

**WILLIAM PATERSON UNIVERSITY
ACADEMIC PLAN, 2007-2012**

Executive Summary

The Academic Plan that follows is the result of the work of numerous members of the William Paterson University community who reviewed the range and context of the existing academic programs offered and collectively determined whether other curricular opportunities are pertinent to the mission of the University, the directions of the disciplines, and timely within the context of other University and College initiatives. Several proposed new programs are already under final review and a cross-section of new or modified programs to be research and developed over the next several years are described in the latter part of this Plan. These programs are proposed within the context of an institutional history which has included extensive planning activities, a period of decreasing State support, a competitive environment for the recruitment and retention of strong students, and rapidly transforming technologies that require the consideration of multiple scheduling and pedagogical approaches.

The Academic Plan Committee deliberated extensively over each of the matters presented in this summary and as considered in detail section by section within the Academic Plan.

Section I. Background provides context for the discussion of current academic directions by including a review of the planning documents prepared by the University since the mid-90s and the significant programmatic changes resulting from these processes. It describes labor market projections nationwide and statewide as well as changing demographics which could potentially impact undergraduate and graduate enrollments. Both of these major indicators support the directions considered by the proposed new programs and the need for thoughtful and strategic academic and enrollment planning.

Section II. Components of Academic Planning covers the range of variables that enter into the discussion of academic program development, program viability and maintenance, and the prioritization of the uses of the limited resources both annually and as the result of the planning process. The components considered include curriculum review and development, comprehensive enrollment management activities, facilities planning, budget planning and development, faculty recruitment and faculty development, and teaching and learning.

Section III. New Academic Program Planning Principles describes standard criteria for the consideration of new programs and the viability of existing programs. Faculty members, department chairs, and graduate program directors in each department were

asked to work with the Dean of their College to consider reasonable opportunities for new and modified curricula and to apply several criteria in their discussions. All were asked 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 that some consideration be given to 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.

Information was also requested 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.

The criteria used as guidelines for discussion and the development of new program proposals include: University and College mission statements; employment demand; student demand and potential to enhance enrollment; program competitiveness; support for other University initiatives; programmatic overlap efficiencies; existing and required faculty expertise; predictable programmatic longevity; affordability, re: faculty positions, space, equipment, support personnel, operating budget; and the potential to enhance the reputation of the College(s) and University.

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. Recommendations are stated that address the need to explicitly describe the resources needed for the initiation and development of new programs or, as the result of the program review process, the maintenance and development of existing programs. 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.

Section IV. University-Wide Initiatives discusses the status of several major and ongoing University initiatives that can be related to academic planning and new curricular opportunities. These are presented in order to highlight the potential synergies with new curricula as well as the strategic need to consider programmatic and resource priorities in a larger strategic context. Some of these initiatives have received recent consideration by other university committees or task forces requiring some integration with this Plan. Each initiative is summarized with specific recommendation emanating from previous discussions or from discussions by the Academic Plan Committee. The initiatives include: International Education; Honors College; Collaborations with External Entities; Centers and Institutes; Student Opportunities: Student Teaching, Clinical Experience, Internships, Service

Learning/Civic Engagement and other applied experiences; and Faculty Opportunities.

Section V. Maintenance of Existing Program Quality and Viability summarizes the cyclical program review process and recommends modifications including a more systematic integration of self-study results with resource allocations. An updated sequence of program reviews and accreditations across all academic programs is established.

Section VI. Consideration of the Maintenance or Elimination of Low-Enrolled Majors, Concentrations and Graduate Programs identifies undergraduate and graduate programs that are currently experiencing significantly low enrollments. Programs identified for review include undergraduate programs with less than 30 declared majors and graduate programs with less than 25 enrolled students in Fall 2006. Some concentrations within majors were also identified with particularly low enrollments. Such 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. It was assumed that enrollment circumstances vary depending upon the necessary modes of instruction, actual course overlap among program requirements, and the range of potential course enrollments due to the availability of minors and electives.

Based upon information regarding these programs provided by the departments, the Academic Plan Committee engaged in discussions and developed recommendations for the means of determining and achieving future program viability or terms for elimination.

Recommendations were developed regarding the following low-enrolled programs:

College of the Arts and Communication

- M.A. in Media Studies

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

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

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 AACSB 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. Asian Studies

Recommendation: Given its recent initiation, the 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. French and Francophone Studies

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 proposed B.A. Language Studies and targeted recruitment strategies, e.g., heritage speakers, can significantly increase major enrollments. Determine efficacy of major and establish enrollment target to be achieved by Fall 2010.

- B.A. Geography

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. Latin American and Latino Studies

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. Public Policy and International Affairs

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. Sociology

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. Biotechnology

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

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. Athletic Training

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. Biology and M.S. Biotechnology

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

Section VII. New Academic Program Planning Proposals and Recommendations describes in detail programmatic opportunities and recommendations regarding the various units within the Division of Academic Affairs. Proposals for new academic programs as considered by the Academic Plan Committee are discussed by applying the planning principles and criteria stated earlier. Recommendations for implementation, (and in some cases additional study and justification) including resource implications and timelines are displayed in tables for each of the Colleges.

Before describing the proposed academic program within and across the Colleges, planning recommendations for four other major areas within the division are outlined.

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, which described the 42-year history of graduate education, graduate programs under development or being considered in 1997, and the potential opportunities for new programs. The application also discussed the campus administration and funding for graduate education. Since 1997, seven degree programs have been established and the Office of Graduate Admissions and Services has been expanded by one additional professional staff position.

Graduate enrollment described in the University Designation application, 1,287 students in 1997, increased to a peak of 1,991 students in 2004 but declined to 1,613 students in Fall 2007. 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 teacher certification requirements within the State and financial constraints on the school districts, which have historically provided some financial support for teachers seeking various credentials.

Despite the historical decreases, with expanded marketing and recruitment efforts, the numbers of applications and new students entering graduate programs increased significantly in Fall 2007, as compared with the previous year. Larger numbers of new graduate students were admitted into the new concentrations in 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.

Among all of the program proposals considered by the Plan, a significant proportion includes new, expanded or modified graduate programs. Among these are degree concentrations and endorsement programs that overlap significantly with existing programs, 10 new master's degree programs and 5 doctoral programs. Doctoral education would be new to the University.

It is recommended that the University establish innovative new programs that are entrepreneurial and market-driven and carefully selected doctoral programs that are responsive to the external market and disciplinary demands. The recommendations also focus on the development of a stronger "graduate identity" for the campus supported by effective marketing strategies, improved student services, an increase in the number of graduate assistants and scholarships, a more diverse student demographic, the diversification of teaching modalities for course and program offerings, and consideration of the establishment of a School of Graduate Studies.

The David and Lorraine Cheng Library

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.

In the areas of instruction and curriculum, the Cheng Library will continue to participate in the LLST project and plans to incorporate all of the learning literacies within the User Education Program, where appropriate, extend instructional support to an increasingly online environment, and continue to review the Library ability to update existing study spaces and redesign a variety of work/study environments to support the learning needs of our students.

To support faculty development, and 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. Other faculty support initiatives include efforts to maximize the usefulness of resources for a varied community of scholars.

Emphasis will be placed on using technology to improve communication about library and information services to students and faculty. In addition, efforts will be made to learn more about users and their information/searching preferences by maximizing the usage data from our Voyager and other library systems.

The Cheng Library will continue to pursue assessment activities using recognized instruments such as LibQual and OCLC's WorldCat Collection Analysis software.

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. With the context of eight planning principles, the IT Plan enumerates four broad goals and a comprehensive array of corresponding objectives. The goals include:

- Teaching, learning, and research initiatives embrace innovative and effective uses of technology and prepare students for success in the 21st century.
- The University maintains and effectively deploys appropriate network, computing, and technology services to support the University community.
- 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.
- Information technology transforms departmental and administrative systems into efficient, user oriented, electronic information, and business resources.

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. Several additional recommendations are identified.

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.

Citing a national study for the assessment of the service components associated with student success in developmental programs recommendation were developed to expand and improve academic support opportunities for undergraduates including the centralized coordination of academic support services, identifiable location of centralized information regarding services, additional professional staff positions, improved communication regarding academic support opportunities, more flexible scheduling of services, and improved computer facilities for tutoring and testing.

College of the Arts and Communication

- BA in Art History
Recommendation: Implement Spring 2009.
- B.A. in Music Studies with an emphasis in Popular Music
Recommendation: Implement Fall 2009.
- B.A. or B.F.A. in Integrated Arts
Recommendation: Implement Fall 2010.
- Establish BFA Majors
Recommendation: Implement Fall 2010.
- Honors Program: Integrated Arts
Recommendation: Implement Fall 2010.
- M.A. Professional Communication
Recommendation: Implement Fall 2010.
- M.A. in Visual Arts Management
Recommendation: Develop a proposal including feasibility study, programmatic focus, 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
Recommendation: Implement when external funding is attained.
- Renewal of the Center for 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
Recommendation: Implement when external funding is attained.

Cotsakos College of Business

- Certified Financial Planner
Recommendation: Implemented Fall 2008.
- B.S. in Professional Sales: Pharmaceutical/Medical Device Sales concentration
Recommendation: Implement Fall 2010.

- B.S. in Professional Sales: Financial Services concentration
Recommendation: Implement Fall 2011.
- M.B.A. concentration in Entrepreneurship
Recommendation: Implement Fall 2009.
- M.B.A. concentration in Marketing
Recommendation: Implemented Fall 2008.
- Executive M.S. in Sales Leadership
Recommendation: Implement Spring 2010.
- Center for Entrepreneurship
Recommendation: Implement when external funding is attained.

College of Education

- Re-establish undergraduate majors
Recommendation: Implemented Fall 2008.
- Secondary Education with TSD Endorsement
Early Childhood Education with TSD Endorsement
Recommendation: Implemented Spring 2009; Implement Fall 2010.
- Undergraduate P-3, L-5, K-5 with K-8 and K-12 with bilingual education
Recommendation: Fall 2010.
- Undergraduate P-3, K-5, K-5 with 5-8 and K-12 with ESL endorsement
Recommendation: Implement Fall 2010.
- Modification of M.Ed. in Curriculum and Learning with a concentration in Teaching Children Mathematics
Recommendation: Modify existing program to include Secondary Mathematics; implement Fall 2010.
- Revision of MAT Elementary Education; MAT Elementary Education with concentration in Special Education; MAT Secondary Education
Recommendation: Implemented Revision of MAT Elementary Education, Fall 2008; implemented MAT Elementary Education with concentration in Special Education, Fall 2008; implement MAT Secondary Education, Fall 2009.

- M.Ed. in Middle School 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
Recommendation: Implemented Fall 2008; Implement Spring 2010.
- Master of Library Science (M.L.S.)
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
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 2011.
- Ed.D. in Education – Multiliteracies and Critical Inquiry
Recommendation: Research job market; develop enrollment targets. Determine relationship to other College of Education programs; develop proposal; determine whether appropriate to implement in Fall 2011.
- Center for Lesson Study
Recommendation: Implement Spring 2008 with grant support.

College of Humanities and Social Sciences

- Minor in Arabic Language
Recommendation: Department and College will seek funding opportunities for implementation in Fall 2011.
- B.A. in Asian Studies, concentrations in languages
Recommendation: Prior to implementation develop clear enrollment projections and sources of students. Implement Fall 2008.
- B.A. in Criminal Justice
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
Recommendation: Develop a new proposal in consultation with College of Education; consider online completion program. Implement Fall 2010.
- B.A. in Liberal Studies: Humanities and Social Sciences
Recommendation: Develop new proposal in consultation with College of Education; implement Fall 2010.
- Minor in Italian Studies
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
Recommendation: Develop a proposal including standards for entrance into graduate sequence. Implement Fall 2012.
- M.A. in Applied Sociology
Recommendation: Implemented Fall 2008.
- M.A. in Criminology and Criminal Justice
Recommendation: See recommendations in Section IV on low-enrolled programs. Develop 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
Recommendation: Develop a proposal with enrollment projections; implement Fall 2010.
- M.F.A. in Creative and Professional Writing
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

- B.A. in Earth Science
Recommendation: Implemented Fall 2008.
- B.S. in Applied Health
Recommendation: Implemented Fall 2008.
- B.S. in Chemistry concentration in Forensic Science or Minor in Forensic Science

- 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
Recommendation: Research job market; develop enrollment targets. Determine potential relationships with other programs; develop proposal addressing ABET standards; implement Fall 2010.
 - B.S. in Exercise Science concentration in Sport Management
Recommendation: Research job market; develop enrollment targets. Determine relationship to business programs; develop proposal in consultation with Cotsakos College of Business, as needed. Implement in 2011, if appropriate and feasible.
 - B.A./M.S. in Communication Disorders
Recommendation: Implemented Fall 2008.
 - B.S./M.S. in Ecology and Environmental Science
Recommendation: Develop enrollment targets and expectations for M.S. component; implement Fall 2010.
 - M.Ed. in Teaching Mathematics; M.A.T. in Secondary Education (Mathematics)
Recommendation: Develop proposal with College of Education; implement Fall 2009.
 - M.S. in Exercise and Sport Studies
Recommendation: Implemented Fall 2008.
 - Doctor of Nursing Practice (D.N.P.)
Recommendation: Implement Fall 2010.
 - Clinical Doctorate in Speech Language Pathology or Communication Sciences
Recommendation: Determine feasibility, student demand and professional interest; implement Fall 2011, if appropriate and feasible.