recommended initiatives are contingent upon funding and increased professional staff, a coherent philosophy of student learning assistance, and a collaborative, university wide student support goals for student learning.

Recommendations

- To ensure that a comprehensive array of support services are offered in a timely, appropriate, and effective manner, all academic support services should be coordinated by a single administrator who reports directly to the Provost and who works closely with department chairs and deans who oversee specific academic support programs. This activity should be the principal responsibility of the administrator so that academic support services are identified as an essential, cohesive and comprehensive academic activity.
- Currently, support services are housed in various locations throughout the campus. Whereas this may be most effective for department-based tutoring, University-wide academic support services should be located in one visible location. This reconfiguration of a centralized program under a single administrative unit with its own executive director is based on the premise that the administrator would facilitate communication between similar programs, simplify referrals, reduce replication of services and engage in comprehensive tutor and staff professional development. This arrangement would improve communication between programs, create a bridge between instructors and students and enhance student access and success.
- Given the increase in the number of admitted students who are underprepared in one or more areas, additional full-time staff lines should be added to support areas to ensure a manageable case load. New staff should have a background in developmental education.

- Tutoring should be expanded to all levels of the undergraduate curriculum, as needed. The Academic Support Center should coordinate support within disciplines that do not have internal academic support activities.
- Academic support staff should be cross-trained, and best practices should be shared across all support offices. Although some programs have specific populations under their charge (EOF, EEC, First Year Experience), successful support programs should be coordinated across these subgroups to maximize resources and personnel.
- In order to have an increased number of admitted and prospective students tested at one sitting, to avoid schedule conflicts with current lab and the continuation of offering additional tests beyond the initial placement test, the Office of Testing is in need of its own computer laboratory with a minimum of 20 computers and several writing tables so that students may simultaneously take different exams thus creating a more flexible test schedule for students under optimum testing conditions.
- Various academic support programs should develop online tutoring, where appropriate.

College of the Arts and Communication

The three departments within the College of the Arts and Communication are evolving their existing curricula to respond to disciplinary changes in focus and changing employment opportunities for their graduates.

The Department of Art is responding to several years of self-study as they prepared for initial accreditation by the National Association of Schools of Art and Design (NASAD) which was granted in October 2007. The documentation submitted to NASAD included a compilation of departmental goals and objectives, programmatic student learning outcomes, descriptions of program review and assessment activities, inventories of facilities and equipment, an evaluation of budget resources, programmatic strengths and areas for improvement, and a description of the departmental governance structure. With regard to programmatic planning, several recommendations were made regarding the development of definitive concentrations within the undergraduate degree offerings. The report of the NASAD visiting team indicated concurrence with this direction stating, “the department should consider designing concentrations in selected disciplines (especially those involving technology) so that student learning will be appropriately sequential.” It further states that, given its strengths in art history, the department should formalize the B.A. in Art History major.

The Department of Communication is engaged in restructuring the core curriculum to offer four majors within the B.A. in Communication: Interpersonal Communication, Journalism/Public Relations, Media Studies and Production, and Theatre and Comedy. Further, with low enrollments in the M.A. in Media Studies program and due to discussion within the Academic Plan Committee, the department has requested that a hold be placed on new admissions, while the faculty considers a modified graduate curriculum in applied communication.

The resurgence of activity in the Theatre program during the 2006-07 academic year included the development of a programmatic plan for production activity, involvement of majors and non-majors in upcoming productions, and audience development on campus and from the community.

The Department of Music submitted a proposal for a developing emphasis on contemporary music within the performance area. The department feels that it is positioned to develop strengths in contemporary chamber music performance which would “leverage the excellence and experience of our performance faculty, Percussion and New Music ensembles, and the New Music series, and provide opportunities for student/professional collaborations no longer available from the HMS [High Mountain Symphony] at a much lower cost”. The emphasis on contemporary music is realized in the core repertoire of the music students as it is required as part of every student’s juries and recitals. Contemporary music, as described by the department, includes the performance and management of “contemporary art music, jazz and popular music.” The department will also restructure the B.M. degree program in Classical Performance.

In addition, the following proposed programs within the College of the Arts and Communication were considered by the Academic Plan Committee. Reference should be made to the Proposed Program Implementation table for the proposed timeline and other corresponding recommendations by the Academic Plan Committee.

B.A. in Art History

The Department of Art has as strong faculty in art history which has been the focus of a concentration within the B.A. in Art program. During the development of the documentation for initial accreditation by the National Association of Schools of Art and Design (NASAD), it was determined that the conversion of the concentration to a separate bachelor's degree was appropriate and desirable. The NASAD evaluators, who visited the campus in November 2006, strongly supported this programmatic recommendation. The major program can be offered utilizing the expertise of the five members of the faculty specializing in art history and the established courses currently available for the B.A. in Art concentration in Art History.

The NASAD accreditation process also motivated the updating of all art history course outlines including the review and revision of pre-requisites and the course numbering system. NASAD expects that the technology for the art history classroom be current given the extent of the image collection and the means by which faculty can access the collection in the classroom. The University allocated a position for a curator of visual resources, which was filled prior to the NASAD visitation. This position supports the conversion of traditional slide images to digital format.

The Art History program faculty is in the process of developing a proposal for campus review and approval.

Recommendation: Implement Spring 2009.

B.A. in Music Studies with an emphasis in Popular Music

The B.A. in Music Studies with an emphasis in Popular Music would provide fundamental education in the elements of music (theory, ear training, music history) augmented by courses which are specific to popular music (rock, and its roots in country-western and rhythm and blues, American standards, etc.) its history and performance, as well as related areas of study, such as recording, music technology and the music industry. This program is being considered as a component of the liberal arts degree (B.A.) rather than the performance degree in music (B.M.) and could complement the department's new emphasis on all forms of contemporary music (i.e., jazz, classical, popular music), as described above. It is assumed that this program would attract students who are interested in pursuing education in popular music, particularly the various forms of rock music developed since the 1950's. This new curricular focus would require some new faculty expertise in the study and performance of popular music.

Recommendation: Implement Fall 2009.

B.A. or B.F.A. in Integrated Arts

This new degree program would provide the interdisciplinary opportunity for students to integrate the contemporary and evolving technologies of the various arts disciplines. One possible track in the program would encompass graphic design, motion graphics and animation, electronic music and sound design, film and video production, and forms of experimental media.

The program would include classes in art, communication and music that emphasize production and experiences and careers in the arts that involve collaboration across disciplines including information technology and design, the production of audio and video, and the delivery of digital interactive media.

Recommendation: Implement Fall 2010.

Establish BFA Majors

Based upon past planning and recommendations of the NASAD Visitors' report, the Department will develop specialized BFA majors such as Graphic Design and Computer Animation.

Recommendation: Implement Fall 2010

Honors Program: Integrated Arts

The purpose of this program will be to provide the opportunity for students in the visual arts, music and communication to experience the overlapping relationships among these disciplines theoretically, historically, technologically and as seen in contemporary applications. The College offers various specialized programs in such areas as graphics design, public relations, music performance, music business, theatrical performance, sound engineering, and video, radio and television production. Student pursuing these areas would benefit from a program which demonstrates how these areas can be integrated as artistic endeavors or collaborative activities.

Faculty members from the three departments within the College are in the process of developing a proposal for campus review and approval. Students majoring in art, communication, or music will take courses by advisement in the other departments with interdisciplinary topics and hands-on approaches, as well as upper division courses within their major departments that include advance technological experiences. Students will work

collaboratively in senior seminars and on capstone projects which will focus on the integration of the arts.

This program would add a new offering to the Honors College tracks.

Recommendation: Implement Fall 2010.

M.A. in Professional Communication

The current graduate M.A. program in Media Arts offered by the Department of Communication was discussed in the section on low enrolled programs. The department faculty has agreed to place a hold on new admission admissions to the program while it develops a new master's degree program in Professional Communication. The development of a new curriculum has been underway since Fall 2006. The Academic Plan Committee supported the intention of the department to offer a graduate communication program that would have broader appeal and professional applications.

Master's degree programs in communication are offered at Fairleigh Dickinson University, Kean University, Montclair State University and Seton Hall University, although they differ in focus and content.

Recommendation: Implement Fall 2010.

M.A. in Visual Arts Management

The new graduate degree program would focus principally on not-for-profit arts management with possible accommodation for commercial galleries and arts dealers. The curriculum would include courses on audience building, organization responsibilities including the role of a board of trustees, promotional publications, grant writing, fundraising, and collection maintenance. It could include courses offered by the College of Business and utilize the expertise of professionals in visual arts management as adjunct instructors. All students would be required to complete internships.

Currently under discussion are at least two concentrations. The Visual Art concentration could address both profit (art galleries, dealers, print publishing, etc.) and non-profit (arts centers, arts organizations) organizations. With potential overlap with the first, a second concentration could be Museum Studies, addressing specific museum management issues.

Montclair State University recently implemented an M.A. program in Fine Arts with a concentration in Museum Studies. Similarly, at the same time an M.A. program in Theatre was implemented with a concentration in Arts Management and Production Management. Seton Hall University has a M.A. in Museum Professions program.

Recommendation: Develop a proposal including feasibility study, programmatic focus, (i.e., profit and/or not-for-profit) and enrollment projections. Confer with other departments on

potential overlap of course offerings; determine whether appropriate and feasible to implement in Fall 2011

Institute for Music and Business

The Institute for Music and Business, related directly to the B.M. emphasis in Music Business, M.M. emphasis in Music Business, and the recently approved M.B.A. concentration in Music Business, is proposed to provide recognition to the University as a purveyor of expertise in this area. The Institute would provide an academic forum for faculty and students that address the challenges, opportunities, and directions of the music business. The Institute would support research about the music business, leadership and business practices that effect artists and consumers. It has been proposed that the Institute would be a resource to professionals and students for exploring alternative business models and best practices, for strengthening leadership, and for promoting bonds among artists, entertainment executives, and music business educators.

External funding is being sought to support the establishment and development of the Institute for Music and Business.

Recommendation: Implement when external funding is attained.

Renewal of the Center for Computer Art and Animation

The Center for Computer Art and Animation is described earlier in the section on centers and institutes. It is proposed that consideration be given to an expansion of the original intent of the Center focused on computer animation to include digital fine printing, interactive media, digital photography, projection- and time-based media and special effects. Renewal of the Center could reinforce attempts to seek grants and, with the help of the Office of Institutional Advancement, engage potential donors to support the Department of Art's B.F.A. concentration in computer art and animation.

Recommendation: Develop goals and objectives for updated implementation; identify potential funding sources and proposal priorities.

Institute for Media Trends and New Practices

It is proposed that the Institute for Media Trends and New Practices would function as a research and national forum to discuss emerging trends and practices of internet-related media. Media companies continue to reshape their content and approaches to marketing in order to meet the challenges and harness the potential of online distribution and access. This evolution is taking place on all levels, from major media corporations to local newspaper outlets. It is the responsibility of universities to study such changes and engage the industry in active discussions for academic and organizational consumption. The Institute would

provide a public forum where media companies could share their changing practices with journalism and communication educators.

An initial activity would be the development of an annual series of workshops on the evolution of best practices within media.

Recommendation: Implement when external funding is attained.

Cotsakos College of Business

The following proposed programs were presented to the Academic Plan Committee by the Christos M. Cotsakos College of Business. Reference should be made to the Proposed Program Implementation table for the proposed timeline and other corresponding recommendations by the Academic Plan Committee.

Certified Financial Planner

The development of a set of courses pertaining to financial planning involves the consideration of various credit and non-credit bearing curricular formats to prepare students for national certification as Certified Financial Planners (CFP). As the “Baby Boomer” generation nears retirement, and more young adults are seeking help in financial planning, more positions as financial planners will become available. The Bureau of Labor Statistics forecasts that the need for financial advisors will increase nationally by 35% from 2002 - 2012, and in New Jersey financial planners will increase 39% from 3,300 in 2002 to 4,600 in 2012. *Fast Company* magazine rated financial advisor as the #1 job on its “Top 25 Jobs for 2005” list and the *Jobs Rated Almanac, 2001* rated financial planner as the “best job in the whole country”. The proposed CFP program is responsive to employment trends in the expanding financial service industries.

Programs preparing students for CFP certification are registered with the Certified Financial Planner Board of Standards, Inc. and can include baccalaureate and master’s degrees, as well as undergraduate and graduate certification programs. In New Jersey, such preparation is offered at Fairleigh Dickinson University (certificate program), New Jersey City University (graduate certificate or M.S. in Finance/Professional Financial Planning concentration) and Rutgers University (associated with the B.S. in Accounting or the B.S. in Finance).

Given the forecasted employment demand, CFP offerings should be of great interest to current and new students. If offered as courses within the existing area of Finance, it is anticipated that they would help increase enrollment in the B.S. in Business Administration, Finance concentration, which has traditionally offered a finance curriculum focused on theory and corporate applications. The courses that would make up the CFP program are generally within the area of expertise of the Finance faculty in the College, the faculty and professional staff members of the Global Financial Services Institute, experienced adjunct professors, and business practitioners who supplement the expertise of the faculty as adjunct faculty members. The E*TRADE Financial Learning Center would be an important asset in attracting CFP students to William Paterson University as it would provide for hands-on training.

Recommendation: Implement undergraduate and graduate courses Fall 2008.

B.S. in Professional Sales: Pharmaceutical/Medical Device Sales concentration
B.S. in Professional Sales: Financial Services concentration

Since the BS in Professional Sales was initiated in Fall 2005, it has been quickly demonstrated that it is an attractive major to growing numbers of students and is a good means of outreach to the business community. Internships and entry-level employment opportunities have been identified through the business sector within the insurance, consumer products, pharmaceuticals, finance, energy and other industries. New concentrations in Pharmaceuticals/Medical Device Sales and Financial Services would address the immediate employment needs of two major local New Jersey industries, provide additional internship opportunities, and establish potential donor relationships. The new concentrations would utilize the existing B.S. in Professional Sales curriculum but provide three to four courses, along with specialized internships, that focus on these industries. Further, there could be some overlap between the courses in the Financial Services concentration and the aforementioned CFP curriculum.

Recommendation: Implement Pharmaceutical/Medical Device Sales concentration Fall 2010; implement Financial Services concentration Fall 2011.

M.B.A. concentration in Entrepreneurship

To be initiated perhaps in relation to the development of the Center for Entrepreneurship, described below, the M.B.A. with a concentration in Entrepreneurship would combine the M.B.A. foundation courses with a series of courses focusing on the development of small businesses, entrepreneurial finance and investment, and corporate entrepreneurship. Like the Executive M.S. in Sales Leadership, this concentration could be offered in a traditional format or in customized, non-traditional formats.

Fairleigh Dickinson University offers an M.B.A. program with a concentration in Entrepreneurial Studies.

Recommendation: Implement Fall 2009.

M.B.A. concentration in Marketing

With the recent approval of three new concentrations in the M.B.A. program (Accounting, Finance, Music Business), consideration will be given to others as enrollment potential can be demonstrated and expertise is available within the faculty. The next likely concentration to be developed would be in Marketing, which would continue to mirror the undergraduate offerings in the Cotsakos College of Business.

M.B.A. programs with concentrations in Marketing are offered by Montclair State University, Fairleigh Dickinson University, and Seton Hall University, which are also accredited by AACSB.

Recommendation: Implemented Fall 2008.

Executive M.S. in Sales Leadership

With the establishment of the Russ Berrie Institute for Professional Sales in 2003 and the B.S. in Professional Sales in 2005, William Paterson University has begun to develop a reputation of leadership in the relatively new academic discipline of professional sales. Programs in professional sales are rare at the undergraduate level and a graduate program, in the executive master's degree format, would be unique. This program is being designed with the participation of sales management professionals, business executives, and in response to the need of businesses for sales leaders with the necessary knowledge, skills and abilities to be successful in complex and global sales markets. Individuals currently in sales management or pursuing careers in sales management must possess not only a more sophisticated knowledge base but also far greater professional skills and managerial competencies than would have been required in the past.

The EMSSL is expected to be very well-positioned relative to other universities. Most colleges and universities do not have professional sales courses offered at the graduate level. Only nine graduate courses have been identified as being offered by AACSB-accredited universities that can be broadly defined as focusing on professional sales.

Enrollment in the B.S. in Professional Sales has been increasing steadily since the creation of the program. A similar trend is expected for the EMSSL program since it applies the same basic concept - formal, high-quality training of individuals in professional sales - to a new target audience. It is expected that students would be recruited from among recent WPU business graduates and those of other local institutions, as well as working professionals in industry looking to advance their credentials for promotion or career shifts. It is important to note, that as proposed, the EMSSL would be offered in traditional and non-traditional formats as designed for cohorts of regularly-matriculated graduate students, or customized for an industry or corporation.

Current faculty members of the Department of Professionals who intend to teach courses in the EMSSL program have published extensively in their area of research. They are well-known among their peers and respected as experts in their field. The University and the Cotsakos College of Business have the physical resources needed to meet the needs of the proposed Executive Master of Science in Sales Leadership. These include the Russ Berrie Professional Sales Laboratory, the E*TRADE Financial Learning Center, "smart" classrooms in the Valley Road Building, and the technology required for multimedia-based online courses. Current faculty members and executives-in-residence, who are supported by the Russ Berrie Foundation grant, can teach the classes within the EMSSL.

Graduates of the existing B.S. in Professional Sales program have often received multiple job offers at highly attractive salaries. A similar outcome is expected for graduates of the EMSSL program.

Recommendation: Implement Spring 2010.

Center for Entrepreneurship

Dean Basu is currently in the process of pursuing external support for the establishment of a Center for Entrepreneurship. He has recently attained a significant donation to support the development of the M.B.A. concentration in Entrepreneurship and outreach activities that would establish the Cotsakos College of Business as a resource for entrepreneurial studies.

By harnessing the synergy among the existing Center for Closely Held Business and the Small Business Development Center, the new Center for Entrepreneurship would lead to the advancement of entrepreneurship education and practice through the development of academic, research and external initiatives that stimulate entrepreneurial thinking and cultivate and nurture entrepreneurial leadership, locally, nationally and globally. In addition, the Center would incorporate research and education on the process of “intrapreneurship”, i.e., the application of entrepreneurial principles to start-ups owned or sponsored by large corporations.

As described above in the discussion of institutes and centers, the Small Business Development Center (SBDC) at William Paterson University, established with the support of a federal Small Business Administration grant, provides consulting and training needs to local and regional small businesses. This is a “live” laboratory for entrepreneurship, particularly at the level of small business, providing value-added assistance for economic development of Passaic County and other nearby communities.

The Center for Closely Held Business (CCHB) at William Paterson, dedicated to the study and advancement of family-owned or closely-held businesses, is engaged in outreach activities in practical entrepreneurship education through workshops, seminars, lectures and other avenues. Once the Center for Entrepreneurship is established, CCHB would become integrated within it, although maintaining its dedicated status for outreach activities.

In Northern New Jersey, there is only one entrepreneurship program, The Rothman Center of Entrepreneurship at Fairleigh Dickinson University. Other schools, including Rutgers University, offer courses in entrepreneurship, but there is no comprehensive program. Informal surveys of students, faculty, alumni and the community, indicate a strong interest in such a program.

The Center for Entrepreneurship would support education in entrepreneurship, broadly defined, for matriculated students through academic programs within the Cotsakos College of Business, as well as for non-degree students through its continuing education programs. As described above, an M.B.A. concentration in Entrepreneurship is planned. Depending on available opportunities in the marketplace and subject to the availability of adequate faculty, an outreach and training program for executive/entrepreneur development would follow. The development of an undergraduate major could occur at a later date, once brand franchise

value of the Center achieves a level of visibility so that high quality students are drawn to its name.

Recommendation: Implement when external funding is attained.

College of Education

Reference should be made to the Proposed Program Implementation table for the proposed timeline and other corresponding recommendations by the Academic Plan Committee.

Re-establish undergraduate majors

During the current academic year, the College of Education plans to transform the undergraduate certification programs in Early Childhood Education, Elementary Education and Secondary Education into major programs as exist at other New Jersey colleges and universities. These majors would have the same credit requirements as the current sequences for certification. Such majors had existed in the past but had been eliminated due to changing State certification requirements. However, the Commission on Higher Education has maintained these majors as authorized degree designations for William Paterson University. A student seeking certification would still be required to complete a major in a liberal arts or science discipline resulting in all Education students graduating with two majors.

Many prospective students who are interested in careers in Education look for listings of actual majors. Although existing programs are offered which satisfy certification requirements, it cannot currently be stated that majors exist. This modification to the structure of the undergraduate Education offerings will clarify the status of our programs and strengthen marketing and recruitment efforts.

The following are examples of baccalaureate major programs in Education at other New Jersey colleges and universities:

The College of New Jersey:

B.S. in Early Childhood Education

B.S. in Elementary Education

Subject majors Arts and Sciences disciplines/Secondary Education concentration

Kean University:

B.A. in Early Childhood Education

B.A. in Elementary Education

B.A. in Special Education

Subject majors Arts and Sciences disciplines/Secondary Education concentration

Montclair State University:

B.A. in Family and Child Studies with concentrations in:

Early Childhood Preschool-3

Elementary Kindergarten-5

New Jersey City University:
B.A. in Early Childhood Education
B.A. in Elementary and Secondary Education
B.A. in Elementary Special Education
Subject majors Arts and Sciences disciplines/Secondary Education concentration

Rowan University:
B.A. in Education --with specializations in:
 Early Childhood
 Elementary
 Health and Physical Education
 Subject matter K-12 (Secondary Education)

Seton Hall University:
B.S. in Education (BSE) for Early Childhood Education, Elementary Education and
 Secondary Education

Rider University:
B.S. in Education (for Business Education Majors)
B.A. in Elementary Education
B.A. in Secondary Education with subject matter K-12

Recommendation: Implemented Fall 2008.

Secondary Education with TSD Endorsement
Early Childhood Education with TSD Endorsement

The College of Education currently offers certification in Elementary Education (K-5) both separately and with joint certification for Teacher of Students with Disabilities (TSD). The latter certification is not currently offered jointly with certifications in Early Childhood (Preschool-3) or Secondary Education (K-12). With some overlap among the existing TSD courses and a small number of specialized courses focusing on pedagogy at the corresponding educational levels, TSD joint certification could be offered to candidates seeking P-3 and K-12 certifications.

Recommendation: Implemented Spring 2009; implement Fall 2010.

Undergraduate P-3, K-5, K-5 with K-8 and K-12 with bilingual education

The College of Education in collaboration with the College of Humanities and Social Sciences will develop undergraduate courses for an endorsement in Bilingual Education. Candidates seeking certifications in Early Childhood (P-3), Elementary (K-5), Elementary (K-5) with subject field endorsement (5-8) and Secondary (K-12) will be able to take an additional 9-12 credits to qualify for this endorsement.

Recommendation: Implement Fall 2010

Undergraduate P-3, K-5, K-5 with 5-8 and K-12 with ESL endorsement

The College of Education in collaboration with the College of Humanities and Social Sciences will develop undergraduate courses for an endorsement in English as a Second Language (ESL). Candidates seeking certifications in Early Childhood (P-3), Elementary (K-5), Elementary (K-5) with subject field endorsement (5-8) and Secondary (K-12) will be able to take an additional 12-15 credits to qualify for this endorsement.

Recommendation: Collaborate with the Department of English and Department of Languages and Cultures; implement Fall 2010.

Modification of M.Ed. in Curriculum and Learning with a concentration in Teaching Children Mathematics

The M.Ed. in Curriculum and Learning with a concentration in Teaching Children Mathematics already incorporates courses taken as part of the MAEN 30-credit endorsement program for teachers seeking middle (grades 5-8) and/or secondary (K-12) certification in mathematics. A modification in the title of this concentration will better reflect the population which is served by this degree program

Recommendation: Modify existing program to include Secondary Mathematics; implement Fall 2010.

Revision of MAT in Elementary Education

MAT in Elementary Education with concentration in Special Education

MAT in Secondary Education

The College of Education currently offers the Master of Arts in Teaching (MAT) degree leading to certification in elementary education (K-5), and certification in elementary education K-5 with 5-8 subject specialization. This program is being revised to incorporate the 30-34 credits of post baccalaureate coursework these graduate students complete which leads to initial certification and will allow them to continue their graduate study with an additional 15 graduate credits to complete the MAT degree. Post baccalaureate programs are currently offered in Secondary K-12 and Special Education and with an additional 15 credits of graduate study, these students will be eligible for the MAT degree as well.

Recommendation: Implemented Revision of MAT in Elementary Education, Fall 2008; implemented MAT in Elementary Education with concentration in Special Education, Fall 2008; implement MAT in Secondary Education, Fall 2009.

M.Ed. in Middle School Education

As a member of the *New Jersey Consortium for Middle Schools*, as well as a partner in the *New Jersey Schools to Watch* initiative, the mission of College of Education supports advancing the professional development of middle school educators. The Master of Education in Middle School Education program will serve certified educators, either elementary (K-5) or secondary (K-12 subject area certified), who want to develop in-depth knowledge of teaching approaches, theories, and trends in middle school education. Program concentrations would enable elementary (K-5) educators to become certified middle school teachers in one of three subject areas (English, Mathematics, Science or Social Studies), as well as obtain endorsement for certification as a teacher of students with disabilities. Graduates of this program are prepared for and committed to the vision of middle school community as one which is academically challenging, developmentally appropriate, and equitable.

No other local universities have graduate programs specifically designed to meet the needs of the middle school educator. This program will appeal to William Paterson University graduates who intend to teach at the middle school level as well as educators throughout the area who are already working in middle schools.

Certified educators already working in middle schools will choose from five program concentrations (English, Adolescent Literacies, Mathematics, Social Studies or Science) which are designed to further develop the educator's knowledge of their subject field area of specialization. These concentrations will utilize courses that are already offered in existing graduate programs in the College of Education as well as existing graduate courses in the College of Humanities and Social Sciences and existing graduate and/or endorsement courses in the College of Science and Health. It is suggested that this program will not only increase overall graduate enrollment but it will also increase enrollment in already established programs and classes.

All program concentrations will incorporate a minimum of 15 graduate level credits (5 core courses) focusing on middle level education as well as 6 credits of graduate level research which culminates in the completion of a master's thesis.

In addition, opportunities offered by this program would include the following:

- Certified educators who have completed the graduate-level mathematics (MAEN) or science endorsement (SCEN) program at WPU and who teach or plan to teach at the middle school level, may use 15 credits from these programs toward the M.Ed. in Middle School Education program.
- Graduates of this program can further their education by pursuing supervisory endorsement through the Department of Educational Leadership and Professional Studies and these graduates will also be well-prepared to continue on to doctoral studies.

Recommendation: Research job market; develop enrollment targets. Determine relationship to other COE programs; develop proposal in consultation with CSH and CHSS; implement Fall 2010.

M.Ed. in Special Education with specializations in Teacher of Students with Disabilities (TSD) and Advanced Studies

The College of Education currently offers the M.Ed. in Special Education with specializations in Learning Disabilities (leading to certification as a Learning Disabilities Teacher- Consultant) and Developmental Disabilities. Candidates completing the Developmental Disabilities specialization were eligible for Teacher of the Handicapped certification through September 2007 and then the NJDOE discontinued this area of certification replacing it with Teacher of Students with Disabilities as an endorsement. Two new specializations in Special Education are proposed: Teacher of Students with Disabilities and Advanced Studies. The Teacher of Students with Disabilities specialization is offered to candidates who are certified in another area and are seeking an endorsement in special education through a degree program. The Advanced Studies specialization is offered to certified special education professionals who want advanced study in special education that leads to a Master's degree. The specialization in Advanced Studies replaces the Development Disabilities specialization. The specialization in Teacher of Students with Disabilities (TSD) would have some overlap with the existing post-baccalaureate program in TSD and there would be some overlap with courses in the Advanced Studies specialization.

Recommendation: Implement Spring 2010.

Master of Library Science

In 2005, Provost Sesay convened a group of faculty members and administrators to consider the possibility of the University offering the Master of Library Science degree. According to the report submitted, "an anticipated shortage of MLS-prepared librarians has been widely documented in the recent literature and new media. Statistics show that within five years nearly half of the nation's 125,000 librarians will reach retirement age."

MLS degrees typically include the completion of 36 credits which includes a general foundation sequence and specialized concentrations. Programs are accredited by the American Library Association (ALA). Some of the courses that would be included in this program are already offered within the M.Ed. in Curriculum and Learning concentration for School Library Media Specialists. Students completing the existing program are qualified for positions in schools. The MLA would provide qualifications for graduates in other library settings. Potential specializations could include public, academic and specialized libraries, digital libraries and archive management.

In New Jersey, the only MLS-granting institution is Rutgers University which has partially addressed the growing demand by implanting an online program to supplement its on-campus program.

Recommendation: Research job market; develop enrollment targets. Determine relationship to other College of Education programs; develop proposal; determine whether appropriate and feasible to implement in Fall 2011.

Ph.D. in Counselor Education

The Ph.D. in Counseling would provide the opportunity for master's prepared counselors to achieve advanced study in order to teach at the university level. William Paterson's M.Ed. in Counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Newly promulgated CACREP standards will require all faculty members teaching in the master's level program to hold doctoral degrees in Counselor Education by 2010.

The doctorate in counselor education would be different from doctoral programs being offered at Rutgers University, Seton Hall University and Fairleigh Dickinson University, all of which are in counseling psychology. Counseling psychology programs prepare students to obtain a doctoral level licenses in psychology. A doctoral program in counselor education would prepare master's level licensed professional counselors (LPC) to undertake research and to teach at the university level.

Recommendation: Research job market; develop enrollment targets. Determine relationship to Psychology program; develop proposal; determine whether appropriate and feasible to implement in Fall 2010 or Fall 2011.

Ed.D. in Education – Multiliteracies and Critical Inquiry

The proposed doctorate in multiliteracies and critical inquiry would be designed for teachers seeking a terminal degree, regardless of their content specialization. It would address the critical need in the region for the preparation of education professionals to assume roles as educational researchers, educational theorists and practitioners, curriculum developers, teacher leaders and education faculty. These researchers/educators would be better prepared to address the challenges of basic skills, language and learning, globalization of education, multiple literacies, ESL, and human development in which knowledge of multiple literacies and critical inquiry are essential.

Recommendation: Research job market; develop enrollment targets. Determine relationship to other College of Education programs; develop proposal; determine whether appropriate and feasible to implement in Fall 2011.

Center for Lesson Study

The Center for Lesson Study in the College of Education comes under the auspices of the Institute for Teaching, Learning and Leadership (ITLL). The goal of the Center is to promote Lesson Study as a professional learning model for in-service and pre-service teachers. Lesson Study, originating in Japan, involves collaborative work among teachers to develop classroom lessons, to observe their

effectiveness, and modify accordingly. The model empowers teachers to work collaboratively with their peers to better understand teaching and learning, be reflective about their practice, develop lessons that focus on student learning outcomes and student success, and take responsibility for their own professional learning by becoming instructional leaders in their schools and districts.

The Center will sponsor an annual conference, a summer Institute on Lesson Study (in collaboration with the Department of Continuing and Professional Education), and graduate courses during the regular semester. The Center will arrange for faculty members and other professionals to act as consultants to schools and school districts that want to develop programmatic activities using Lesson Study as a professional learning model or implement Lesson Study in their schools. The Center will sponsor research into this professional learning model and develop a library of resources on Lesson Study. A website will be used to disseminate information. A long-range goal is to develop a university-based Lesson Study elementary school.

Recommendation: Implement Spring 2008 with grant support.

College of Humanities and Social Sciences

The Academic Plan Committee considered programs presented by the College of Humanities and Social Sciences including two which were approved by the Faculty Senate but have not been implemented, several under development, and others for future development and implementation.

Reference should be made to the Proposed Program Implementation table for the proposed timeline and other corresponding recommendations by the Academic Plan Committee.

Minor in Arabic Languages and Middle Eastern Studies

The Department of Languages and Cultures and the Center for the Study of Critical Languages seek to establish an Arabic and Middle Eastern Studies Minor. The Minor will promote the teaching and learning of Arabic language with the dual goal of training professionals who will combine linguistic proficiency in Arabic with cultural competencies. The Minor will consist of 15 credits in Intermediate and Advanced language courses plus 6 credits in literature or relevant courses in a variety of disciplines. The Program will serve as a vital resource in northern New Jersey, providing cutting edge language training to undergraduates of all majors.

The University is located in an area that has one of the largest populations of Arab ancestry in the country. As of the last census, 3 percent of Jersey City's population and 2 percent of Paterson's are of Arabic heritage. The program will enhance WPUNJ's impressive track record in international and global education initiatives, and build on the successes of the Department of Languages and Cultures and the Center for the Study of Critical Languages.

Recommendation: Department and College will seek funding opportunities for implementation in Fall 2011.

B.A. in Asian Studies, concentrations in languages

The B.A. in Asian Studies was implemented in Fall 2005. During the 2006-7 academic year, the Faculty Senate approved three language tracks, (Chinese, Japanese, Hindi) so that students could include intensive language instruction within the major. Although this major can be used in conjunction with certification in elementary education, it is unclear what the potential enrollments would be in the language classes and whether enrollments in these curricula can be sustained.

Recommendation: Prior to implementation develop clear enrollment projections and sources of students. Implement Fall 2008, Fall 2009, Fall 2011.

B.A. in Criminal Justice

The Department of Sociology proposes establishing a Bachelor Arts degree in Criminal Justice housed within the department. The proposed program is based on the evaluation of the existing Sociology major concentration in criminal justice and reviews of existing Criminal Justice programs at other universities. Several factors have lead to the department's proposal, including: growing demand for criminal justice training by employers, growing student interest, and faculty specialization in the area. In addition, there is a regional need for such a program, given that the nearest four-year institutions do not offer a B.A. in Criminal Justice (Ramapo offers a B.A. in Law and Society and Montclair offers a B.A. in Justice Studies).

Criminal Justice continues to be one of the fastest growing fields in the academy. Currently, the criminal justice track within the Sociology major is the largest with approximately 375 students. Many prospective students have expressed an interest in majoring in criminal justice, as have current students who have asked for a criminal justice major. With the proposed B.A. in Criminal Justice, students will receive a comprehensive view of criminology (theories of crime) and criminal justice (the system – police, courts, and corrections).

The proposed B.A. in Criminal Justice is designed to meet the educational goals of a variety of students: those who will stop at the baccalaureate level, some temporarily, and those who will go on to graduate work at both the M.A. and Ph.D. levels. Students with applied career goals will be encouraged to apply their classroom knowledge in the field, and students planning to attend graduate school will be mentored. The Department of Sociology currently offers a M.A. in Sociology with a concentration in Diversity and has proposed to offer a M.A. in Criminology and Criminal Justice; students from the BA in Criminal Justice program would be encouraged to apply to either program.

Recommendation: Determine whether the Department of Sociology is interested in developing program proposal; involve faculty from other departments, as necessary. Implement Fall 2010.

B.A. in Language Studies with K-5 certification

The proposed major would combine Spanish and French/Francophone Studies and, taken along with teacher certification courses, would result in dual certification in Elementary Education and World Languages. The program would provide dual certification opportunities by combining required linguistics, textual analysis, and senior seminar courses for the two languages. This program could be offered utilizing excess capacity in existing courses in the Spanish and French/Francophone Studies majors.

Richard Stockton College of New Jersey offers a similar program for prospective elementary school teachers with option offered in Spanish, French, classics, world languages.

Recommendation: Develop proposal in consultation with the College of Education; implement Fall 2010.

B.A. in Liberal Studies: Humanities and Social Sciences

The College has proposed to re-establish a B.A. in Liberal Studies: Humanities and Social Sciences, which was discontinued after the Comprehensive Analysis process. A proposal has been approved by the College and the Faculty Senate and awaits approval by the Provost's office and the Board of Trustees. This program could be used as the liberal arts major component of the P-3 and K-5 teacher certification process. It would allow students to focus coursework in two liberal arts disciplines or in one discipline and one interdisciplinary area. In doing so, it could relieve some of the enrollment pressures on the larger majors, while using available capacity in lesser enrolled areas.

The proposed major provides a broader perspective than some traditional majors, emphasizing interdisciplinary approaches as well as the links among the arts, humanities and social sciences. Emphasis would be placed upon the development of critical thinking, writing and research skill. In some case it could provide a completion major for students transferring with A.A. degrees or significant numbers of liberal arts courses. It is proposed that the program be housed administratively within the Department of Philosophy.

Recommendation: Review proposal with the College of Education; consider online and evening completion program. Implement Fall 2010.

Minor in Italian Studies

President Speert recently signed a Memorandum of Understanding with the University of Pisa to extend our existing relationship as co-sponsors of the Italo-American Conference which has taken place periodically on both campuses. This relationship symbolizes the potential for curriculum development and international exchange regarding the influence of Italian culture in the global context, and the historical bonds specifically between Italy and the U.S.

The academic program under discussion currently is a proposed minor in Italian Studies. Rutgers University offers a major and a minor in Italian Studies. Montclair State University offers an area concentration in Italian Studies within its major in International Studies, and Seton Hall University offers a minor in Italian Studies. In addition, Seton Hall houses the Charles and Joan Alberto Institute for Italian Studies.

Although other programs exist at nearby campuses, the proposed program would be offered at William Paterson University to augment students' baccalaureate majors and to address the heritage interests of many of our students.

Finally, it was recently demonstrated, during the 2007 Italo-American Conference, that the proposed program has support from various local and national Italian-American organizations with the potential for fundraising.

Recommendation: Develop a proposal by interdisciplinary committee; seek external support for events and study abroad; implement Fall 2010.

B.A. in Psychology/M.A.in Clinical and Counseling Psychology

The Department of Psychology proposes to develop an accelerated B.A./M.A. program for undergraduate majors to move directly into the M.A. program subject to application and demonstrated prerequisite and GPA qualifications during their junior year.

Recommendation: Develop a proposal including standards for entrance into graduate sequence. Implement Fall 2010.

M.A. in Applied Sociology

The current graduate program in Sociology was discussed in the section on low enrolled programs. The M.A. in Sociology currently offers concentrations in Diversity Studies and Crime and Justice Studies but is experiencing very low enrollments. The Department of Sociology faculty has discussed the future of the graduate program and is currently planning significant modifications. Two independent programs are being considered: Applied Sociology, as described here and Criminology and Criminal Justice, described below

In Spring 2007, after consultation with Dean of Graduate Studies Nina Jemmott, it was decided that a hold would be placed on students entering who were interested in pursuing the Crime and Justice track and that the Diversity track would be transformed into a program focused on aspects of applied sociology. The proposal for a revised curriculum has recently been developed and is being considered within the University program approval process.

The proposed program will focus on sociological theory, current society, social research, social program development, implementation and evaluation, and social services. It will prepare students to apply sociological principles, perspectives and methodologies to analyze major issues within current society. Graduates will be qualified for careers in community and human services, government agencies, health care, education, alcohol and substance abuse treatment, human resources management and applied research, as well as advance study in sociology. Graduates will be prepared to engage in data management, program development, program assessment, and institutional research. The program will support the development of skills in the uses of various survey techniques, focus groups, indicator analyses, statistical analyses, computer simulations and other uses of technology

Recommendation: Implemented Fall 2008.

M.A. in Criminology and Criminal Justice

Another graduate program under consideration by the Department of Sociology is the M.A. in Criminology and Criminal Justice which would combine advanced study in the sociological subfield of criminology as well as criminal justice practice to prepare students for leadership positions in the criminal justice professions and/or for advanced graduate study. Consideration will be given to a joint degree (accelerated) program, B.A. in Sociology/M.A. in Criminology and Criminal Justice.

Recommendation: See the recommendations in section on low enrolled programs. Develop a program proposal with determination of employment targets and enrollment projections. Consult with other departments on course overlap. Implement Fall 2011.

M.A. in Spanish and Latino Studies

The Department of Languages and Cultures has been in the process of developing a professional master's degree, M.A. in Spanish and Latino Studies, with two concentrations: Spanish Language, Literature and Cultures; Latino Studies. These concentrations will be designed to support the career advancement for teachers seeking master's degrees as well as other professionals seeking career advancement in government agencies, public service, and private enterprise and who are interested in becoming more familiar with the research on Spanish-speaking peoples in Spain, Latin America and the U.S.

Various graduate programs with Spanish language content are offered throughout New Jersey. New Jersey City University offers the M.A. in Urban Education with a specialization in World Language Education. Designed to advance the careers of Spanish teachers, the program includes courses on methodology, linguistics, language acquisition and pedagogy, and the cultures of the Spanish-speaking cultures. The College of New Jersey offers the M.A. in Applied Spanish Studies for K-12 teachers with course work in language, linguistics, literature and culture. Montclair State University's M.A. in Spanish focuses on Spanish literature.

Rutgers University offers graduate programs in Spanish for teacher education, and in translation and literature. The M.A.T. is offered for graduate students seeking initial certification in Spanish. The M.A. in Spanish, option in translation, is a professional degree program providing students with skills in general translation and opportunities to focus on career specializations, e.g., medical translation, legal translation. The M.A. in Spanish Literature is a 30 credit degree program which is also transitional for students who ultimately qualify to pursue doctoral education. Students are required to complete course work in the historical periods of the literature of Latin American and Spain. In addition, Rutgers offers the joint M.A./Ph.D. program in Bilingualism and Second Language Acquisition. This research-oriented program focuses on cognitive studies of bilingual language acquisition and bilingual education.

Recommendation: Develop a proposal with enrollment projections; implement Fall 2010.

M.F.A. in Creative and Professional Writing

The Department of English currently offers the M.A. in English with a concentration in Literature and a concentration in Writing. The concentration in literature provides students with advanced study of English and American literature including coverage of various genres and individual authors while exploring the historical and social dimensions of literary works. As described in the University's graduate catalog, "Students receive a solid foundation in the theory and practice of literary criticism, the history of the English language, modern linguistics, techniques of composition, and critical and creative writing." In the writing concentration, students develop skills in various forms of composition with opportunities to take courses that focus on the creative writing of fiction, poetry, drama and screenplays. Most of the students who pursue this degree are teachers seeking to advance their careers in elementary and secondary education. Some of the students plan to pursue doctoral degrees, while others who complete the writing concentration are pursuing careers in professional writing.

The department is proposing to transform the writing concentration into an M.F.A. degree which is a terminal degree focusing on writing as a creative activity as exemplified by various forms of writing rather than the critical analysis of such. It is proposed that the program be developed as an M.F.A. in Professional Writing in conjunction with the Department of Communication. Utilizing existing courses from the M.A. English and the M.A. Media Studies programs, this M.F.A. offering would prepare students for careers in publishing, editing, teaching and writing. The preliminary curricular outline includes professional and creative writing concentrations. The program would require courses in critical and creative writing, and the completion of either an internship in editing and publishing or a teaching apprenticeship within undergraduate courses in creative and critical writing. Consideration will be given to offering the program as a traditional residency format or a "low-residency" format, where a significant component of the curriculum is done online.

There are 22 M.F.A. in Writing programs offered in the Northeast or Mid-Atlantic region, five of which are "low residency". Within New Jersey, M.F.A. programs are located at Rutgers University and Fairleigh Dickinson University, the latter of which is an example of a "low residency" program.

Recommendation: Develop a proposal including enrollment projections. Confer with the Department of Communication on potential overlap of course offerings. Implement Fall 2010.

College of Science and Health

The College of Science and Health has several programs being developed which are either completing approval processes or will be presented to the University and state approval bodies during the current academic year. Others were presented for consideration by the Academic Plan Committee.

Reference should be made to the Proposed Program Implementation table for the proposed timeline and other corresponding recommendations by the Academic Plan Committee.

B.A. in Earth Science

Utilizing courses that already exist and are offered by the Department of Environmental Science and other departments, this degree program will provide new career preparation opportunities, the most important of which, combined with the education pedagogy curriculum, leads to teacher certification in Earth Science. There is currently a shortage in New Jersey of teachers qualified to teach Earth Science, while it is promoted as an integral part of the required K-12 standards within the New Jersey Core Curriculum Content Standards for Science.

Although the existing B.S. in Environmental Science has been used by prospective teachers, the number of credits required along with the education pedagogy sequence goes well beyond the 128 credits normally required for graduation. The B.S. in Environmental Science is intended to prepare students for careers in environmental management and assessment. With 40-42 required credits, the proposed B.A. in Earth Science degree can be accommodated within the 128 credits, as are other liberal arts and science programs that lead to single subject teacher certification.

The proposed program will include courses across the geosciences including geology, meteorology, oceanography, mineralogy, petrology, as well as astronomy and technical preparation in cartography and geographical information systems. It is anticipated that a significant number of students will enroll in this major growing to numbers comparable to some of other liberal arts and science programs offered for teacher preparation. Other students may enroll who are interested in pursuing graduate education or other careers in the geosciences.

Similar programs are offered at New Jersey City University, Kean University, Montclair State University, and Richard Stockton State College.

The proposal for the B.A. in Earth Sciences was approved by the Senate in Spring 2007 and will be presented to the Board of Trustees and President's Council during the current academic year for initial offering in Fall 2008.

Recommendation: Implemented Fall 2008.

B.S. in Applied Health

The proposed B.S. in Applied Health would serve as an attractive option for students interested in a health-related career outside of the areas of professional clinical preparation and as a B.S. completion option for allied health professionals who matriculate with an Associate of Science (A.S.) degree earned from community colleges. It would be a generic program that seeks to prepare students with the knowledge necessary to excel in a variety of health care-related employment settings, or advance at their present place of employment.

The proposed program will prepare students for employment in a variety of positions in the health care such as in medical equipment or pharmaceutical companies, health insurance companies, non-profit health organizations, nursing homes, assisted-living communities and other residential health care settings, etc.

The B.S. in Applied Health program would enable students to:

- Critically review research methodology, data, and results.
- Identify valid sources of health and disease information.
- Analyze the factors that contribute to the major causes of morbidity and mortality in the United States.
- Examine the organization and administration of health care in the United States.
- Apply health-related knowledge and skills in a professional work setting.

In Fall 2006 a survey was conducted with the 488 students enrolled in 16 sections of the general education course Current Health Issues. Almost half (45%, n = 221) of the students indicated they were “interested” or “may be interested “ in a health-related degree other than a professional preparation degree in nursing or health education. More than half (57%, n= 283) indicated they were “interested” or “may be interested” in a degree that would prepare them for employment in the pharmaceutical, medical equipment, insurance, non-profit or related industries.

The B.S. in Applied Health will be targeted toward students with an interest and/or experience in health-related careers, but who do not wish to pursue professional preparation leading to a degree in health education or nursing. Many non-traditional baccalaureate students and graduates of community colleges fall into this category. These students work in entry-level health care positions and seek a health-related program that combines their interests and work experience with a baccalaureate degree. The program will be particularly attractive to A.S. degree or diploma prepared-registered nurses and licensed practical nurses who wish to earn a four year degree in a “health-related” field other than nursing. For prospective student holding other A.S. or A.A.S. degrees, who are already working in health professions, the BS in Applied Health would be the conduit for their advancement in the workplace. Although the associate’s degree provides entry into many health related careers, it is the bachelors and beyond that provides access to leadership positions.

Two major in-state job search services, the New Jersey Employment Information Online Job Search service (<http://jobsearch2.jobinthebox.com/gig2/basicsearch.asp>) and the New

Jersey's Job Bank (<http://www.jobsearch.org/NJ/seeker/jobsearch/quick>) search engine, were used to assess the availability of jobs for the proposed BS Degree in Applied Health. Each search used "BS Degree in Applied Health" as the educational qualification, Wayne (07470 zip code) as the starting point, and 30 miles as the radius to extend the search. Each search focused on six job categories: Health Sales, Medical Sales, Pharmaceutical Sales, Health Management, Health Care Management, and Health Insurance. Searching the six job categories in both job search services yielded 200 jobs for each category across all experience levels.

Most of the descriptions for the entry-level sales positions (health, pharmaceutical and medical) specified, "some prior sales background", in addition to a health/science-related degree. Students wishing to broaden their educational preparation may elect to declare a minor in an appropriate field, such as professional sales, management or marketing.

The B.S. in Health Studies program at Monmouth University is similar, although it does not have the breadth of career options the proposed program will offer with its minor. The B.S. in Applied Health Studies at Pennsylvania College of Technology (PCT) in Williamsport is essentially the same degree program, but is specifically for *credentialed* health professionals. It is only offered as a degree completion since 47 credits of the 127 required are fulfilled by transfer credits from an associate's degree program. Geographically, the most closely related program is the B.S. in Allied Health at Montclair State University, which is currently suspended. (The MSU program was a degree completion program requiring a minimum of 24 related transfer credits. It included many courses unique to the major, so there were few overlap efficiencies).

The proposal for the B.A. in Applied Health was approved by the Senate in Fall 2007 and will be presented to the Board of Trustees and President's Council during the current academic year for initial offering in Fall 2008.

Recommendation: Implemented Fall 2008.

B.S. in Chemistry concentration in Forensic Science or Minor in Forensic Science

Broadly interdisciplinary in content and involving professions ranging from the physical sciences to law, the forensic sciences have recently become available as academic offerings in numerous alternative formats at various colleges and universities nationwide. The American Academy of Forensic Sciences (AAFS) is an umbrella organization for the various disciplines involved with the forensic sciences and related professions. Among its many activities is the review and accreditation of associate, baccalaureate, master's degree and certificate programs. AAFS lists those programs that have achieved accreditation which are normally full degree programs in forensic science, forensic chemistry or forensic biology. These programs include natural science foundation courses, specialized sciences courses, forensic science laboratory courses, and courses in forensic science law and professional practice.

AAFS also lists numerous other academic offerings with commensurate content, e.g., forensic psychology, forensic anthropology, criminal justice with a concentration in forensic sciences, etc.

In New Jersey, Richard Stockton College offers a Forensic Science certificate and a B.A. degree in Criminal Justice with a concentration in Forensics. Both of these are focused on the behavioral sciences. The College of New Jersey offers a B.S. in Chemistry with a concentration in Forensic Chemistry. This concentration requires the completion of two courses in criminology and justice.

The College of Science and Health initially submitted a prospectus on the development of a minor in forensic science but after further discussions is considering a concentration within the B.S. in Chemistry.

Recommendation: Determine feasibility of program including student interest and external support for internships and employment opportunities. Implement Fall 2010.

B.S. in Computer Information Systems

Undergraduate and graduate degrees in computer information systems have become relatively common due to student interest and employment opportunities. The CIS major overlaps with the computer science major, but is less theoretical in focus and involve less actual computer programming and more the applications of existing software and networking systems. The curriculum of a CIS major focuses on the application of information technology in such areas as operations research, systems analysis, logistics, database management, network administration, and website design and development. Career possibilities include such areas as business systems analysis, applications software development, network development, management and operation, communications, and uses of the internet.

The proposed program will provides applied preparation for working in the computer field. Computer-based information systems underlie most of the businesses and organizations around the world, providing them with computer and communication technologies and information resources. The information systems operations within organizations help the leadership and employees to plan, develop, implement, and maintain an information technology system.

The CIS major is less theoretical in focus than the existing computer science major. Degree requirements include fewer courses in mathematics and science, which makes the program more attractive to some students; the applied nature of the program appeals to students who are looking for specific career preparation. CIS programs often include business courses.

The proposed program will include courses on information system fundamentals, electronic business strategies, information technology hardware and software, programming, systems

analysis and design, database management, networks and telecommunications, and project management. Some of these courses already exist in the computer science major.

Recommendation: Research job market; develop enrollment targets. Determine the potential relationships with other programs. Develop a proposal addressing ABET standards; implement Fall 2010.

B.S. in Exercise Science concentration in Sport Management

The Department of Exercise Science proposes to continue to diversify its offerings having recently modified the Physical Education concentrations in Athletic Training, making it a separate degree and in Exercise Physiology making it a concentration within the Exercise Science major. The proposed B.S. Exercise Science concentration in Sport Management would address opportunities for students who want to manage sport facilities and events and implement recreation and sports programs. Coursework would include some foundation courses in economics and accounting, as well as the foundation courses in the other degrees and concentrations in Exercise Science and Physical Education.

Advanced courses would focus on research methodology, sport marketing and promotion, facilities and event management, societal issues, human resources, ethics, and legal aspects of sport. An internship requirement would be included within the sports and recreation industry. This program would provide students with preparation for employment in commercial, amateur, professional, community and collegiate sports and recreation.

In addition, a minor could be offered for students majoring in a related field or wishing to broaden their credentials.

Over 200 colleges and universities nationwide are recognized by the North American Society of Sport Management (NASSM) and the National Association of Sport and Physical Education (NASPE) which establish and promulgate standards for sport management education offered as undergraduate, graduate and continuing education programs. Programs are periodically reviewed by the Sport Management Program Review Council in order to attain and maintain their approved status. Such programs are normally offered by departments focusing on exercise science and physical education or, less frequently, by business departments.

Rutgers University offers the B.S. in Sports Management through the Department of Science and Sport Studies. Seton Hall University offers the BS in Business Administration with a concentration in Sport Management, the M.B.A. with a concentration in Sport Management, a joint J.D./M.B.A. degree with a concentration sport management, and a post-master's certificate in sport management. Similar programs are offered in neighboring states.

Recommendation: Research job market; develop enrollment targets. Determine relationship to business programs; develop a proposal in consultation with the Cotsakos College of Business, as needed. Consider implementation in 2011.

B.A./M.S. in Communication Disorders

It is proposed that the University reestablish the accelerated B.A./M.S. program in Communication Disorders. When the B.A. program was discontinued in 1995, subsequent to the Comprehensive Analysis, this also resulted in the elimination of the accelerated BA/MS program, a premier program for high-achieving students that was unique in the state of New Jersey. Although a pre-professional program in speech-language pathology was established subsequently, it has not been considered successful by the Department of Communication Disorders. There has been little apparent commitment to the program on the part of the students, it has been difficult to treat them as a cohort, track their progress, and/or anticipate enrollments in courses. Moreover, this program has never attracted high-achieving students and none has entered the graduate program as the result of it in the 5 years or so that it has existed.

This is in contrast to the previous program, which was a source of many very good students for the graduate program. Some of these students came to William Paterson University specifically because of these programs, while others were transfers from other majors or institutions. In all, sixteen students graduated from this program between 1991 and 1998.

The proposed program will be similar to the former accelerated bachelors/masters program in Communication Disorders. Its purpose is not only to accelerate the time to complete *both* an undergraduate and graduate degree in Communication Disorders, but also to attract high-achieving students to the University as well as to the graduate program in Communication Disorders. Students who are either part- or full-time could be admitted to this program, as long as they meet the requirements and adhere to the sequence of courses.

While similar to the earlier accelerated program, the proposed program will be modified. Students would apply to enter the program in the Spring of their sophomore year, or after 45 credits (in the event that the student is part-time or a transfer). A minimum GPA of 3.5 and an interview would be required for admission. Continuation in the graduate program will now be guaranteed if, once admitted to the accelerated program, a student maintains a GPA of at least 3.0 for the duration of the 128 credits for the bachelor's degree. The data from the previous accelerated program graduates suggest that 1) this is necessary to ensure a student's success in the graduate program, and 2) there will be enough qualified applicants, many of whom may apply to the University because of the program.

As was the case with the previous accelerated program, 12 graduate credits would be applied to the required 128 credits for graduation as upper level electives, and the requirements for the graduate degree would be reduced by the same number (from 48 to 36 credits). A B.A. in Communication Disorders will be awarded after completion of 128 credits, irrespective of

whether a student continues on to the graduate program. However, it will not be possible to earn that degree without being enrolled in the BA/MS program.

There are no additional resources required to implement this program. With the exception of the senior capstone course, the department currently offers all of these courses for the minor or as prerequisite courses for graduate students entering the masters program without a background. It is expected that approximately 5 students will enter the bachelors/masters program each year. It is anticipated that the sections that are offered currently will be adequate to accommodate these students and that the current complement of 6 full-time faculty will be sufficient.

No other accelerated bachelors/masters programs in the state of New Jersey or in the surrounding New York and Pennsylvania area. Currently, in the state of New Jersey, only Stockton College and Kean University have undergraduate programs, and Kean is the only institution to offer both undergraduate and graduate programs. Both Montclair State University and the College of New Jersey have something similar to our current pre-professional program as well as graduate programs. The College of New Jersey will be closing its graduate program and is no longer accepting new students into that program. Seton Hall University offers masters and doctoral programs in speech pathology.

The proposed programs would increase enrollments in the undergraduate-level courses that are currently offered for the minor or as prerequisites for graduate students without a background. Currently, the enrollments in these courses are typically determined by the number of graduate students who enter our program each year without undergraduate preparation.

Freshmen admitted to the University for future Fall semester could be eligible for admission to the B.A./M.S .program two years later.

Recommendation: Implemented Fall 2008.

B.S./M.S. in Ecology and Environmental Science

The Department of Biology and the Department of Environmental Science proposes a graduate program with joint degrees conferring the Bachelor of Science in either Biology (with a concentration in Ecology) or Environmental Science and the Master of Science in Ecology and Environmental Science. As an accelerated program, students will have the opportunity to complete the joint degree by taking appropriate courses and completing the research component while undergraduates, thereby reducing the graduate elective requirements. The M.S. program will also be available as an independent degree for students holding an appropriate baccalaureate degree or the necessary undergraduate prerequisites.

The proposed program will serve several market sectors. Graduates will be prepared for employment as master's-level environmental professionals, field biologist and certified ecologists. Further, this program would be desirable for certified teachers seeking continuing

education or career development. This program would also further the preparation of students planning to pursue doctoral education, college-level teaching and research.

Offering a joint B.S./M.S. degree program would be unique within our region. Montclair State University offers the M.A. in Environmental Studies with concentrations in environmental education, environmental health, and environmental management and environmental science. The proposed program would emphasize scientific research and analysis rather than policy and education and uniquely offer a combination of biological ecology (e.g., population ecology, community ecology) with the environmental geosciences (pollution studies, water resources, systems analysis).

Faculty in the two department currently have professional relationships as consulting research with various agencies including the New Jersey Department of Environmental Protection, the Nature Conservancy, the US Fish and Wildlife Service, the National Park Service, the Federal Aviation Administration and others.

This proposed program was approved by the Faculty Senate in 2005 but has been on hold pending review by this Academic Plan process.

Recommendation: Develop enrollment targets and expectations for M.S. component; implement Fall 2010.

M.Ed. in Teaching Children Mathematics; M.A.T. in Secondary with concentration in Teaching Mathematics

In collaboration with the College of Education, the Department of Mathematics proposes two graduate degrees in mathematics education, the expansion of the existing M.Ed. concentration in Teaching Children Mathematics to include secondary education and M.A.T. in Secondary (K-12) Mathematics.

For full discussion see College of Education section of this document: Modification of M.Ed. in Teaching Children Mathematics concentration and M.A.T. in Secondary Education.

Recommendation: Develop proposal with the College of Education; implement Fall 2009.

M.S. in Exercise and Sport Studies

The M.S. in Exercise Science and Sport Studies was approved by the Faculty Senate in Spring 2007 and is currently going through final stages of review and approval. It is designed to provide graduate level training, research skills and knowledge for students in kinesiology, physical education and exercise science. The degree will attract students wishing to achieve additional credentials in exercise physiology, and sports pedagogy. Students with related undergraduate degrees will generally be admitted without prerequisites; others must complete a set of courses prior to full admission.

Master's degree programs in physical education or exercise science are offered at Kean University, Montclair State University and Seton Hall University. Kean offers the M.S. in Exercise Science. Montclair offers the M.A.T. in Physical Education with concentrations in teaching and supervision of physical education, coaching and sport administration and exercise science. Seton Hall offers the M.S. in Athletic Training.

Recommendation: Implemented Fall 2008.

Doctor of Nursing Practice (D.N.P.)

In 2004, the American Association of Colleges of Nursing (AACN), in endorsing the *Position Statement on the Practice Doctorate in Nursing*, determined that, effective in 2015, the preparation necessary for advanced nursing practice would require the completion of a doctorate rather than a master's degree. The AACN continues to work to develop the standards for the "Practice Doctorate" and the means for transition to this educational level nationwide. Although specific curricula will remain the purview of university faculties, a consistent set of standards will be applied as described in AACN's *Essentials for the Doctoral Education for Advance Practice Nursing*. In addition, the Commission on Collegiate Nursing Education (CCNE) is initiating the process of accreditation of D.N.P. programs offered by universities and colleges.

The level of educational preparation in the nursing professional is evolving similar to other fields in the health professions. Pharmacies, physical therapy, occupational therapy, among other health professions have elevated the degree requirements for initial and advanced certifications.

The D.N.P. is designed for advanced nursing practitioners in direct clinical practice including administration and management: executives in health care organizations, directors in clinical programs, managers of quality initiatives and faculty positions responsible for clinical program delivery and clinical teaching. It is not thought to compete with PhD programs, which prepare nurse researchers and those planning academic careers. The D.N.P. is organized around the concept of evidence-based practice requiring competencies in interpreting and evaluating research and utilizing it as a basis of practice, decision-making, and the implementation of innovative programs. Programmatic evaluation and the assessment of the qualities of practice focus on cohort analysis. Those students completing the D.N.P. program could ultimately serve as Advance Practice Nurses (APN).

As D.N.P. programs are being developed, it is expected that master's level programs will remain of significant value but would be modified as the professional and workforce requirements evolve.

The D.N.P. is currently being offered at Rutgers University (Online and Blended Format), the University of Medicine and Dentistry of New Jersey (Executive Education Model), and

Fairleigh Dickinson University (Executive Education Model). The College of St. Elizabeth has recently declared its intention to initiate this program, as well.

Recommendation: Implement Fall 2010.

Clinical Doctorate in Speech Language Pathology or Communication Sciences

The M.S. in Communication Disorders has been accredited by the American Speech-Language-Hearing Association since 1981, leads to New Jersey State licensing and is among the most competitive programs in the state. The University's reputation in this area is further enhanced by the program's operation of the Speech and Hearing Clinic, which is a regional facility for diagnostic and therapeutic services for speech, language and hearing disorders.

Building upon the reputation of this program, the Department of Communication Disorders has proposed developing a doctoral program that would prepare students and experienced professionals to work as administrators and supervisors in clinical settings. This clinical doctorate will be focused on developing speech-language pathologists with both clinical and research experience. It is suggested that two tracks be developed: administration in school settings and administration in medical settings. Within the school setting, employment opportunities would include directors of special services; within the hospital or clinical setting, opportunities would include directing departments which include the communication disorders and other rehabilitation services.

According to the American Speech-Language-Hearing Association (ASHA) there is a critical shortage of doctorally-prepared speech language pathologists impacting both university and clinical programs nationwide. The program would target students with master's degrees in communication disorders, certified as speech-language pathologists, with several years of experience, who are seeking career advancement into administration and supervision.

Montclair State University offers a doctorate in Audiology which focuses on hearing and hearing loss. It is accredited by Council of Academic Accreditation. A doctorate in speech-language pathology would be accredited by ASHA and focus on speech-sound-language development, speech disorders, language disorders, and forms of treatment.

Recommendation: Determine feasibility, student demand and professional interest; implement Fall 2011.

