



# MEETING AGENDA

April 25, 2014

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Bruce Berry, MD, Chair  
Jenny Allen, Vice Chair  
Kathy Eddy, CPA, Secretary  
Michael J. Farrell, Esq.  
Kay Goodwin, Ex-Officio  
David Hendrickson, Esq.  
John Leon, MD  
Clarence Pennington, Ex-Officio  
James Phares, Ex-Officio  
Gary White

Paul Hill, Ph.D., Chancellor

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION  
SCHEDULE**

**Fairmont State University  
Fairmont, WV**

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**Friday, April 25, 2014**

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|------------------------------------|---|
| <b>8:45 AM</b>                     | <b>Continental Breakfast</b><br>Served outside Falcon Center conference rooms (3 <sup>rd</sup> Floor)<br>Building #25 on the attached map   |
| <b>9:00 AM</b>                     | <b>Commission Meeting</b><br>Falcon Center conference rooms (3 <sup>rd</sup> Floor)<br>Building #25 on the attached map   |
| <b>12:00 PM</b><br>(approximately) | <b>Luncheon</b><br>Served outside Falcon Center conference rooms (3 <sup>rd</sup> Floor)<br>Building #25 on the attached map  |
| <b>1:00 PM</b><br>(approximately)  | <b>Optional Tour</b><br>Newly-renovated Turley Student Services Center<br>Building #22 on the attached map<br><i>Note: Staff will guide tour participants from the Falcon Center.</i> |

**Public parking is available in the parking garage – building #3 on the attached map (the gate will be open).**

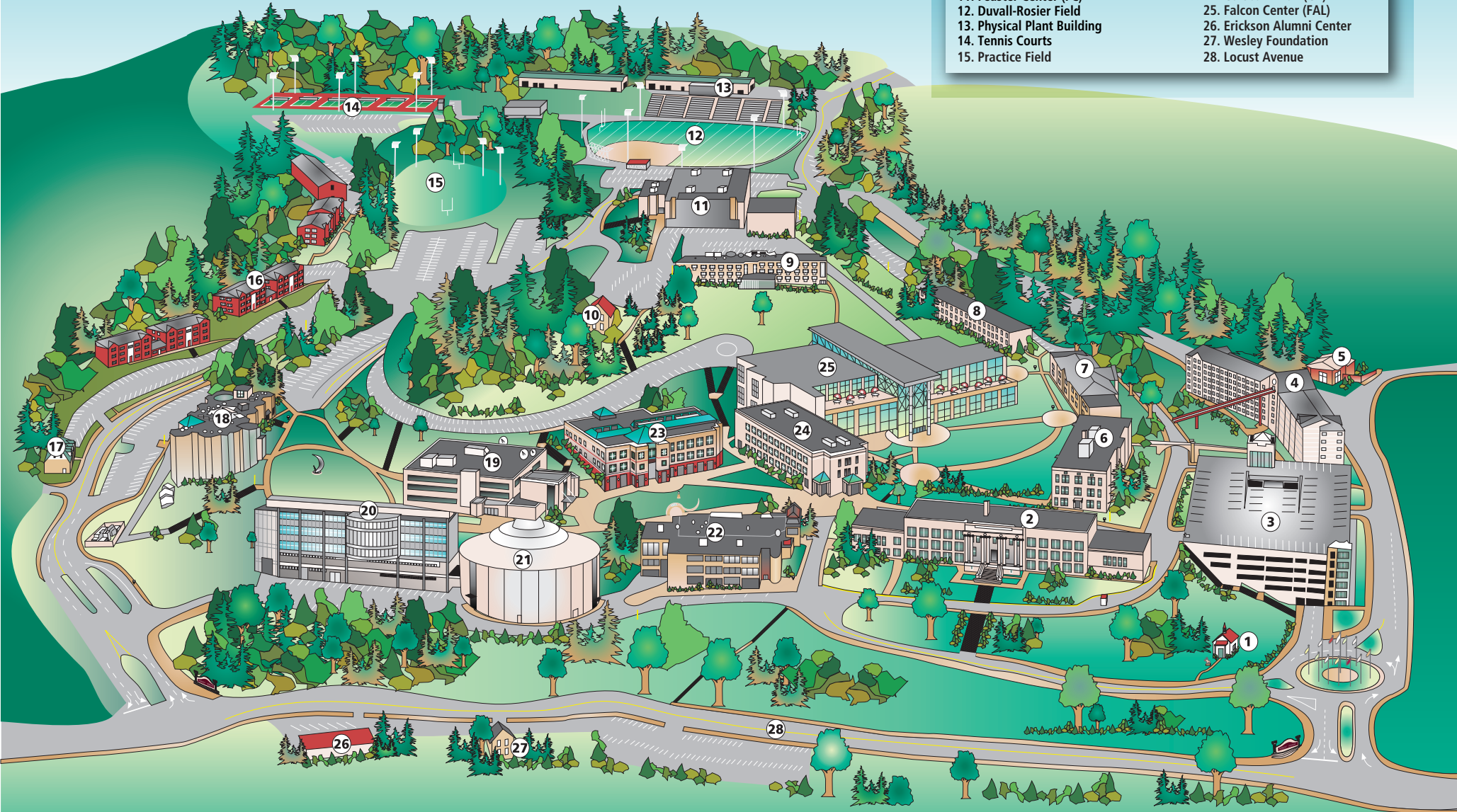
# FAIRMONT

STATE UNIVERSITY

# PIERPONT

COMMUNITY & TECHNICAL COLLEGE™

1. One Room Schoolhouse Museum
2. Hardway Hall (HB)
3. Parking Garage
4. Bryant Place
5. Newman Center
6. Jaynes Hal (JH)
7. Morrow Hall
8. Prichard Hall
9. Pence Hall
10. Shaw House
11. Feaster Center (FC)
12. Duvall-Rosier Field
13. Physical Plant Building
14. Tennis Courts
15. Practice Field
16. College Park Apartments
17. Frank & Jane Gabor West Virginia Folklife Center
18. Hunt Haught Hall (HH)
19. Ruth Ann Musick Library (LI)
20. Engineering Technology Building (ET)
21. Wallman Hall (WH)
22. Turley Center (TC)
23. Education Building (ED)
24. Colebank Hall (CH)
25. Falcon Center (FAL)
26. Erickson Alumni Center
27. Wesley Foundation
28. Locust Avenue



## **Directions to Fairmont State University Main Campus**

### **When Driving I-79 South:**

- I-79 South to Exit 132 (South Fairmont Exit). At light, turn right onto Route 250 North.
- Follow 250 North and at 2nd light turn left onto Country Club Road.
- At 1st light, turn right onto Locust Avenue.
- At 3rd light, turn left at the main entrance to campus and proceed up hill to parking.

### **When Driving I-79 North:**

- I-79 North to Exit 132 (South Fairmont Exit). At light, turn left onto Route 250 North.
- Follow 250 North and at 4th light turn left onto Country Club Road.
- At 1st light, turn right onto Locust Avenue.
- At 3rd light turn left at the main entrance to campus and proceed up hill to parking.



# **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING**

**April 25, 2014 at 9:00 AM**

**Fairmont State University Falcon Center (or by conference call\*)**

## **AGENDA**

### **I. Call to Order**

### **II. Approval of Minutes (*Pages 7-13*)**

### **III. Chairman's Report**

- A. Formation of a Nominating Committee
- B. 2015 Meeting Schedule

### **IV. Chancellor's Report**

### **V. Council of Presidents' Report**

### **VI. Updates from Constituent Groups**

- A. Advisory Council of Faculty
- B. Advisory Council of Classified Employees
- C. Advisory Council of Students

### **VII. Access**

- A. Approval of Fiscal Year 2015 Distribution Plan for the West Virginia Higher Education Grant Program (***Pages 14-17***)
- B. Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program (***Pages 18-20***)
- C. Approval of Appointment to the Higher Education Student Financial Aid Advisory Board (***Page 21***)
- D. Approval of Fiscal Year 2015 Higher Education Resource Assessment (***Pages 22-24***)
- E. Approval of Revisions to Series 19, Procedural Rule, Guidelines for the Offering of Early Enrollment Courses for High School Students (***Pages 25-29***)
- F. Approval of Series 57, Procedural Rule, Authorization to Offer Degrees in Advanced Practice (***Pages 30-34***)
- G. Approval of Annual Reauthorization of Degree-Granting Institutions (***Pages 35-37***)

H. Approval of Bachelor of Arts in Early Education at Shepherd University (**Pages 38-73**)

## **VIII. Success**

A. Adoption of Joint Resolution Regarding Student Credit Transfer and Articulation (**Pages 74-77**)

B. Approval of Series 56, Procedural Rule, Military Student Withdrawal Policy (**Pages 78-82**)

## **IX. Impact**

A. Approval of Renovations to the Fairmont State University Feaster Center Joe Retton Arena (**Pages 83-90**)

B. West Virginia University Athletics Master Plan

1. Approval of the West Virginia University Intercollegiate Athletics Facilities Master Plan (**Pages 91-120**)

2. Approval of Bond Remarketing for the West Virginia University Intercollegiate Athletics Facilities Master Plan (**Pages 121-125**)

C. Approval of Financing for West Virginia University's Personal Rapid Transit (PRT) Modernization Plan (**Pages 126-139**)

**X. Approval of Institutional Capital Assessments for Fiscal Year 2014 (Pages 140-142)**

**XI. Approval of Bond Remarketing for West Virginia University (Pages 143-147)**

**XII. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues**

A. Approval of Presidential Contract and Compensation at West Virginia State University

B. Approval of Presidential Contract and Compensation at West Virginia University

C. Possible Approval of Presidential Selection at Concord University

## **XIII. Additional Board Action and Comment**

## **XIV. Adjournment**

**\*To join by conference call, dial 866-453-5550 and enter the participant code 5245480#.**

**DRAFT MINUTES**  
**HIGHER EDUCATION POLICY COMMISSION**

**February 12, 2014**

**I. Call to Order**

Chairman Bruce Berry convened a work session of the Higher Education Policy Commission at 3:30 PM in the 9<sup>th</sup> Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members were present: Bruce Berry, Kathy Eddy, Kay Goodwin, and John Leon.

**II. Review of February 20, 2014 Meeting Agenda**

Commission staff provided a brief overview of the items on the agenda for the February 20, 2014 meeting.

**III. Adjournment**

There being no further business, the meeting was adjourned.

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Bruce L. Berry, Chairman

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Kathy Eddy, Secretary

**DRAFT MINUTES**  
**HIGHER EDUCATION POLICY COMMISSION**  
**February 20, 2014**

**I. Call to Order**

Chairman Bruce Berry convened a meeting of the Higher Education Policy Commission at 1:00 PM in the James C. Wilson University Union, West Virginia State University, Institute, West Virginia, and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, Michael Farrell, Kay Goodwin, David Hendrickson, and John Leon. Absent: Clarence Pennington, James Phares and Gary White.

Also in attendance were institutional presidents, higher education staff, and others.

**II. Approval of Minutes**

Commissioner Leon moved to approve the minutes of the meetings held on November 26 and December 6, 2013. Commissioner Allen seconded the motion. Motion passed.

**III. Chairman's Report**

Chairman Berry welcomed Commission and audience members to the meeting. He paid tribute to Dr. Hazo Carter, President Emeritus of West Virginia State University, who recently passed away. Dr. Berry then asked the audience to observe a moment of silence.

Chairman Berry expressed the need to ask the Legislature currently in session to spare additional budget cuts to and show support for the state's students.

**IV. Chancellor's Report**

Chancellor Paul Hill provided an update on recent activities at the higher education office. He introduced and gave an overview of the Commission's new website and thanked all who tirelessly worked on this major undertaking, particularly staff members Jessica Tice and Jessica Kennedy.

Chancellor Hill reported that staff continues to be involved with the institutions in the implementation of their campus compact; the reauthorization of academic programs following the mandate of Senate Bill 375, which allows the Commission to assess the performance of all higher education (public and private) institutions in the state; and, among other tasks, the coordination of a system-wide master plan training to be held on March 31-April 1, 2014 at the Embassy Suites in

Charleston with the participation of outside expert speakers in each of the focal areas of access, success and impact. Dr. Hill invited all Commissioners to attend this event.

To conclude, Chancellor Hill thanked Dr. Adam Green, Senior Director of Student Success and P-20 Initiatives, for the development of the text-messaging counseling initiative which was showcased at a recent event hosted by the President in the White House in celebration of educational achievements nationwide.

## **V. Council of Presidents' Report**

Dr. Maria Rose, President of Fairmont State University, reported on behalf of the presidents on issues impacting the institutions mainly the 3.75 percent budget reduction to higher education. President Rose stated that institutions continue to contact their legislative representatives to explain how the cut is affecting functions in their own campus.

President Rose reiterated the presidents' commitment to deliver good quality programs at affordable prices and maintain campus-wide accountability. In closing, she noted that several presidents have voiced concerns over the new wvOASIS data system, particularly its interface with the current system as well as the amount of staff needed for its operation.

## **VI. Updates from Constituent Groups**

### **A. Advisory Council of Classified Employees**

Chairman Berry stated that Council Chair Amy Pitzer was unable to attend the meeting and therefore an update would not be given.

### **B. Advisory Council of Faculty**

Chairman Berry introduced Dr. Sylvia Shurbutt who reported on the Council's behalf. Dr. Shurbutt spoke of the importance of seeking the legislature's interest in higher education and for the Commission to encourage their support. She urged the members to closely monitor Senate Bill 409 and House Bill 4513 which focus on credit transfer compatibility. Dr. Shurbutt asked for special attention when streamlining curricula as to not jeopardize course offerings. In addition, she stated that solutions are needed to increase faculty retention in areas of high turnover and suggested providing incentives such as alternative teaching certifications, tuition waivers and loan forgiveness plans, among others.



### C. Advisory Council of Students

Chairman Berry stated that Council Chair E. J. Hassan was unable to attend the meeting and therefore an update would not be given.

## VII. Approval of Marshall University Campus Master Plan

Commissioner Eddy moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves Marshall University's Ten-Year 2013 Campus Master Plan.

Commissioner Farrell seconded the motion. Motion passed.

## VIII. Approval of Institutional Compacts

Commissioner Eddy moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the institutional compact updates for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University that have been developed in conjunction with the Higher Education Policy Commission master plan, *Charting the Future, 2007-2012*.

Commissioner Allen seconded the motion. Motion passed.

## IX. Approval of Institutional Targets on the Metrics in Leading the Way

Commissioner Farrell moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves targets set by system institutions in collaboration with Commission staff, contingent on final approval by institutional Boards of Governors.

Commissioner Allen seconded the motion. Motion passed.

## X. Access

### A. Overview of College Goal Sunday

Dr. Adam Green, Senior Director of Student Success and P-20 Initiatives, gave an update on the College Goal Sunday FAFSA completion initiative. He explained that College Goal Sunday is an opportunity for students and families to receive free, confidential support in completing the Free

Application for Federal Student Aid (FAFSA). College Goal Sunday workshops were held earlier this month at various locations across the state and are funded, in-part, through grants from the Lumina Foundation for Education and USA Funds. The Commission's goal is to have 55 percent of high school students completing their FAFSA by April 15, 2014.

B. Approval of Series 26, Underwood-Smith Teacher Scholarship Program, as an Emergency Rule

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program, for submission to the Secretary of State for a thirty-day public comment period.

*Further Resolved*, That the West Virginia Higher Education Policy Commission approves Series 26, as an Emergency Rule for filing with the Secretary of State and submission to the Legislative Oversight Commission on Education Accountability and final filing with the Secretary of State if no substantive comments are received at the conclusion of the comment period.

Commissioner Farrell seconded the motion. Motion passed.

## **XI. Success**

A. Presentation of 2013 Higher Education Report Card

Dr. Angela Bell, Vice Chancellor for Policy and Planning, stated that pursuant to West Virginia Code §18B-1B-8, the 2013 West Virginia Higher Education Report Card was submitted to the Legislative Oversight Commission on Education Accountability on December 20, 2013. Dr. Bell proceeded to highlight areas of the report.

B. Presentation of 2013 Health Sciences and Rural Health report Card

Dr. Robert Walker, Vice Chancellor for Health Sciences, stated that pursuant to West Virginia Code §18B-16-9(c), the 2013 Health Sciences and Rural Health Report Card was presented to the Legislative Oversight Commission on Education Accountability on January 6, 2014. Dr. Walker proceeded to highlight areas of the report.

C. Approval of Modification to the Program Review Process

Commissioner Farrell moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission delegates the authority for new program approval to the Chancellor, following appropriate advanced notice to the Commission and the opportunity for discussion.

Commissioner Leon seconded the motion. Commissioner Allen opposed the motion. Motion passed.

## **XII. Impact**

### **A. Overview of From Higher Education to Work 2012 Report**

Vice Chancellor Bell explained that From Higher Education to Work in West Virginia is an annual report funded by the Commission and produced by the Bureau of Business and Economic Research at West Virginia University. This report provides a comprehensive analysis of employment and income outcomes for men and women who graduated from a public higher education institution in West Virginia and who stay within the state to work after graduation. She presented key findings of new research during 2012.

### **B. Report on the West Virginia Regional Technology Park (WVRTP) Corporation**

Dr. Russell Kruzelock, Chief Executive Officer, provided a summary of his plan for the West Virginia Regional Technology Park. He stated that the vision of the WVRTP is to attract and/or create technology jobs and opportunities for the Kanawha Valley and West Virginia and its focus is to attract technology company tenants that will build critical mass in core, strategic technology areas. These areas include chemical, energy, advanced materials, advanced manufacturing, and biotechnology. He noted that the facilities in South Charleston are one of a few locations in the world that offer both the laboratory infrastructure and on-site expertise to bring a new chemical process from demonstration concept to mid-level production scale.

## **XIII. Approval of Fiscal year 2013 Consolidated Audit**

Commissioner Allen moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the audited financial report for the Higher Education Fund for the fiscal year ending June 30, 2013.

Commissioner Eddy seconded the motion. Motion passed.

## **XIV. Legislative Update**

Chancellor Hill provided an overview of legislative activity related to higher

education as the West Virginia Legislature's 2014 Regular Session concludes on March 8<sup>th</sup>. Dr. Hill stated that the budget hearings before the Senate and House Finance Committees proceeded smoothly even though the 3.75 percent reduction to higher education is still applicable excluding financial aid. He noted that House Bill 4513 on college attainment was sent to a particular committee for study over the next year.

**XV. Update on Senate Bill 330**

Mr. Mark Toor, Vice Chancellor for Human Resources, gave a status report on the Commission's major accomplishments in the implementation of Senate Bill 330 during 2013. Among others, he mentioned the creation of the Common Grounds Committee charged with identifying and addressing impediments to full implementation of Senate Bill 330; the full staffing of the Human Resources Office which will aid human resources functions, the development of amendments to retirement plans in order to reduce misuse of loan provisions and administration costs, and the distribution of the Human Resources Report Card for public inspection.

**XVI. Additional Board Action and Comment**

There was no additional board action or comment.

**XVII. Adjournment**

There being no further business, Commissioner Allen moved to adjourn the meeting. Commissioner Eddy seconded the motion. Motion passed.

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Bruce L Berry, Chairman

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Kathy Eddy, Secretary

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Fiscal Year 2015 Distribution Plan for the West Virginia Higher Education Grant Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Fiscal Year 2015 distribution plan for the West Virginia Higher Education Grant Program.

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The West Virginia Higher Education Grant Program, the state's long-standing need-based financial aid program, provides opportunities for full-time, undergraduate students with demonstrated financial need to pursue a postsecondary education at qualified institutions.

Modifications to Series 42, the legislative rule that regulates the program, have provided staff with policy latitude to determine award distribution frameworks.

Financial aid has been protected from budget cuts through a commitment from the Governor, the Legislature, and the Commission so higher education can be affordable for West Virginia students. The following provides an overview of the proposed distribution plan for the 2014-15 academic year.

**Revenue**

The West Virginia Higher Education Grant Program receives funding from multiple sources, including state general revenue, Higher Education Resource Assessment (HERA) allocations, and carry forward balances. Fiscal Year (FY) 2015 funding, including carry forward, will total just more than \$41.7 million:

- *State Appropriation* - \$39,019,864. The Legislature appropriates funds annually directly to the Higher Education Grant Program. The FY 2015 appropriation is the same as the FY 2014 appropriation.
- *Higher Education Resource Assessment (HERA)* - \$1,600,000. West Virginia Code §18B-10-2(d) requires the Commission and the Council for Community and Technical College Education to allocate a portion of its Higher Education Resource Assessment for financially-needy students. Historically, the Commission and the Council have



allocated funds annually to the Higher Education Grant Program to satisfy that requirement. Because the HERA applies only to students attending public institutions of higher education, it will be used exclusively for traditional prospective students and renewal students at those institutions.

The table below provides the budget shared with the Higher Education Student Financial Aid Advisory Board on March 5, 2014, revised to include more recent estimates of carry forward funds.

Based upon current projections, funding may be used to maintain current awarding criteria.

**Proposed FY 2015 Higher Education Grant Program Funding Summary**

	Budget Presented to Student Financial Aid Advisory Board
State Appropriations	\$39,019,864
3% Administrative Allowance	(\$1,170,596)
HERA Funding	\$1,600,000
Projected FY 2014 Carry Forward Funds	\$2,455,244
<b>Total</b>	<b>\$41,904,472</b>

**Expenditures**

For the 2013-14 academic year, block awards of \$2,500 were provided to students who qualified for the Federal Pell Grant, i.e., students with an expected family contribution (EFC) of 5,081 or less. For students with an EFC in excess of 5,081, award amounts were reduced to \$2,100. Award cycles allowed the program to serve students with need and an EFC as high as 10,000.

	<b>Offered Awards</b>	<b>Offered Dollars</b>	<b>Accepted Awards</b>	<b>Accepted Dollars</b>	<b>Student Yield Rate</b>	<b>Dollar Yield Rate</b>	<b>Average Award</b>
<b>2009-10</b>	26,673	\$73,860,095	14,997	\$40,082,411	56.2%	54.3%	\$2,673
<b>2010-11</b>	36,748	\$72,847,988	20,573	\$37,136,887	56.0%	51.0%	\$1,805
<b>2011-12</b>	37,938	\$83,771,924	19,464	\$39,710,674	51.3%	47.4%	\$2,040
<b>2012-13</b>	35,767	\$84,148,804	19,094	\$40,796,109	53.4%	48.5%	\$2,137
<b>2013-14</b>	35,074	\$83,536,954	19,502	\$41,603,959	55.6%	49.8%	\$2,133

Staff proposes to continue this basic process during the 2014-15 year to provide one award level to the small proportion of awardees with an EFC above 5,157 in order to simplify the award process for institutions. An EFC of 5,157 has been selected because it is the maximum EFC for Pell Grant eligibility for the 2014-2015 award year. The Advisory Board recommends increasing the maximum award level by \$100 to \$2,600 for students with an EFC up to 5,157 and up to an award of \$2,200 for students with an EFC between 5,157 and 10,000. The maximum EFC for eligibility is being set at 10,000

in order provide the ability to award as many needy students as possible should funds be available.

Given these award levels and continuity in uptake on awards, the table below provides the estimated number of enrolled recipients, the average award, and total expenditures:

#### **2014-15 Scenarios**

	Maximum Award	Projected Average Award	Projected Number of Recipients	Total to Award
Increase award level, limit number of recipients by EFC	\$2,600	\$2,250	18,624	\$41,904,472

#### **Non-Traditional Students (adults over the age of 25)**

Application deadlines that occur well before the beginning of an academic year negatively impact the participation rate of non-traditional students, especially since a deadline is not part of the federal financial aid application process. To provide greater programmatic access and to increase adult college participation rates, staff proposes for the 2014-15 academic year a priority application date of July 1, 2014 for:

- 1) students 25 years of age or older,
- 2) students who have not previously received the Higher Education Grant, and
- 3) have an EFC under 10,000.

Staff proposes a secondary application deadline of July 31, 2014 for the late filing non – traditional population if funding allows, to better utilize the funding that is set aside for this subgroup.

Staff proposes to continue to designate five percent (\$1,950,993) of the base state allocation for these applicants not assisted in the general awarding process. In the past four years, \$270,045 of this funding was utilized in 2009-10; \$947,132 was utilized in 2010-11; \$547,067 was utilized in 2011-12; and \$1,228,916 was utilized in 2012-13 using the proposed criteria.

#### **Funding Utilized by Late Filing Adults**

Year	Accepted Awards
2009-10	\$270,045
2010-11	\$947,132
2011-12	\$547,067*
2012-13	\$1,228,916
2013-14	\$1,799,655**

\* Figure is low due to shifting in reporting of many late filers when the deadline for traditional recipients was extended to fully expend available funds.

\*\* This number will likely go down as institutions are still adjusting their rosters of recipients.

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Eligibility Requirements, Annual Award Amount, and Summer Awards for the PROMISE Scholarship Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves proposed eligibility requirements, the annual award amount, and summer awards for the PROMISE Scholarship Program.*

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The PROMISE Scholarship is a merit-based financial aid program for West Virginia residents. Students who achieve certain academic goals are eligible to receive annual awards to help offset the cost of tuition and mandatory fees at public or independent institutions in West Virginia.

**Eligibility Requirements**

The current scholarship eligibility requirements require a 3.00 core and overall high school grade point average (GPA) and a 22 ACT composite score with a 20 in each of the four subject areas (English, mathematics, reading, and science) or a 1020 SAT combined score with a 490 score in critical reading and a 480 score in mathematics.

These requirements have been in effect since the 2007-08 academic year. Staff proposes maintaining these eligibility standards for students applying to receive the scholarship for the first time in the 2015-16 academic year. Maintaining the current scholarship requirements for the Class of 2015 will provide constant eligibility standards over the four years the students have been in high school.

**Annual Award Amount**

Students who utilized the scholarship prior to January 1, 2010 may receive an award equal to the actual tuition and mandatory fees charged for resident students at public institutions. Students attending other eligible institutions prior to January 1, 2010 shall receive an award based upon the average resident undergraduate tuition and mandatory fees at comparable state institutions of higher education. For the 2014-15 academic year, all students who first received the award prior to January 1, 2010 will have matriculated or exhausted eligibility.

Due to the relatively minimal balances at the end of the next two fiscal years, staff proposes to maintain the award level for the 2014-15 academic year at the lesser of tuition and mandatory fees, or \$4,750 annually. Staff also recommends that the Higher Education Student Financial Aid Advisory Board continue evaluating the options available for utilizing the small balances that will begin accruing during the 2014-15 academic year. Staff encourages that these options not be limited merely to changing award amounts and qualification criteria but also include other policy changes that may help the PROMISE program work to further other financial aid and educational goals of the state. However, if a greater percentage of students qualify for PROMISE as a result of maintaining the same academic criteria, then the anticipated surpluses may not materialize.

### **Summer Awards**

The PROMISE Scholarship Program provides summer school awards for eligible students. Summer awards were initially offered during summer 2010. Student acceptance of a summer award counts toward the maximum eight semesters of eligibility with priority given to students who can utilize the summer term to graduate by year's end. Below is a chart on PROMISE summer school awards. Staff proposes to allocate \$200,000 for summer 2014.

<b>Year</b>	<b>Recipients</b>	<b>Average Award</b>	<b>Total Awards</b>
2010	46	\$2,210	\$101,639
2011	72	\$2,142	\$154,233
2012	74	\$1,940	\$143,530
2013	83	\$2,103	\$174,572

### **PROMISE Scholarship Cost Projections**

The following table provides projections through FY 2018 based on the following parameters:

- Senate Bill 373 (2009) sets funding at \$47.5 million beginning in FY 2012.
- Students enrolled prior to January 1, 2010 are eligible to receive an award of full tuition and fees at public institutions (or a comparable amount at an independent institution). Scholars who began enrollment after January 1, 2010 are eligible to receive the lesser of \$4,750 or full tuition and fees.
- The projected number of students qualifying for and accepting PROMISE as well as their choice of institution and retention levels are based on historical data.



Table 1  
PROMISE Scholarship Program Budgetary Projections FY 2014 through 2018

<b>Fiscal Year 2014</b>			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$593,951
Investment Earnings	\$10,509	Scholarships	\$46,214,466
<b>Total Revenue</b>	<b>\$47,510,509</b>	<b>Total Expenses</b>	<b>\$46,808,417</b>
Carry Forward	\$688,627		
<b>Total Assets</b>	<b>\$48,199,136</b>	<b>Ending Balance (06/30/2014)</b>	<b>\$1,390,718</b>
<b>Fiscal Year 2015</b>			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$617,709
Investment Earnings	\$10,509	Scholarships	\$46,590,544
<b>Total Revenue</b>	<b>\$47,510,509</b>	<b>Total Expenses</b>	<b>\$47,208,254</b>
Carry Forward	\$1,390,718		
<b>Total Assets</b>	<b>\$48,901,227</b>	<b>Ending Balance (06/30/2015)</b>	<b>\$1,692,973</b>
<b>Fiscal Year 2016</b>			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$642,418
Investment Earnings	\$10,509	Scholarships	\$46,347,673
<b>Total Revenue</b>	<b>\$47,510,509</b>	<b>Total Expenses</b>	<b>\$46,990,091</b>
Carry Forward	\$1,692,973		
<b>Total Assets</b>	<b>\$49,203,482</b>	<b>Ending Balance (06/30/2016)</b>	<b>\$2,213,391</b>
<b>Fiscal Year 2017</b>			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$668,115
Investment Earnings	\$10,509	Scholarships	\$46,692,472
<b>Total Revenue</b>	<b>\$47,510,509</b>	<b>Total Expenses</b>	<b>\$47,360,586</b>
Carry Forward	\$2,213,391		
<b>Total Assets</b>	<b>\$49,723,900</b>	<b>Ending Balance (06/30/2017)</b>	<b>\$2,363,313</b>
<b>Fiscal Year 2018</b>			
Revenue		Expenditures	
Statutory Transfers	\$47,500,000	Administrative Costs	\$694,839
Investment Earnings	\$10,509	Scholarships	\$46,021,214
<b>Total Revenue</b>	<b>\$47,510,509</b>	<b>Total Expenses</b>	<b>\$46,716,053</b>
Carry Forward	\$2,363,313		
<b>Total Assets</b>	<b>\$49,873,822</b>	<b>Ending Balance (06/30/2018)</b>	<b>\$3,157,769</b>

**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of Appointment to the Higher Education Student Financial Aid Advisory Board

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointment of Debbie Turner to the Higher Education Student Financial Aid Advisory Board.

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The Higher Education Student Financial Aid Advisory Board is a body statutorily charged to provide financial aid expertise and policy guidance to the Commission and Council for Community and Technical College Education on matters related to federal, state, and private student financial aid resources and programs.

The Higher Education Student Financial Aid Advisory Board consists of seven members. Three members are appointed by the Commission, two members by the Council, one member by the West Virginia Independent Colleges and Universities, and one member by the West Virginia School Counselor Association. According to statute, although original appointments by the Commission were for different term lengths, subsequent appointments shall be for three-year terms. Members are eligible to succeed themselves for one additional consecutive term.

The statute provides that members appointed by the Commission and Council shall possess a broad knowledge of state and federal higher education student financial aid programs and have experience in administering these programs, preferably at the system or campus level.

Debbie Turner has been recommended to serve a three-year term that begins July 1, 2014. Ms. Turner is the Director of Financial Aid at Concord University and has served in the financial aid profession for 25 years.

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Fiscal Year 2015 Higher Education Resource Assessment

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2015 Higher Education Resource Assessment.

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

During a 2004 special session, the Legislature passed House Bill 101 (West Virginia Code §18B-10-1) consolidating fees into three broad classifications: (a) tuition and required educational and general fees; (b) required educational and general capital fees; and (c) auxiliary and auxiliary capital fees. This legislation also established the Higher Education Resource Assessment (HERA) in §18B-10-2 to be assessed by and transferred to the Commission and Council for Community and Technical College Education as appropriate and used for general operating expenses or to fund statewide programs. The Commission and Council also are to use a portion of the assessments to offset the impact of tuition increases by allocating part of the assessment to the Higher Education Grant Program.

For the past ten years, the Commission has approved a uniform assessment per full-time equivalent (FTE) student that differentiates between resident and non-resident students, generates approximately the same revenues as the current and historic allocations in total, minimizes the changes in allocations by institution, and is predictable for budgeting purposes. The assessment is calculated based on fall enrollment in the current year to determine each institution's assessment for the subsequent fiscal year. Institutions are assessed at a rate of \$35 per resident FTE student and \$150 per non-resident FTE student. Staff recommends continuing with this same assessment for Fiscal Year (FY) 2015.

The total HERA assessment to the four-year institutions for FY 2014 was \$4,739,678. The total HERA assessment proposed for FY 2015 is \$4,725,467. Table 1 summarizes the distribution of HERA for the four-year institutions based upon the final FTE enrollment for Fall 2013. The calculation reflects changes in both enrollment levels and mix of resident and non-resident students.

The proposed budget for the expenditure of HERA funds for FY 2015 will be presented at the next Commission meeting.

**Table 1**  
**West Virginia Higher Education Policy Commission**  
**FY 2015 HERA Assessments for HEPC Institutions**

<b>Institution</b>	<b>Standardized HERA Assessment</b>	<b>End of Term Fall 2013 FTE Students</b>	<b>FY 2015 Calculated Assessment</b>	<b>FY 2014 Allocated Assessment</b>	<b>FY 2015 Change Increase / (Decrease)</b>
<b>Bluefield State College</b>					
Resident Undergraduate	\$35	1,366.80	\$47,838		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	201.53	\$30,230		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,568.33</b>	<b>\$78,068</b>	<b>\$85,215</b>	<b>(\$7,148)</b>
<b>Concord University</b>					
Resident Undergraduate	\$35	1,918.60	\$67,151		
Resident Graduate/First Professional	\$35	135.00	\$4,725		
Non-Resident Undergraduate	\$150	495.67	\$74,351		
Non-Resident Graduate/First Professional	\$150	11.00	\$1,650		
<b>Subtotal</b>		<b>2,560.27</b>	<b>\$147,877</b>	<b>\$148,934</b>	<b>(\$1,058)</b>
<b>Fairmont State University</b>					
Resident Undergraduate	\$35	3,180.40	\$111,314		
Resident Graduate/First Professional	\$35	147.00	\$5,145		
Non-Resident Undergraduate	\$150	414.27	\$62,141		
Non-Resident Graduate/First Professional	\$150	8.50	\$1,275		
<b>Subtotal</b>		<b>3,750.17</b>	<b>\$179,875</b>	<b>\$187,521</b>	<b>(\$7,647)</b>
<b>Glenville State College</b>					
Resident Undergraduate	\$35	1,055.27	\$36,934		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	245.73	\$36,860		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,301.00</b>	<b>\$73,794</b>	<b>\$81,304</b>	<b>(\$7,510)</b>
<b>Marshall University</b>					
Resident Undergraduate	\$35	6,702.40	\$234,584		
Resident Graduate/First Professional	\$35	1,574.09	\$55,093		
Non-Resident Undergraduate	\$150	2,125.20	\$318,780		
Non-Resident Graduate/First Professional	\$150	765.92	\$114,888		
<b>Subtotal</b>		<b>11,167.61</b>	<b>\$723,345</b>	<b>\$735,660</b>	<b>(\$12,315)</b>
<b>Shepherd University</b>					
Resident Undergraduate	\$35	2,145.07	\$75,077		
Resident Graduate/First Professional	\$35	73.67	\$2,578		
Non-Resident Undergraduate	\$150	1,404.03	\$210,605		
Non-Resident Graduate/First Professional	\$150	33.25	\$4,988		
<b>Subtotal</b>		<b>3,656.02</b>	<b>\$293,248</b>	<b>\$306,012</b>	<b>(\$12,764)</b>
<b>West Liberty University</b>					
Resident Undergraduate	\$35	1,686.93	\$59,043		
Resident Graduate/First Professional	\$35	72.42	\$2,535		
Non-Resident Undergraduate	\$150	831.13	\$124,670		
Non-Resident Graduate/First Professional	\$150	78.67	\$11,801		
<b>Subtotal</b>		<b>2,669.15</b>	<b>\$198,047</b>	<b>\$192,566</b>	<b>\$5,481</b>
<b>WV School of Osteopathic Medicine</b>					
Resident Undergraduate	\$35	0.00	\$0		
Resident Graduate/First Professional	\$35	263.00	\$9,205		
Non-Resident Undergraduate	\$150	0.00	\$0		
Non-Resident Graduate/First Professional	\$150	562.00	\$84,300		
<b>Subtotal</b>		<b>825.00</b>	<b>\$93,505</b>	<b>\$95,645</b>	<b>(\$2,140)</b>

**Table 1**  
**West Virginia Higher Education Policy Commission**  
**FY 2015 HERA Assessments for HEPC Institutions**

<b>Institution</b>	<b>Standardized HERA Assessment</b>	<b>End of Term Fall 2013 FTE Students</b>	<b>FY 2015 Calculated Assessment</b>	<b>FY 2014 Allocated Assessment</b>	<b>FY 2015 Change Increase / (Decrease)</b>
<b>WV State University</b>					
Resident Undergraduate	\$35	1,906.40	\$66,724		
Resident Graduate/First Professional	\$35	23.75	\$831		
Non-Resident Undergraduate	\$150	210.47	\$31,571		
Non-Resident Graduate/First Professional	\$150	11.08	\$1,662		
<b>Subtotal</b>		<b>2,151.70</b>	<b>\$100,788</b>	<b>\$101,245</b>	<b>(\$457)</b>
<b>West Virginia University</b>					
Resident Undergraduate	\$35	10,496.94	\$367,393		
Resident Graduate/First Professional	\$35	2,883.41	\$100,919		
Non-Resident Undergraduate	\$150	11,903.80	\$1,785,570		
Non-Resident Graduate/First Professional	\$150	2,723.92	\$408,588		
<b>Subtotal</b>		<b>28,008.07</b>	<b>\$2,662,470</b>	<b>\$2,645,739</b>	<b>\$16,731</b>
<b>WVU Institute of Technology</b>					
Resident Undergraduate	\$35	787.93	\$27,578		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	270.07	\$40,511		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,058.00</b>	<b>\$68,088</b>	<b>\$51,151</b>	<b>\$16,937</b>
<b>Potomac State College of WVU</b>					
Resident Undergraduate	\$35	896.40	\$31,374		
Resident Graduate/First Professional	\$35	0.00	\$0		
Non-Resident Undergraduate	\$150	499.93	\$74,990		
Non-Resident Graduate/First Professional	\$150	0.00	\$0		
<b>Subtotal</b>		<b>1,396.33</b>	<b>\$106,364</b>	<b>\$108,686</b>	<b>(\$2,323)</b>
<b>Total for HEPC Institutions</b>					
Resident Undergraduate		32,143.14	\$1,125,010		
Resident Graduate/First Professional		5,172.34	\$181,032		
Non-Resident Undergraduate		18,601.83	\$2,790,275		
Non-Resident Graduate/First Professional		4,194.34	\$629,151		
<b>Grand Total</b>		<b>60,111.65</b>	<b>\$4,725,467</b>	<b>\$4,739,678</b>	<b>(\$14,211)</b>



**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of Revisions to Series 19, Procedural Rule, Guidelines for the Offering of Early Enrollment Courses for High School Students

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, as a procedural rule to be filed with the Secretary of State for the thirty-day public comment period.

*Further Resolved*, That if no substantive comments are received, the Commission extends its final approval.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, is the Commission's long-standing procedural rule for setting forth principles and policy for the state's public colleges and universities to offer college credit courses for qualified students in West Virginia high schools. This rule, which is the companion rule to Series 19 of the Council for Community and Technical College Education, is designed to make college credit (early enrollment) opportunities available for qualified high school students. The purpose of this revision is to assure application of a uniform fee structure for early enrollment courses across all West Virginia public institutions.

The modification which adjusts the student credit hour cost from a formula-driven tuition rate to a minimum cost of \$25.00 per credit hour is intended to provide institutions the opportunity to make early entrance courses more accessible to high school students. Additionally, the revised version of Series 19 will allow institutions to use institutional tuition waivers as well as third party sponsor agreements to support the cost of college courses for high school students. These identical modifications were on the Council's April 24, 2014 meeting agenda for approval.

**TITLE 133**  
**PROCEDURAL RULE**  
**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 19**  
**GUIDELINES FOR THE OFFERING OF EARLY ENROLLMENT COURSES FOR**  
**HIGH SCHOOL STUDENTS**

**§133-19-1. General.**

- 1.1. Scope: This policy establishes guidelines for West Virginia public colleges and universities for the offering of college courses for high school students.
- 1.2. Authority: ~~W. Va.~~ West Virginia Code §18B-1-1A; §18B-1-6 and §18B-1B-4.
- 1.3. Filing Date. - ~~April 27, 2010~~
- 1.4. Effective Date. - ~~May 27, 2010~~
- 1.5. Repeal of Former Rule. Repeals and replaces Title 133 Series 19, Guidelines for the Offering of Early Enrollment Courses for High School Students, filed April 27, 2010 and effective May 27, 2010.

**§133-19-2. Purpose.**

- 2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development and quality of life of the state and its citizens. Among these goals is a statutory provision (~~W. Va.~~ West Virginia Code §18B-1-1A), which states that more opportunities should be available for advanced high school students to obtain college credit prior to high school graduation.

This policy details the responsibilities of the state higher education institutions regarding early enrollment programs in matters of curriculum, selection of faculty, quality control, admission, setting tuition/fees, and accountability.

**§133-19-3. Principles.**

- 3.1. In support of providing opportunities for high school students to obtain college credit prior to high school graduation, early enrollment opportunities shall be designed to follow these principles:

- 3.1.4a. Expand access to college
- 3.1.2.b. Increase the college-going rate
- 3.1.3c. Increase student success in college
- 3.1.4.d. Enhance college affordability

While additional programs exist for high school students to obtain college credit, this rule applies to opportunities for early enrollment in college courses. Clarification and definition(s) of existing college credit options are provided in order to distinguish these early enrollment opportunities.

3.2. Definitions for reporting purposes:

3.2.4a. College credit opportunities which will be counted as credit hours attempted and/or earned for early enrollment reporting purposes are those course sections that are delivered primarily to eligible high school students. The local high school will decide if high school credit will be offered for these courses.

3.2.2b. College credit opportunities which are not counted for early enrollment reporting purposes.

- 3.2.2-a.b.1. EDGE (Earn a Degree, Graduate Early)
- 3.2.2-b.2. The College Board Advanced Placement Classes
- 3.2.2-c.b.3. CLEP Examinations
- 3.2.2-d.b.4. Articulated Credit
- 3.2.2-e.b.5. Campus Based Courses Not Offered Primarily for High School Students

**§133-19-4. Courses.**

- 4.1. Any early enrollment course must meet the same rigorous standards as those required for on-campus instruction. Such standards are essential for maintaining institutional accreditation by the Higher Learning Commission of the North Central Association and for assuring institutional credibility. Courses must utilize college-approved syllabi, texts, assignments and assessments. Faculty for these courses will be evaluated by college personnel using the same processes as for other college faculty. The higher education institution must facilitate communication between the appropriate academic department and the early enrollment faculty member to assure quality.
- 4.2. Courses will be limited to lower division undergraduate courses which are jointly agreed upon by the cooperating college or university and high school.
- 4.3. Attendance in college courses offered in high schools will be limited to

those students registered for college credit.

**§133-19-5. Faculty.**

- 5.1. Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university that will grant the credit.
- 5.2. The institution granting college credit shall assign adjunct/part-time faculty status to high school teachers who teach college courses in the high school. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.

**§133-19-6. Admissions.**

- 6.1. High school students desiring to enroll in a college credit-bearing course must apply for early enrollment admission status and meet all early enrollment admission requirements for the institution which is offering the college credit course.
- 6.2. Students must meet all course requirements and prerequisites. In addition to meeting these requirements, all students who enroll must have the approval of the high school principal or designee.
- 6.3. Opportunities for early enrollment are for students of junior and senior status in the high schools. Any exception must be approved by the institution's chief academic officer.
- 6.4. Alternative admission requirements may be applicable for specific statewide academic initiatives.

**§133-19-7. Tuition/Fees.**

- 7.1. ~~High school students enrolled in early enrollment courses in the high schools will be assessed tuition/fees consistent with the institution's approved fee structure. Alternatively, t~~To make college courses more accessible to high school students, an institution may ~~establish~~ use a special tuition structure for West Virginia high school students as provided in Section 7.2 of this rule.
- 7.2. Special tuition for high school students established by any West Virginia public higher education institution must be set, at a minimum, at \$25.00 per credit hour. ~~three-fourths of the rate of the lowest regular off-campus rate established by any West Virginia public higher education institution.~~

All high school students must be charged the special tuition or the regular tuition/fees approved for the institution granting the credit. The credit-granting institution may ~~not use its own resources to pay any student's assessed tuition/fees.~~ Except for use tuition/fee waivers or in third party sponsors to support the student's cost of the course, sponsored agreements, no tuition/fee waivers are to be granted.

**§133-19-8. School Reimbursement and Credit Hour Accrual.**

- 8.1. Early enrollment courses will be taught by full-time or adjunct/part-time faculty members of the institution granting the college credit.
- 8.2. When a high school teacher teaches an early enrollment course during the regular public school day the institution granting the credit may reimburse the high school/county board of education for the instructor's service.
- 8.3. Consistent with the Higher Education Policy Commission and the Council for Community and Technical College Education policies, credit hours generated by high school students registered in college classes will accrue to the institution granting the credit.

**§133-19-9. Accountability.**

- 9.1. Each institution which offers college level courses for or in West Virginia high schools must maintain a record of the courses and enrollments for such courses and submit any reports of college courses for high school students as deemed necessary.
- 9.2. Each institution will submit reports in compliance with requirements set forth by the specifications of the West Virginia Data Policy Advisory Council, the West Virginia Higher Education Policy Commission, and the West Virginia Council for Community and Technical College Education.
- 9.3. Each institution will designate an individual who will be responsible for coordinating and reporting early enrollment opportunities for high school students. Each institution will provide contact information for this person by July 1 of each academic year.

**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of Series 57, Procedural Rule, Authorization to Offer Degrees in Advanced Practice

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 57, Authorization to Offer Degrees in Advanced Practice, as a procedural rule to be filed with the Secretary of State for a 30-day public comment period.

*Further Resolved*, That if no substantive comments are received, the Commission extends its final approval.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

As careers become more complex and sophisticated, so have the skills needed to practice them. Professional organizations are recognizing a need to build upon the foundation of the practicing professional to extend and expand their capabilities. This has already been seen as a growing trend in many professions such as pharmacists, nurse practitioners and advanced practice nurses, certified audiologists, and physical therapy. While some professionals currently practicing in their field may not have to earn the doctorate degree, others are being encouraged to earn a doctorate degree in advanced practice.

Unlike the doctor of philosophy programs that emphasize academic research, clinical-based doctoral programs of advanced practice emphasize skills and knowledge students will need to practice their profession at its highest level. Characterized by significant hours in clinical practicums, doctorate programs in advanced practice are often the program of choice for students who are currently employed in their profession and seeking advanced certification.

West Virginia Code §18B-2A-6(e) identifies Marshall University and West Virginia University as the only research and doctoral degree-granting public institutions of higher education in this state. Clearly, it was not the intent of the legislation to exclude West Virginia School of Osteopathic Medicine from offering degrees in medicine. While the

code addresses research doctorate degrees, it does not specifically address applied doctorate programs in the legislation.

The proposed rule, Series 57, Authorization to Offer Degrees in Advanced Practice, provides a vehicle by which institutions which (1) have university status, (2) are approved by the Commission to offer Master's degrees, and (3) are approved by the Higher Learning Commission to offer Master's degrees may petition the Chancellor for consideration to offer a doctorate degree program in advanced practice. Each petition to offer a doctorate degree program in advanced practice must be submitted along with the Intent to Plan proposal. Any proposed program will be evaluated on its own merit and must conform to the requirements of Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs.

The staff recommends approval of this proposed rule.

**TITLE 133**  
**PROCEDURAL RULE**  
**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 57**  
**AUTHORIZATION TO OFFER DEGREES IN ADVANCED PRACTICE**

**§133-57-1. General.**

- 1.1. Scope. This policy establishes the criteria for institutions seeking to offer degrees in advanced practice.
- 1.2. Authority. West Virginia Code §18B-1-6 and §18B-2A-6.
- 1.3. Filing Date –
- 1.4. Effective Date –

**§133-57-2. Purpose.**

- 2.1. The legislative intent of West Virginia Code §18B-2A-6 was to establish Marshall University and West Virginia University as the only research and doctorate degree-granting institutions of higher education in West Virginia. The criteria for eligibility to offer doctorate degrees was approved by the West Virginia Higher Education Policy Commission (Commission) on February 15, 2002, and clearly emphasized research, scholarship, and the availability of external research funding.
- 2.2. West Virginia Code §18B-2A-6 did not specifically address applied doctorate programs in the legislation; rather, it specifically identified research doctorate degree-granting institutions. This policy details the criteria and process that an institution must pursue if interested in addressing a documented growing need for specific doctorate programs in advanced practice.
- 2.3. All West Virginia public higher education institutions which are already approved to offer masters degrees and which desire to offer a doctorate degree in advanced practice must petition the Commission for permission to offer the doctorate degree in advanced practice. Marshall University and West Virginia University are exempt from the provisions of this rule.

**§133-57-3. Definition.**

- 3.1. Doctorate degrees of advanced practice programs are characterized by significant applied practice and are differentiated from research doctorate



programs which require substantial designated, purposed, and often external research funding to support. Advanced practice programs often place greater emphasis on practice and application, and less emphasis on theory, meta-theory, research methodology, and statistics than is generally found in research-focused doctorate programs.

**§133-57-4. Process for Seeking Authorization.**

- 4.1. When an institution seeks authorization to offer a doctorate degree of advanced practice, the institution shall petition the Chancellor of the West Virginia Higher Education Policy Commission and shall provide the following for review and consideration as a component of that Authorization Petition.
  - 4.1.a. Description of the proposed program, clearly identifying it as a program leading to a clinical doctorate degree of advanced practice.
  - 4.1.b. Documentation and data that clearly demonstrates the need for the program.
  - 4.1.c. Letters of support from relevant businesses, industry, professional organizations, or other appropriate agencies for development of the proposed program.
  - 4.1.d. Documentation that efforts have been made to contact and secure a response from other West Virginia doctoral-granting public institutions, expressing no conflicting interest in the program. If a response has been received, a copy of that response must also be submitted.
  - 4.1.e. Documentation that demonstrates institutional funding support and an institutional commitment for the proposed program.
  - 4.1.f. Endorsement from any appropriate regulatory board for the development of the proposed doctorate program.
  - 4.1.g. As appropriate, clear identification of the proposed program as a collaborative program along with identification of any partners and the role(s) of each.
  - 4.1.h. Evidence that the Higher Learning Commission is generally supportive of the institution offering the proposed program.
- 4.2. The Intent to Plan document for seeking approval for a new program, as outlined in Series 11, Procedural Rule, Submission of Proposals for

Academic Programs and the Monitoring and Discontinuance of Existing Programs, must be submitted simultaneously with the Authorization Petition documentation outlined above in Section 4.1.

- 4.3. The Chancellor's approval of the Authorization Petition and Intent to Plan documentation authorizes the institution to begin planning the new program but does not guarantee that the full program proposal will be approved.
- 4.4. Once the Authorization Petition and the Intent to Plan have been approved, the institution must complete the entire new program approval process as outlined in Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs.
- 4.5. All Authorization Petitions, Intent to Plans, and program proposal approvals for new doctorate degrees of advanced practice programs will be evaluated on a case-by-case basis. Approval of one program is not transferable to any other similar program at the institution.
- 4.6. Once the Commission's program approval process has been completed and the program is approved for implementation, the program cannot be implemented until the institution has secured official approval for the program from the Higher Learning Commission.

**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of Annual Reauthorization of Degree-Granting Institutions

**INSTITUTIONS:** Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, Ohio Valley University, University of Charleston, West Virginia Wesleyan College, Wheeling Jesuit University; American Public University System, Future Generations Graduate School, Salem International University, and Strayer University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, Ohio Valley University, University of Charleston, West Virginia Wesleyan College, Wheeling Jesuit University; American Public University System, Future Generations Graduate School, Salem International University, and Strayer University.

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

Senate Bill 375, passed during the 2011 legislative session, delegated the responsibility and authority to the Commission for establishing, monitoring, and maintaining quality standards of education at all institutions that offer baccalaureate degrees, both public and private, within West Virginia. Marshall University and West Virginia University are exempt from the annual reauthorization component of this legislative mandate. However, both institutions are required to submit annual reauthorization data for review and publication.

The annual reporting requirements outlined in Series 52, Annual Reauthorization of Degree-Granting Institutions, requires each institution to provide all information “necessary to assess the performance of the institution and to determine whether the institution continues to meet the minimum standards for conferring degrees.” The annual reauthorization “application report” includes such information as verification of current accreditation status, student enrollment data, tuition and fee information, first-to-second-year retention rates, graduation rates, student transfer information, licensure pass rates, student loan default rates, campus crime statistics, and number of grievances.

The first annual submission of institutional reauthorization data was received by November 1, 2013. Upon receipt of the annual reauthorization application report, the institutional data was reviewed by a compliance review team. In some cases, additional specific information was requested from institutions in an effort to clarify or correct the data that was submitted. Using relevant Carnegie classification data on retention and graduation, federal guidelines for financial aid default rates, and general institutional peer data as a basis for comparison, the committee noted that retention rates and/or default rates for some institutions appeared to be low relative to peers. The team recommends that all institutions are reauthorized for one year and that each institution is notified of the review team’s findings, including areas highlighted for improvement.

Based upon a thorough review of all data and information submitted, the review team recommends that the following four-year higher education institutions be reauthorized for another year to operate within West Virginia: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Davis and Elkins College, Ohio Valley University, University of Charleston, West Virginia Wesleyan College, Wheeling Jesuit University; American Public University System, Future Generations Graduate School, Salem International University, and Strayer University.

Once approved by the Commission, a report on the Annual Reauthorization of Degree-Granting Institutions will be prepared for the Legislative Oversight Commission on Education Accountability. Additionally, institutional reauthorization data will be accessible to the general public on the Commission’s website.

2013 Reauthorization Data:

									CRIME STATISTICS												
Institutions	Institution Type	Accreditation Status	Last Accreditation Date	Annualized Unduplicated Headcount	Tuition/Fees	Retention Rate	Bachelor Graduation Rate	Loan Default Rate	Illegal Weapons	Drug Law Violation	Liquor Law Violation	Murder	Negligent Manslaughter	Sex Offence Forcible	Sex Offence Non-Forcible	Robbery	Aggravated Assault	Burglary	Motor Vehicle Theft	Arson	Hate Crimes
PUBLIC:																					
Bluefield State College	Public	Accredited	2/21/2012	2,394	\$ 5,564	53.3	18.1	23.5	0	0	0	0	0	0	0	0	0	0	0	0	0
Concord University	Public	Accredited	9/4/2008	3,792	\$ 5,874	62	38	19	0	6	5	0	0	1	0	0	0	6	0	0	0
Fairmont State University	Public	Accredited	5/13/2013	5,306	\$ 5,496	64	36	18	4	60	61	0	0	1	0	2	0	9	2	0	0
Glenville State College	Public	Accredited	8/13/2013	2,269	\$ 6,384	52	27	23.9	1	11	22	0	0	1	0	0	7	13	0	0	3
Marshall University	Public	Accredited	1/28/2006	17,608	\$ 6,216	71	44	13.6	0	42	38	0	0	0	0	1	1	4	1	0	0
Shepherd University	Public	Accredited	6/20/2012	5,229	\$ 6,256	63	38	10.7	0	6	11	0	0	9	0	1	0	3	0	0	1
West Liberty University	Public	Accredited	9/4/2008	2,963	\$ 5,266	71	41	14.5	0	5	15	0	0	2	0	0	1	3	0	0	0
West Virginia School of Osteopathic Medicine	Public	Accredited	5/20/2009	837	\$ 20,950	96.5	N/A	0.6	0	0	0	0	0	0	0	0	0	0	0	0	0
West Virginia State University	Public	Accredited	8/26/2005	3,238	\$ 5,442	51.1	21	10.1	2	3	3	0	0	1	0	1	0	7	2	0	0
West Virginia University	Public	Accredited	8/27/2004	33,476	\$ 6,090	77	56	9.8	1	208	444	0	0	2	0	4	2	39	0	1	0
Potomac State College of WVU	Public	Accredited	4/16/2004	2,068	\$ 3,178	46	N/A	9.8	0	45	122	0	0	3	0	0	0	8	0	1	0
WVU Institute of Technology	Public	Accredited	4/16/2004	1,340	\$ 5,558	45	24	9.8	0	1	0	0	0	2	0	0	0	2	0	0	0
PRIVATE:																					
Alderson Broaddus University	Private	Accredited	8/6/2013	949	\$ 22,740	66	46	12.1	5	5	23	0	0	2	0	0	2	2	0	0	1
Appalachian Bible College	Private	Accredited	6/2/2001	329	\$ 19,634	78	47	4.5	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany College	Private	Accredited	6/25/2009	1,074	\$ 24,780	64	46.5	12.6	1	24	27	0	0	3	0	0	2	26	0	4	1
Davis & Elkins College	Private	Accredited	4/28/2011	925	\$ 24,992	61	38	10	0	8	14	0	0	1	0	0	0	1	0	0	0
Future Generations Graduate School	Private	Accredited	2/26/2010	40	\$ 17,500	0.9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio Valley University	Private	Accredited	1/1/2001	554	\$ 18,750	49	44	8.9	0	4	7	0	0	0	0	0	0	1	0	0	0
University of Charleston	Private	Accredited	1/1/2005	2,238	\$ 19,650	70	46	14.9	1	5	0	0	0	1	0	0	0	3	0	0	0
West Virginia Wesleyan College	Private	Accredited	4/29/2010	1,492	\$ 26,794	64	58	10.2	0	7	1	0	0	0	0	0	0	9	0	1	0
Wheeling Jesuit University	Private	Accredited	9/17/2009	2,076	\$ 27,830	74.5	53.3	6.6	0	7	164	0	0	2	3	0	0	13	0	0	0
FOR-PROFIT:																					
American Public University System	For-Profit	Accredited	5/22/2006	116,779	\$ 6,400	93.8	20	11.9	0	0	0	0	0	0	0	0	0	0	0	0	0
Salem International University	For-Profit	Accredited	8/28/2006	1,356	\$ 14,160	44	32	15.7	0	3	16	0	0	0	0	0	2	8	0	0	0
Strayer University	For-Profit	Accredited	6/30/2007	423	\$ 15,495	N/A	N/A	15.2	0	0	0	0	0	0	0	0	0	0	0	0	0

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Bachelor of Arts in Early Education at Shepherd University

**INSTITUTION:** Shepherd University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Arts in Early Education, effective May 2014, at Shepherd University. This approval expires in May 2016 if the program is not fully implemented at that time.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

Shepherd University proposes a fall 2014 implementation of a new teacher education program, the Bachelor of Arts in Early Education. This program is designed to prepare students for working in early childhood environments and West Virginia teaching certification in early education (PK-K).

Opportunities for individuals with training in early childhood education exist not only in public pre-kindergarten and kindergarten, but also in day care centers, community child care centers, Head Start classes, and private pre-kindergarten and kindergarten. As qualifications continue to be elevated for those working with young children, the bachelor degree program will support this important component of the child-focused workforce.

The 120-hour program has been designed to produce knowledgeable and highly qualified professionals in the field of early education. The well-rounded curriculum is comprised of courses from nearly every subject area as well as 50 credit hours of coursework in the specific area of early education. Significant hands-on experience in the early childhood setting is a strength of the program. To qualify for West Virginia teaching licensure, the student must also pass the PRAXIS II content area examination for early education.

While there are several institutions that offer specializations in early education, only two other Bachelor of Arts in Early Education programs exist in the state and offer this level of emphasis on early childhood education within the program. Shepherd is geographically well positioned to serve the need for qualified early childhood education professionals in West Virginia's eastern panhandle.

One new faculty member will be added to existing full-time faculty to deliver the Bachelor of Arts in Early Education program. This addition should occur in the second year of program implementation. Additionally, the institution has committed to hiring adjunct faculty as needed to support the program.

The institution expects that 19 students will enroll in the program during the first year. A conservative increase of three-to-four students per year is projected for each of the following four years. By 2019, it is estimated that 33 students will be enrolled in the program.

It is projected that all start-up costs for the program, not covered by tuition and fees, will initially be funded from university reserve funds. Additional funding will not be needed for library resources, clerical support, or faculty.

If the Bachelor of Arts in Early Education program is not fully implemented by May 2016, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.

In the 2017-2018 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

Once the Commission has approved the Bachelor of Arts in Early Education, the proposed teacher education program must also be approved by the West Virginia Department of Education prior to implementation.

# Shepherd University

## Bachelor of Arts, Early Education

### WV-HEPC Series 11 Implementation Plan

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**Date:** March 2014  
**Category of Action:** Implementation Plan (Section 6 of Series 11)  
**Title of Degree:**  
**Location:** Shepherd University  
**Effective Date**  
**Of proposed action:** Fall 2014  
**Summary Statement:** See page 3

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## Shepherd University

Dr. Suzanne Shipley, President

Dr. Laura Porter, Chair, Department of Teacher Education

Dr. Douglas Kennard, Director of Teacher Education



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## Summary

The Bachelor of Arts degree (B.A.) in Early Education (PK-K) provides a professional baccalaureate experience in early childhood experiences in a teaching program. The degree will provide the appropriate theory and skills for undergraduate students whose intent is to work in early childhood environments. Opportunities for professionals trained in early childhood exist in day care centers, community child-care centers, public pre-kindergarten classes, Head Start classes, and private pre-kindergarten and kindergarten classes. In addition, this program will prepare students with the knowledge and required skills to be accepted and successful in a variety of graduate programs in education professions.

This program prepares students for certification from the West Virginia Department of Education in Early Education (PK-K). This program will train individuals to provide young children with developmentally appropriate practices that encourage their overall wellbeing and readiness for elementary school. Graduates of this program will exit with the ability to promote child development and learning; build family and community relationships; observe, document, and assess young children to support their development and families; and use content knowledge to build meaningful curriculum for young students. These individuals are prepared to work with young children to enhance their cognitive, motor, and social-emotional development.

The B.A.: Early Education will be unique to the eastern panhandle region of West Virginia. Only Concord University in Athens, WV about 290 miles away and Marshall University in Huntington West Virginia about 360 miles away have an undergraduate program in Early Education. West Virginia University offers a graduate program in Preschool Special Needs.

The Early Education Major at Shepherd University has been updated from the existing *Early Education Endorsement Program* that is taken in conjunction with the Elementary Education Major. The curriculum for the Early Education Major includes all the coursework for the Early Education Endorsement and additional coursework specific to working with young children. The B.A.: Early Education Program allows students who are interested in working with young children to focus on preschool and kindergarten practices.

The intent to plan was approved by Shepherd's Board of Governors in November 2013, and by the WV-HEPC on December 4, 2013.

### **6.2.a. Program Objectives**

One of the main objectives of the Bachelor of Arts degree (B.A.) in Early Education (PK-K) is to provide a professional baccalaureate experience in early childhood experiences that prepares students for certification from the West Virginia Department of Education in Early Education (PK-K). With increased attention on early childhood education, this program will train individuals to provide young children with developmentally appropriate practices develop wellbeing and readiness for elementary school. Graduates of this program will exit the program with a variety of skills that include: the ability to promote child development and learning; build family and community relationships; observe, document, and assess young children to support their development and families; and use content knowledge to build meaningful curriculum for young students. Graduates will be prepared to work with young children to enhance their cognitive, motor, and social-emotional development. Shepherd's B.A.: Early Education Program allows students who are interested in working with young children to focus on preschool and kindergarten practices

Teacher candidates who complete the B.A., Early Education Program are recommended for a certificate in Early Education (PK-K). The proposed B.A., Early Education will include National Association for the Education of Young Children Professional Development Standards and will be eligible to undergo review by the NAEYC SPA (Specialty Professional Association).

### **6.2.b. Program Identification**

Bachelor of Arts, Early Education

CIP code: 13.1209, Kindergarten/Preschool Education

### **6.2.c. Program Features**

Shepherd University proposes a 120-credit professional baccalaureate degree program in Early Education. This degree is designed to develop knowledge and skills in the areas of theory of education, integrated learning skills such as literacy, math, science, social studies, art, music, motor and health, assessment of young children, technology applications, working with families, and childhood guidance of students. The degree program will produce knowledgeable and highly qualified professionals in the field of early education. These outcomes will be accomplished through a well-rounded curriculum, which emphasizes knowledge in specific content information for young children, high proficiency in professional skills, and a thorough understanding of the scope of practice and ethics, which govern the profession(s).

In order to accomplish these goals, the B.A., Early Education curriculum will include the following:

- First-Year Seminar within the major: An orientation course to aid students in their transition to college. The course is an introduction to the field of education and the education program at Shepherd University.
- One semester of basic first aid and lifesaving skills
- Three semesters of psychology and development
  - One semester of the core areas of psychology
  - One semester of social and psychological conditions of learning
  - One semester of child development
- One semester of an introduction to the field of early childhood education
- Ten semesters of content knowledge and specific practices for young children
  - Two semesters of art education
  - Two semesters of music education
  - Two semesters of literacy instruction
  - One semester of mathematics instruction
  - One semester of science instruction
  - One semester of social studies instruction
  - One semester of motor and health instruction
- Two semesters of knowledge about special education practices
  - One semester of theory and practice with young children with exceptionalities
  - One semester of inclusion experiences during student teaching
- One semester of professional technology-related training
- One semester of assessment of young children
- One semester of positive guidance practices with young children
- Opportunities for specialized training through professional development activities/special topics
- Student teaching internship, which features a supervised career-related internship in a pre-kindergarten or kindergarten setting. The student must complete a minimum of 12-weeks in a setting that utilizes the skills and knowledge required in early education settings.

### 6.2.c.1. Admissions and Performance Standards

Initial admission to the university follows the standard admissions requirements detailed here: <http://www.shepherd.edu/admweb/requirements.html>

**General Freshman Admission:** A student applying for general freshman admission may submit an application any time after the completion of six semesters of high school.

Required documents:

- Official secondary school records documenting completion of the minimum high school academic unit requirements;
- Results of the American College Test (ACT) or the Scholastic Aptitude Test (SAT), including the writing portion.
- Required Grade Averages and Test Scores
  - Minimum 2.0 academic grade point average (on a 4-point scale).
  - Minimum composite ACT score of 19 and/or SAT score of 910. (**Writing portion is required.**) \*Applicants who have been graduated from high school more than five years at the time of application for admissions do not need ACT or SAT scores unless specified by a
- Required Units: (Years) 4 English (including courses in grammar, composition, and literature). 3 social studies (including U.S. history). 3 mathematics (algebra I, and at least 2 higher units). 3 science (2 of 3 units must be laboratory science. At least 2 units from coordinated and thematic science 10, biology, chemistry, physics and other courses with a strong laboratory science orientation). It is strongly recommended, but not required, that you complete a minimum of two consecutive units of a foreign language.
- Elective Units: It is recommended that the remaining elective units be chosen from the academic core (English/language arts, mathematics, science, social studies) or subjects such as computer science, fine arts, humanities, and keyboarding.

Acceptance into the teacher education program at Shepherd University is a multi-layered process. Details are outlined in the education area handbooks found here: <http://www.shepherd.edu/eduweb/undergraduate.html>.

Requirements for admission and retention in the program are summarized below:

**TEACHER EDUCATION GPA POLICY: Requirements and Definitions**

Students seeking certification in education through Shepherd University are

required to obtain the following Grade Point Averages:

Educational Studies 2.75 (*includes Professional Studies and Specialty Studies courses*)

Overall 2.75

Students who have entered Shepherd as a student beginning first semester of University work (The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)

#### *Admission to Program: Juncture 1 Review*

The student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti Hall. To be eligible for admission to the Teacher Education Program (TEP) the student must:

- have made satisfactory progress in portfolio development per advisor review;
- have demonstrated prerequisite computer skills (see addendum C) iii. have as an official academic advisor a faculty member in the Department of Education (DOE).
- have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least “C”;
- have passed all sections of the PPST or provide official proof of exemption
- have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
- have completed ENGL 101, ENGL 102, 103 or 104 and COMM 202 with a grade of at least “C”;
- have no grade lower than a “C” in any Professional Studies or Specialty Studies courses.
- Student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code.
- have met specific requirements in the Specialization/Endorsement Handbook.

Upon receipt of test scores and transcripts from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to the Teacher Education program (TEP). Once eligibility requirements have been met, the Specialization Coordinator certifies eligibility requirements have been met, reviews advising file, including qualitative

evaluation and solicits information from department(s) and/or program review panel for review. The advisor then informs the Director of Teacher Education of Juncture 1 decisions and the Director of Teacher Education informs PEUC of the Juncture 1 decisions of the Specialization Coordinators. PEUC has the authority to review any Juncture 1 decisions upon the request of two or more members within one week of date of notification. The candidate is informed of the Juncture 1 status.

A similar process is followed for the final Admission to Student Teaching: Juncture 2 Review.

#### **6.2.c.2. Program Requirements**

Program requirements in regard to curriculum are detailed in program features. Further definitions of requirements for retention in the program and Juncture 1 and Juncture are defined in the various sets of standards attached to each syllabus. These include the West Virginia Professional Teaching Standards, National Educational

#### **6.2.d. Program Outcomes**

Program outcomes are clearly defined in the various sets of standards attached to each syllabus. These include the West Virginia Professional Teaching Standards, National Educational Technology Standards and Performance Indicators, and the Standards for Initial Early Childhood Professional Preparation. The standards and several sample syllabi detailing these standards are found in Appendix A.

#### **6.2.e. Program Content**

##### **6.2.e.1. Program Content and Length**

The proposed Bachelor of Arts in Early Education is a 120-credit professional baccalaureate degree program designed to produce knowledgeable and highly qualified professionals in the field of early education. Some features of the curriculum are detailed earlier in this document under 6.2.c., Program Features. Charts detailing the curriculum are found below and on the following pages:

**Shepherd University**  
Bachelor of Arts, Early Education  
PROPOSED CURRICULUM

	<b>Early Education</b>	<b>50</b>
	<b>Shepherd University Core Curriculum</b>	<b>42</b>
	<b>Specialty Studies</b>	<b>15</b>
	<b>Specialized Electives</b>	<b>13</b>
	<b>Total</b>	<b>120</b>
<b>Early Education Core</b>		<b>Credits</b>
EDUC 320	Social and Psychological Conditions of Learning	4
EDUC 333	Foundations of Literacy	3
EDUC 315	Overview of Early Ed	2
EDUC 315L	Overview of Early Ed Practicum	1
EDUC 361	Child Guidance Home/School	3
EDUC 334	Early Language and Literacy	4
EDUC 334L	Early Language and Literacy Practicum	2
EDUC 337	Science/Soc Stud for Young Children	2
EDUC 338	Mathematics for Young Children	2
EDUC 339	Fine/Gross Motor and Health	2
EDUC 340	Art and Music for Young Children	2
EDUC 335	Young Children with Exceptionalities	3
EDUC 335L	Young Children with Exception Practicum	2
EDUC 362	Observe, Document, & Assess	3
EDUC 381	Tech Applications w/Young Children	3
EDUC 400	Inclusion in the Reg Classroom	3
EDUC 449	Student Teaching	9
<b>Total</b>		<b>50</b>
<b>**</b>	Counted toward core curriculum	



**Shepherd University**  
Bachelor of Arts, Early Education  
CURRICULUM

<b>Specialty Studies</b>		
ARED 180	Inclusive Approaches to Art Education	3
MUSC 226	Classroom Music Education	3
FACS 304/PSYC 341	Child Development	3
HLTH 225	First Aid/CPR	3
MATH 105 or Choice	College Algebra or Choice	3
<b>Specialized Electives Available</b>		
FACS 310	Parents & Children Through the Lifespan	3
FACS 318	Nutrition	3
MATH 201	Math for Elementary Teachers	3
MUSC 111	Introduction to Music	3
SOCI 203	General Sociology	3
PSYC 205	Statistics for Social Sciences	4
HLTH 310	Health and PE for Elementary Educators	3
<b>Shepherd University Liberal Arts Core</b>		
<b>Tier 1</b>		
Mathematics		3-4
Sciences		8
Written English		6-7
History		3
First Year experience	EDUC 150	1
<b>Tier 2</b>		
Humanities	COMM 202	6
Art		3
Social Sciences	EDUC 200, PSYC 101	9
Wellness	GSPE 210 (Major)	3
Writing in the Major	EDUC 400	3
<b>Tier 3</b>		
Capstone in the Major	EDUC 449 (9)	1-12

### 6.2.e.2. General Education Component (description)

In December 2011, Shepherd University approved a new core curriculum framework based on program goals and intended student outcomes from LEAP (Liberal Education America's Promise), developed by the American Association of Colleges and Universities. The framework of courses may be found here: <http://www.shepherd.edu/advisement/documents/CoreCurriculumCheck-list.pdf>

The goals are the following:

#### **Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World**

- a) Acquire knowledge in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts through progressively more challenging problems, projects, and standards for performance
- b) Engage in both contemporary and enduring questions

#### **Goal No. 2: Intellectual and Practical Skills throughout the Curriculum**

- a) Engage in inquiry and analysis
- b) Demonstrate abilities in critical and creative thinking
- c) Effectively communicate, in both oral and written English
- d) Acquire quantitative and information literacy
- e) Demonstrate a capacity for collaboration/teamwork and problem solving
- f) Integrate the foundations and the skills for lifelong learning and wellness

#### **Goal No. 3: Personal and Social Responsibility**

- a) Develop civic knowledge and civic engagement
- b) Develop global understanding and respect for cultures and societies outside of the United States
- c) Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
- d) Practice professional ethics and ethical reasoning

#### **Goal No. 4: Integrative Learning**

- a) Demonstrate a synthesis of, and advanced accomplishment across, general and specialized studies through a capstone experience in the chosen discipline.

### **The Basic Framework (At a Glance)**

This section lists the various parts of the Core Curriculum framework and their credits. Core competencies from the Goals and ISOs document have been underlined.

**The First Tier (Initial Inquiry) – 21 credits.** Students may take first-tier courses at any time, but are strongly encouraged to take them in the first two years. First-tier courses should generally not have prerequisites, except as necessary given the student's previous academic background or because of course sequencing.

WRITTEN ENGLISH – 6 credits.

MATHEMATICS – 3 credits. HISTORY – 3 credits.

SCIENCES – 8 credits.

FIRST-YEAR EXPERIENCE – Minimum of 1 credit (may be in the major)

**The Second Tier (Expressions of Knowledge) – 21 credits.** Students are expected to take second-tier courses in the first three years, and these courses may have prerequisites.

ARTS – 3 credits.

HUMANITIES – 6 credits.

SOCIAL SCIENCES – 9 credits.

WELLNESS – 3 credits.

WRITING IN THE MAJOR – 3 credits. (This major course does not count towards the 21 credits of the Second Tier or the 42-credit minimum.)

**The Third Tier (Integrative Learning)**–Students must have Senior standing to take this course.

CAPSTONE IN THE MAJOR – 1 to 12 credits. (This course in the major does not count towards the 42-credit minimum.)

For Education majors, as detailed in the curricular charts, the following courses are found in the core curriculum:

- EDUC 150-Tier 1-First-Year Experience
- EDUC 200-Tier 2, Social Sciences
- EDUC 400-Tier 2, Writing in the Major
- EDUC 449-Tier 3, Capstone in the major

### **6.2.e.3. General Education Component (credit requirement)**

The credit requirement for education majors is 42 credits.

### **6.3. Program Need and Justification**

#### *Societal and Occupational Needs*

Policy 2525, which regulates the employment of personnel for West Virginia Pre-K classrooms, requires teachers employed in a WV Pre-K classroom and hired by an LEA to hold an appropriate license (PK) issued by the state. In addition, as of August 2013, teachers employed in WV Pre-K community programs must hold

a Professional Teaching Certificate such as Early Education (PK-K), with a focus of coursework in these areas: preschool special education, child development, preschool curriculum, early language and literacy, assessment of young children, and family and community involvement. According to area school systems, there are few qualified individuals creating hiring difficulties and new hires are needed annually for pre-kindergarten and kindergarten classrooms. The BA in Early Education will provide coursework leading to a degree and recommendation for certification in PK-K.

With regard to the New America Foundation Early Ed Watch, a recent report on Pre-K programs found that they have the greatest effect on low-income students. In addition, the report demonstrated evidence that providing Pre-K programs had a cost savings from reduced special education and remedial class work, as well as reduced reliance on social services and higher economic productivity when the pre-K graduate joins the workforce. With the recent national attention about the benefit of Pre-K programs, more programs have become available. An increase of enrollment of four-year-olds attending public school has occurred in the Eastern Panhandle, and therefore the demand for qualified teachers in the area of early education has increased.

Surrounding public school districts sought out the Early Education Department at Shepherd University and discussed their concerns of finding qualified teachers for prekindergarten and kindergarten classrooms. These districts often needed to find qualified teachers who have completed programs from other nearby state university systems because of the lack of a program focused on Early Education in the Eastern Panhandle. Shepherd University is the only university in the RESA 8 area to offer such a program. The needs assessments included on the following pages highlights the need for prekindergarten and kindergarten teachers each year in the nearby counties of Berkeley and Jefferson. In addition, letter of support from neighboring county school boards who feel that there is a strong need for the BA in Early Education and are in full support of the program were provided in the WV-DOE Application

#### *Student Demand for the Program*

Students recognize the excellent potential career opportunities in this field and a growing number of students are interested in teaching young children. As the demand for early education programs has grown, so too will the demand for academic programs in this area.

The Early Education Endorsement Program within the Elementary Education degree program is the predecessor of the proposed major. This endorsement program enjoys robust enrollment and continues to grow. Each semester, courses have an average of 19 students. Recently, students who have completed the coursework for the early education endorsement are completing part of their student teaching experience in early education classrooms.

The current Early Education Endorsement Program has recently undergone significant improvement in curriculum, making it more attractive to potential students. The endorsement program has become as comprehensive and sophisticated as it can without transitioning to a stand-alone degree program. The Early Education Endorsement Program cannot adequately fulfill the needs of the students because they require more coursework related to working with young children. Many students turn away from the program because they need to complete the Elementary Education (K-6) coursework, which includes courses not in the area of focus that they want. The proposed program would be attractive to these students because they would graduate with a degree that provides recommendation in certification in an area in which they are interested.

The Bachelor of Arts Program for Early Education is a four-year degree program. The freshman and sophomore years of study consist of Tier One and Two of Shepherd's Core Curriculum, and Specialty Study Coursework, and are delivered at the Shepherdstown campus where these courses are offered. Additionally, the coursework during the freshman and sophomore years is often provided at community colleges. The framework of this four-year program provides for possible articulation of the first two years of coursework from neighboring community colleges to Shepherd University.

During the junior and senior years students enroll in education courses for the completion of the major. Because many students interested in the Early Education Major are working in Early Childhood settings during the daytime, their schedule demands for the coursework to be delivered during the evenings and/or weekends. Thus the coursework for the junior and senior years will be delivered at the Martinsburg campus where the students enroll in coursework in the evenings.

The framework of the Bachelor of Arts in Early Education allows for additional coursework to be considered for an Endorsement in Early Childhood Special Education. At the present time, students have elective course options in the Early Education Major. As the program evolves, coursework pertinent to early

childhood special education can be developed. Students have the choice of enrolling in elective course offerings or taking courses that lead to an endorsement in Early Childhood Special Education.

## County Early Childhood Needs Assessment

### Jetterson County

Dr. Sherry Hetzel, Coordinator of Elem Schools Pre-K– 2

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	School	Community	Headstart	Total
<b>How many classrooms-2012-13</b>				
PreK	1	6	7	24
Kindergarten	33	0	0	33
Special Education PreK	6	0	0	6
<b>How many teachers 2012-13</b>				
PreK	6	4	5	15
Kindergarten	33	0	0	33
Special Education PreK	3	0	0	3
<b>How many assistants 2012-13</b>				
PreK	6	4	10	20
Kindergarten	33	0	0	33
Special Education PreK	6	0	0	6
<b>How many new positions for 2012-13</b>				
PreK	3		1	5
Kindergarten	3	0	0	3
Special Education PreK	2	0	0	2
<b>How many new hires 2011-13</b>				
PreK	3	1	1	5
Kindergarten	3	0	0	3
Special Education PreK	2	0	0	2
<b>How Many Hires Last 3 years</b>				
2011-2012	3	2	1	6
2010-2011	2	1	1	4
2009-2010	2	1	1	4

# County Early Childhood Needs Assessment

County: Berkeley

Source of Info: Michelle Martin Position: Director of Pre-K Berkeley County

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	School	Community	Headstart	Total
<b>How many teachers 2012-13</b>				
PreK	19		11	38
Kindergarten	80			80
Special Education PreK	11		0	11
<b>How many assistants 2012-13</b>				
PreK	19	8	22	49
Kindergarten	80	0	0	80
Special Education PreK	22	0	0	22
<b>How many new positions for 2012-13</b>				
PreK	2	0	1	3
Kindergarten	8	0	0	8
Special Education PreK	1	0	0	1
<b>How many new hires 2012-13</b>				
PreK	2	0	1	3
Kindergarten	10	0	0	10
Special Education PreK	2	0	0	2
<b>How many new hires 2013-14</b>				
PreK	3	1	6	10
Kindergarten				
Special Education PreK	3	0	0	3
<b>How Many Hires last 5 years</b>				
	School	Community	Headstart	Total
2013-2014	6	1	6	13
2012-2013	4	0	1	5
2011-2012	1	2	3	6
2010-2011	2	1	4	7
2009-2010	4	2	4	10

## 6.3.a. Relationship to Institutional Goals and Objectives

### Shepherd University Mission Statement and Core Values

"Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community."

The Bachelor of Arts in Early Education degree will help Shepherd University attain its goals in these areas:

#### *Commitment to Learning*

The Department of Education currently offers students a selection of diverse programs in teacher preparation, including the B.A. in Elementary Education, the B.A. in Secondary Education, the Masters in Arts in Teaching, the Masters in Curriculum and Instruction, and pending approval of the West Virginia Department of Education, a multi-categorical special education endorsement. This new program will expand opportunities in the preparation of teacher candidates. Students graduating with a degree in Early Education will have opportunities in expanding areas of programs for the education of young children. In addition, this degree will prepare students to pursue advanced degrees in educational leadership, administration and supervision, and curriculum and instruction.

#### *Commitment to Engagement*

The Education Program continues to provide the K-12 system support by having teacher candidates participate in regional activities such as: judging local science fairs and reading events. This new degree program will provide expanded opportunities to the activities of regional early childhood sites with the support of university students.

#### *Commitment to Integrity*

The Shepherd University Teacher Education unit again received a reaffirmation of its NCATE accreditation during the 2010-2011 academic year. The Department of Education offers the Bachelor of Arts in Elementary Education, the Bachelor of Arts in Secondary, the Masters in Arts in Teaching, the Masters in Curriculum and Instruction. The West Virginia Board of Education also approved these programs.

The department adheres strictly to the professional standards of assessment, competencies and professional and ethical behavior as set forth by several accrediting agencies including National (NCATE), and several SPAs (Specialty Professional Association) including: NCTE, NCTM, NSTA, NCSS, and ACEI. This new program will be eligible to undergo review by NAEYC and, upon review compliant with Standards and Guidelines, receive recognition and accreditation from that agency.

#### *Commitment to Accessibility and Community*



Community service is an essential component of every concentration offered within the Department of Education. The department's service to the community is impressive in its breadth and depth. The department enjoys successful partnerships with local school districts, RESA VIII (Regional Education Service Agency) and Community College partners such as Blue Ridge Community and Technical College and Eastern West Virginia Community College.

#### **6.3.b. Existing Programs**

Research has indicated that only two similar certified programs exist in the State of West Virginia. Listed on the next page are recognized academic programs at other institutions that offer similar programs to the proposed new program in other states.

Please see chart on the following page.

<b><u>Institution</u></b>	<b><u>Degree</u></b>	<b><u>Public/Private</u></b>		<b><u>Distance</u></b>
Concord University	Online PK-K	Public	Athens, WV	290 miles
Marshall University	PK-K	Public	Huntington, WV	360 miles
West Virginia University	Master's Degree Early Childhood Special Education	Public	Morgantown, WV	160 miles
Salisbury University	PK-3	Public	Salisbury, MD	181 miles
Indiana University of Pennsylvania	PK-4 Early Childhood/ Special Education	Public	Indiana, PA	161 miles
Slippery Rock University	Early Childhood Special Education	Public	Slippery Rock, PA	235 miles
Bloomsburg University	PK-4	Public	Bloomsburg, PA	174 miles
East Stroudsburg University	Special Education PK-4 Early Childhood PK-4	Public	East Stroudsburg, PA	213 miles
West Chester University	PK-4	Public	West Chester, PA	167 miles
<b>Shepherd University</b>	PK-K	Public	Shepherdstown, WV	----- ----
Lynchburg College	PK-6	Public	Lynchburg, VA	202 miles
James Madison University	PK-3	Public	Harrisburg, VA	107 miles
Shenandoah University	PK-8	Private	Winchester VA	36 miles
Frostburg State University	PK-6	Public	Frostburg, MD	90 miles
George Mason University	Master's Degree PK-3	Public	Fairfax, VA	63 miles

### **6.3.c. Program Planning and Development**

As plans were developing throughout late 2011 and 2012 for Shepherd's Martinsburg Center, the strong population growth of the Eastern Panhandle, combined with the need for more degree-qualified employees, has increased the demand for high quality, low cost and convenient educational opportunities. According to the Berkeley County Development Authority, only 10% of the county's workforce has a bachelor's degree, with a 2011 Workforce Needs report showing that 56% of the area's employers require a bachelor's degree as a condition of employment.

The undergraduate degree in early education has been one of those degrees discussed as part of the Martinsburg Center business plan from its inception. The department, school, Professional Education Unit Council (PEUC) and the Shepherd University Board of Governors (BoG) enthusiastically approved this program to address the need for increased attention to early education in our region.

- September 2013: Approved by the Department of Education and School of Education and Professional Studies
- October 2013: Approved by the PEUC
- November 2013: Approved by the Shepherd University BoG
- December 2013: Intent to plan approved by the WV-HEPC

### **6.3.d. Clientele and Need**

The clientele to be served (teacher's aides, current and potential students) are outlined earlier in this document in sections 6.3. Program Need and Justification and 6.3.c. Program Planning and development

### **6.3.e. Employment Opportunities**

As stated earlier, this degree will aid in compliance with Policy 2525, which regulates the employment of personnel for West Virginia Pre-K classrooms and requires teachers employed in a WV Pre-K classroom and hired by an LEA to hold an appropriate license (PK) issued by the state. In addition, as of August 2013, teachers employed in a WV Pre-K community program must hold a Professional Teaching Certificate such as Early Education (PK-K) with a focus of coursework in very specific areas.

### **6.3.f. Program Impact**

Internally, the impact to start the program would be minimal, as students would take many of the same courses already offered in our elementary education program. They would then take additional courses specific to addressing early education, as outlined earlier in the document. The framework of the proposed program allows for additional coursework (electives) to be considered for an

Endorsement in Early Childhood Special Education. As the program develops, a program coordinator in the form of a new hire, will oversee the program, following a similar structure for other courses of study offered at the Martinsburg Center. To start the program, the current department chair will administer the program.

Externally, the impact will be to provide our region with degree-qualified candidates in the area of early education, while at the same time helping the state to achieve its target of a higher percentage of degree holders in its population.

### **6.3.g. Cooperative Arrangements**

In the Teacher Education program, there are a number of field experiences woven throughout the curriculum to obtain the 125 hours of classroom experience needed prior to student teaching. These are detailed below:

#### **EDUC 150. Seminar in Education (1)**

Introduces the prospective teacher to the study of education. Focuses on the self as learner, the nature of education, and the practical issues in the work of teaching. Based on readings and **field experiences**, the student will develop a philosophical, historical, and practical understanding of learning and teaching. Also introduces the student to the characteristics of the teacher education program's philosophy and theme: Teacher as Reflective Problem Solver. Prerequisite to all education courses.

#### **EDUC 200. Foundations of American Education (3)**

This course allows you to examine the relationship between the school as a social institution and the larger society. This is accomplished through a variety of ways, but mainly through a combination of philosophical, historical, and problem-oriented inquiry into that relationship. The assumption is that a teacher who has developed an understanding of the vital relationships between school and society is in a position to see his or her professional roles beyond the narrow confines of the classroom, and, out of such a perspective, will emerge a more sensitive and effective teacher.

This class meets face-to-face **with some online components and assignments. It includes a 10-hour** required field component at Harpers Ferry Job Corps.

#### **EDUC 320. The Social and Psychological Conditions of Learning (4)**

A reflective exploration of the knower (the learner), knowing (learning), the known (knowledge), and the contexts in which knowledge is constructed through teaching/learning. Includes a **field component in a public school classroom**.

### **EDUC 315L. Overview of Early Education Practicum (1)**

**25 hours of field experience.**

The practicum courses are the companion section to the corresponding seminar. The practicum course provides clinical experiences necessary to the practical application of those approaches unique to early education. Students who are education majors are expected to demonstrate characteristics of the "Teacher as Reflective Problem Solver" through the action-reflection-action cycle in their work in the early education placement and class discussion. Emphasis is on the importance of communication, teaming, and the assimilation of knowledge related to family/community partnerships; issues dealing with diversity; planning, implementing, and evaluating programs for all learners; leading and managing personnel; financing and budgeting; record keeping; and the establishment of policies and procedures. Under the supervision of qualified professionals, students will observe and participate in a variety of settings in which young children from birth through eight are enrolled.

### **EDUC 334L. Early Language and Literacy Practicum (2)**

Course Description of the course taken in conjunction with the practicum (4 credits): This course assumes understanding of common theories and models of reading instruction, a basic understanding of the five pillars of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension), and the role writing in the development of literacy skills. It builds on this knowledge by introducing research and developmentally appropriate methods for promoting language development and emergent reading, writing, speaking and listening skills in early education. The focus will be on analysis of research and development of skill in planning, choosing appropriate materials and implementing research-supported practices with young children. The course is part of the Shepherd University teacher education program, which is founded on the philosophy and theme of "Teacher as Reflective Problem Solver." The course is also based on the principles and standards of the West Virginia Professional Teaching Standards, the National Association for the Education of Young Children, and the National Educational Technology Standards for Teachers.

Practicum Description: The practicum courses are the companion section to the corresponding seminar. The practicum course provides **clinical experiences** necessary to the practical application of those approaches unique to early education.

This course meets weekly to explore various ways to implement principles and

practices of instruction. It is designed to be taken concurrently with a **field placement (50 hours)** in an early education classroom where field based assignments will be carried out.

### **EDUC 335L. Young Children with Exceptionalities Practicum (2)**

This course meets weekly to explore various ways to implement principles and practices of instruction. It is designed to be taken concurrently with a **field placement (50 hours)** in an early education classroom where field based assignments will be carried out.

### **Student teaching**

Provides an in-depth clinical experience in the public school under the supervision of experienced personnel. Prerequisite: Fulfillment of West Virginia requirements for a teaching license.

### **6.3.h. Alternatives to Program Development**

As an alternative to developing this new degree program, students currently at Shepherd may continue to pursue the existing *Early Education Endorsement Program* that is taken in conjunction with the Elementary Education Major. The curriculum for the Early Education Major includes all the coursework for the Early Education Endorsement and additional coursework specific to working with young children.

## 6.4. Program Implementation and Projected Resource Requirements

### 6.4.a. Program Administration

Through the core education courses and the specialization courses, students will come into contact with nearly all of the education faculty. The structure for administering the program is the following:

- Dr. Laura Porter, Chairperson, Early Education Coordinator and Director of Assessment and Accountability
- Dr. Douglas Kennard, Director of Teacher Education
- Dr. Rebecca Mercado, Coordinator of Elementary Education
- Mrs. Barbara Ware, Field Placement Coordinator
- Ms. Peg Swisher, Certification Analyst
- Ms. Barbara Kandalis and Ms. Karen Sutherland, Administrative Secretary Staff

### 6.4.b. Program Projections

The following Enrollment and FTE projections are taken from the Five-year Projection of Total Operating Resources provided to the WV-DOE.

	FY'14	FY'15	FY'16	FY'17	FY'18	FY'19
<b>2013-2014</b>	0	6	5	0	0	0
<b>2014-2015</b>			7	5	0	0
<b>2015-2016</b>				8	6	0
<b>2016-2017</b>					9	7
<b>2017-2018</b>						11
<b>Total FT enrollment</b>	0	6	12	13	15	18

	FY'14	FY'15	FY'16	FY'17	FY'18	FY'19
<b>Part-time head count (unduplicated)</b>	10	19	22	25	29	33
<b>Average Credit Load</b>	3	11	11	11	11	11
<b>Total Student Credit Hours</b>	30	209	242	275	319	363
<b>Full-time head count (unduplicated)</b>	0	6	12	13	15	18
<b>Total Student Credit Hours</b>	30	209	242	275	319	363
<b>Total FTE (FT + SCH/30)</b>	2	13	20.1	22	25.6	30.1

#### **6.4.c. Faculty Instructional Requirements**

The program may be started with the current faculty, with the possible use of qualified adjunct faculty at the Martinsburg Center. As defined in the projected expenses, Shepherd University, through its strategic allocation of faculty lines and funding for the Martinsburg Center, will have resources available to add one full-time faculty line to the Department of Education by the time of the CAEP accreditation visit in the 2017-2018 academic year.

#### **6.4.d. Library Resources and Instructional Materials**

Library resources currently available are adequate to begin the new program. It is likely some equipment and curriculum purchases will be necessary as the program develops. Library materials are shared between the Shepherdstown and Martinsburg campuses including databases, e-books, texts, and children's literature.

#### **6.4.e. Support Service Requirements**

Through the Academic Support Center, Shepherd University provides students with a variety of coursework and services to help students achieve academic success.

These include:

- placement testing,
- advising of students with less than 2.0 GPA,
- campus tutoring program,
- assistance with writing and editing essays
- directing of stretch-model classes in writing and mathematics,
- TRiO Student Support Services: This program provides additional support and services to 160 students who are either first-generation college students, have a disability, and/or are low-income.  
[\[http://www.shepherd.edu/trioweb/\]](http://www.shepherd.edu/trioweb/)
- Disability Support Services facilitates student success by providing accommodations that allow students with diverse needs to achieve their academic and social potential. Disability Support Services collaborates with students, faculty, staff, and administration to maintain safe learning and living environments based on mutual respect and acceptance of differences. [\[http://www.shepherd.edu/mcssweb/dss/\]](http://www.shepherd.edu/mcssweb/dss/)



#### **6.4.f. Facilities Requirements**

Although the facilities and equipment currently available are adequate to begin the new program, it is likely that some equipment and curriculum purchases will be necessary as the program develops. Library materials are shared between the Shepherdstown and Martinsburg campuses including databases, e-books, texts, and children's literature. As noted, the University has already opened the Martinsburg Center location with the plan of having portions of several degree programs taken at the center.

#### **6.4.g. Operating Resource Requirements**

See detailed chart on page 27.

#### **6.4.h. Source of Operating Resources**

Current sources of operating resources include the budget provided by the university and fees assessed by the Teacher Education program for courses and major fees.

As noted, students will complete their final two years of course work at Shepherd's Martinsburg Center. In formulating an analysis of the capital needs for the new center in Martinsburg, a six-year pro forma was developed detailing revenue, personnel and operating expenses, FTE enrollment and FTE cost per year. This study determined that the center would require a total capital investment of approximately \$2.5 million. As a result, the Shepherd University Board of Governors approved a modification to the Shepherd University Master Plan and its Fiscal Year 2013 Capital Projects Priorities; authorized the University to enter into a lease that included renovation, equipment, and furnishings expenses of up to \$2.5 million to be invested from existing reserves; approval to allocate \$2 million from reserve funding over the course of the Center's first three years to cover operating expenses; and granted approval to the Audit Committee to act on the Board's behalf in approving the final terms of the prospective lease as time will be of the essence. Additionally, in October 2012, the Board of Governors authorized the use of up to \$4 million of Shepherd's \$18 million reserved funding as needed for this venture. The Martinsburg Center is currently operational, having enrolled students for the Fall 2013 semester.

Details regarding projections for revenue and expenses are detailed on the pages that follow:

## Operating Costs

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
<b>DIRECT EXPENSE</b>						
Personnel Expense						
Salaries - Faculty and Staff	\$ 9,167	\$ 55,000	\$ 56,500	\$ 57,913	\$ 59,360	\$ 60,844
Fringe Benefits & Payroll Taxes	2,108	12,650	12,995	13,320	13,653	13,994
Salaries - Non-Benefited	\$ 2,490	\$ 24,900	\$ 19,920	\$ 19,920	\$ 19,920	\$ 24,900
Payroll Taxes	\$ 190	\$ 1,905	\$ 1,524	\$ 1,524	\$ 1,524	\$ 1,905
Martinsburg Center Personnel Overhead	\$ 11,584	\$ 38,354	\$ 39,313	\$ 40,296	\$ 41,303	\$ 42,335
Total Personnel Expense	\$ 25,539	\$ 132,809	\$ 130,252	\$ 132,972	\$ 135,760	\$ 143,979
Operating Expenses						
General Operating Expense	\$ 2,236	\$ 28,866	\$ 29,732	\$ 30,624	\$ 31,543	\$ 32,489
Curriculum Development	0	0	0	0	0	0
Faculty Recruitment	100	103	106	109	113	116
Professional Development/Training	400	1,400	1,442	1,485	1,530	1,576
Marketing	27,828	26,102	18,015	16,015	18,015	18,570
Student Recruitment	0	0	0	0	0	0
Contractual Services	1,600	1,560	1,607	1,655	1,705	1,756
Consulting	0	2,720	2,802	2,886	2,972	3,061
Computer Hardware	300	309	318	928	956	984
Computer Software	146	1,752	1,805	1,859	1,914	1,972
Facilities Leases	8,062	45,852	47,227	48,644	50,104	51,607
Equipment	0	0	0	0	0	0
Equipment Replacement/Repair	0	0	0	0	0	0
General Building Expense	0	48,523	48,523	48,523	48,523	48,523
Total Operating	\$ 40,673	\$ 157,186	\$ 151,577	\$ 152,728	\$ 157,373	\$ 160,654
<b>TOTAL DIRECT EXPENSE</b>	\$ 66,212	\$ 289,995	\$ 281,828	\$ 285,700	\$ 293,133	\$ 304,633
Administrative Cost Allocation (At 40%)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENSE</b>	\$ 66,212	\$ 289,995	\$ 281,828	\$ 285,700	\$ 293,133	\$ 304,633
Total FTE Enrollment	1	13	20	22	26	30
Total Cost per FTE	\$ 66,212	\$ 22,365	\$ 14,045	\$ 12,889	\$ 11,436	\$ 10,121
<b>ANNUAL NET REVENUE (Retained Earnings)</b>	\$ (60,061)	\$ (201,231)	\$ (141,412)	\$ (122,455)	\$ (94,869)	\$ (60,808)
<b>CUMMULATIVE NET REVENUE (Accumulated Reserve)</b>	\$ (60,061)	\$ (261,292)	\$ (402,704)	\$ (525,159)	\$ (620,027)	\$ (680,835)

## 6.5. Program Evaluation

### *Assessment*

For more than a decade Shepherd has cultivated a culture of assessment. Assessment occurs at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

Every 1.5 years, each program must submit an assessment report to the Center for Teaching and Learning (CTL). Shepherd University has developed a culture of assessment, leading to improvements in programmatic practice. The CTL requests that assessment facilitators from all departments and administrative units identify at least two to three intended student-learning outcomes when assessing student learning. Within these outcomes, faculty and assessment facilitators provide two means of assessment (direct and indirect – academic departments are encouraged to provide as many direct measures as possible). Each assessment strategy must include criteria or benchmarks for success. Following the completion of these assessments and data analysis, faculty and assessment facilitators indicate how the assessment data are used to improve student outcomes and success.

A major strength of the University assessment program is that all departments and administrative units across campus have assessment facilitators and produce assessment plans and reports on an annual basis. Academic departments and administrative units develop their departmental mission statements and

connections to the institutional mission. All departments and units establish two to three learning goals, direct and indirect means of measuring these goals, benchmarks for success, and a detailed plan for improvement. After each plan and report are reviewed by the Assessment Task Force, department and unit assessment facilitators receive a letter from the dean of teaching, learning, and instructional resources recognizing accomplishments and offering suggestions for areas of improvement. Assessment plan and report statuses are transparent and posted on the CTL website

[\[http://www.shepherd.edu/ctl/assess\\_learning.html\]](http://www.shepherd.edu/ctl/assess_learning.html).

Programs modify coursework and resource needs based on the data results. Reports are uploaded into the WEAVE assessment program to generate departmental, programmatic, and/or unit reports. Such reports are generated as evidence for institutional and programmatic accreditation site visits.

Additionally, each semester the CTL hosts assessment, advisement, and Focus on Student Learning (FOSL) workshops. Faculty members may attend these workshops in support of operational assessment results.

Through the strategic planning, budget, and assessment process, the University and academic units demonstrate the ability to connect assessment outcomes to strategic planning on multiple levels.

#### *Program Review*

Shepherd University ensures that the quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. These reviews occur both at the undergraduate and graduate levels. Information regarding the cycle and guidelines are found in Appendix G of the faculty handbook located here:

<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>

The Shepherd University Program Review Committee has implemented an evaluation procedure and established criteria for on-campus program reviews consistent with policy. Crucial components of the review are the unit self-study, which must state accomplishments achieved since the last review, and an external reviewer who evaluates the self-study and completes a site visit. Involving external experts in the field ensures continuous improvement. Changes made as a result of the program review process are an important component in closing the loop on assessment as it relates to the mission and strategic priorities of the University. The review of academic programs is listed as a power and duty of the BoG, by legislative policy. Committee findings and recommendations are reported to the board during its April meeting.

#### **6.5.a. Evaluation Procedures (assessment)**

In addition to following the institutional process for assessment (detailed earlier in this document), the Professional Education Unit along with its compliment of secondary disciplines has in place a series of state and accredited testing systems to ensure students are gaining the knowledge and skills appropriate to the discipline and essential in the preparation of effective classroom teachers. NCATE and West Virginia teaching standards and competencies are incorporated on all education syllabi.

Assessment has been an integral tool in the current revisions to the program and are employed to revise and reevaluate the success of the curriculum, individual courses, and guide future narratives of success. Dean Renninger of Shepherd's

Center for Teaching and Learning notes that the Education programs have strong assessment plans, including the education courses in the core curriculum, which are assessing the “experiential learning” and “creative thinking” competencies. Additional information on Shepherd’s assessment process may be found here: [http://www.shepherd.edu/ctl/assess\\_learning.html](http://www.shepherd.edu/ctl/assess_learning.html)

Evaluation of students at various points of the curriculum is also detailed in the specialization handbooks and Teacher Education Practicum Manual found here: <http://www.shepherd.edu/eduweb/undergraduate.html>

Please see Appendix A for sample syllabi detailing standards.

#### **6.5.b. Accreditation Status**

The Teacher Education program is accredited NCATE, which has changed its name to CAEP: Council for the Accreditation of Education Preparation. The unit had its last site visit in 2010, where it received reaccreditation, meeting all standards, with no areas cited for follow-up reports. The next site visit will take place in the 2017-18 academic year.

The accrediting body for early childhood is the National Association for the Education of Young Children (NAEYC). The structure and content of the Shepherd University early education degree program has been tailored to meet the requirements of the NAEYC for early childhood program, and the curriculum content required by the NAEYC Recognition Process is covered throughout the coursework for the B.A.: Early Education Major. In addition, information about each teacher candidate’s performance on curriculum content is maintained on key assessments including: Praxis Tests, content knowledge in early education, the teacher candidate’s ability to plan, an extensive internship, and the candidate’s effect on student learning during the internship. The content required by NAEYC is covered in the *Advancing the Early Childhood Profession: NAEYC Standards and Guidelines for Professional Development*. This document has been consulted extensively throughout the program creation process. As noted, this new degree program would be part of the Department of Education’s NCATE/CAEP accreditation process.

**Shepherd University, Series 11 Implementation Plan  
Bachelor of Arts, Early Education**

**FORM 1**

**FIVE-YEAR PROJECTION OF PROGRAM SIZE**

	<b>First Year (2015)</b>	<b>Second Year (2016)</b>	<b>Third Year (2017)</b>	<b>Fourth Year (2018)</b>	<b>Fifth Year (2019)</b>
<b>Number of students Served through course offerings of the Program:</b>					
Headcount*	28	34	37	38	40
*counting students who might pursue just the endorsement					
FTE (faculty-whole program)	9.5	10	10	10	10
(faculty in Early Ed.)	1.5	2.5	2.75	3	3
 Number of student credit hours generated by courses in the program (for the entire academic year):	 252	 306	 333	 342	 375
<b>Number of Majors:</b>					
Headcount (FT & PT)	19	22	25	29	33
FTE Majors (headcount)	16.8	20.4	22.2	22.8	24
 Number of student credit hours generated by majors in the program (for the entire academic year):	 209	 242	 275	 319	 363
 Number of degrees to be Granted (annual total):	 0	 4	 6	 8	 9

**Shepherd University, Series 11 Implementation Plan  
Bachelor of Arts, Early Education**

**FORM 2  
FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\***

	<b>First Year FY(2015)</b>	<b>Second Year FY(2016)</b>	<b>Third Year FY(2017)</b>	<b>Fourth Year FY(2018)</b>	<b>Fifth Year FY(2019)</b>
<b>A. FTE POSITIONS</b>					
1. Administrators	.5	.5	.5	.5	.5
2. Full-time Faculty (in early ed. Only)	.5	1.5	1.5	1.5	1.5
3. Adjunct Faculty	10	8	8	8	10
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	2 (50%)	2 (50%)	2 (50%)	2 (50%)	2 (50%)
b. Professionals	0	0	0	0	0

**Note: Include percentage of time of current personnel**

**B. OPERATING COSTS** (Appropriated Funds Only)

1. Personal Services:					
a. Administrators*	\$60,000	61,800	63,036	64,296	66,245
b. Full-time Faculty**	\$0	55,000	56,500	57,913	59,360
c. Adjunct Faculty	\$24,900	19,920	19,920	19,920	24,900
d. Graduate Assistants	\$0	1,800	2,000	2,060	2,178
e. Non-Academic Personnel:					
Clerical Workers (support staff already in place)					
Professionals	_____	_____	_____	_____	_____
Total Salaries	\$84,900	138,520	141,456	144,189	152,683

\*The Administrator is the Chair of the Department, who receives a salary + \$3,000 annual stipend and stipend as the program coordinator to start the program. The Chair has an FTE of .5 for teaching and .5 for administrative duties.

\*\*Indicates hire of new full-time faculty line for the program.

**Shepherd University, Series 11 Implementation Plan  
Bachelor of Arts, Early Education**

**FORM 2**

**FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\***

	<b>First Year (2015)</b>	<b>Second Year (2016)</b>	<b>Third Year (2017)</b>	<b>Fourth Year (2018)</b>	<b>Fifth Year (2019)</b>
1. Direct Expense for Personnel					
Salaries-Faculty & Staff FT)	55,500	56,500	57,913	59,360	60,844
Benefits and Payroll taxes	12,650	12,995	13,320	13,653	13,994
Salaries & Benefits (PT)	26,805	21,444	21,444	21,444	26,805
Martinsburg Center (overhead)	38,354	39,313	40,296	41,303	42,335
<b>TOTAL Personnel Expense</b>	<b>132,809</b>	<b>130,252</b>	<b>132,972</b>	<b>135,760</b>	<b>143,979</b>
2. Current Expenses	28,866	29,732	30,624	31,543	32,489
Faculty Recruitment	103	106	109	113	116
Pro. Dev./Training	1,400	1,442	1,485	1,530	1,576
Marketing	26,102	18,105	16,015	18,015	18,570
Contractual Services	1,560	1,607	1,655	1,705	1,756
Consulting fees	2,720	2,802	2,886	2,972	3,061
Computer hardware	309	318	928	956	984
Computer Software	1,752	1,805	1,859	1,914	1,972
Facilities Leases	45,852	47,277	48,644	50,104	51,607
General Building Expense	48, 523	48,523	48,523	48,523	48,523
<b>TOTAL Current Expense</b>	<b>157,186</b>	<b>151,577</b>	<b>152,728</b>	<b>157,373</b>	<b>160,654</b>
3. Repairs and Alterations					
4. Equipment: None at this time					
5. Nonrecurring Expense (specify)					
<b>Total Costs</b>	<b>\$289,995</b>	<b>281,828</b>	<b>285,700</b>	<b>293,133</b>	<b>304, 633</b>

**C. SOURCES**

1. General Fund Appropriations					
(Appropriated Funds Only)	\$201,231	141,411	122,455	94,868	60,808
___Reallocation ___X_New funds (from BoG Allocation for the Martinsburg Center					
2. Federal Government (Non-appropriated Funds Only)_____					
3. Private and Other (Tuition revenue)	\$88,764	140,417	163,245	198,265	243,825
<b>Total All Sources</b>	<b>\$289,995</b>	<b>281,828</b>	<b>285,700</b>	<b>293,133</b>	<b>304, 633</b>



**Shepherd University, Series 11 Implementation Plan**  
**Bachelor of Arts, Early Education**

**NOTE: Total costs should be equal to total sources of funding**

**(Use additional sheet if necessary)**

Using a needs assessment and a pro forma developed by the director of auxiliary enterprises at Shepherd University, a revenue model was developed utilizing funds generated by tuition for the Martinsburg Center. Until the program generates a positive revenue flow additional funding has been allocated by the Shepherd University Board of Governors for funding the programs offered at the Martinsburg Center.

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Adoption of Joint Resolution Regarding  
Student Credit Transfer and Articulation

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission adopts the Joint Resolution Regarding Student Credit Transfer and Articulation.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

According to the 2011 National Survey of Student Engagement, more than 40 percent of seniors surveyed had transferred from another institution. The Commission and Council for Community and Technical College Education's 2013 Report Card shows that the percentage of undergraduate transfers from West Virginia community and technical colleges to four-year institutions has increased by 39.5 percent over the last five years. Substantial numbers of students continue to transfer from institution to institution, making the topic of course credit transfer an important issue in discussions of college completion, efficient use of financial aid, and prudent use of state resources.

Statewide, comprehensive transfer policies and strategies can enable students to move efficiently from one public higher education institution to the other and can reduce the "loss" of college credits when transferring. Development of transparent articulation agreements can help to prevent the additional cost and time that a student can incur when s/he takes courses that are not applicable to the new major or program into which s/he is planning to transfer. Such agreements can also reduce the number of additional courses that the student may find s/he needs when transferring into another program.

There are a number of strategies that can be employed to ease the transfer of credits for the student. The Commission and Council developed a Core Coursework Transfer Agreement (updated annually) that provides for ease of transfer of general education coursework. Individual institutions have placed a renewed emphasis on advising and the development of programs of study. Yet, more needs to be done.

The proposed resolution provides the framework for moving forward in a concerted and coordinated fashion so as to best benefit the student. With such an effort in place, it is certain that degree completion will increase upon implementation of identified cooperative strategies. Staff recommends that the Commission and Council commit to making transfer a priority for the upcoming years and adopt the proposed resolution.

## **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

### **WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION**

#### **Joint Resolution Regarding Student Credit Transfer and Articulation**

**WHEREAS**, the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education believe that all students should have the opportunity to further their education and seamlessly transfer earned higher education credits to any public West Virginia higher education institution, and

**WHEREAS**, the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education recognize that increasing efficiencies around the transfer of credits will have a substantial effect on whether a student graduates, and

**WHEREAS**, West Virginia Governor Earl Ray Tomblin has prioritized improving the credit transfer process to decrease financial burdens for students and advance degree completion, and

**WHEREAS**, it is the policy of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education that public institutions of higher education must make every effort possible to accept credit hours earned at any other public higher education institution in the State while also sustaining academic program integrity, and

**WHEREAS**, credits and grades completed at any West Virginia public higher education institution shall be transferable to any other public degree-granting institution in the state, assuring that students do not have to repeat courses or take additional coursework as is consistent with sound academic policy, and

**WHEREAS**, course credit earned through tests, exams, assessments or other methods of awarding college credit for mastery of course content shall be transferable and credited at any public institution of higher education, and

**WHEREAS**, the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education maintain a statewide transfer agreement that provides that undergraduate core coursework completed at any public higher education institution is transferable as general studies credit to any other public institution of higher education in West Virginia, and

**WHEREAS**, students completing two-year associate degrees at public institutions in West Virginia shall generally, upon transfer to a West Virginia public baccalaureate-level degree-granting institution, have junior level status and be able to graduate with the same number of total credit hours as a nontransfer student at the same institution and in the same program when the academic programs are aligned, and

**WHEREAS**, the four-year degree completion program designed to serve graduates of the Board of Governors Associate in Applied Science degree program is the Regents Bachelor of Arts degree program; the degree completion programs designed to serve graduates of other Associate in Applied Science degree programs are the Bachelor of Applied Science degree program and the Bachelor of Applied Technology degree program;

**THEREFORE, BE IT RESOLVED**, that the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education will work collaboratively to provide pathways for students to complete college certificates, associate degrees, and baccalaureate degrees.

**FURTHER BE IT RESOLVED**, that the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education will collaborate to develop and implement a statewide agreement for alignment of approved, specifically designed associate of arts and associate of science degree programs that shall be accepted and fully credited to a related baccalaureate degree program by any West Virginia public institution of higher education.

**FURTHER BE IT RESOLVED**, that specific detailed articulation agreements shall be developed and maintained between appropriate public institutions in West Virginia. Information on articulation agreements will be published in official campus materials and widely disseminated to students.

**FURTHER BE IT RESOLVED**, that the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education will develop and implement a reverse transfer policy that facilitates degree completion.

**FURTHER BE IT RESOLVED**, that the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education will create a joint commission to hear and resolve issues related to transfer disagreements between transferring students and the receiving public higher education institution.

**FURTHER BE IT RESOLVED**, that the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education commit to making college completion and accessibility to higher education a priority for the upcoming years.

**FURTHER BE IT RESOLVED**, that this resolution be inscribed upon the minutes of the West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education.

Adopted this 25<sup>th</sup> day of April 2014, by the West Virginia Higher Education Policy Commission.

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Paul L. Hill, Chancellor  
West Virginia Higher Education Policy Commission

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Bruce L. Berry, Chair  
West Virginia Higher Education Policy Commission

Adopted this 24<sup>th</sup> day of April 2014, by the West Virginia Council for Community and Technical College Education.

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James L. Skidmore, Chancellor  
West Virginia Council for Community and Technical College Education

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Clarence B. Pennington, Chair  
West Virginia Council for Community and Technical College Education

**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of Series 56, Procedural Rule,  
Military Student Withdrawal Policy

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 56, Military Student Withdrawal Policy, as a procedural rule to be filed with the Secretary of State for a thirty-day public comment period.

*Further Resolved*, That if no substantive comments are received, the Commission extends its final approval.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

Series 56, Military Student Withdrawal Policy, is the new rule that outlines the procedures for implementation of West Virginia Code §18B-4-10. This statute requires the Commission and Council for Community and Technical College Education to implement a rule providing for uniform course completion options for students who are enrolled at state institutions of higher education when those students are called to military duty.

Now, more than in times past, citizen soldiers of the Reserve and National Guard components are being called upon to serve military duty in a wider variety of situations and settings. Exigencies of military operations often require short-notice calls to duty. Deployment and reassignment of individuals and units may require military members to make sudden changes to schedules, plans, and activities. In the cases of students who also are members of the military, an unexpected call to active duty can have a major negative impact on their educational progress. Unplanned withdrawals from school create issues related to tuition and fee charges, academic records, and course completion credits. It is in the best interests of both institutions and individuals to have a sound and consistent means of handling emergency interruptions of coursework.

The proposed Series 56 rule addresses concerns of the West Virginia Legislature, the institutions, and the individuals. It provides guidelines for each institution to develop a policy that will not adversely affect military members who must withdraw from school,

but that will maintain the academic integrity of the courses and the institution. It offers several options to students so that they may take best advantage of their individual situations.

**TITLE 133**  
**PROCEDURAL RULE**  
**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 56**  
**MILITARY STUDENT WITHDRAWAL POLICY**

**§133-56-1. General.**

- 1.1. Scope - This rule delineates the responsibilities of West Virginia public higher education institutions relative to dealing with unexpected withdrawals from school by military member students.
- 1.2. Authority – West Virginia Code §18B-1-6 and §18B-4-10.
- 1.3. Filing Date -
- 1.4. Effective Date -

**§133-56-2. Purpose.**

- 2.1. The West Virginia Higher Education Policy Commission and the West Virginia Council for Community and Technical College Education are responsible to provide uniform course completion provisions for all military member students who are enrolled at the state institutions of higher education under their respective jurisdictions when those students are called to military duty.
- 2.2. This rule shall ensure that enrolled students who are called to military duty are afforded a fair and efficient procedure of withdrawing from classes, completing course work or securing a leave of absence from course attendance, when feasible.
- 2.3. This rule shall provide guidelines for maintaining the academic integrity of the course work in a manner that is reasonably accommodating to the student under the circumstances.

**§133-56-3. Definitions.**

- 3.1. Called to Military Duty. Called or ordered to state or federal active service in any active duty or reserve component of the Armed Forces of the United States or of the National Guard of this state or any other state.



- 3.2. **Military Member.** Any person who is an active member of the regular military of the United States or a Reserve unit of any branch of the United States military or a National Guard unit.
- 3.3. **Unexpected Withdrawal.** A withdrawal from school necessitated solely because of an unforeseen, unplanned, emergent military call up or geographic reassignment that prevents the military member student from attending class and completing coursework as planned. Geographic reassignment must be demonstrated by orders clearly stating that the student is physically relocating during the term in question.

**§133-56-4. Institutional Responsibility.**

- 4.1. Each public higher education institution must develop and publish a policy and procedures that address course completion for students called to military duty and include at a minimum the specific provisions identified in Section 4.2 of this rule.
- 4.2. In the event of an unexpected call to duty, the military member student shall be afforded a choice of options for completion of enrolled coursework.
  - 4.2.a. If the military member student has completed 75 percent or more of the term or the required coursework, s/he may choose to:
    - 4.2.a.1. Receive full credit for the course, with assignment of the grade earned up to the time of the call to duty, or
    - 4.2.a.2. Withdraw from the course without academic penalty and receive no credit for the course pursued.
  - 4.2.b. If the military member student has completed less than 75 percent of the term or the required coursework, s/he may choose to:
    - 4.2.b.1. Receive an “incomplete” grade for the course and, with written verification of concurrence of the instructor or department chair, complete the course within one year of release from military duty. Institutional timelines for completing the coursework and removing the “incomplete” grade shall be published, or
    - 4.2.b.2. Withdraw from the course without academic penalty and receive no credit for the course pursued but receive a proportional refund of tuition and fees and room and board for the term, as permitted within adherence to financial aid regulations.

- 4.3. Military members seeking relief under this rule must provide proof, in the form of a dated copy of official orders, that the call up or reassignment could not reasonably have been foreseen prior to the beginning of term in which registered.
- 4.4. This rule shall not be applicable in the case of planned military training during an enrolled term if the planned military training was scheduled and the military member notified of it prior to the beginning of the term.

**§133-56-5. Appeal Process.**

- 5.1. Appeals of institutional decisions shall follow the institutional academic grievance process and shall be decided at the institutional level. Once the institutional grievance process has been exhausted, there shall be no further appeal to a higher entity or governing board.

**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of Renovations to the Fairmont State University Feaster Center Joe Retton Arena

**INSTITUTION:** Fairmont State University

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves the renovation plan for the Fairmont State University Feaster Center Joe Retton Arena, pending submission of an approved project funding plan by the Fairmont State University Board of Governors.*

**STAFF MEMBER:** Jim King

**BACKGROUND:**

Fairmont State University Feaster Center's bleachers, floor and lighting are in need of replacement. The bleachers are the original wooden bleachers that were installed when the building was built in 1979 and are approximately 35 years old. The wood floor, installed in 1983, is 30 years old and has also exceeded its useful life. The renovations will include upgrades and/or replacement of the bleachers and flooring. No walls will be moved or modified and no new floor space will be added to the current structure.

The gym lighting, which is also original to the building, is 35 years old and will be replaced with high-efficiency, low-energy lighting and save on electrical costs. It is estimated that the lighting replacement electrical cost savings annually will pay for the replacement lighting in seven years.

The funding to underwrite the costs of these renovations will come from Education and General Operating Fund Reserves, which will be replenished from money accumulated through the fundraising efforts of the Athletic Department.

The architect's package for this project is attached.

<b>FAIRMONT STATE UNIVERSITY JOE RETTON ARENA RENOVATION BUDGET</b> <b>3/19/2014</b> <b>THE THRASHER GROUP</b> <b>FINAL BUDGET BREAKDOWN</b>	
<b>BUDGET BREAKDOWN - PER LINE ITMES</b>	<b>UNIT COST</b>
Wood Floor Demolition	\$ 30,000.00
New Wood Gym Floor	\$ 250,000.00
Lower Level Chair Seating	\$ 350,000.00
Upper Level Bleacher Seating	\$ 250,000.00
Electrical for New Seating & Bleachers	\$ 25,000.00
New Gym Lighting	\$ 125,000.00
Door Modifications	\$ 10,000.00
Mercury Testing (Sturm & REIC)	\$ 700.00
Asbestos Testing (Firth)	\$ 500.00
Air Quality Testing (A&M)	\$ 3,600.00
Asbestos Abatement	\$ 35,000.00
Construction Contingency	\$ 65,000.00
Original A&E Services (After Donation of \$25k in kind services)	\$ 60,000.00
Additional A&E Services	\$ 9,500.00
<b>TOTAL RENOVATION BUDGET</b>	<b>\$ 1,214,300.00</b>
<b>ADD ALTERNATE LINE ITEMS</b>	
(4) Single Line 10' x 3' Electronic Score Boards by Daktronics	\$ 120,000.00

**Budget Summary Narrative:**

The budget breakdown above lists a detailed summary of all associated construction costs for the Retton Arena Renovation. The one line item that should be taken into consideration when evaluating the total budget costs, is the line item for the Daktronics single line score boards. These are included at the request of the FSU Athletic Directors. The rubber floor abatement cost has been removed from the final budget due to clear air quality test, that we have received from A&M Health Services. All testing and abatement cost were at the request of FSU Physical Plant for analyzation of existing the rubber floor. The additional A&E services are for all costs associated with the rubber flooring, testing, reports, and on site meetings. The existing sound system has been deemed acceptable therefore the new sounds system has been removed from the original scope of work. All other line items stated above are from original project scope for construction to be completed.

# THRASHER

## **FAIRMONT STATE UNIVERSITY JOE RETTON ARENA RENOVATIONS CONSTRUCTION TIME LINE**

**3-21-14**

### **The Thrasher Group**

#### **Construction Time Line Breakdown:**

May 1 – Advertisement for Bids  
May 12 – Pre-Bid Meeting  
June 5 – Bids Due  
June 15 – Contract Award  
June 16 – Bleacher and Floor Shop Drawing Production Begin  
June 17 thru June 24 - Bleacher Demolition Begins  
June 25 thru July 3– Asbestos Abatement  
June 30 – Bleacher and Floor Shop Drawings Received  
July 3 – Bleacher and Floor Shop Drawings Approved  
July 5 – Seating & flooring production begins  
July 7 thru July 14 – Floor Demolition  
July 15 thru August 5 – Electrical & new lighting completed  
August 6 – New Floor material arrives on site  
August 7 thru September 18 – Floor installation & Curing  
September 29 – Seating arrives on site  
September 30 thru November 26 – Seating Installation

Please feel free to contact us directly at the office if you have any questions or need further explanation.

Thank you,

JEFF ROBERTS  
Architectural Project Manager

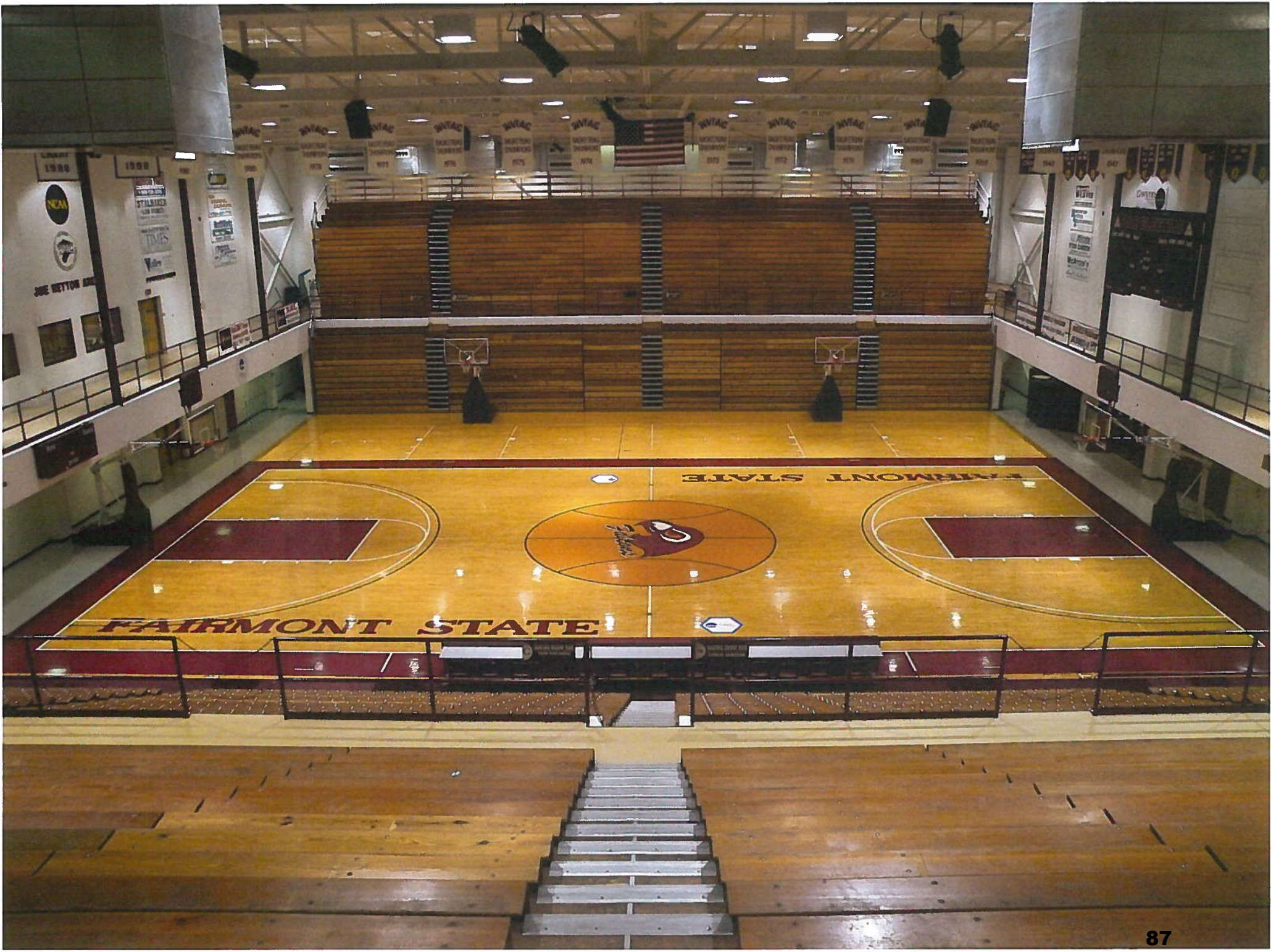
## FSU Feaster Center Joe Retton Arena Upgrades

### Project Summary

The Fairmont State Feaster Center (Joe Retton Arena) upgrades will consist of two contracts. Contract #1 will consist of demolition of all the existing bleacher systems and install of new telescoping bleachers on the 2<sup>nd</sup> floor and new telescoping stadium seating on the main floor level.

Contract #2 will consist of demolition of all the existing basketball flooring and vct on the main floor level. Once demo is complete, all new basketball flooring system and perimeter flooring to be installed. All painting, logos and graphics will be included in the installation of the new basketball floor. Along with this contract will be some upgrades to data and electrical for the new floor.













An **Acuity** Brands Company

**Quoted To:** Fairmont State University  
1201 Locust Ave  
Fairmont, WV 26554  
(P) 8006415678

**Job Name:** Fairmont State University  
**Quote #:** 2253-13-10006-12  
**Quote Label:** Feaster Center with nLight WIFI  
**Job Location:** West Virginia  
**Issue Date:** 10/14/2013  
**Bid Date:** 1/18/2013

**Quoted By:** Samuel Deal  
304-757-5480  
Matt.Deal@HoloPhane.com

Type	Qty	Catalog #	Unit \$	Ext \$
COURT	32	PHZ36L 5K AS P G M NSP5D NPS80WIFI RFD158156 ***LEAD TIME STARTS WHEN ORDER IS RECEIVED***Twin Phuzion (PHZT): Twin Arm - Gray Finish, 18,000 Lumens Per Luminaire, 5000K CCT, Auto-Sensing (120-277V), Pendant, Gray, Medium, BOTH UNITS ARE WIFI READY, NSP5D, NPS80WIFI, NO SENSORS.		
PERIMETER	16	PHZ 24L 5K AS P G M NSP5D NPS80WIFI RFD158157 ***LEAD TIME STARTS WHEN ORDER IS RECEIVED***Phuzion LED High Bay (PHZ): PHZ, 24,000 Lumens, 5000K CCT, Auto-Sensing (120-277V), Pendant, Gray, Medium, WIFI READY, NPS5D, NPS80WIFI, NO SENSOR.		
BLEACHERS	32	PHZ 18L 5K AS P G W NSP5D NPS80WIFI RFD158158 ***LEAD TIME STARTS WHEN ORDER IS RECEIVED***Phuzion LED High Bay (PHZ): PHZ, 18,000 Lumens, 5000K CCT, Auto-Sensing (120-277V), Pendant, Gray, Wide, NSP5D, NPS80WIFI, WIFI READ FIXTURE NO SENSOR.		
	1	NGWY2 nLight Gateway		
	1	NSTARTUP nLight startup field service day		

**Estimated Lead Time: 10-12 weeks**

**Grand Total: \$107,685.00**

#### Notes

\* BUDGETARY DISTRIBUTOR COST! MUST BE QUOTED BY AN AUTHORIZED HOLOPHANE DISTRIBUTOR!!

#### Terms

HOLOPHANE: This quote is valid for 90 calendar days from date of quote. Shipment lead times begin the day after the order is released and are based on working days only. Shipments are FOB Shipping Point on all orders. HoloPhane shall pay freight on orders of \$3,000 or more (\$750 for replacement ballast kits) to all points in the continental United States and Canada. Upon release of your order, poles and non-standard material cannot be cancelled or returned. Terms are subject to revision. Items with "Hold" status have not been allocated any labor, material, or scheduled production time. The lead time to shipment will begin when HoloPhane receives your clarification or approval to release your purchase order item(s) from "Hold" status. Prices in this acknowledgement are firm for release within a period of six months from the date of order. At the end of six months, HoloPhane, at its option, shall either increase prices by 3% or renegotiate pricing. Thereafter, escalation of 1-1/2% per three month period will be added. In the event of an extraordinary change in raw material costs, HoloPhane reserves the right to renegotiate pricing. Pricing will be reevaluated and confirmed upon receipt of your clarification or approval to release the purchase order item(s) from "Hold" status.



## Lighting Upgrade Worksheet

Prepared for: Fairmont State University  
 City: Fairmont State: WV  
 kWh rate: \$ 0.10

Prepared by: Matt Deal-Tony Paul  
 Phone #: 304-941-3890

Area/Space:	Feaster Center	Feaster Center	Feaster Center								
Description of existing fixture:	Court Lights	Perimter	Bleachers								
Existing fixture wattage:	460	460	460								
Existing quantity:	32	16	32								
Description of new fixture:	Phuzion 36L Medium	Phuzion 24L Medium	Phuzion 18L Wide								
New fixture wattage:	240	156	120								
New quantity:	32	16	32								
Annual operating hours:	6,570	6,570	6,570								
No. fixtures with sensor/control:	32	16	32								
KW controlled by sensor/control:	7.68	2.50	3.84								
Sensor/Control reduction in on-hours:	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Sensor/Control cost energy savings:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
KW saved:	14.72	7.36	14.72	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
kWh saved:	46252.80	31956.48	71481.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Annual savings:	\$ 4,625.28	\$ 3,195.65	\$ 7,148.16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Annual KW saved	Total Annual kWh saved	Total Annual Energy Cost Savings	Annual Labor Cost Savings	Annual Material Cost Savings
36.80	149,691	\$ 14,969.09	\$ 2,000.00	\$ 5,000.00

Total Material Cost	Total Labor Cost	Utility Incentives	Other Incentives
\$ 107,685.00	\$ -	\$ 7,484.00	\$ -

Payback (years): **4.56** Payback (months): **54.73**

Equivalent tons CO<sub>2</sub> removed: 119  
 Equivalent to CO<sub>2</sub> emissions from the electricity used by 15 homes for one year.  
 Equivalent greenhouse gas emissions from 20 passenger cars per year.

[www.stateelectric.com](http://www.stateelectric.com)

**West Virginia Higher Education Policy Commission**  
**Meeting of April 25, 2014**

**ITEM:** Approval of the West Virginia University  
Intercollegiate Athletics Facilities Master Plan

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves the ten-year West Virginia University Intercollegiate Athletics Facilities Master Plan.*

**STAFF MEMBER:** Jim King

**BACKGROUND:**

The Department of Intercollegiate Athletics at West Virginia University sponsors 18 varsity sports for more than 500 students. Teams compete in a number of facilities, including Milan Puskar Stadium, which seats 60,000 fans for football games, and the Coliseum sports complex, which seats 14,000 fans. The Coliseum sports complex accommodates men's and women's basketball, women's gymnastics, women's volleyball, and wrestling. Intercollegiate athletic teams also use the Dick Diesk Soccer Stadium, the Coliseum Tennis Courts, the Natatorium, and the Mountaineer Outdoor Track and Shell Building. The University also provides non-event facilities for its teams including the basketball practice facility, the women's soccer training facility, the Cary Gym for gymnastics and the Wrestling Pavilion.

The University competes in the Big 12 conference in all sports except men's soccer and rifle. The recruitment of student athletes and emphasis on and support of athletics are national in scope. The University is committed to financing the athletics program from revenues generated by the Department of Intercollegiate Athletics.

The ten-year Intercollegiate Athletics Facilities Master Plan (Fiscal Year 2014) describes recently-completed projects, current projects, and projects under consideration. It includes \$106,000,000 of projects being developed over the next five years. These projects are included in the Private Fund Projects, IMG Projects, and Bond Projects sections of the plan. Details about the projects are included in the full Intercollegiate Athletics Facilities Master Plan available on the following pages.

Significant projects include:

- Coliseum Upgrade Renovation/Master Plan
- Milan Puskar Stadium Upgrade/Renovation
- Puskar Center – Expansion (Team Room)

The capital projects will be funded in the following manner:

- Nearly 70 percent of this amount will be funded by a new bond issue;
- Approximately 24 percent of the cost will be funded by anticipated private funding; and
- The remaining 6 percent will be supported by revenues from third-tier media rights.

A resolution to approve issuance of external debt up to of \$85,000,000 to support the Intercollegiate Athletics Master Plan is included following this agenda item. This debt will be supported by new NCAA tournament fees/conference revenues associated with membership in the Big 12 conference.

The plan also identifies nearly \$30,000,000 of deferred maintenance that will be addressed over the next 10 years. \$13,300,000 is anticipated to be addressed through projects funded by the bond issue and the remaining amount will be funded by department revenues.

INTERCOLLEGIATE ATHLETICS  
FACILITIES MASTER PLAN









## A close-up, vertical photograph of a person's hand holding a long, curved, horned object, possibly a musical instrument or a decorative staff. The object has a mottled, brown and yellow pattern. The person is wearing a brown leather garment with fringe. The background is a blurred crowd of people.

95 1

# INTRODUCTION

## THE WEST VIRGINIA UNIVERSITY MISSION AND VISION

The following is a detailed plan of completed or proposed improvements to WVU's athletic facilities using bond, IMG or private funds to accomplish. All pictures are conceptual and subject to change. All proposed projects would update and modernize the aging facilities.

As a land-grant institution in the 21st century, West Virginia University will deliver high quality education, excel in discovery and innovation, model a culture of diversity and inclusion, promote the health and vitality of our constituents and build pathways for the exchange of knowledge and opportunity between the state, the nation and the world.

By 2020, West Virginia University will grow in national research stature, thereby enhancing educational achievement, global engagement, diversity and the vitality and well-being of the people of West Virginia.

West Virginia University was founded in 1867 as a land-grant university: the federal government gave the state of West Virginia land to establish a public university that would provide a broad segment of the population a practical education that had direct relevance to their daily lives. More than 100 years later, WVU remains true to that central land-grant mission. Today WVU also serves a unique role as the state's only doctoral degree-granting research university with comprehensive health science programs. Only 11 higher education institutions nationally are land-grant research universities with comprehensive Health Sciences. WVU offers 188 majors in 14 separate schools and colleges. The campus is spread over a thousand acres.

**Because of its land-grant tradition and research status, WVU has an obligation to:**

- Provide high-quality programs at the undergraduate, graduate and professional levels.
- Stimulate and foster basic and applied research and scholarship.
- Engage in and encourage other creative and artistic work.
- Bring the resources of the University to all segments of society through continuing education, extension and public service activities.
- Contribute to the development and enhancement of West Virginia's economic, educational, social and health status through its programs of instruction and research and through its programs of outreach.
- Use technology as a vehicle to engage the students, empower the faculty, infuse the curriculum, enhance research capabilities and fulfill the duty to serve the state.
- Promote diversity to enrich the institution and the society it serves and practice principles of social justice, equal opportunity and affirmative action.

## INTERCOLLEGIATE ATHLETICS

The Department of Intercollegiate Athletics at West Virginia University sponsors 18 varsity sports with more than 500 student-athletes competing in baseball, men's and women's basketball, women's cross country, football, men's golf, women's gymnastics, women's indoor and outdoor track, rifle, men's and women's soccer, men's and women's swimming and diving, women's tennis, women's volleyball, women's rowing and wrestling.

These sports compete in a variety of facilities. Mountaineer Field at Milan Puskar Stadium, which underwent a renovation in 2004 that included the addition of stadium suites and club seating, seats 60,000 fans, and is the home of Mountaineer football. The Coliseum sports complex includes the 14,000-seat WVU Coliseum, home to men's and women's



basketball games, as well as events for women's gymnastics, women's volleyball and wrestling. Additional facilities in the complex include Dick Dlesk Soccer Stadium, the Coliseum Tennis Courts, the Natatorium, which is utilized by the men's and women's swimming and diving teams, the Mountaineer Outdoor Track and Shell Building, which houses the rifle range and indoor track. Non-event facilities in the complex include the basketball practice facility, which serves as the daily home to the men's and women's basketball offices and practice needs along with the women's soccer training facility, Cary Gym for gymnastics and the Wrestling Pavilion.

West Virginia University competes in the Big 12 Conference in all sports except men's soccer (Mid-American Conference) and rifle (Great American Rifle Conference) and strives in its athletics program for national excellence and prominence. Accordingly, the recruitment of student-athletes and emphasis on and support of athletics are national in scope.

The Department of Intercollegiate Athletics subscribes to high standards of academic quality as well as breadth of academic opportunities. More than 4,000 student-athletes have earned a place on the Garrett Ford Academic Honor Roll by attaining at least a 3.0 grade point average since its inception in 1989.

During the 2012-13 athletic seasons, the rifle team won its 15th national championship, while women's soccer won the Big 12 regular season title. Individually, Petra Zublasing was a two-time individual national champion in air rifle and smallbore, and a total of 22 student-athletes earned All-America honors, 39 garnered all-conference accolades and 96 received academic honors. The department continues to succeed in the Director's Cup with yet another strong finish and:

- The Mountaineer football team went to a school-record 11 straight bowl games with three BCS bowl victories.
- The Mountaineer men's basketball team is led by future Hall of Fame coach Bob Huggins, who is the third-active winningest coach in college basketball and 18th all-time. Under Huggins, WVU has made six NCAA tournament appearances, including one Final Four, in the last seven years.
- The women's basketball team posted its seventh 20-win season in the last 10 years. The Mountaineers made the NCAA tournament for the fourth consecutive year and have made postseason play in nine of the last 10 seasons.
- Women's soccer finished with a No. 16 national ranking in 2013 and has made 13 straight NCAA tournament appearances.
- Gymnastics made its 15th straight NCAA appearance and 35th overall.
- Baseball, under head coach Randy Mazey, finished third in its inaugural season in the powerful Big 12 baseball conference.

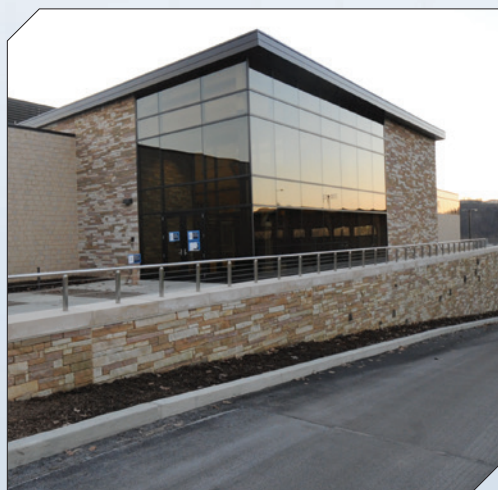
The University is committed to financing the athletics program from revenues generated by the Department of Intercollegiate Athletics, and it shall conduct its program consistent with the letter and spirit of the NCAA and the mission of West Virginia University.

Additional information regarding the University's intercollegiate athletic program may be obtained at [www.WVUsports.com](http://www.WVUsports.com).

Additional general information about the University may be obtained at <http://www.wvu.edu>.



The West Virginia University Department of Intercollegiate Athletics strives to provide top-notch facilities for student-athletes and fans. In the following pages, you will find recently completed projects ranging from major capital additions such as the construction of a basketball practice facility to more simplistic preventative maintenance projects like the replacement of the chiller for the press box at Mountaineer Field at Milan Puskar Stadium.



## BASKETBALL PRACTICE FACILITY

Prior to early 2012, the WVU Coliseum floor schedule was filled from early morning hours to late evening hours. Due to the floor being a shared space with the College of Physical Activities and Sport Sciences, allotted time for Athletics was limited. Men's and women's basketball, as well as volleyball, used the Coliseum for practices and home events, while wrestling and gymnastics also call the Coliseum home on event days. Considering student-athletes' own course schedules and various sports sharing the Coliseum floor for practice and home events, options for scheduling the floor were limited. The construction of the Basketball Practice Facility alleviated this scheduling pressure and allows men's and women's basketball to practice at any given time during the day.

The \$24.1 million, 64,000-square foot Basketball Practice Facility opened in February 2012, allowing the men's and women's programs to continue to reach new levels of success on and off the court while honoring past achievements and tradition.

**The facility, which is located west of the WVU Coliseum at the Red Gate, is equipped with:**

- Robinson/Petroplus Hall of Traditions
- Central atrium
- Gymnasiums
- Locker rooms
- Athletic training room
- Team theaters
- Weight room
- Offices and conference rooms
- Equipment room



## DREAMSWORK FIELD AND WOMEN'S SOCCER PRACTICE FACILITY

Historically the men's and women's soccer programs shared one natural grass practice field. Given Morgantown's climate and the natural grass surface, overuse and deteriorating field conditions became more evident each fall and spring.

In 2010, the Mountaineer women's soccer team stepped foot onto its new practice field. The training site features the same natural grass surface as the game field at Dick Dlesk Soccer Stadium. In August 2011, the Mountaineers moved into their new practice facility that houses a players' locker room, coaches office space, players' lounge with kitchenette, athletic training room that includes a hydrotherapy pool, hall of honor, equipment and apparel storage rooms. In July 2013, the locker room area was upgraded to include wood lockers with doors and additional graphics.



## MILAN PUSKAR CENTER

### Almost Heaven Staff Meeting Room

Until the completion of the Almost Heaven football staff meeting room in August 2013, the entire football coaching staff was unable to meet as one unit due to space restrictions.

### Football Weight Room

The football weight room was initially constructed in 1985. Aside from basic equipment upgrades over recent decades, little renovation occurred in the space.

The Milan Puskar Center football weight room renovation was completed in July 2013. Included in the space are a new Infinity flooring system, as well as new and updated weight equipment, an upgraded sound system, new office space and beverage center and new graphics.







MEN'S SWIMMING			
WVU TEAM		WVU POOL	
NAME	TIME	NAME	TIME
100 FREE	1:11.00	200 FREE	2:08.00
200 FREE	4:24.00	400 FREE	9:02.00
500 FREE	15:20.00	800 FREE	19:52.00
1000 FREE	32:10.00	1600 FREE	45:37.00
1500 FREE	47:10.00	2000 FREE	1:00:00.00
2000 FREE	1:02:40.00	2400 FREE	1:12:00.00
2800 FREE	1:22:00.00	3200 FREE	1:32:00.00
4000 FREE	1:50:00.00	4000 FREE	1:50:00.00
5000 FREE	2:15:00.00	5000 FREE	2:15:00.00
6000 FREE	2:40:00.00	6000 FREE	2:40:00.00
7000 FREE	3:05:00.00	7000 FREE	3:05:00.00
8000 FREE	3:30:00.00	8000 FREE	3:30:00.00
9000 FREE	3:55:00.00	9000 FREE	3:55:00.00
10000 FREE	4:20:00.00	10000 FREE	4:20:00.00
11000 FREE	4:45:00.00	11000 FREE	4:45:00.00
12000 FREE	5:10:00.00	12000 FREE	5:10:00.00
13000 FREE	5:35:00.00	13000 FREE	5:35:00.00
14000 FREE	6:00:00.00	14000 FREE	6:00:00.00
15000 FREE	6:25:00.00	15000 FREE	6:25:00.00
16000 FREE	6:50:00.00	16000 FREE	6:50:00.00
17000 FREE	7:15:00.00	17000 FREE	7:15:00.00
18000 FREE	7:40:00.00	18000 FREE	7:40:00.00
19000 FREE	8:05:00.00	19000 FREE	8:05:00.00
20000 FREE	8:30:00.00	20000 FREE	8:30:00.00



## WVU NATATORIUM / SHELL BUILDING

- In summer 2011, the entryway and corridor of the Natatorium were given a facelift with graphic updates for swimming and diving, new ceiling, lights, paint and carpet adjacent to the athletic offices.
- The men's soccer locker room was renovated in the spring of 2013 to include new graphics and furniture as well as audio visual equipment.
- The rifle range corridor received an facelift in the summer of 2013 with new graphics, ceiling and lights.
- Also in the summer of 2013, the Natatorium pool deck starting blocks were updated. These new blocks replaced the starting blocks that were decades old.





## WVU COLISEUM

The Sports Communications office moved to its new location in March of 2013. The former women's basketball office suite was renovated to make room for all sports communications staff to be in a central office space.

## GENERAL PREVENTATIVE MAINTENANCE PROJECTS:

- Mountaineer Field at Milan Puskar Stadium press box chiller replacement
- Mountaineer Field at Milan Puskar Stadium south end zone caulking
- Mountaineer Field at Milan Puskar Stadium press box caulking
- Mountaineer Field at Milan Puskar Stadium north end zone capping, caulking and sealing
- Dick Dlesk Soccer Stadium capping, caulking and sealing
- WVU Natatorium diving board stands replacement



A series of white silhouettes on a dark blue background. On the left, a construction worker stands next to a crane lifting a bucket. In the center, the word 'CURRENT' is written in a thin, sans-serif font above the word 'PROJECTS' in a large, bold, sans-serif font. On the right, another crane is shown with a worker on its platform, and a third worker stands further to the right.

# CURRENT PROJECTS



In continuing to provide the best facilities possible for Mountaineer fans and student-athletes, the following projects are currently ongoing.



## BASEBALL BALLPARK

Currently slated for completion in February 2015, the Mountaineer baseball team will relocate to a new home in Granville following 44 years at Hawley Field. West Virginia University, Monongalia County, the Town of Granville and minor league baseball's collaborative efforts helped make the new ballpark a reality.

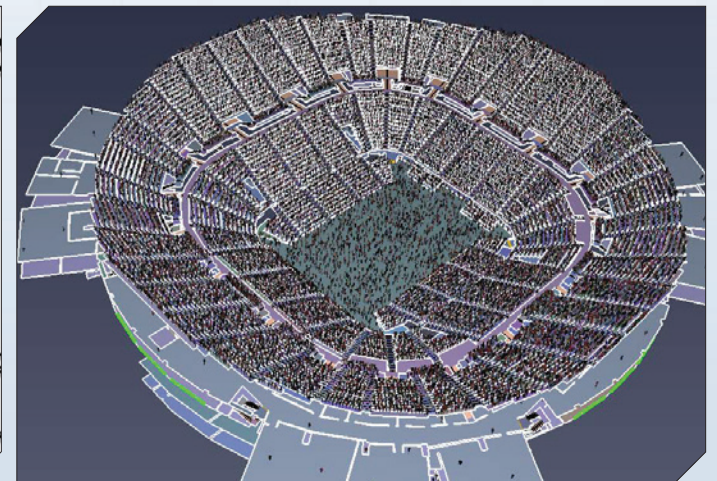
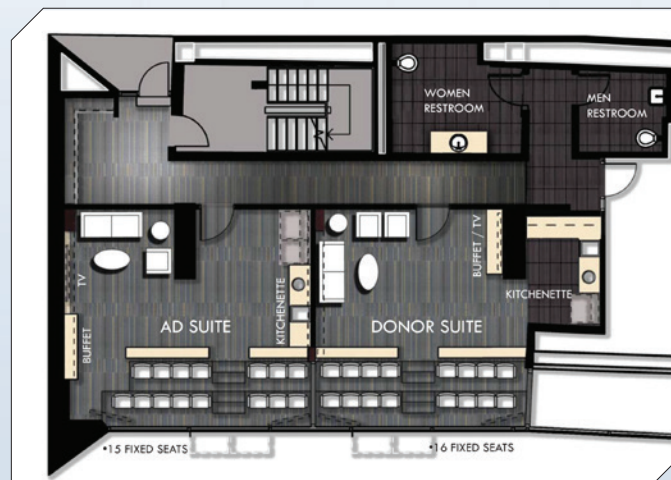
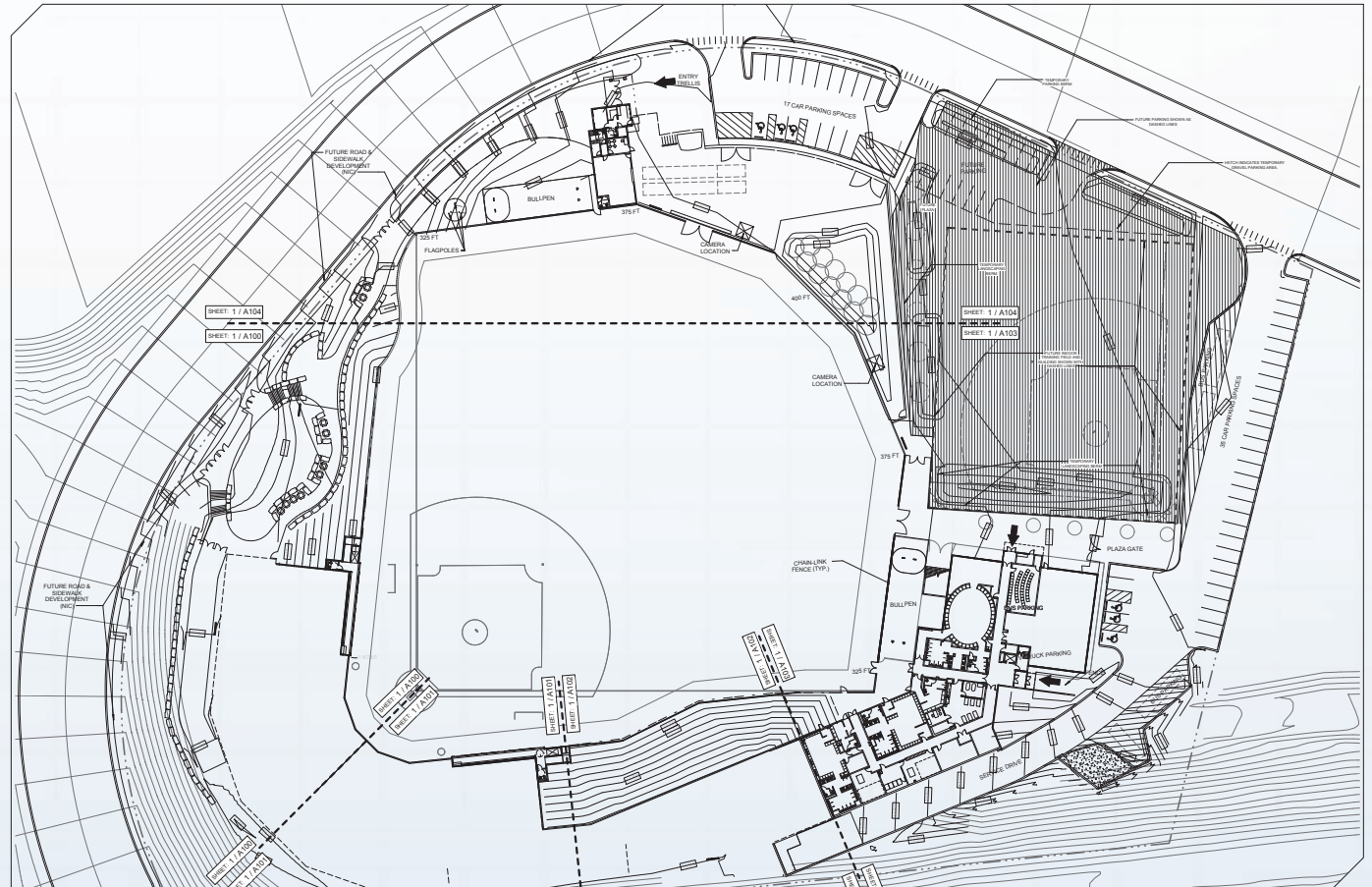
This state-of-the-art ballpark will feature home and visiting clubhouses, equipment room with onsite laundry, training room, premium seating spaces, minor league team office space, ticket office, press box and seating for 3,500. Future shell spaces will include WVU team offices and weight room with future footprint for a baseball indoor practice facility.

## MOUNTAINEER FIELD AT MILAN PUSKAR STADIUM

The athletic director's suite (located in the press box) will be renovated into two separate suites to include tiered seating, lounge areas and updated restrooms. The creation of a second suite allows further revenue generation by adding to existing premium seating options in the press box.

## WVU COLISEUM

The performance-based design (fire code for the WVU Coliseum) is currently being updated per a request from the West Virginia State Fire Marshal's office.







## ONGOING PREVENTATIVE MAINTENANCE AND DEFERRED MAINTENANCE PROJECTS:

### MOUNTAINEER FIELD AT MILAN PUSKAR STADIUM

- Deck coating and caulking
- Scoreboard, underside press box and team tunnels painting

### COLISEUM

- Roof coating





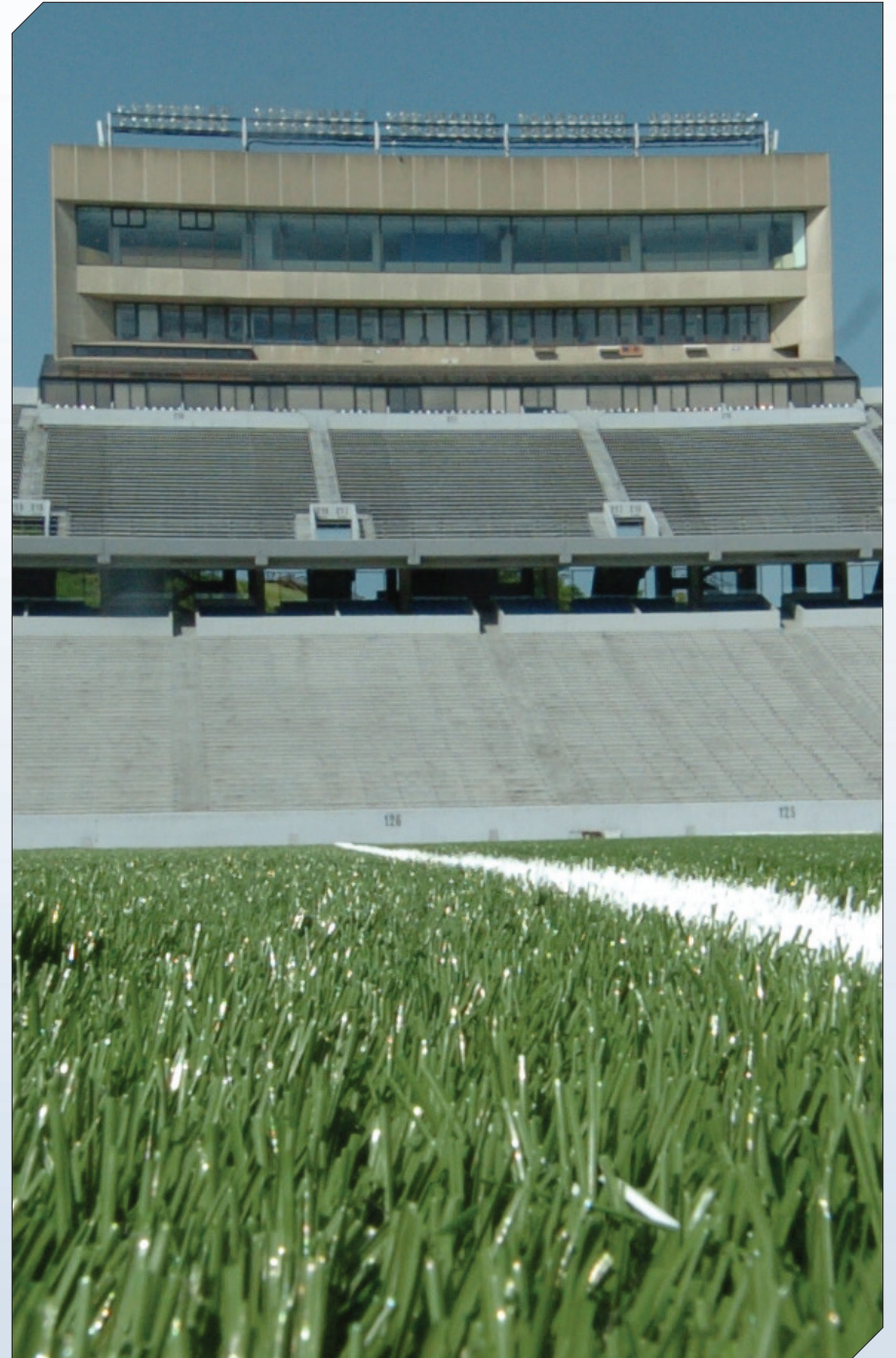
**WEST VIRGINIA UNIVERSITY INTEGRATED FACILITIES  
DEFERRED MAINTENANCE PLAN**

Building Name	Project Cost	Bond Funding	Capital Renewal Funding
Caperton Indoor Facility	147,000		147,000
Cary Gymnastics Training Center	363,000		363,000
WVU Coliseum	6,977,000	6,977,000	
Milan Puskar Center	2,333,000		2,333,000
Milan Puskar Stadium	6,330,000	6,330,000	
Milan Puskar Stadium Press Box	1,349,000		1,349,000
Natatorium-Shell	9,247,000		9,247,000
North End Zone Suites	1,234,000		1,234,000
<b>Total Deferred Maintenance Plan</b>	<b>27,980,000</b>	<b>13,307,000</b>	<b>14,673,000</b>

*(See Appendix A for a detailed list of projects)*







A large graphic featuring white silhouettes of construction workers and cranes against a dark blue background. The silhouettes are positioned around the text, with cranes on the left and right sides, and workers on the far left and right. The text "UNDER CONSIDERATION" is in a smaller, white, sans-serif font, and "PROJECTS" is in a much larger, white, sans-serif font.

# UNDER CONSIDERATION PROJECTS



The following pages represent additional facility needs for WVU's Intercollegiate Athletic programs. These capital project proposals would allow Athletics to provide the absolute best and most current facilities for all 18 Mountaineer sports teams. Additionally, some of these projects would enable additional revenue generation as well as establish recruiting advantages for our athletic programs.





*PROJECTS UNDER CONSIDERATION*  
**PRIVATE FUNDS:**

**Milan Puskar Center**

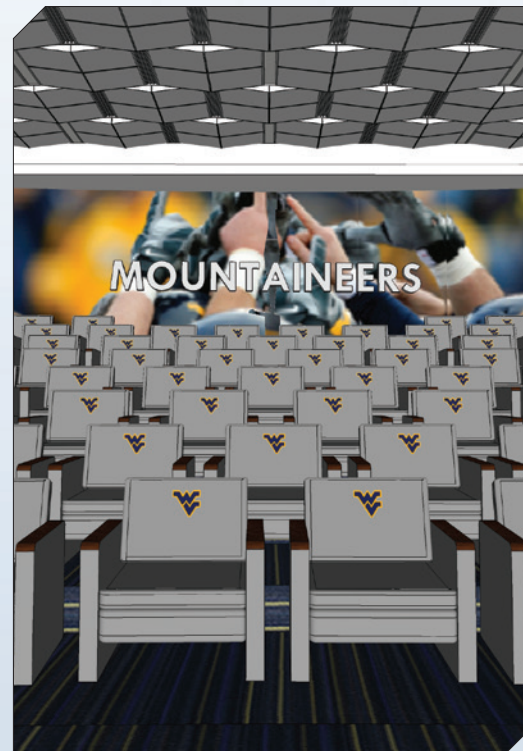
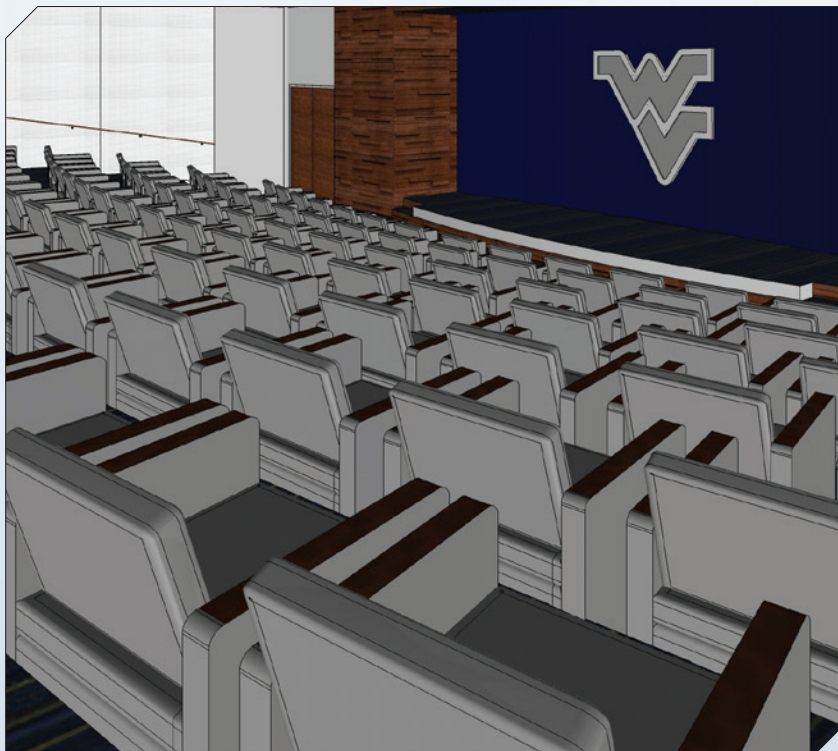
Additions and renovations to the Puskar Center include a new auditorium for full team meeting, shell space for training room expansion, renovation of existing team meeting rooms and possibly a new team entry.

**Football practice field**

Install artificial turf at the football practice field to allow more use of the field.

**DreamsWork Field and Women's Soccer Practice Facility**

Installation of exterior sound system for the field.





PROJECTS UNDER CONSIDERATION

**IMG CONTRACT:**

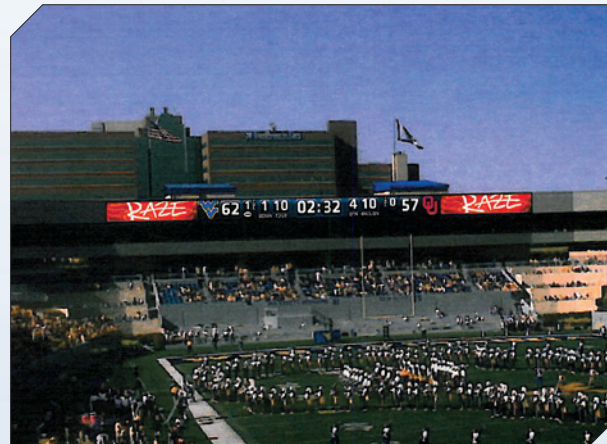
*Some projects could include...*

**WVU Coliseum**

Installation of a marquee at Monongahela Boulevard and Gale Catlett Drive.

**Mountaineer Field  
at Milan Puskar Stadium**

Installation of field level LED walls, field goal nets, upgrade to north end scoreboard to an LED board, field level graphics and upgrade and expansion of south end scoreboard to LED boards.







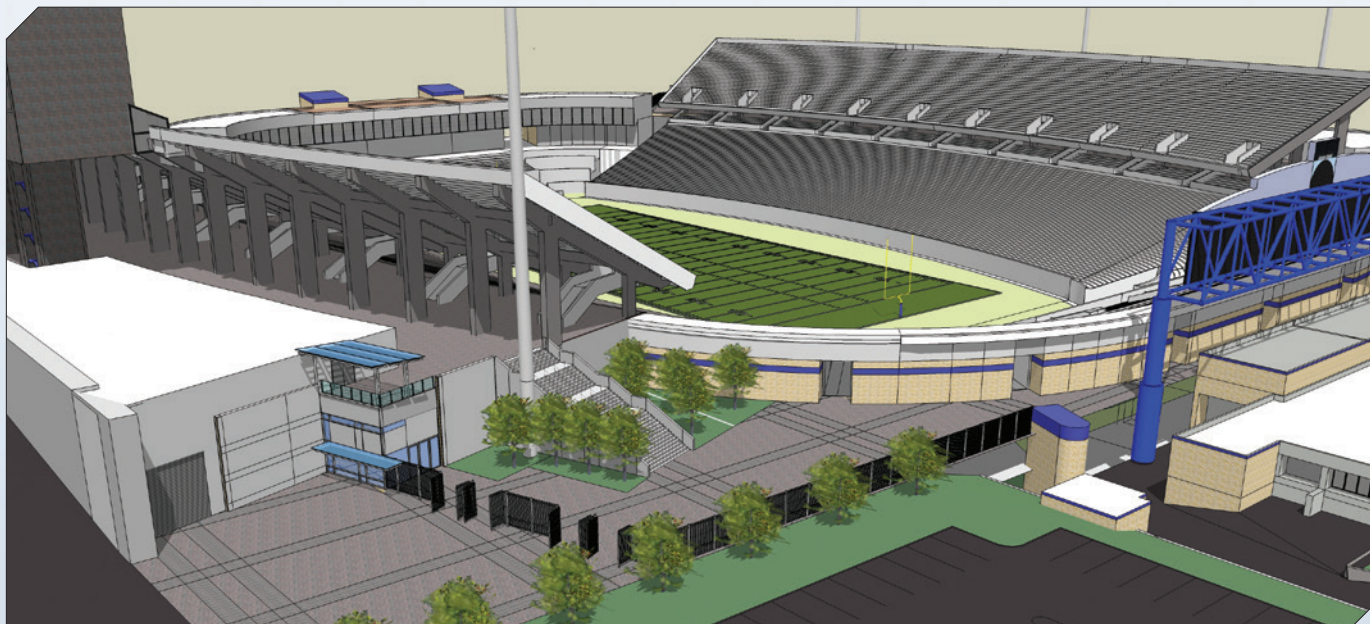
## PROJECTS UNDER CONSIDERATION **BOND:**

### **Mountaineer Field at Milan Puskar Stadium**

Renovations to the stadium will improve the patron game day environment as well as generate new revenue. Because of insufficient fixture numbers and deteriorating structure due to poor soil conditions, the existing toilets and concessions will be replaced. Toilet fixture counts will be increased to exceed code minimums and concession points of sale increased to current collegiate state-of-the-art levels. The concourse will be widened and new entry gates added at all four corners to improve patron entry time, flow and exiting capacity as well as ADA access. Following this renovation, the entire stadium will be ADA accessible. The existing box seats will be renovated to improve fan experience and add revenue. New concessions will also increase revenue through added concession points of sale and upgraded menus.

### **Milan Puskar Center**

The Silver Lot is the primary parking area for the Milan Puskar Center. Currently, the lighting is antiquated and failing, and the lot is not efficiently marked for parking. An expansion of the Silver Lot parking area would include raised islands, new lighting and additional parking spaces, as well as a widened tunnel entrance for visiting team access.



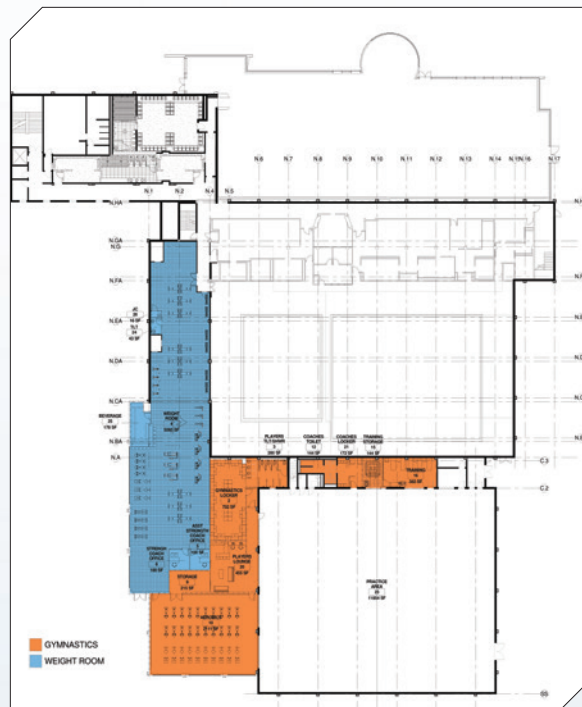


## Dick Dlesk Soccer Stadium

The existing stadium will be renovated to add an additional soccer locker room. An officials' locker room also will be added. The existing locker room will be the new location for visiting teams, who currently occupy a field-side tent during pregame and halftime as well as enable teams to utilize onsite shower facilities post game.

## Shell Building

Lacking renovation since its original construction, the Shell Building will be totally renovated to house a new indoor 200M track. This track will be a permanent banked structure. Areas around the track will have new floor surfaces. A new heating and ventilation system will be installed as well as new infrastructure to support all upgrades, which will include, but are not limited to, lighting, sprinklers and building insulation.



## WVU Natatorium

The Natatorium is a shared space between Athletics and the College of Physical Activity and Sport Sciences. A general renovation to the existing 25M pool would include updated HVAC system, lighting, tiling and pool operation systems.

### Shell Building/Natatorium

An expansion of the varsity sports weight room would benefit multiple sports. Currently the space is too small to be utilized effectively by most varsity sports teams. A general expansion and renovation would also capture space to allow for a renovation of the existing training room as well as add locker room space for varsity teams who currently do not have a locker room.







### **WVU Coliseum**

The Coliseum is one of the paramount facilities to WVU Athletics. Home of the majority of athletic offices, it is also the home venue for volleyball, men's and women's basketball, wrestling and gymnastics, in addition to concerts, WVU commencement exercises and high school graduations. This 44 year-old facility would benefit from a renovation to include a general aesthetic upgrade to the concourses (including restrooms and fixtures) and arena as well as the addition of restrooms and concessions points of sale. All former College of Physical Activity and Sport Sciences office space would be professionally abated to remove contained asbestos floor mastic and then renovated to expand the Coliseum Academic Performance Center, install a golf simulator for the addition of the men's golf program and upgrade office and meeting spaces.



### **Hawley Field**

Hawley Field will become obsolete when WVU baseball relocates to its new ballpark. Removal of grandstand seating and pressbox, field walls and scoreboard would allow the creation of a temporary parking area for the Coliseum complex.

## ADDITIONAL PROJECTS UNDER CONSIDERATION:

### Tennis Facility

Construction of an indoor tennis facility (four competition courts and support areas to include restrooms, entry lobby and mechanical space) and six outdoor courts.

### Boathouse

Construction of a boathouse to include boat docks, erg room, locker room and office space.

### Men's Soccer Practice Field

Extend field width to match that of Dick Dlesk playing surface.

### Baseball Indoor Practice Facility

Construction of a baseball indoor practice facility adjacent to the new ballpark (footprint already considered) to include an artificial turf infield and batting cages.

### Puskar Center Athletic Training Room

Expand existing training room by capturing space beneath new team room auditorium.

### Rifle Range

Expand range to include 12 firing lanes. Include updated office space and lounge.

### Caperton Indoor Practice Facility

Expand field length to 100 yards. Construct additional storage for athletic maintenance.

### Natatorium

Convert to a small competition venue, weight room or other needed space.

### Natatorium

Construction of a 50M pool with diving well.

### Cary Gym

Expand to update locker room space and include new team lounge and cardio space for routine choreography.

### Outdoor Track

Renovate and update outdoor track to expand to current standards.

### Mountaineer Field at Milan Puskar Stadium

Expand signage and graphics package to include wayfinding signage and Mountaineer Legends, as well as celebrate the general history of Mountaineer football.

### Dick Dlesk Soccer Stadium

Convert multi-purpose natural grass field adjacent to stadium into a parking lot.

### Mountaineer Field at Milan Puskar Stadium Press Box

Renovate or expand the 34-year old structure.

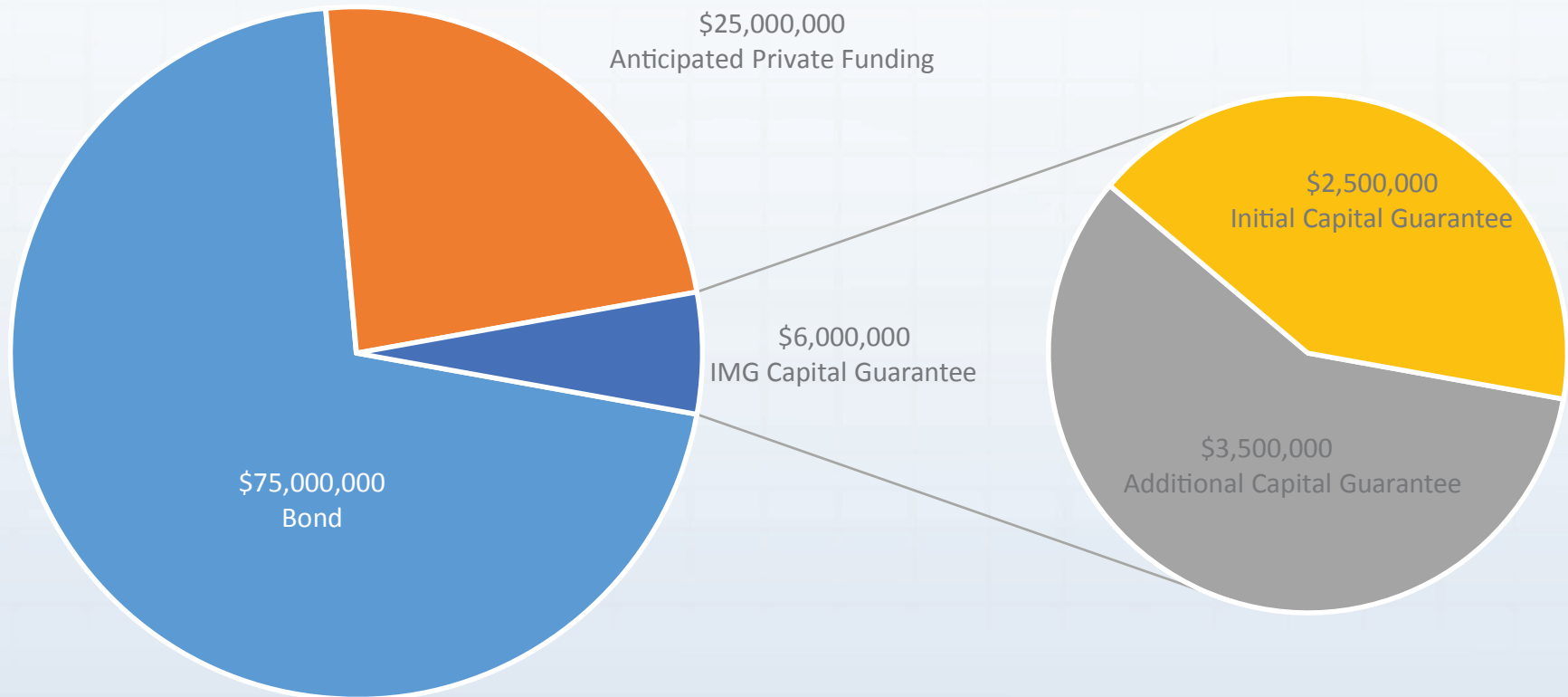
### WVU Coliseum

Renovate to include suite and premium seating construction, parking garage/ enhanced entrance plaza (per parking study) and expanded signage and graphics package.

### General projects:

- Update all facilities' existing scoreboards and video boards.
- Continue to expand card access locations at all facilities.
- Continue to expand security camera locations at all facilities.

## Athletics Master Plan Funding Sources



**Total: \$106,500,500**

*Per the multimedia rights contract with IMG, a total of \$6 million has been allocated for capital expenditures over the 12-year life of the contract. The initial \$2.5 million is due in the first four years of the agreement, and WVU will work with IMG to determine the best investment of the initial payment.*

### Projects Being Developed over the next 10 Years

	Project Name	Campus Location	Functional Area							Construction Drivers			Estimated Project Cost	Funding Responsibility		Funding Source	
			Instructional	Research	Student Services	Health & Medical	Auxiliary Enterprises	Public Service	Support Initiatives	Extension	Athletics	Infrastructure		Renovation / Repairs	New Construction	Athletic Department Funds	Planned Reserves/Bond
	Coliseum Upgrade/Renovation/Master Plan	WVU							●	●	●	●	\$15,200,000	●	●		
	Dick Dlesk Locker Room (Visiting Team)	WVU							●			●	\$600,000	●	●		
	Hawley Field Repurposing	WVU							●			●	\$450,000	●	●		
	Shell Building Upgrades	WVU							●	●	●		\$4,800,000	●	●		
	Team Facilities Renovation/Additions (Olympic Sports Weight Room)	WVU							●	●	●	●	\$3,500,000	●	●		
	Milan Puskar Stadium Upgrade/Renovation	WVU							●	●	●	●	\$45,700,000	●	●		
	Mountaineer Turf Replacement	WVU							●		●		\$3,500,000	●	●		
	Puskar Silver Lot Renovation	WVU									●		\$1,250,000	●	●		

Puskar Center - Expansion (Team Room)	WVU									●			●	\$6,200,000		●				●
Puskar Interior Meeting Rooms	WVU									●		●		\$2,650,000		●				●
Coliseum Complex Master Plan	WVU									●	●	●	●	\$16,150,000		●				●

Coliseum Marquee Display	WVU									●			●	\$650,000	●		●	
South End Zone Lower LED Fascia	WVU									●			●	\$425,000	●		●	
South End Zone Upper LED Fascia	WVU									●			●	\$500,000	●		●	
South End Zone Tunnel LED Fascia Ribbons	WVU									●			●	\$250,000	●		●	
South End Zone Upper Static Banners (Optional to LED's)	WVU									●			●	\$27,000	●		●	
North End Zone LED Fascia	WVU									●			●	\$1,000,000	●		●	
Field Level Corner Wall LED Fascia	WVU									●			●	\$780,000	●		●	
North/East/West Field Level Static Danners (Optional to LEDs)	WVU									●			●	\$80,000	●		●	
East Upper Deck Static Banners	WVU									●			●	\$27,000	●		●	
Primary Board Wind Upgrades	WVU									●			●	\$85,000	●		●	
Projects to be determined	WVU									●			●	\$3,500,000	●		●	

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## ATHLETIC LONG RANGE FINANCIALFORECAST

	Projected 2014 - 2015	Projected 2015-2016	Projected 2016-2017	Projected 2017-2018	Projected 2018-2019	Projected 2019-2020	Projected 2020-2021	Projected 2021-2022	Projected 2022-2023	Projected 2023-2024	Projected 2024-2025
Ticket Sales	\$16,680,500	\$20,715,574	\$20,538,426	\$19,664,964	\$20,404,913	\$21,173,060	\$21,970,492	\$22,777,629	\$23,636,437	\$24,528,028	\$25,432,338
NCAA Tournament Fees/Conference Revenue	\$20,308,533	\$27,138,533	\$29,028,533	\$26,788,533	\$31,328,533	\$32,298,533	\$30,978,533	\$36,218,533	\$37,388,533	\$34,368,533	\$40,418,533
Broadcast/Radio/Television/Internet	\$8,755,350	\$7,078,000	\$7,428,250	\$7,701,000	\$7,973,750	\$8,246,750	\$8,519,250	\$8,542,000	\$8,814,750	\$9,087,500	\$9,360,250
Other Revenues	\$29,022,596	\$29,000,325	\$32,849,508	\$33,553,354	\$31,728,858	\$32,424,609	\$36,341,215	\$33,879,301	\$34,639,511	\$35,422,510	\$36,228,979
<b>Total Revenue</b>	<b>\$74,766,979</b>	<b>\$83,932,432</b>	<b>\$89,844,717</b>	<b>\$87,707,851</b>	<b>\$91,436,054</b>	<b>\$94,142,952</b>	<b>\$97,809,490</b>	<b>\$101,417,463</b>	<b>\$104,479,231</b>	<b>\$103,406,571</b>	<b>\$111,440,101</b>
	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses	Projected Expenses
Student Aid (Paid to WVU)	\$9,302,188	\$9,581,253	\$9,868,691	\$10,164,751	\$10,469,694	\$10,783,785	\$11,107,298	\$11,440,517	\$11,783,733	\$12,137,245	\$12,501,362
Salaries	\$30,477,754	\$32,122,093	\$33,191,081	\$34,810,462	\$36,384,139	\$38,298,716	\$40,178,183	\$41,950,459	\$43,793,600	\$45,485,805	\$47,352,420
Other Expenses	\$33,010,958	\$34,476,885	\$34,990,948	\$34,152,990	\$33,707,760	\$34,832,939	\$35,603,991	\$36,700,665	\$37,422,356	\$36,920,185	\$37,870,597
Debt Service related to bond		\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404	\$5,160,404
<b>Total Expenses</b>	<b>\$72,790,899</b>	<b>\$81,340,636</b>	<b>\$83,211,123</b>	<b>\$84,288,608</b>	<b>\$85,721,997</b>	<b>\$89,075,843</b>	<b>\$92,049,876</b>	<b>\$95,252,046</b>	<b>\$98,160,093</b>	<b>\$99,703,639</b>	<b>\$102,884,783</b>
<b>Excess of Revenues Collected</b>	<b>\$1,976,080</b>	<b>\$2,591,796</b>	<b>\$6,633,593</b>	<b>\$3,419,243</b>	<b>\$5,714,057</b>	<b>\$5,067,109</b>	<b>\$5,759,614</b>	<b>\$6,165,417</b>	<b>\$6,319,138</b>	<b>\$3,702,932</b>	<b>\$8,555,317</b>
<b>Capital Renewal</b>	<b>\$1,800,000</b>	<b>\$2,300,000</b>	<b>\$6,400,000</b>	<b>\$3,200,000</b>	<b>\$5,400,000</b>	<b>\$4,800,000</b>	<b>\$5,600,000</b>	<b>\$5,800,000</b>	<b>\$6,000,000</b>	<b>\$3,400,000</b>	<b>\$8,200,000</b>

# Appendix A

A = 1 - 3 years

B = 4 - 7 years

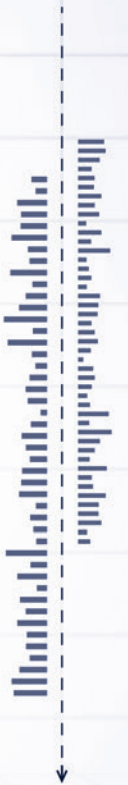
C = 8 - 10 years

Building Name	Project Description	Timeframe	Project Cost
Caperton Indoor Facility	Replace one medium exhaust fan	C	\$8,000
Caperton Indoor Facility	Replace local panels for football practice area	B	\$9,000
Caperton Indoor Facility	Repaint building interior	C	\$13,000
Caperton Indoor Facility	Replace natural gas generator with diesel generator	C	\$16,000
Caperton Indoor Facility	Refinish concrete floors	B	\$23,000
Caperton Indoor Facility	Accessibility allocation based on renovation age	C	\$23,000
Caperton Indoor Facility	Replace one large exhaust fan	C	\$25,000
Caperton Indoor Facility	Replace ceramic tile	C	\$30,000
Cary Gymnastics Training Center	Replace PRV	B	\$3,000
Cary Gymnastics Training Center	Replace faucets and sinks	C	\$3,000
Cary Gymnastics Training Center	Recaulk building exterior	C	\$3,000
Cary Gymnastics Training Center	Replace controls compressor	B	\$4,000
Cary Gymnastics Training Center	Accessibility allocation based on renovation age	C	\$4,000
Cary Gymnastics Training Center	Replace toilets	C	\$5,000
Cary Gymnastics Training Center	Replace carpeting throughout building	B	\$6,000
Cary Gymnastics Training Center	Day/Night Control/Recommission	C	\$7,000
Cary Gymnastics Training Center	Clean ductwork throughout	C	\$7,000
Cary Gymnastics Training Center	Replace controls	C	\$8,000
Cary Gymnastics Training Center	Repoint back side of the building	B	\$10,000
Cary Gymnastics Training Center	Replace PVC pipe downspouts	C	\$10,000
Cary Gymnastics Training Center	Replace HW reheat coils	C	\$11,000
Cary Gymnastics Training Center	Repair concrete block for 1/3 of building	C	\$15,000
Cary Gymnastics Training Center	Replace ceiling panels	C	\$18,000
Cary Gymnastics Training Center	Replace drop ceiling	C	\$43,000
Cary Gymnastics Training Center	Replace white rubber roof (fiberglass reinforced)	C	\$206,000
Coliseum	Accessibility allocation based on renovation age	C	\$4,000
Coliseum	Replace 15% of interior doors	A	\$13,000
Coliseum	Replace 15% of interior doors	C	\$13,000
Coliseum	Install security cameras	A	\$15,000
Coliseum	Replace outlets and switches in offices	A	\$23,000
Coliseum	Replace exhaust fans	B	\$24,000
Coliseum	Renovation of all bathrooms	C	\$2,403,000
Coliseum	Replace pneumatic controls on AHU	B	\$30,000
Coliseum	Replace carpeting in offices	C	\$30,000

Building Name	Project Description	Timeframe	Project Cost
Coliseum	Recommission AHU-1 through 4	B	\$38,000
Coliseum	Install DDC controls relief damper	B	\$46,000
Coliseum	Install DDC controls chiller room	B	\$55,000
Coliseum	Replace VCT in classrooms	C	\$57,000
Coliseum	Replace 20% of FCUs	B	\$58,000
Coliseum	Recaulk building exterior	C	\$67,000
Coliseum	Replace panels for drop ceiling	A	\$76,000
Coliseum	Replace VAV Units	C	\$76,000
Coliseum	Replace cooling tower	C	\$112,000
Coliseum	Replace 50% of exterior doors	C	\$120,000
Coliseum	Install DDC controls boiler room	B	\$124,000
Coliseum	Replace passenger elevator #1	B	\$130,000
Coliseum	Lighting retrofit	A	\$137,000
Coliseum	Upgrade remaining 20% of indoor lighting (hallways)	A	\$140,000
Coliseum	Replace natural gas generator (in equipment room, installed in 2000) with a Diesel generator	A	\$175,000
Coliseum	Clean ductwork throughout	B	\$189,000
Coliseum	Replace HW reheat coils	B	\$283,000
Coliseum	Install DDC controls AHUs	B	\$363,000
Coliseum	Repaint building interior	B	\$396,000
Coliseum	Replace 20 air handlers for office spaces	B	\$500,000
Coliseum	Replace screw chillers (three compressors)	C	\$800,000
Coliseum Grounds	Repairs to Coliseum parking lots	C	\$480,000
Milan Puskar Center	Install backflow preventer	B	\$2,000
Milan Puskar Center	Replace 20% of ceramic tile	B	\$8,000
Milan Puskar Center	Replace two walk-in freezers and two walk-in coolers	B	\$10,000
Milan Puskar Center	Replace 50% of HW/CW pumps	B	\$12,000
Milan Puskar Center	Replace control compressors	B	\$12,000
Milan Puskar Center	Repairs to 5% of interior walls	B	\$15,000
Milan Puskar Center	Replace 25% of unit heaters	A	\$16,000
Milan Puskar Center	Replace three hot water heaters	C	\$23,000
Milan Puskar Center	Replace remaining local panels (approximately nine)	C	\$32,000
Milan Puskar Center	Replace main switch (480)	B	\$50,000
Milan Puskar Center	Replace 50% of VCT	C	\$60,000
Milan Puskar Center	Replace all exterior doors	C	\$75,000
Milan Puskar Center	Lighting retrofit	B	\$78,000
Milan Puskar Center	Repaint building interior	C	\$88,000
Milan Puskar Center	Replace both MCCs	B	\$120,000
Milan Puskar Center	Replace exit signage	C	\$126,000
Milan Puskar Center	Repairs all windows (leaks)	A	\$150,000
Milan Puskar Center	Replace wiring in remaining 30% of building	C	\$181,000
Milan Puskar Center	Replace carpet	C	\$241,000
Milan Puskar Center	Replace four heating boilers	C	\$251,000
Milan Puskar Center	Accessibility allocation based on renovation age	C	\$283,000
Milan Puskar Center	Install emergency circuit wiring and backup generator	A	\$500,000
Milan Puskar Stadium	Replace four small exhaust fans	C	\$6,000

Building Name	Project Description	Timeframe	Project Cost
Milan Puskar Stadium	Repairs to 5% of interior walls	B	\$8,000
Milan Puskar Stadium	Replace 25% of unit heaters	A	\$14,000
Milan Puskar Stadium	Install security cameras	A	\$30,000
Milan Puskar Stadium	Replace four medium exhaust fans	C	\$30,000
Milan Puskar Stadium	Replace remaining five of six hot water heaters	B	\$38,000
Milan Puskar Stadium	Replace all outlets and switches, including on the field area	A	\$50,000
Milan Puskar Stadium	Repaint concessions and bathroom areas	B	\$68,000
Milan Puskar Stadium	Lighting retrofit	A	\$80,000
Milan Puskar Stadium	Replace fire alarm Panel	A	\$85,000
Milan Puskar Stadium	Replace fixtures under bleachers (mercury and fluorescent)	A	\$100,000
Milan Puskar Stadium	Accessibility allocation based on renovation age	C	\$110,000
Milan Puskar Stadium	Replace local panels	B	\$116,000
Milan Puskar Stadium	Refinish 10% of concrete floor	A	\$117,000
Milan Puskar Stadium	Replace faucets and sinks	C	\$156,000
Milan Puskar Stadium	Replace fixtures in bathrooms and all enclosed areas	A	\$216,000
Milan Puskar Stadium	Replace all 13 main panels	A	\$260,000
Milan Puskar Stadium	Replace all exterior doors (not heavily used, replacements due to age)	C	\$380,000
Milan Puskar Stadium	Replace exit signage	B	\$487,000
Milan Puskar Stadium	Replace building wiring	B	\$702,000
Milan Puskar Stadium	Replace toilets and urinals	C	\$1,328,000
Milan Puskar Stadium	Replace fire alarm system	A	\$1,949,000
Mountaineer Field Press Box	Replace two CW pumps	A	\$3,000
Mountaineer Field Press Box	Replace three small exhaust fans	C	\$5,000
Mountaineer Field Press Box	Replace two of seven unit heaters	A	\$8,000
Mountaineer Field Press Box	Repairs to 5% of interior walls	B	\$10,000
Mountaineer Field Press Box	Replace 25% of panels to address age issues	C	\$17,000
Mountaineer Field Press Box	Replace 30% of panels	A	\$18,000
Mountaineer Field Press Box	Repaint building interior	B	\$32,000
Mountaineer Field Press Box	Replace exit signage	B	\$38,000
Mountaineer Field Press Box	Replace FCUs throughout	C	\$39,000
Mountaineer Field Press Box	Upgrade fire alarm panel	A	\$40,000
Mountaineer Field Press Box	Replace one heating boiler	C	\$76,000
Mountaineer Field Press Box	Accessibility allocation based on renovation age	C	\$86,000
Mountaineer Field Press Box	Upgrade fire alarm system	A	\$152,000
Mountaineer Field Press Box	Replace all windows	A	\$200,000
Mountaineer Field Press Box	Replace one screw chiller	C	\$300,000
Mountaineer Field Press Box	Replace two passenger elevators	B	\$325,000
Natatorium-Shell	Replace Fire Hardware for five doors	A	\$1,000
Natatorium-Shell	Repair steam traps	B	\$1,000
Natatorium-Shell	Replace 5% of interior doors	B	\$1,000
Natatorium-Shell	Replace PRV	C	\$3,000
Natatorium-Shell	Replace controls compressor	B	\$4,000
Natatorium-Shell	Renovate all bathrooms - includes upgrades for ADA	B	\$1,158,000
Natatorium-Shell	Recaulk building exterior	C	\$14,000
Natatorium-Shell	Replace one steam to DHW converter	C	\$15,000

Building Name	Project Description	Timeframe	Project Cost
Natatorium-Shell	Replace all electric valve on FCUs	A	\$21,000
Natatorium-Shell	Replace all unit heaters	B	\$25,000
Natatorium-Shell	Replace carpeting in offices	B	\$29,000
Natatorium-Shell	Repair concrete	A	\$31,000
Natatorium-Shell	Upgrades to interior signage	B	\$36,000
Natatorium-Shell	Replace remaining pneumatic controls	B	\$38,000
Natatorium-Shell	Replace concrete floor around elevator on ground floor	A	\$40,000
Natatorium-Shell	Replace outlets and switches	A	\$41,000
Natatorium-Shell	Replace cooling tower	A	\$56,000
Natatorium-Shell	Replace local panels	C	\$63,000
Natatorium-Shell	Clean ductwork throughout	C	\$73,000
Natatorium-Shell	Repaint first 33% of building interior- just shell	A	\$92,000
Natatorium-Shell	Repaint second 33% of building interior- just shell	B	\$92,000
Natatorium-Shell	Repaint third 33% of building interior- just shell	C	\$92,000
Natatorium-Shell	Replace two supply air fans	A	\$100,000
Natatorium-Shell	Replace two steam to hot water converters	C	\$120,000
Natatorium-Shell	Renovate all bathrooms	B	\$140,000
Natatorium-Shell	Replace ceiling panels	A	\$163,000
Natatorium-Shell	Replace VCT in hallways	A	\$174,000
Natatorium-Shell	Extend DDC System	B	\$182,000
Natatorium-Shell	Replace exit signage	B	\$182,000
Natatorium-Shell	Running track needs to be redone	A	\$215,000
Natatorium-Shell	Replace gutters and downspouts	B	\$231,000
Natatorium-Shell	Replace two AHUs in downstairs equipment room	A	\$327,000
Natatorium-Shell	Replace four external AHUs for shell	A	\$327,000
Natatorium-Shell	Replace drop ceiling	A	\$392,000
Natatorium-Shell	Accessibility allocation based on renovation age	C	\$410,000
Natatorium-Shell	Replace light fixtures throughout building	A	\$436,000
Natatorium-Shell	Upgrade fire alarm system and tie into Cary Gymnastic panel and system	A	\$726,000
Natatorium-Shell	Replace CW piping, may include some abatement	C	\$1,453,000
Natatorium-Shell	Replace hot water distribution piping, includes asbestos abatement on insulation	C	\$1,743,000
North End Zone Suites	Accessibility allocation based on renovation age	C	\$1,000
North End Zone Suites	Repairs to 5% of interior walls	B	\$10,000
North End Zone Suites	Replace exit signage	B	\$64,000
North End Zone Suites	Replace carpet	C	\$122,000
North End Zone Suites	Replace two heating boilers	C	\$127,000
North End Zone Suites	Replace modified roof	C	\$910,000





**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Bond Remarketing for the West Virginia University Intercollegiate Athletic Facilities Master Plan

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission authorizes the financing of capital improvement costs associated with West Virginia University's Intercollegiate Athletics Facilities Master Plan through the issuance of Revenue Bonds in the aggregate principal amount of \$85,000,000, and reimbursement of capital improvement costs incurred prior to issuance of such bonds.*

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

In support of its Intercollegiate Athletics Facilities Master Plan, West Virginia University desires to issue up to \$85,000,000 of additional bonds. Proceeds from this issue will be used to fund improvements to Milan Puskar Stadium, the Coliseum, and other athletic facilities of the University. Project costs incurred for these projects prior to issuance may be reimbursed from bond proceeds under this resolution.

This debt will be supported by new NCAA tournament fees/conference revenues associated with membership in the Big 12 conference.

The attached resolution, as prepared by Jackson Kelly PLLC, authorizes the issuance by the West Virginia University Board of Governors of revenue bonds in an aggregate principal amount of not more than \$85,000,000.

STATE OF WEST VIRGINIA  
HIGHER EDUCATION POLICY COMMISSION  
(WVU – Athletics)

**RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE BONDS IN AN AGGREGATE PRINCIPAL AMOUNT OF NOT MORE THAN \$85,000,000 TO FINANCE ALL OR A PORTION OF THE COST OF CERTAIN CAPITAL IMPROVEMENT PROJECTS INCLUDED OR TO BE INCLUDED IN THE WEST VIRGINIA UNIVERSITY INTERCOLLEGIATE ATHLETICS FACILITIES MASTER PLAN AND TO PAY RELATED COSTS, INCLUDING THE COST OF ISSUANCE OF SUCH BONDS**

**WHEREAS**, in order to support the needs of the fans, student athletes and others involved with the athletic programs of West Virginia University (the “University”) and to provide facilities comparable to other members of the Big 12 Athletic Conference, the West Virginia University Board of Governors University (the “Board of Governors”) has approved an Athletic Facilities Master Plan (as the same may be supplemented or amended from time to time, the “Plan”) and, consistent with the Plan, has proposed certain improvements to Milan Puskar Stadium, the WVU Coliseum and certain other athletic facilities of the University (together with any other capital improvement projects included or to be included in the Plan, the “Project”);

**WHEREAS**, the Project is expected to cost approximately \$75,000,000;

**WHEREAS**, the Board of Governors is party to a Bond Trust Indenture dated as of November 1, 2004 (as supplemented and amended, the “2004 Indenture”), with United Bank, Inc., as trustee (the “Trustee”), pursuant to which the Board of Governors has issued several series of revenue bonds that are secured by and payable from, among other things, Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (all as defined in the 2004 Indenture);

**WHEREAS**, pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Act”), and a Resolution adopted by the Board of Governors on April 4, 2014, the Board of Governors proposes to issue revenue bonds in an aggregate principal amount of not to exceed \$85,000,000 (the “Bonds”) to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and to pay related costs, including the cost of issuance of the Bonds;

**WHEREAS**, as authorized by the Board of Governors, the Bonds may be issued in one or more series, as either a separate issue or issues or combined with one or more issues for other projects and purposes, and as either federally taxable or tax-exempt obligations, or all or any thereof and shall be issued either pursuant to a bond trust indenture with a corporate trustee (the “Bond Indenture”) or as Additional Bonds pursuant to the 2004

Indenture as supplemented by a Supplemental Indenture, payable from, among other things, athletic fees and revenues not currently pledged pursuant to the 2004 Indenture (or by a subordinate lien on the athletic fees and revenues currently pledged), which revenues include NCAA tournament fees and conference revenues associated with membership in the Big 12 Conference (the “Athletic Revenues”) and, if issued as Additional Bonds, the trust estate granted under the 2004 Indenture;

**WHEREAS**, the Act requires that the Bonds be approved by this Commission;

**WHEREAS**, this Commission deems it desirable and in the best interests of the University and the State of West Virginia (the “State”) to approve and authorize the issuance of the Bonds by the Board of Governors to finance all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and to pay related costs, including the cost of issuance of the Bonds; and

**WHEREAS**, the issuance of the Bonds and the design, acquisition, construction, equipping and installation of the Project with the proceeds of the Bonds and other funding available therefor, including by reimbursement of the University, all as described in the foregoing Preambles and in the resolutions below, are hereinafter referred to together as the “Transaction.”

**NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:**

Section 1. Findings. The findings and determinations set forth in the Preambles to this Resolution are hereby incorporated herein as if set forth in full in this section.

Section 2. Approval.

A. The Transaction is hereby approved. Without limiting the generality of the foregoing, the Project and the issuance by the Board of Governors pursuant to the Act of the Bonds in an aggregate principal amount not to exceed \$85,000,000 for the purposes of financing all or a portion of the cost of the Project, including reimbursement of the University for expenditures made prior to the issuance of the Bonds, and paying related costs, including the cost of issuance of the Bonds and, if applicable, a debt service reserve fund deposit, capitalized interest, credit enhancement fees and liquidity facility fees, are hereby approved.

B. The Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board of Governors and set forth in the Bond Indenture or the Supplemental Indenture, as applicable. The Bonds may be sold by private sale after requests for proposals or such other manner as the Board of Governors determines is in the best interests of the University.

C. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$85,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Athletic Revenues or, if issued as Additional Bonds, from the Institutional Capital Fees, Auxiliary Fees, Auxiliary Capital Fees and, to the extent not already pledged and if pledged pursuant to the Supplemental Indenture, the Athletic Revenues (collectively, the “Fees”), and other sources of revenue pledged thereto by the Board of Governors pursuant to the Bond Indenture or the 2004 Indenture as supplemented and amended by the Supplemental Indenture, as applicable. The payment of principal of and premium, if any, and interest on the Bonds from the Athletic Revenues or the Fees, as applicable, and other sources of revenue is hereby approved.

Section 3. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered in connection with the Transaction shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Transaction shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board of Governors or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 4. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board of Governors or the University to accomplish the Transaction. Although the Transaction is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of the Bond financing. Without limiting the generality of the foregoing, this Commission hereby authorizes the Chancellor to approve an alternate structure for the financing, including but not limited to a lease-purchase agreement, bond or grant anticipation notes, bank note financing or revenue bond financing under other authority; provided, that such alternative financing shall be within the maximum principal amount authorized in Section 2, above, and shall constitute special obligations as described in Section 3, above. The Chancellor’s written approval shall constitute approval by this Commission of the alternative financing.

Section 5. Formal Actions. This Commission hereby finds and determines that all formal actions relative to the adoption of this Resolution were taken in an open meeting of this Commission, and that all deliberations of this Commission that resulted in formal action were in meetings open to the public, in full compliance with all applicable legal requirements.

Section 6. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this \_\_\_\_ day of \_\_\_\_\_ 2014.

WEST VIRGINIA HIGHER EDUCATION  
POLICY COMMISSION

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Financing for West Virginia University's Personal Rapid Transit (PRT) Modernization Plan

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves financing of improvements associated with Phase II of West Virginia University's Personal Rapid Transit Modernization Plan through the issuance of Revenue Bonds in the aggregate principal amount of up to \$60,000,000 and reimbursement of capital improvement costs incurred prior to issuance of such bonds.*

**STAFF MEMBER:** Jim King and Ed Magee

**BACKGROUND:**

In support of its Personal Rapid Transit (PRT) Modernization Plan, West Virginia University desires to issue up to \$60 million of additional bonds. Proceeds from this issue will be used to fund improvements to automatic train control system, replacement of substations and electrical gear, and tunnel repair. Project costs incurred for these projects prior to issuance may be reimbursed from bond proceeds under this resolution. The University's debt payments associated with this new bond issue will be supported by student transportation fees.

With an average weekday total of 15,000 trips, the PRT is widely used by students and employees, as well as the general public. It is a University icon and an integral part of its transportation network. The 2010 PRT Master Plan recognized that without major investments, the PRT will deteriorate to the point that it will not be able to function. The PRT is the only viable public mass transit available on campus.

The PRT was designed by Boeing and completed at a cost of \$125 million in 1978. Its current reliability rate is low and it is viewed by students as antiquated and undependable.

The PRT modernization plan includes: installing an onboard computer control system and new propulsion units (nearing completion); the replacement of the automated train control system to be finished by August 2016; the replacement of five substations and electrical gear; and tunnel repair. Vehicles will be replaced and infrastructure repairs will be made during the final modernization phase, to be completed by July 2018.

In addition to bond debt financed by transportation fees, funding will be requested through Federal Transit Administration and U.S. Department of Transportation grants. The project may also qualify for financing through the TIFIA (Transportation Infrastructure Finance and Innovation Act) credit assistant program, a low-interest federal program.

# Attachment A



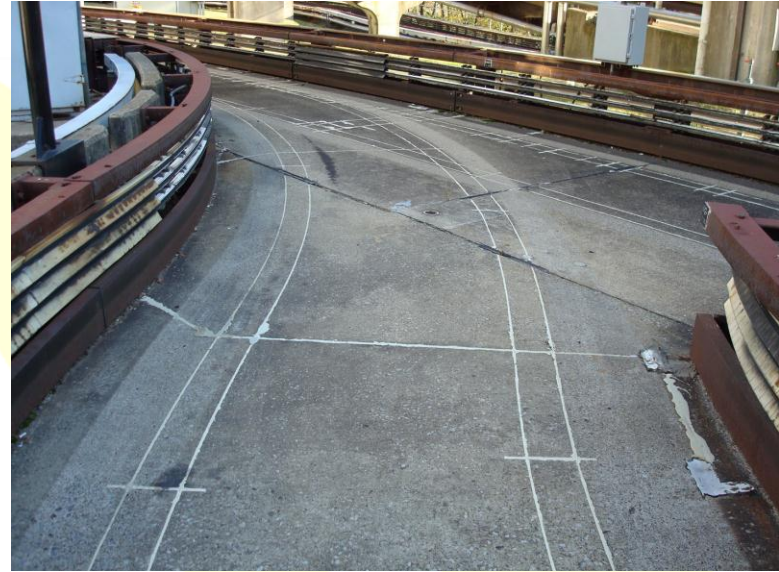
## WVU PRT MODERNIZATION PLAN

***Department of Transportation and Parking  
West Virginia University  
April 2014***



# About the PRT

- Direct origin-to-destination service
- Service on demand rather than fixed schedules
- 4.5 miles of parallel heated guideway with 10% grades
- 5 stations from Downtown to Health Sciences
- 71 electric powered vehicles
- 20 passenger capacity per vehicle
- Elevation change of 600 feet between Downtown and HSC Campuses



# The PRT Experience

- Moves large volumes of people
- Highest single day ridership of over 32,000 trips
- Average weekday ridership is 15,000 trips
- Ridership is 85% student, 8% employee, 7% general public
- System can accommodate 6,700 passengers/hour
- 80 million passengers have been served accident free
- Integral part of WVU's transportation network
- Cost per trip \$2.01 – only New York and Boston are lower for fixed guideway operations
- WVU icon



# WVU Campus Transportation Plan

- **2007 Transportation and Parking Plan**

- Recognized university would not be able to meet the parking demand
- Emphasis on transportation over parking solutions

- **2010 PRT Master Plan**

- Findings
  - Only viable public mass transit system to handle volume
  - Without major system investments, the PRT will deteriorate to the point that it will not be able to operate
- Recommendations
  - Upgrade to automatic train controls, replace PRT vehicles, and address power distribution issues
  - Take advantage of the existing infrastructure

# History of the WVU PRT

- Personal rapid transit as a concept has been around since the 1950's
- WVU PRT designed by Boeing
  - Phase I completed in 1975
  - Phase II completed in 1978
- Total project cost - \$125 million (1970 dollars)





# The Need for Modernization

- Age of the system - 38 years
- Continual decline in reliability
- Current reliability rate in 90% range is not satisfactory
- Outdated technology has no vendor support
- Dwindling/No market availability for parts
- Viewed by students as antiquated and unreliable

# PRT Modernization Plan

- Phase I- \$15 million
  - Onboard vehicle computer control system
  - Propulsion project
- Phase II - \$52.6 million
  - Replacement of automated train control system
  - Replacement of five substations and electrical gear
  - Tunnel Repair
- Phase III - \$34.3 million
  - Vehicle replacement project
  - Infrastructure Repairs



Nearing  
Completion

April 2014 to  
August 2016

August 2016  
to July 2018

# Phase I – Onboard Vehicle Computer Control System and Propulsion

- New onboard computer system provides a 28% improvement in the PRT's performance
- New propulsion units reduce vehicle failures and increase car availability from 60% of the fleet to over 80%
  - Car availability will improve rider satisfaction by reducing wait time and system downtime
  - Allows for routine preventive maintenance
- Compatible with Phase III vehicle replacement



# Phase II – Automated Train Control System, Substations/electrical Gear and Tunnel Repair

- **Automated Train Control System**

- Approximately 50% of the downtime is due to the train control system
- The design and installation of a new train controls system will include:
  - A passive guideway
  - New vehicle controllers
  - New wayside, station and central computer control equipment, New fare gates with new destination selection units
  - Radio frequency communications in lieu of current method

- **Substations/electrical gear**

- Replacing the substations/electrical gear will greatly reduce the frequency of maintenance
- Isolate and localize faults
  - Avoid a system wide shut down
  - Yield greater operational flexibility
  - Increase system availability

- **Tunnel Repair**

- Repair needed to existing tunnel beneath Elmer Prince Drive
  - Remove sections of the tunnel roof which has deteriorated and recasting each with reinforced concrete as well as waterproofing



# Phase III – Vehicle Replacement and Infrastructure Repair

- **Vehicle Replacement**

- Vehicle mileage range from 250,000 to over 600,000 miles
- A PRT vehicle weighs approximately 10,000 pounds
- Nonconformity to industry standards
- Technical and mechanical support is nonexistent
- Design of new PRT vehicles envision will be:
  - Geometrically similar to the existing vehicles
  - Built using innovative materials and components
  - Built to yield a lower vehicle weight, and
  - Built using components that can be easily procured

- **Infrastructure Repair**

- Overall structural integrity of PRT guideway infrastructure is good
- Project will include inspection, documentation, and design of repairs for the PRT guideway
- Majority of the repairs will be related to the deterioration of the concrete pier pads
  - Degradation of these pads could yield elevation differences which could cause failure of hydronic piping used to melt snow and ice on the guideway

# Potential Sources of Funding

- Federal Transit Administration (FTA) formula grants
- Debt financing supported by transportation fees
- USDOT TIGER grants (Application to be submitted for FY15)
- TIFIA credit assistant program (low interest rate financing through a federal program)

# Funding Strategy

- Phase I
  - Debt Financing,
  - FTA Formula Grant Funds, and
  - PRT funds including transportation fees
- Phase II
  - Debt financing supported by transportation fees
  - Support through USDOT TIGER grants and TIFIA credit assistance program are being pursued
    - Transportation fee increases will be adjusted accordingly based on final federal support received
- Phase III
  - Debt financing supported by transportation fees or
  - Support through TIFIA credit assistance program is being pursued
    - Transportation fee increases will be adjusted accordingly based on final federal support received

**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Institutional Capital Assessments  
for Fiscal Year 2015

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the institutional capital assessments for Fiscal Year 2015.

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

The Commission pays system-wide debt service payments on behalf of the four-year and two-year institutions to the Municipal Bond Commission and The Bank of New York Mellon. The attached Table 1 shows the total amount of debt service payments due in Fiscal Year 2014. Of the \$35,243,240 required for this year, \$13,912,539 must be allocated across institutions and paid from student fees; \$19,992,416 will be paid from Lottery revenue appropriated to the Commission; and \$1,338,285 will be paid from the federal government as a subsidy from the 2010 Build America Bonds.

Staff seeks approval of the Commission and the Council for Community and Technical College Education to allocate the student fee portion of debt service (\$13,912,539) and the facilities planning and administration assessment (\$421,082 as shown in Table 2) to the institutions.

Staff will move the funds from the institutions' accounts on September 1, 2014 and March 1, 2015 to make the debt service payments to the trustees. Institutions are restricted from using their Education and General Capital Fees (formerly Tuition and Registration Fees) until such time as adequate funds have been collected for debt service payments in any given fiscal year.

Table 1

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2015 Capital Debt Payment Summary**

	FY 2015 PAYMENTS			Principal Outstanding
	Principal	Interest	Total	
<b>College System Bonds:</b>				
Series 2007 A	365,000	267,476	<b>\$632,476</b>	<b>\$5,780,000</b>
<b>Total College System Bonds</b>	<b>\$365,000</b>	<b>\$267,476</b>	<b>\$632,476</b>	<b>\$5,780,000</b>
 <b>University System Bonds:</b>				
Series 1998 A (WVU)	1,840,000	1,978,613	<b>\$3,818,613</b>	<b>\$35,245,000</b>
Series 2000 A (WVU)	2,860,284	3,939,716	<b>\$6,800,000</b>	<b>\$27,409,508</b>
Series 2004 B (MU)	1,080,000	110,750	<b>\$1,190,750</b>	<b>\$1,135,000</b>
Series 2007 A (MU)	890,000	580,700	<b>\$1,470,700</b>	<b>\$12,655,000</b>
<b>Total University System Bonds</b>	<b>\$6,670,284</b>	<b>\$6,609,779</b>	<b>\$13,280,063</b>	<b>\$76,444,508</b>
 <b>Total College and University System Bonds</b>	<b>\$7,035,284</b>	<b>\$6,877,255</b>	<b>\$13,912,539</b>	<b>\$82,224,508</b>
 <b>Excess Lottery Revenue Bonds:</b>				
Series 2009 A	1,535,000	3,460,213	<b>\$4,995,213</b>	<b>\$71,185,000</b>
Series 2010 A	1,455,000	4,881,379	<b>\$6,336,379</b>	<b>\$71,295,000</b>
Series 2012 AB	4,015,000	5,984,109	<b>\$9,999,109</b>	<b>\$126,290,000</b>
<b>Total Excess Lottery Revenue Bonds</b>	<b>\$7,005,000</b>	<b>\$14,325,701</b>	<b>\$21,330,701</b>	<b>\$268,770,000</b>
 <b>Total FY 2015 Debt Service Payments</b>	<b>\$14,040,284</b>	<b>\$21,202,956</b>	<b>\$35,243,240</b>	<b>\$350,994,508</b>

Table 2

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community & Technical College Education  
FY 2015 Institutional Assessments to Cover System Bond Debt**

	Principal	Interest	Facilities	Total	1st Half Assessment	2nd Half Assessment
<b>College System Bonds:</b>						
Blue Ridge Community and Technical College	\$0	\$0	\$8,364	<b>\$8,364</b>	\$4,182	\$4,182
Bluefield State College	\$0	\$0	\$1,792	<b>\$1,792</b>	\$896	\$896
BridgeValley Community and Technical College	\$0	\$0	\$13,387	<b>\$13,387</b>	\$6,694	\$6,694
Concord University	\$0	\$0	\$22,811	<b>\$22,811</b>	\$11,406	\$11,406
Fairmont State University	\$174,032	\$127,532	\$49,002	<b>\$350,566</b>	\$175,283	\$175,283
Glenville State College	\$55,612	\$40,753	\$11,203	<b>\$107,568</b>	\$53,784	\$53,784
New River Community and Technical College	\$0	\$0	\$1,550	<b>\$1,550</b>	\$775	\$775
Shepherd University	\$0	\$0	\$37,820	<b>\$37,820</b>	\$18,910	\$18,910
West Liberty University	\$135,357	\$99,191	\$30,579	<b>\$265,127</b>	\$132,564	\$132,564
West Virginia Northern Community College	\$0	\$0	\$2,257	<b>\$2,257</b>	\$1,129	\$1,129
West Virginia State University	\$0	\$0	\$19,060	<b>\$19,060</b>	\$9,530	\$9,530
WVU Institute of Technology	\$0	\$0	\$12,716	<b>\$12,716</b>	\$6,358	\$6,358
<b>Total College System Bonds</b>	<b>\$365,000</b>	<b>\$267,476</b>	<b>\$210,541</b>	<b>\$843,017</b>	<b>\$421,509</b>	<b>\$421,509</b>
<b>University System Bonds:</b>						
Marshall University	\$1,805,254	\$643,391	\$46,082	<b>\$2,494,727</b>	\$1,247,364	\$1,247,364
Mountwest Community and Technical College	\$164,746	\$48,059	\$5,500	<b>\$218,305</b>	\$109,153	\$109,153
Potomac State College	\$0	\$0	\$2,105	<b>\$2,105</b>	\$1,053	\$1,053
West Virginia University	\$4,700,284	\$5,918,329	\$153,696	<b>\$10,772,309</b>	\$5,386,155	\$5,386,155
WVU Parkersburg	\$0	\$0	\$3,158	<b>\$3,158</b>	\$1,579	\$1,579
<b>Total University System Bonds</b>	<b>\$6,670,284</b>	<b>\$6,609,779</b>	<b>\$210,541</b>	<b>\$13,490,604</b>	<b>\$6,745,302</b>	<b>\$6,745,302</b>
<b>Totals All Bonds</b>	<b>\$7,035,284</b>	<b>\$6,877,255</b>	<b>\$421,082</b>	<b>\$14,333,621</b>	<b>\$7,166,811</b>	<b>\$7,166,811</b>



**West Virginia Higher Education Policy Commission  
Meeting of April 25, 2014**

**ITEM:** Approval of Bond Remarketing for West Virginia University

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes the reissuance or refunding of revenue bonds to remarket the West Virginia University Board of Governors' outstanding floating rate notes in an aggregate principal amount not to exceed \$50,000,000, specifically the West Virginia University Board of Governors University Improvement Variable Rate Revenue Bonds 2011 Series C bonds.*

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

In 2011, West Virginia University issued West Virginia University Board of Governors University Improvement Variable Rate Revenue Bonds 2011 Series C in an aggregate principal amount of \$50,000,000 to fund capital improvements to the campus. These bonds were issued as floating rate notes.

The notes must be remarketed between April 1, 2014 and October 1, 2014. Current market conditions for this type of obligation are similar to those at the time that the current debt was issued. The University anticipates that it will be able to re-price this debt very close to its current rate of SIFMA (Securities Industry and Financial Markets Association) + 65 basis points.

A resolution to be considered by the Commission in approving and authorizing the refunding bond issue has been drafted by bond counsel, Jackson Kelly PLLC, and is included on the following pages.

University staff will be available to provide additional information and answer questions.

STATE OF WEST VIRGINIA  
HIGHER EDUCATION POLICY COMMISSION  
(WVU – FRNs)

RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE  
BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS  
OF REFUNDING REVENUE BONDS IN AN AGGREGATE  
PRINCIPAL AMOUNT OF NOT MORE THAN \$55,000,000 TO  
FINANCE REFUNDING AND REDEMPTION OF THE \$50,000,000  
WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS  
UNIVERSITY IMPROVEMENT VARIABLE RATE REVENUE  
BONDS (WEST VIRGINIA UNIVERSITY PROJECTS), 2011 SERIES  
C AND TO **PAY RELATED COSTS, INCLUDING THE COST OF  
ISSUANCE OF SUCH REFUNDING BONDS**

**WHEREAS**, pursuant to the Second Supplemental Indenture dated as of October 1, 2011 (the “Second Supplement”), which supplemented and amended the Bond Trust Indenture dated as of November 1, 2004 (as so supplemented and amended and as previously and afterward supplemented and amended, the “Indenture”; capitalized terms used and not otherwise defined in this Resolution have the respective meanings given them in the Indenture), between the West Virginia University Board of Governors (the “Board of Governors”) and United Bank, Inc., as trustee, the Board of Governors issued \$50,000,000 in aggregate principal amount of University Improvement Variable Rate Revenue Bonds (West Virginia University Projects) 2011 Series C (the “2011 Series C Bonds”);

**WHEREAS**, the 2011 Series C Bonds bear interest at an Index Floating Rate for an Interest Period ending on October 1, 2014, at which time the 2011 Series C Bonds are subject to mandatory purchase by the Board of Governors (October 1, 2014 or the succeeding business day is referred to as the “Mandatory Purchase Date”);

**WHEREAS**, also in connection with the end of the Interest Period, the Board of Governors may change the interest rate Mode for the 2011 Series C Bonds;

**WHEREAS**, accordingly, unless refunded and redeemed as described below, the 2011 Series C Bonds must be remarketed on or prior to the Mandatory Purchase Date and, in connection therewith, the Board of Governors may change the interest rate Mode and may modify certain provisions of the Second Supplement, including modifications that may cause a reissuance for purposes of the Internal Revenue Code of 1986, as amended (the “Code”);

**WHEREAS**, the 2011 Series C Bonds in Floating Interest Rate Mode are subject to optional redemption at the price of par plus accrued interest on or after April 1, 2014;

**WHEREAS**, in accordance with the resolution adopted by the Board of Governors on April 4, 2014, the Board of Governors’ authorized officers may determine that is in the

best interests of the Board of Governors, West Virginia University (the “University”) and the State of West Virginia (the “State”) for the Board of Governors to refund and redeem the 2011 Series C Bonds with the proceeds of refunding revenue bonds to be issued by the Board of Governors (as defined in more detail below, the “Refunding Bonds”; the 2011 Series C Bonds and the Refunding Bonds are referred to alternatively herein as the “Bonds”);

**WHEREAS**, pursuant to the authority contained in Chapter 18B, Articles 10 and 19, and Chapter 13, Article 2G of the Code of West Virginia, 1931, as amended (together, the “Act”), the Board of Governors is authorized to issue revenue bonds to refund and redeem the 2011 Series C Bonds and to pay related costs, including the cost of issuance of the Refunding Bonds;

**WHEREAS**, as authorized by the Board of Governors, the Refunding Bonds may be issued in an aggregate principal amount not to exceed \$55,000,000, may be issued in one or more series, as either a separate issue or issues or combined with one or more issues for other projects and purposes, and as either federally taxable or tax-exempt obligations, or all or any thereof and shall be issued as Additional Bonds pursuant to the Indenture as supplemented by a Supplemental Indenture, payable from, among other things, the trust estate granted under the Indenture, including Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (as defined therein);

**WHEREAS**, the Act requires that the Refunding Bonds be approved by this Commission;

**WHEREAS**, this Commission deems it desirable and in the best interests of the University and the State of West Virginia (the “State”) to approve and authorize the issuance of the Refunding Bonds by the Board of Governors to finance the refunding and redemption of the 2011 Series C Bonds and to pay related costs, including the cost of issuance of the Bonds; and

**WHEREAS**, the remarketing of the 2011 Series C Bonds, including through the reissuance thereof, or issuance of the Refunding Bonds to finance the refunding and redemption of the 2011 Series C Bonds and to pay related costs, including the cost of issuance of the Refunding Bonds, all as the Board of Governors’ authorized officers determine prior to the Mandatory Purchase Date to be most advantageous, or a combination of such actions, all as described in the foregoing Preambles and in the resolutions below, are hereinafter referred to together as the “Transaction”;

**NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:**

Section 1. Findings. The findings and determinations set forth in the Preambles to this Resolution are hereby incorporated herein as if set forth in full in this section.

## Section 2. Approval.

A. The Transaction is hereby approved. Without limiting the generality of the foregoing, if determined more advantageous than remarketing, including through reissuance, of the 2011 Series C Bonds by the Board of Governors' authorized officers, the issuance by the Board of Governors pursuant to the Act of the Refunding Bonds in an aggregate principal amount not to exceed \$55,000,000 for the purposes of financing the refunding and redemption of the 2011 Series C Bonds and paying related costs, including the cost of issuance of the Refunding Bonds and, if applicable, a debt service reserve fund deposit, capitalized interest, credit enhancement fees and liquidity facility fees, are hereby approved.

B. The Refunding Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board of Governors and set forth in the Supplemental Indenture. The Bonds may be sold by private sale after requests for proposals or such other manner as the Board of Governors determines is in the best interests of the University.

C. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$55,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (collectively, the "Fees"), and other sources of revenue pledged thereto by the Board of Governors pursuant to the Indenture as supplemented and amended by the Supplemental Indenture. The payment of principal of and premium, if any, and interest on the Refunding Bonds from the Fees and other sources of revenue is hereby approved.

Section 3. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered in connection with the Transaction shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Transaction shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board of Governors or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 4. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board of Governors or the University to accomplish the Transaction. Although the Transaction is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of the Bond financing. Without limiting the generality of the foregoing, this Commission hereby authorizes the Chancellor to approve an alternate structure for the financing, including but not limited to bond or grant anticipation notes, bank note financing or revenue bond financing under other authority; provided, that such alternative financing shall be within the maximum principal amount authorized in Section 2, above, and shall constitute special obligations as described in Section 3, above. The Chancellor's written approval shall constitute approval by this Commission of the alternative financing.

Section 5. Formal Actions. This Commission hereby finds and determines that all formal actions relative to the adoption of this Resolution were taken in an open meeting of this Commission, and that all deliberations of this Commission that resulted in formal action were in meetings open to the public, in full compliance with all applicable legal requirements.

Section 6. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this \_\_\_\_ day of \_\_\_\_\_ 2014.

WEST VIRGINIA HIGHER EDUCATION  
POLICY COMMISSION

By: \_\_\_\_\_  
Its: \_\_\_\_\_