

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

November 20, 2020 / 9:00 a.m. / By Zoom Conference
1-646-558-8656 and enter meeting ID 958 9260 8026

AGENDA

- I. Call to Order**
- II. Chairman's Report**
- III. Chancellor's Report**
- IV. Annual Updates from Constituent Groups**
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty
 - C. Advisory Council of Students
- V. Update from Council of Presidents**
- VI. Approval of Minutes (*Pages 2 - 9*)**
- VII. Presentation of Fiscal Year 2020 Consolidated Audit (*Pages 10 - 24*)**
- VIII. Approval of Fiscal Year 2022 Capital Project Priorities (*Pages 25 - 34*)**
- IX. Report on Fall 2020 Enrollment (*Page 35*)**
- X. Presentation of 2020 Financial Aid Comprehensive Report (*Pages 36 - 40*)**
- XI. Approval of Fiscal Year 2020 Research Trust Fund Annual Report (*Pages 41 - 63*)**
- XII. Vision 2025 Annual Report (*Pages 64 - 68*)**
- XIII. West Virginia University BA/BS to BSN Program at New Location (*Pages 69 - 148*)**
- XIV. Approval of Bachelor of Science in Strategic Leadership (*Pages 149 - 189*)**
- XV. Approval of Series 64, Legislative Rule, Administrative Exemption (*Pages 190 - 193*)**
- XVI. Confirmation of Presidential Appointment and Approval of Presidential Compensation**
- XVII. Additional Board Action and Comment**
- XVIII. Adjournment**

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

September 18, 2020

I. Call to Order

Chairman Michael J. Farrell convened a meeting of the West Virginia Higher Education Policy Commission on September 18, 2020, at 9:00 a.m., by Zoom videoconference and conference call. The following Commission members participated: Robert L. Brown, Ex-Officio; Clayton Burch, Ex-Officio; James W. Dailey; Michael J. Farrell; Diane Lewis Jackson; Dale Lowther; and Andrew A. Payne. Absent was Commissioner Donna Schulte. Other participants included state college and university representatives, Chancellor Sarah Armstrong Tucker, and Commission staff.

Chairman Farrell secured a quorum and welcomed all participants to the meeting.

II. Chairman's Report

Chairman Farrell spoke of the challenges presented by the COVID-19 pandemic. He commended the presidents on their efforts to keep their campuses safe stating that we are stronger by their response and their sincere participation with each other and with our chancellor in trying to navigate through the pandemic. He added that the presidents have shown true concern for their campuses and not just how the pandemic has impacted their student enrollment. Chairman Farrell thanked the Governor's Office for making resources available to higher education as it manages this health crisis.

III. Chancellor's Report

Chancellor Sarah Armstrong Tucker began her report by introducing and welcoming Dr. Nicole Pride as the new president of West Virginia State University.

Chancellor Tucker provided an update on the efforts throughout the system to adapt to the impact of the COVID-19 virus as the fall semester is starting. She stated that Governor Justice provided \$2.5 million to higher education to support testing of students, faculty, and staff. She said that because of the high number of positive cases, West Virginia University leaders are working hard to contain the virus and protect their students, staff, and community members. Outside of WVU, less than one percent of students at all other institutions have tested positive. The institutions are being encouraged to keep students with COVID-19 on their campus, following the advice of national and state health experts as the best way to contain further spread. Dr. Tucker stated that of great concern is student mental health and that the Commission's Health Sciences staff is in close contact with the campus counseling centers providing resources, guidance, and related social media content. She further stated that another

key effort in which the Commission is involved is the expansion of the state's broadband technology as online education is being utilized in all institutions.

Regarding the work of the Commission staff, Chancellor Tucker provided highlights regarding their outreach efforts, particularly through virtual platforms. The Division of Academic Affairs coordinated 12 professional development training sessions for faculty regarding online instruction; the Division of Financial Aid launched a series of 20 webinars to be held through April 2021; and the Division of Student Affairs has been actively campaigning for the national #WhyApply Day, held on September 18, to inspire high school seniors to apply to college. Additionally, Dr. Tucker praised staff in the Human Resources and Legal Divisions who have been dealing with procedural questions from all constituencies in response to changes caused by the pandemic; and the Division of Science and Research which has been working on publishing a special edition of the *Neuron*, the Commission's STEM magazine, featuring an interview with Dr. Clay Marsh, West Virginia's COVID-19 Czar. Chancellor Tucker further reported that through HERA funds, the agency was able to award \$85,000 to 17 institutions to support their diversity initiatives, and \$45,000 in grants to support student mental health through nine institutional statewide projects.

To end, Chancellor Tucker introduced and welcomed Mr. Matt Ballard as the new Executive Director and CEO of the West Virginia Regional Technology Park.

IV. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Jenna Derrico, Chair of the Advisory Council of Employees and employee at West Virginia Northern Community and Technical College, reported on behalf of classified employees. Ms. Derrico explained how the pandemic has affected employees. Additionally, she reported on several issues affecting employees such as losing voice at the institutions and with the Legislature; exclusion from shared governance; Council elections not being held at all institutions; employment of non-classified staff has expanded while safeguards for classified staff are being removed; lack of support to find a permanent solution to PEIA funding; classification compensation is not always being implemented; and the Classification and Compensation Committee and the Job Classification Committee not meeting as they should. Ms. Derrico emphasized that the Commission plays an invaluable role by ensuring accountability, transparency, and unbiased oversight throughout the system.

Chairman Farrell asked Ms. Derrico to arrange a meeting with Chancellor Tucker to share the Council's concerns and try to find adequate solutions to the problems. He added that the Commission is here to help.

B. Advisory Council of Faculty

Dr. Joseph Allen, Chair of the Advisory Council of Faculty and professor at Concord University, reported on behalf of faculty. Dr. Allen commented on the resilience of faculty in trying to accommodate the challenges presented by the pandemic. He reported that the Council is working to develop next year's legislative agenda; and it is actively supporting enrollment growth by proposing to increase the state's post-secondary presence globally to encourage international students to study at West Virginia institutions. Responding to a question from Chairman Farrell regarding specifics on how the Commission can improve the academic experience, Dr. Allen stated that the technology training workshops arranged by the Commission have been a lifeline for faculty.

Chairman Farrell asked Dr. Allen how the learning experience is at Concord University. He responded that a lot of students are very stressed but that some have adapted very well to the mixed virtual and face-to-face learning, especially commuting students. Chairman Farrell encouraged the Council to reach out to Chancellor Tucker and identify the faculty's concerns, stressing that the Commission members cannot help if they do not know that a problem exists.

C. Advisory Council of Students

Ms. Anna Williams, Chair of the Advisory Council of Students and Student Body President at Marshall University, reported on behalf of the students. She stated that Internet access continues to be an issue for a lot of students, particularly those who make their homes in the southern part of the state. She mentioned the several ways in which her institution is assisting with broadband access. Ms. Williams added that lack of social interaction is beginning to take its toll on the students; stating that anxiety and depression are rising with uncertain circumstances or being in an adverse home situation. A major concern is food insecurity due to an increase in family unemployment and among students who finance their own education. Chair Williams addressed other issues of interest to the Council such as promotion of intercultural relations on campus, improving the academic experience for minority students, and encouraging students to vote in elections.

Chairman Farrell thanked Ms. Williams for her thorough report and commented that he is impressed with the involvement of the student government organizations as they continue to be a voice for the students. He added that it is difficult to be a student in these uncertain times.

V. Update from Council of Presidents

Dr. Mirta Martin, President of Fairmont State University and Chair of the Advisory Council of Presidents, reported on behalf of the presidents. She stated that all presidents across the system have worked well together in addressing the pandemic; they are resolute in their efforts to educate students as they face an unprecedented

enemy. As the semester gets underway, the campuses are strongly recommending the use of masks and social distancing, arrangements have been made for COVID-19 testing of students, and quarantine services are implemented. President Martin mentioned that it was a joy welcoming home all students, faculty, and staff. She stated that the Council continues their weekly dialogue with Chancellor Tucker and thanked the Chancellor and Commission for serving as strong advocates for their institutions before the Governor, and for being instrumental in securing the assistance of the West Virginia National Guard to disinfect their facilities.

VI. Approval of Minutes

Commissioner Dailey moved to approve the minutes of the Higher Education Policy Commission meetings held on June 26, July 23, and August 7, 2020. Commissioner Lewis Jackson seconded the motion. Motion passed.

VII. Presentation of Champions of College Access and Success

Ms. Elizabeth Manuel, Senior Director of Student Services, presented a report on the Champions of College Access and Success initiative. She stated that principals, counselors, and staff from 18 high schools across West Virginia are being recognized for their schools' efforts to make students aware of higher education opportunities after they graduate. The Champion of College Access and Success awards are presented to select schools that go the extra mile to help students and their families plan for college. Ms. Manuel listed the schools being recognized.

VIII. Approval of Fiscal Year 2021 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment Projects

Dr. Edward Magee, Vice Chancellor of Finance, provided an overview of the proposed Fiscal Year 2021 Higher Education Policy Commission division operating budgets and Higher Education Resource Assessment projects.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, that the West Virginia Higher Education Policy Commission approves the Fiscal Year 2021 Division Operating Budgets and Higher Education Resource Assessment projects.

Commissioner Dailey seconded the motion. Motion passed.

IX. Review of Institutional Operating and Capital Budgets and Approval of Institutional Capital Budgets

Vice Chancellor Magee provided an overview of the institutional operating and capital budgets.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2021 institutional capital budgets.

Commissioner Lowther seconded the motion. Motion passed.

X. Approval of Fiscal Year 2021 WVNET Budget

Dr. Carl Powell, Director of West Virginia Network for Telecomputing (WVNET), provided an overview of the proposed budget for Fiscal Year 2021.

Commissioner Burch moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2021 budget for the West Virginia Network for Educational Telecomputing.

Commissioner Lowther seconded the motion. Motion passed.

XI. Approval of Fiscal Year 2020 Research Challenge Fund Annual Report

Dr. Juliana Serafin, Senior Director of Science and Research, provided an overview of the Fiscal Year 2020 Research Challenge Fund Annual Report.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2020 Research Challenge Fund Annual Report and recommends submission to the Governor and the Legislature.

Commissioner Dailey seconded the motion. Motion passed.

XII. Report on Master's Degree Programs

Ms. Sheree Bryant, Director of Academic Programming, reported on the status of the master's degree programs at Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University. The first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-2004 academic year. In the past academic year, the number of graduate programs implemented across the five institutions increased by seven to 33.

XIII. Update on Kids Connect Initiative

Dr. Powell provided an update on the Kids Connect Initiative. While this program's primary focus is for K-12 students, West Virginia higher education students also can

access the network at any of the sites. After the initial rollout of nearly 1,000 sites, the Kids Connect partners expect to add dozens of additional locations. The project was first conceived in late July. It is a partnership with the Department of Education, the Office of Technology, WVNET, all state colleges and universities, and three West Virginia-based technology providers. WVNET is providing help desk and technical support for this project.

Chairman Farrell asked that the Kids Connect Initiative be made available to the media for broadcasting. Commissioner Lewis Jackson asked that pertinent information be forwarded to the Legislature.

XIV. Additional Board Action and Comments

There were no additional board action items or comments.

XV. Adjournment

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

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

DRAFT MINUTES
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
SPECIAL MEETING

October 19, 2020

I. Call to Order

Chairman Michael J. Farrell convened a special meeting of the West Virginia Higher Education Policy Commission on October 19, 2020, at 2:00 p.m., by Zoom videoconference and conference call. The following Commission members participated: Robert L. Brown, Ex-Officio; James W. Dailey; Michael J. Farrell; Diane Lewis Jackson; Dale Lowther, and Andrew A. Payne. Absent were Commissioners Clayton Burch, Ex-Officio; and Donna L. Schulte. Other participants included state college and university representatives, Chancellor Sarah Armstrong Tucker and Higher Education Policy Commission staff.

Chairman Farrell secured a quorum and gave a brief overview of the agenda.

II. Resolution Honoring President Stephen Greiner

Chairman Farrell read a resolution honoring retiring President of West Liberty University, Dr. Stephen Greiner.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the resolution honoring Dr. Stephen Greiner for his outstanding service as President of West Liberty University.

Commissioner Diane Lewis Jackson seconded the motion. Motion passed.

III. Institutional Textbook Affordability Report Update

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, gave a brief update of the Institutional Textbook Affordability Report.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission suspends the November 1, 2020, institutional annual textbook report to allow for revision of the procedural rule to incorporate new legislative requirements.

Commissioner Dailey seconded the motion. Motion passed.

IV. Approval of Modification to Standardized National Testing Deadline for the PROMISE Scholarship

Mr. Brian Weingart, Senior Director of Financial Aid, gave an overview of the proposed modification to the standardized national testing deadline for the PROMISE Scholarship.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves extension of the standardized national testing deadline to qualify for the PROMISE Scholarship.

Commissioner Lowther seconded the motion. Motion passed.

V. Approval to Suspend the Assessment Standards for the Underwood-Smith Teaching Scholars Program

Mr. Weingart gave an overview of the proposed suspension of the assessment standards for the Underwood-Smith Teaching Scholars Program.

Commissioner Dailey moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves suspension of the college-ready assessment standards for the Underwood-Smith Teaching Scholars application process for 2021 cohort.

Commissioner Payne seconded the motion. Motion passed.

VI. Additional Board Action and Comment

There were no additional board action items or comments.

VII. Adjournment

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

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Fiscal Year 2020 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the Fiscal Year ending June 30, 2020.

STAFF MEMBER: Ed Magee

BACKGROUND:

The Commission is statutorily charged with the preparation of audited financial statements for West Virginia's Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of Commission and Council member institutions. Each institution is independently audited as part of the Fund Statement. The Commission is charged only with approving the Fund Statement. The Fund audit is completed by CliftonLarsonAllen, LLP under a contractual arrangement with the Chancellor's Office.¹

Staff believes that the overall status of the fund is sound, although there are areas that should be monitored to ensure its continued viability. Financial ratios for several institutions indicate deterioration in their financial status. A discussion of these ratios is provided below.

The Audit Process

Independent Auditors' Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards were issued for all financial reports. The reports included management comments, which identify significant deficiencies that left unchecked, could rise to the level of a "material weakness."

The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at <http://www.hepc.wvnet.edu/finance>.

¹ CliftonLarsonAllen, LLP subcontracted with Hayflich and Steinberg, PLLC, and Suttle and Stalnaker, PLLC, to complete audits for several institutions. The ultimate responsibility for performance is with CliftonLarsonAllen, LLP.

Summary of Financial Results

A summary of the financial information for the Fund is provided in this section. As a point of reference, the dollar amounts numbers are presented in thousands.

Net Position

The Net Position is the total assets and deferred outflows of resources less the total liabilities and deferred inflows of resources of the Fund. The net position of the Fund increased in Fiscal Year (FY) 2020 by \$56.8 million. This follows an increase of \$28.9 million in Fiscal Year 2019. Most of the FY 2020 improvement is attributable to changes in noncurrent cash, investments, unearned revenues, long-term liabilities and deferred inflows of resources. Capital asset acquisitions offset disposals and depreciation.

Net Assets (Dollars in Thousands) - FY 2020	
	Change
Net Position	\$56,812
Cash and cash equivalents	\$9,749
Accounts Receivable	\$6,577
Noncurrent cash and cash equivalents	\$64,674
Investments	\$65,112
Capital assets - Net	\$69,280
Accounts Payable	\$17,032
Accrued Liabilities	\$7,509
Unearned Revenue	\$24,954
Capital Lease Obligations	\$52,627
OPEB liability	-\$57,906
Bonds Payable	\$92,211
Deferred Inflows of Resources	\$24,083

Bond and Capital Lease Activity

The Total Bonds, Capital Leases, and Notes Payable held by public higher education institutions is about \$1,436.0 million as of June 30, 2020. Included in this amount is the \$300.8 million in bond debt carried by the Commission. The Commission has pledged institutional capital fees to repay about \$50.3 million of this balance. Except for the 2017 Community and Technical College Bonds, the Commission has pledged institutional capital fees as a secondary pledge to the lottery revenues. The remaining balance related to this pledge is about \$164.7 million. By making a pledge of capital fees to be available for the repayment of the Commission's bond debt, the Commission has agreed to perform a fiduciary duty to ensure that sufficient capital fees will be available to pay debt service over the life of the bonds. During FY 2020 increased about \$92.2 million. The increase is primarily associated with the issuance of bonds by Marshall University and West Virginia University. Marshall University issued bonds to construct a new building for the Lewis

College of Business. The bonds issued by West Virginia University financed the construction of Reynolds Hall; renovations to Hodges Hall; and improvements to the Puskar Center.

Revenues

FY 2020 Operating Revenues declined about \$33 million from to \$1,225.5 million from the \$1,258.5 million earned in FY 2019. This decline is primarily related to operational disruptions caused by the COVID-19 pandemic. Auxiliary revenues generated mostly from residential, dining, athletic operations decreased \$30.6 million. Sales and services of educational activities declined because academic departmental activities such as study abroad programs were cancelled in the spring and summer. Other operating revenues decreased because activities related to space rentals and conferences were cancelled.

Nonoperating revenues increased \$113.7 million. State appropriations increased \$31.1 million over the previous year. In addition, institutions received CARES Act grant revenues totaling about \$36.9 million. Gifts increased about \$63.2 million primarily because the West Virginia University Foundation transferred Research Trust Fund investments totaling \$39.9 million to the University. Investment income decreased about \$7.1 million as interest rates declined.

Revenues			
	FY 2019	FY 2020	Change
State Appropriations	\$463,271	\$494,337	\$31,066
Auxiliary Enterprise Revenue	236,505	205,954	-\$30,551
Sale and Services of Educational Activities	25,193	17,535	-\$7,658
Other Operating Revenues	31,125	25,860	-\$5,265
CARES Act Grant Revenue	0	35,932	\$35,932
Gifts	62,546	125,698	\$63,152
Investment Income	25,424	18,357	-\$7,067

Revenues Percent Changes		
	FY 2019	FY 2020
State Appropriations	4.70%	6.71%
Auxiliary Enterprise Revenue	-5.82%	-12.92%
Sale and Services of Educational Activities	-9.94%	-30.40%
Other Operating Revenues	5.42%	-16.92%
Gifts	10.55%	100.97%
Investment Income	10.55%	-27.80%

Operating Expenses

Operating expenses increased \$57.5 million over FY 2019. Almost \$50 million of the change is related to increases in financial aid and other operating expenses primarily related to the pandemic. The \$18.1 million increase to salaries and wages was offset by an \$8.1 reduction in employee benefits costs. Benefits declined primarily because of reductions to the OPEB and pension liabilities. Utilities decreased as institutions realized savings from energy and water reductions.

Operating Expenses			
	FY 2019	FY 2020	Change
Salaries and Wages	\$896,299	\$914,359	\$18,060
Benefits	244,334	235,632	-\$8,702
Supplies and Other Services	416,592	418,256	\$1,664
Utilities	62,751	59,835	-\$2,916
Student Financial Aid- Scholarships and Fellowships	112,131	150,209	\$38,078
Other Operating Expenses	3,676	15,591	\$11,915
Depreciation	130,294	129,763	-\$531

Operating Expenses Percent Changes		
	FY 2019	FY 2020
Salaries and Wages	3.23%	2.01%
Benefits	-2.70%	-3.56%
Supplies and Other Services	1.26%	0.40%
Utilities	-2.76%	-4.65%
Scholarships and Fellowships	11.05%	33.96%
Other Operating Expenses	13.46%	324.13%
Depreciation	-4.11%	-0.41%

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:

1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?

3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, state appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.² The CFI calculation uses the primary reserve, net operating revenues, return on net position, and viability ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net position. These ratios are each weighted 35 percent in the calculation. The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net position assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net position ratios for both institutions were assigned weights of 55 percent, 15 percent and 30 percent respectively. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine. Because the liability was substantial, the CFI was calculated without the OPEB information as well as the pension liability and its related expenses.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day's cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Position). The Statement of Net Position components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net position return are highlights of the income statement analysis.

²The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint, Inc.

Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

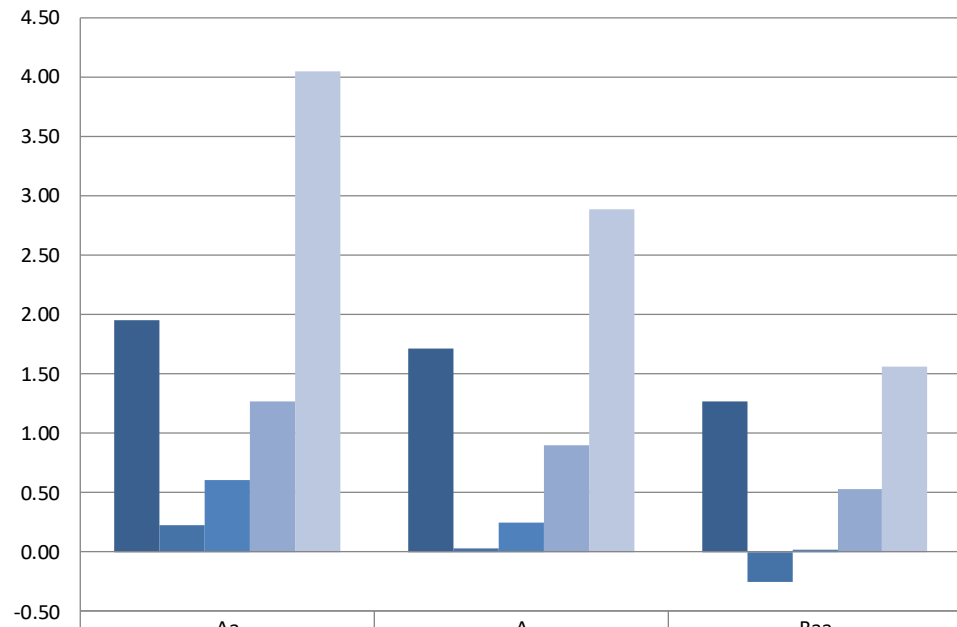
Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The *FY2019 U.S. Public College and University Medians* published by Moody's Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

Institution/Agency	Rating
Concord University	Baa3
Fairmont State University	A2
Marshall University	A1
Shepherd University	Baa1
West Virginia Higher Education Policy Commission	Aa3
West Virginia State University	B1
West Virginia University	Aa3

It should be noted that Moody's reviews many additional institutional characteristics such as management performance and other market factors to determine their ratings. The CFI strength factors were applied to the Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions.

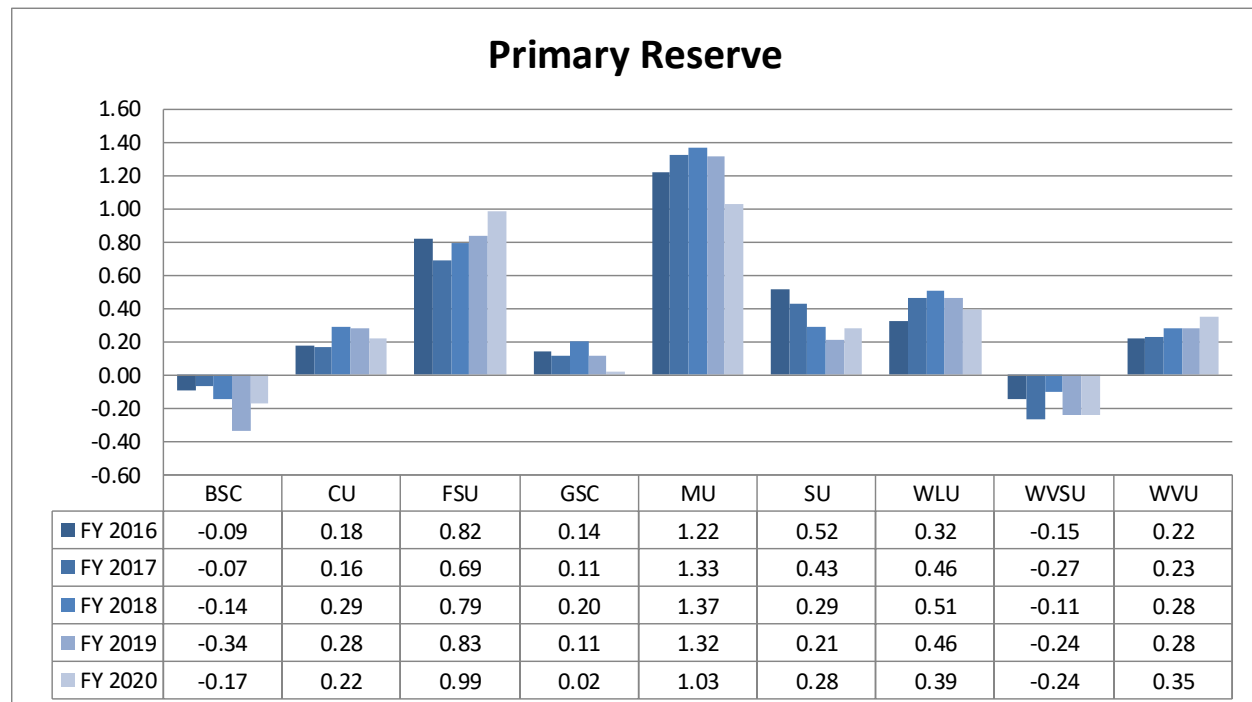
Moody's Ratios



	Aa	A	Baa
■ Primary Reserve Ratio Score	1.95	1.71	1.26
■ Net Operating Revenue Score	0.23	0.03	-0.26
■ Return on net position Score	0.60	0.25	0.02
■ Viability Ratio Score	1.27	0.90	0.53
■ Composite Financial Index	4.04	2.89	1.56

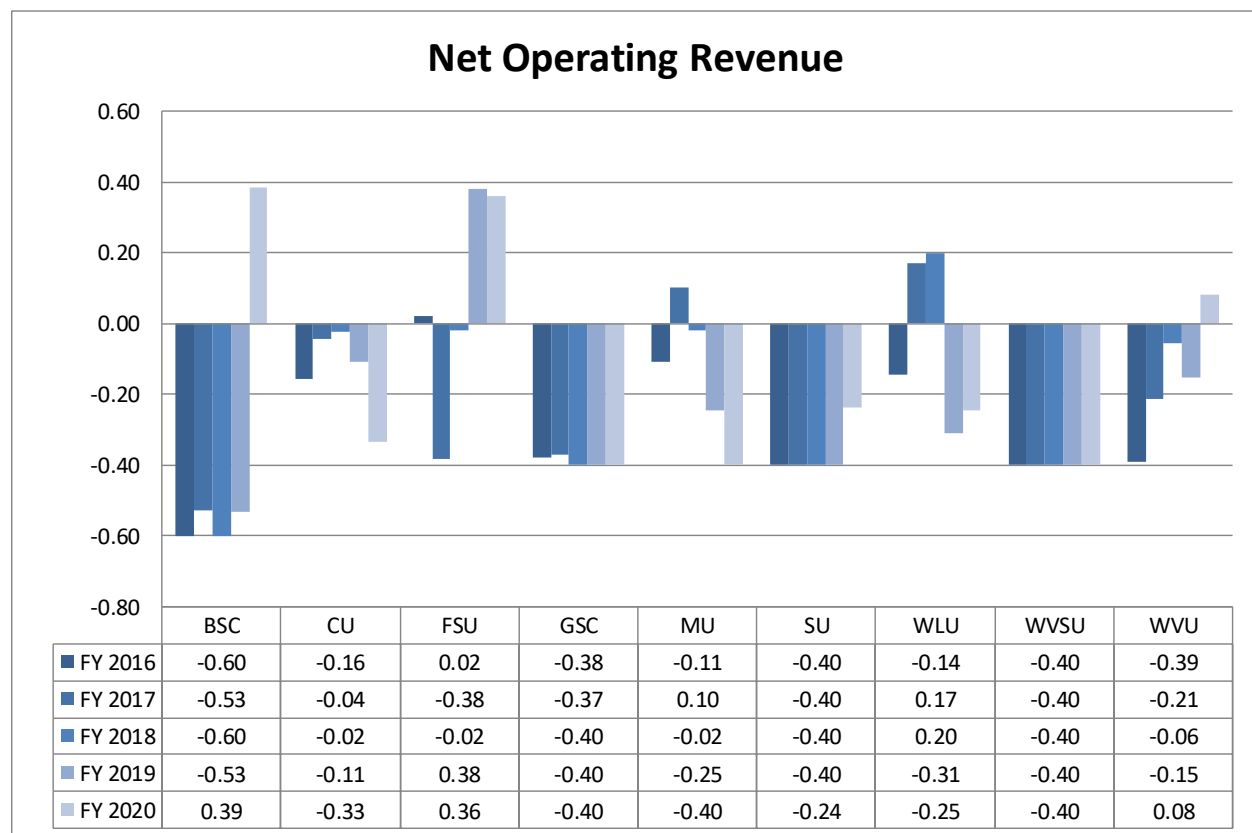
Primary Reserve Ratio

The primary reserve ratio used to calculate the primary reserve score. It is determined by dividing expendable net position into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB and pension liabilities, amounts held in reserve did not keep pace with increases in expenditures for most of the colleges and universities. For FY 2020, Concord University, Glenville State College, Marshall University and West Liberty University experienced declines in reserves as a percentage of operating expenses excluding the OPEB and pension liabilities. The scores calculated for all the institutions are significantly less than their associated rating level scores calculated from the Moody's data.



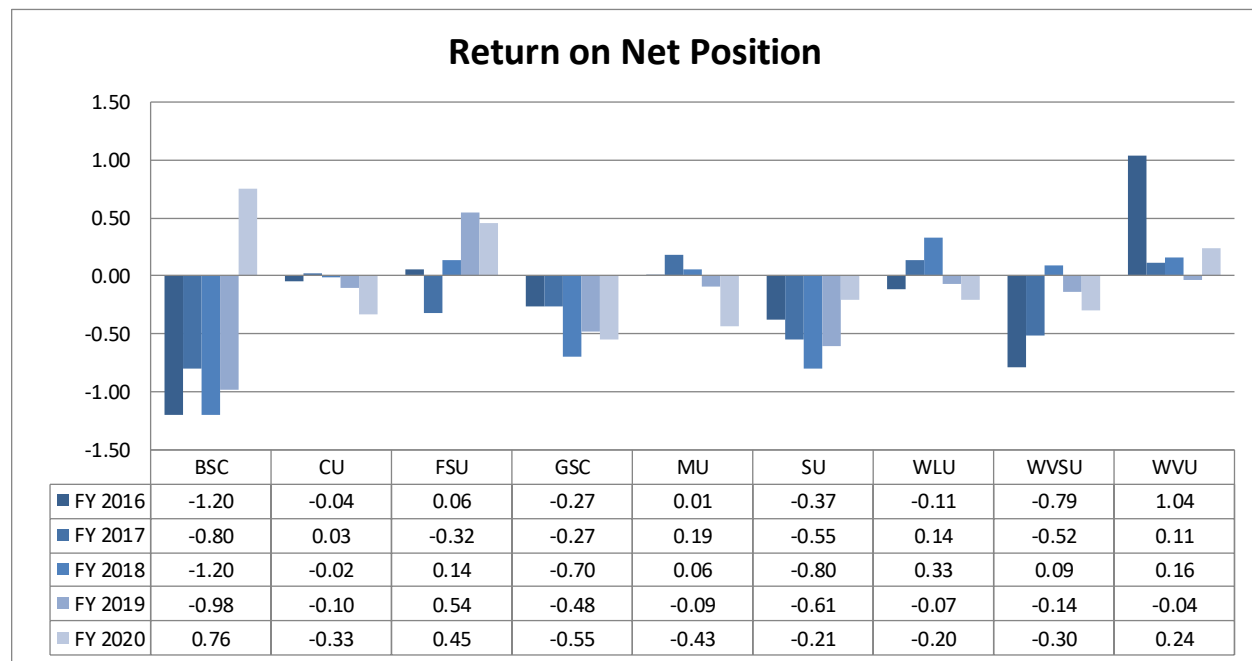
Net Operating Revenue

The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. Excluding the OPEB and pension liability related expenses, all the institutions except for Bluefield State College, Shepherd University, West Liberty University and West Virginia University experienced a decrease in net operating revenues over FY 2019. The majority of the institutions have net operating revenue scores that are significantly below the scores calculated for the Moody's report after the exclusion of the OPEB and pension liability related expenses. The operating results indicate the most of the institutions are not generating enough resources and they are depleting reserves.



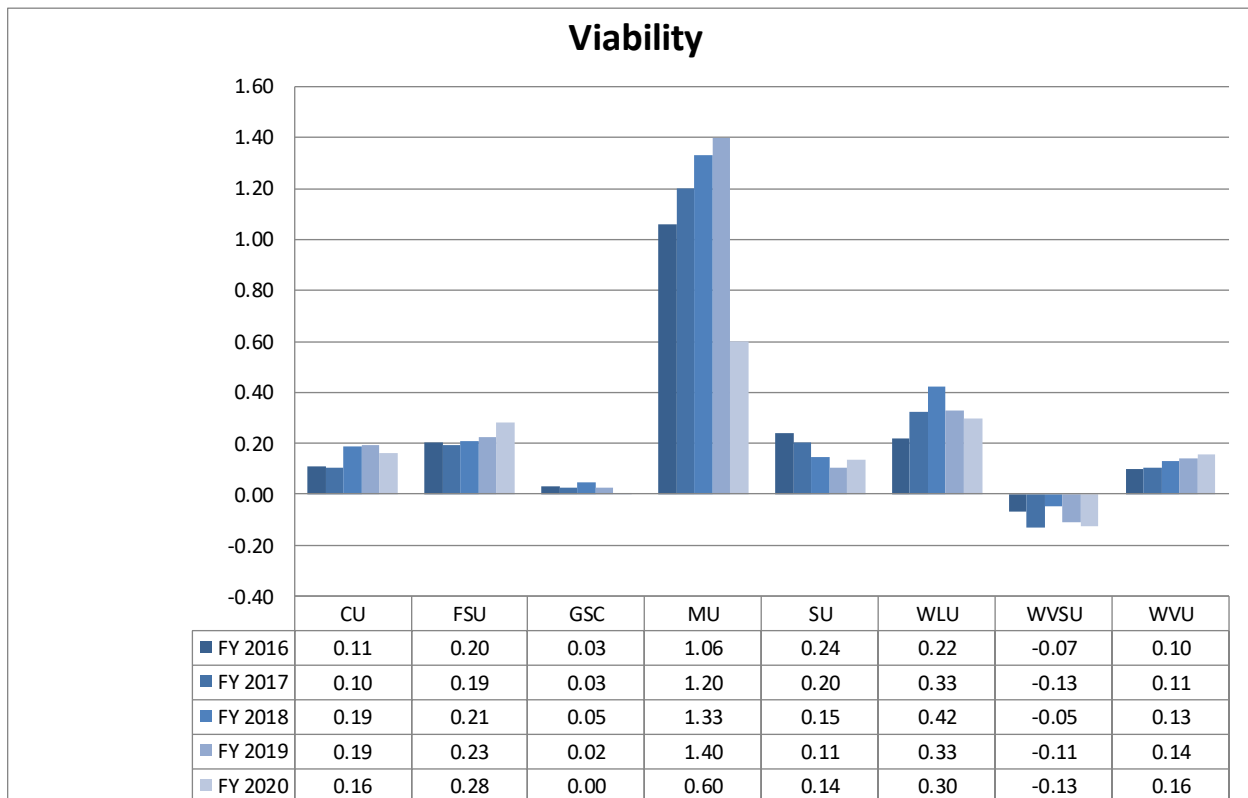
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by income, capital grants and gifts, and capital bond proceeds. The scores excluding the OPEB and pension liability related expenses decreased for all institutions in FY 2020 except for Bluefield State College, Shepherd University and West Virginia University. For the majority of institutions across the system, the performance of financial assets provides insufficient support for their respective core missions.



Viability

To determine the viability ratio, the expendable net position is divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As stated above, Bluefield State College is not included because it has minimal debt. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities because the State has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions' debt capacity for strategic mission advancement. All of the institutions except for Marshall University have net viability scores that are significantly less than the scores calculated for the Moody's report after the exclusion of the OPEB and pension liability related expenses.



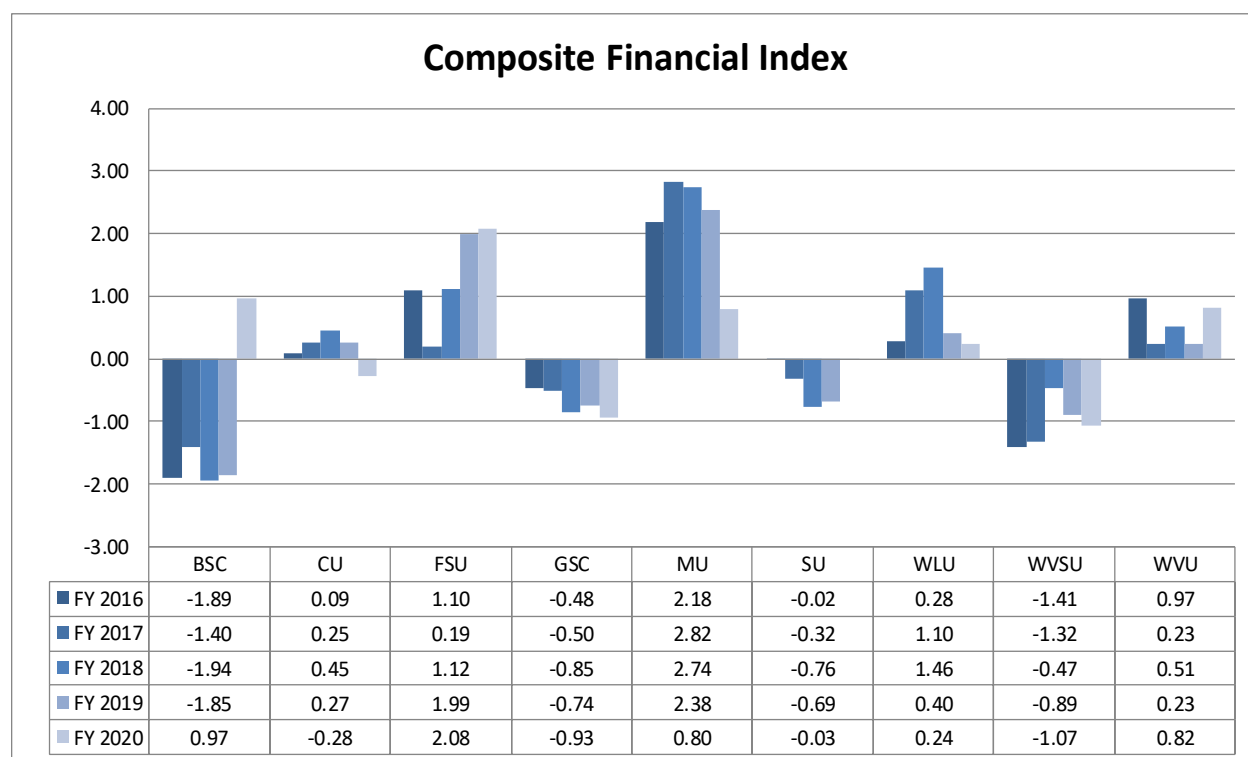
Composite Financial Index

The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

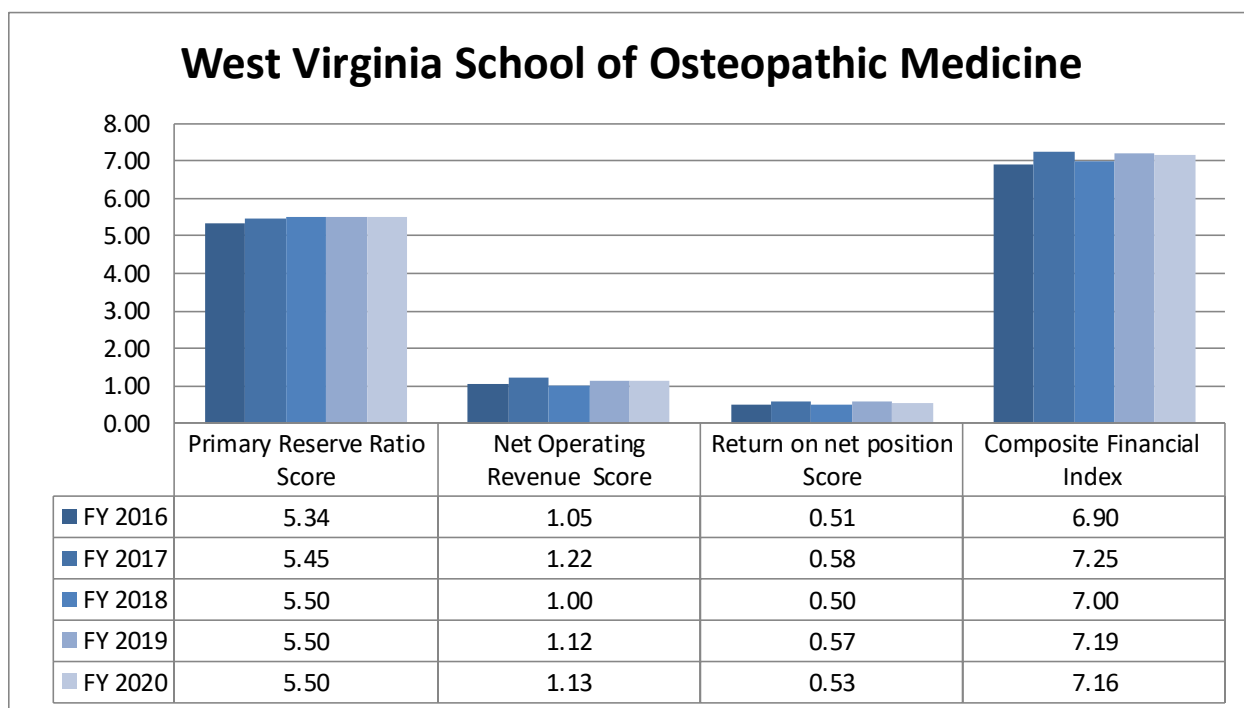
All the institutions experienced decreases in the CFI calculated for FY 2020 without the OPEB and pension related expenses and liabilities except for Bluefield State College, Fairmont State university, Shepherd University, and West Virginia University

The Composite Financial Indices for most of the institution demonstrate that resources are not sufficient and flexible enough to support the schools' missions. In addition, their missions are not adequately supported by financial asset performance. Operating results do not support the accumulation of adequate financial resources. Because capital costs are primarily funded by student fees, the accumulation of significant debt loads is common.



West Virginia School of Osteopathic Medicine

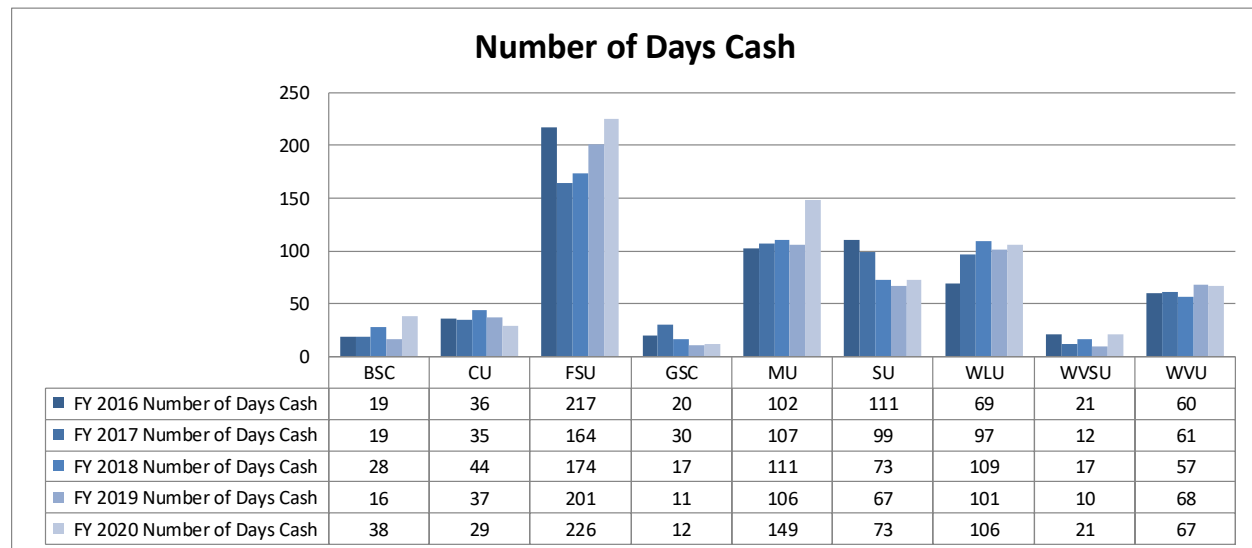
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



Number of Days Cash

The number of day's cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB and pension liability related expenses. Data for discrete component units was not included in this calculation. Bluefield State College, Concord University, Glenville State College, Shepherd University, West Virginia State University and West Virginia University have comparatively low ratios. The Moody's number of day's cash ratios for ratings Aa, A, and Baa are 161, 167, and 88 respectively. Fairmont State University exceeds the amount for the Moody's A ratio.

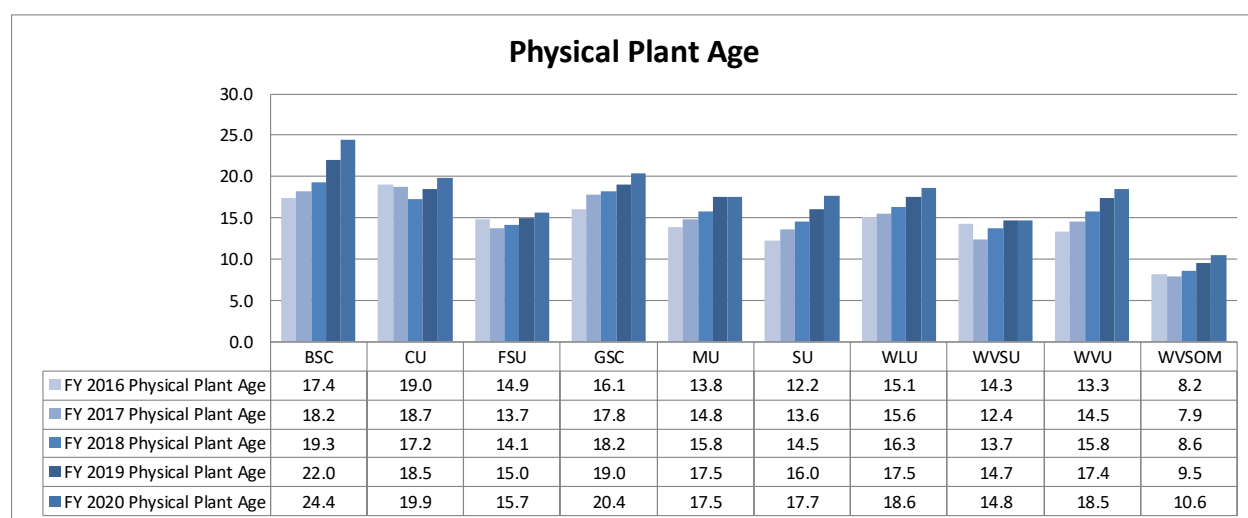
The West Virginia School of Osteopathic Medicine is not included in the chart because its characteristics as an outlier distort the presentation. With 336 days cash as of June 30, 2020, it could fund more than three quarters of a year of operating expenses at FY 2020 levels from its cash reserves.



Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa, A, and Baa are 13.53, 15.71, and 16.43, respectively.

The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.



Conclusion

The net position of the West Virginia Higher Education fund increased over FY2019. The significant increases in nonoperating revenues such as State appropriations, gifts and the federal CARES Act grant revenue offset the impact of the COVID-19 pandemic's disruption to institutional operations. In the face of the pandemic, colleges and universities exhibited resiliency by moving to online and hybrid formats while adopting stringent safety protocols. The long-term effect of the pandemic on the higher education operating model cannot be determined with any degree of certainty. Because most of the colleges and universities under the Commission exhibit poor or limited financial health, the adequacy of financial resources to finance adaptations to new circumstances is a significant concern. Appropriations as well as tuition and fee revenues are relatively low; consequently, the ability to build adequate reserves is limited.

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Approval of Fiscal Year 2022 Capital Project Priorities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2022 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

STAFF MEMBER: Ed Magee

BACKGROUND:

West Virginia Code §18B-1B-4(a)(11) requires the Commission to establish a formal process for identifying needs for capital investments and for determining priorities for those investments. The Commission must also report annually its priorities for capital investment *Id.* §18B-1B-4(a)(10)(B) to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA).

The Commission's appropriation request submitted to the State Budget Office on September 1, 2020, included a request of \$10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, the debt proceeds would be distributed between the two systems. Of the total appropriation, 80 percent or \$8 million would be distributed to the Commission's institutions and the remainder would be distributed to Council for Community and Technical College Education institutions. Institutions will be required to match the state's capital investment with institution or private funds.

Staff use the code compliance and deferred maintenance projects from the institutions' capital appropriation requests received in late August to prepare the proposed list of projects for funding. Table 1 summarizes \$16 million in projects that have been identified. If approved by the Commission, this list of prioritized projects will be submitted to LOCEA in January 2021.

As described in the Commission's System Facilities Master Plan, projects were prioritized in the following order:

1. Structural Demolition

2. Reliability
3. Safety/Code
4. Asset Preservation
5. Program Improvement
6. Economic Operations
7. New Construction

The project list includes all projects except for those meeting the following criteria:

1. Projects that were funded and underway;
2. Auxiliary projects;
3. Projects costing less than \$200,000; and
4. New construction.

This project list will be pared to match the available bond proceeds by eliminating the lower priority projects identified by the institutions.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building projects. Auxiliary Enterprise projects are typically funded from user fees, such as room and board and parking fees, and include residence halls, dining halls, student unions, parking garages, etc. Table 2 also identifies the projects that are fully funded and will be under design or construction in FY 2021, as required by the State Budget Office.

Table 1

West Virginia Higher Education Policy Commission				
Institutional Capital Project Requests				
FY 2022				
Priority	Capital Project Name	Total Requested	Institutional Match	HEPC Match
BLUEFIELD STATE COLLEGE		\$800,000	\$400,000	\$400,000
11	CAMPUS KEY REPLACEMENT	800,000	400,000	400,000
CONCORD UNIVERSITY		1,000,000	500,000	500,000
10	CARTER CENTER&G HVAC/ELECTRICAL/PLUMBING	1,000,000	500,000	500,000
FAIRMONT STATE UNIVERSITY		650,000	325,000	325,000
3	COLEBANK HALL BOILER REPLACEMENT/UPGRADES	400,000	200,000	200,000
5	KILN BUILDING UPGRADES	250,000	125,000	125,000
GLENVILLE STATE COLLEGE		1,300,000	650,000	650,000
6	CAMPUS WI-FI UPGRADE	500,000	250,000	250,000
7	CAMPUS NETWORK SWITCHES UPGRADE	300,000	150,000	150,000
10	SERVER FARM UPGRADE	500,000	250,000	250,000
MARSHALL UNIVERSITY		1,575,000	787,500	787,500
58	ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACMENT	425,000	212,500	212,500
74	COON EDUCATION BUILDING CHILLER REPLACEMENT	300,000	150,000	150,000
76	FORENSIC SCIENCE MECHANICAL UPDATESQ	500,000	250,000	250,000
79	BYRD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	350,000	175,000	175,000
SHEPHERD UNIVERSITY		500,000	250,000	250,000
1	KNUTTI HALL FOUNDATION REPAIRS	500,000	250,000	250,000
WEST LIBERTY UNIVERSITY		800,000	400,000	400,000
2	ARNETT HALL RENOVATION	800,000	400,000	400,000
WEST VIRGINIA STATE UNIVERSITY		3,375,000	1,687,500	1,687,500
3	REPLACE WATER HEATERS AND FIRE HYDRANTS	650,000	325,000	325,000
8	FERRELL HALL HVAC UPGRADES AND BOILER	500,000	250,000	250,000
9	DRAIN-JORDAN LIBRARY HVAC UPGRADES	450,000	225,000	225,000
10	DAVIS FINE ARTS HVAC UPGRADES	650,000	325,000	325,000
11	HAMBLIN HALL HVAC UPGRADE	475,000	237,500	237,500
12	UNDERGROUND ELECTRICAL UPGRADE	650,000	325,000	325,000
WEST VIRGINIA UNIVERSITY		5,955,000	2,977,500	2,977,500
10	REPLACE SECONDARY CHILLED WATER PUMP (HSC)	270,000	135,000	135,000
22	BASEMENT FLOOR AIR HANDLER REPLACEMENT (HSC)	650,000	325,000	325,000
24	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	400,000	200,000	200,000
26	REPLACE AIR HANDLER GLYCOL HEATER SYSTEM (HSC)	240,000	120,000	120,000
28	LIBRARY CHILLER AND AIR HANDLER REPLACEMENT (PSC)	250,000	125,000	125,000
39	MOTOR CONTROLS (HSC)	470,000	235,000	235,000
40	REPLACE LAB EXHAUST FANS (HSC)	675,000	337,500	337,500
47	DOWNTOWN STEAM TUNNEL CABLE TRAY REPLACEMENT	500,000	250,000	250,000
49	WVU BECKLEY-ROBERT C BYRD LRC HVAC UNITS AND BALANCING	350,000	175,000	175,000
51	ESB REPLACE AHU E1 AND E2	800,000	400,000	400,000
54	REPLACE STEAM AND CONDENSATE LINES FROM VAULT #3 TO CAC	350,000	175,000	175,000
55	REPLACE STEAM AND CONDENSATE LINES FROM ENGINEERING TO MRB	500,000	250,000	250,000
56	REPLACE STEAM AND CONDENSATE LINES FROM NRCCE TO ENGINEERING	500,000	250,000	250,000
HIGHER EDUCATION POLICY COMMISSION		45,000	22,500	22,500
1	OTHER CAPITAL PROJECTS	45,000	22,500	22,500
Grand Total		\$16,000,000	\$8,000,000	\$8,000,000

Table 2

West Virginia Higher Education Policy Commission		
Institutional Capital Project Requests		
FY 2022		
Priority	Capital Project Name	Request Amount
BLUEFIELD STATE COLLEGE		\$32,750,000
1	ATHLETIC FIELD UPGRADE	750,000
2	SIDEWALK/STEP REPAIRS	850,000
3	RENOVATION BRMC ALLIED HEALTH	2,750,000
4	BUILDING OF TRACK AND FIELD FACILITY	2,500,000
5	ROADWAY AND PARKING LOT REPAIRS, RESEALED	600,000
6	ROOF REPLACEMENTS-MULTIPLE BUILDINGS	300,000
7	SITE LIGHTING & CONTROL UPGRADE	600,000
8	CAMPUS RESTROOM RENOVATION	2,000,000
9	ADA COMPLIANCE BASIC/DICKASON	600,000
10	ROADWAY PROPERTY UPGRADE	4,900,000
11	CAMPUS KEY REPLACEMENT	800,000
12	INSTITUTIONAL ENERGY/ELECTRICAL HVAC EVALUATION AND UPGRADE	3,000,000
13	REPAINTING CAMPUS BUILDINGS	600,000
14	CAMPUS WINDOW REPLACEMENT PHASE I	2,000,000
15	ELECTRICAL/HVAC UPGRADE PHASE II	3,500,000
16	ELECTRICAL/HVAC UPGRADE PHASE III	3,500,000
17	CULTURAL/CYBER CENTER	3,500,000
CONCORD UNIVERSITY		12,471,990
1	WINDOW REPLACEMENT FINE ARTS BUILDING	160,000
2	ROOF REPLACEMENT CARTER CENTER	500,000
3	BACK GYM ELEVATOR MOD CARTER CENTER	1,871,990
4	ADMINSCIENCE BUILDING RENOVATIONS PHASE II	4,000,000
5	STORAGE BUILDING REPLACEMENT	250,000
6	SARVAY HALL NEW WINDOWS	300,000
7	STUDENT CENTER BOILERS	1,375,000
8	WILSON HALL NEW WINDOWS	75,000
9	RESURFACE GYM FLOOR CARTER CENTER	85,000
10	CARTER CENTER&G HVAC/ELECTRICAL/PLUMBING	1,000,000
11	DIESEL GENERATOR STUDENT CENTER	135,000
12	STOREFRONT REPLACEMENT CATER CENTER	1,260,000
13	RENOVATE GAME ROOM STUDENT CENTER	210,000
14	WOODELL HALL NEW WINDOWS	1,250,000
FAIRMONT STATE UNIVERSITY		36,762,173
1	HARDWAY HALL ROOF RENEWAL	640,000
2	HUNT HAUGHT HALL ROOF RENEWAL	500,000
3	COLEBANK HALL BOILER REPLACEMENT/UPGRADES	400,000
4	ENGINEERING TECHNOLOGY WINDOW REPLACEMENT (1ST & 2ND FLOOR)	100,000
5	KILN BUILDING UPGRADES	250,000
6	COLEBANK HALL MEMBRANE ROOF REPLACEMENT	150,000
7	COLEBANK HALL EXTERIOR CLEANING AND WATERPROOFING	300,000
8	JAYNES HALL WINDOWS	610,000
9	JAYNES HALL EXTERIOR CLEANING AND WATERPROOFING	370,000
10	PHYSICAL PLANT WINDOW REPLACEMENT	100,000
11	PHYSICAL PLANT ANNEX - ROOF RENEWAL	100,000
12	MUSICK LIBRARY EXTERIOR CLEANING AND WATERPROOFING	300,000
13	HUNT HAUGHT HALL-HVAC REPLACEMENT-VET TECH AREA	200,000
14	INFRASTRUCTURE-SIDEWALK UPGRADES	750,000
15	PARKING LOT PAVING	1,000,000

16	COLEBANK HALL WINDOW REPLACEMENT	650,000
17	FEASTER CENTER-ROOF REPLACEMENT	750,000
18	FEASTER CENTER-FIRE ALARM UPGRADE	200,000
19	FEASTER CENTER HVAC UPGRADES (LOBBY)	250,000
20	FEASTER CENTER WINDOWS & DOORS	200,000
21	FALCON CENTER ELEVATOR ADDITION	180,000
22	PARKING GARAGE ELEVATOR ADDITION	300,000
23	INFRASTRUCTURE DEVELOPMENT SOUTH LOCUST AVENUE (DRAINAGE)	1,000,000
24	MORROW HALL RENOVATIONS	10,375,859
25	MORROW HALL ROOF RENEWAL	450,000
26	PENCE HALL RENOVATIONS	7,272,292
27	PENCE HALL ROOF RENEWAL	250,000
28	PRICHARD HALL RENOVATIONS	8,864,022
29	PRICHARD HALL ROOF RENEWAL	250,000
GLENVILLE STATE COLLEGE		31,895,000
1	Clark Hall Roof Replacement	140,000
2	REPLACE FIBER NETWORK ON CAMPUS	150,000
3	REPLACE HVAC IN IT MAIN SERVER ROOMS	30,000
4	New Generator for main core switch in Administration	15,000
5	CAMPUS WI-FI UPGRADE	500,000
6	CAMPUS NETWORK SWITCHES UPGRADE	300,000
7	CAMPUSWIDE CLASSROOM UPGRADES	250,000
8	SERVER FARM UPGRADE	500,000
9	REPLACE GOODWIN HALL SECURITY CAMERA	500,000
10	REPLACE PROJECTORS IN PRESIDENT'S AUDITORIUM, FINE ARTS AUDITORIUM, RECITAL HALL	100,000
11	INSTALL NEW FIBER TO MORRIS CRIMINAL JUSTICE TRAINING CENTER	50,000
12	CAMPUSWIDE COMMUNICATIONS AND EMERGENCY NOTIFICATION SYSTEM	100,000
13	SCIENCE HALL BOILER REPLACEMENT	150,000
14	HEFLIN ADMINISTRATION BUILDING HVAC UPGRADE/REPLACEMENT	125,000
15	PICKENS HALL SCOTT WING RENOVATIONS & HVAC UPGRADE	200,000
16	NORTH ENTRANCE RENOVATIONS TO MATCH NEW WVDOH ROUNDABOUT	100,000
17	PHYSICAL EDUCATION BUILDING CLASSROOM HVAC UPGRADES	200,000
18	Campuswide Fire Alarm Monitoring Upgrade	25,000
19	PICKENS HALL BOILER REPLACEMENT	150,000
20	PHYSICAL EDUCATION BUILDING BOILER REPLACEMENT	150,000
21	LOUIS BENNETT HALL BOILER REPLACEMENT	150,000
22	LOUIS BENNETT HALL ELEVATOR UPGRADE/REPLACEMENTS	300,000
23	CAMPUS WAYFINDING	100,000
24	RETAINING WALL REPLACE/REPAIR	150,000
25	LOUIS BENNETT HALL ROOF REPLACEMENT	350,000
26	MOLLOHAN CENTER HVAC CHILLER UPGRADE/REPLACEMENT	135,000
27	Faculty/Staff Housing Roof Replacements	225,000
28	Campuswide Key Replacements	250,000
29	President's House Window Replacement	75,000
30	Faculty/Staff Housing Paint and repairs	110,000
31	Physical Education Building Parking Lot Repair	200,000
32	Campuswide Handrail Upgrade/replacements	100,000
33	Campuswide Sidewalk and Paver replacement/repair	75,000
34	Campuswide Paving and Parking Upgrades	150,000
35	Riverfront Residence Paving Parking Lot	40,000
36	Heflin Administration Building Weatherproofing	165,000
37	Morris Stadium Track Replacement	300,000
38	New Greenhouse for Land Resources and Science Departments	75,000
39	Pioneer Village Remodel of remaining 6 buildings	750,000
40	Pickens Hall Williams Wing Lounge HVAC Replacement	60,000
41	New Storage/garage Building for Waco Center	150,000
42	Purchase and Demolition of Property Adjacent to Campus	150,000
43	New Classroom Building	22,000,000
44	Louis Bennett Hall Partial Demolition	900,000
45	New Connector Bridge to Library for ADA compliance	1,200,000

MARSHALL UNIVERSITY	414,770,000
1 COLLEGE OF BUSINESS BUILDING	40,000,000
2 CLASSROOM RENOVATIONS CAMPUSWIDE	2,200,000
3 INNOVATION AND DISCOVERY COMPLEX	20,000,000
4 BASEBALL FIELD	22,500,000
5 SUBSTANCE ABUSE TREATMENT CENTER	18,500,000
6 PRICHARD HALL RENOVATIONS	7,520,000
7 CORBLY HALL RENOVATIONS	4,150,000
8 CORBLY HALL RENOVATIONS-PHASE II	2,700,000
9 CORBLY HALL RENOVATIONS-PHASE III	3,200,000
10 FULL TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	2,200,000
11 MEMORIAL STUDENT CENTER RENOVATIONS	25,000,000
12 SMITH HALL ELEVATORS	1,600,000
13 INTRAMURAL FIELD SPACE	900,000
14 ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	500,000
15 OBESITY RESEARCH CENTER	5,000,000
16 GULLICKSON GYMNASIUM HVAC	1,000,000
17 HIGH TECHNOLOGY/ACADEMIC INSTRUCTIONAL FACILITY	29,750,000
18 SCIENCE BUILDING AND ANNEX RENOVATION PROJECT	16,500,000
19 FORENSIC SCIENCE CENTER ANNEX BUILDOUT	1,300,000
20 OLD MAIN INTERIOR REPAIRS	4,500,000
21 EMERGENCY GENERATORS	1,040,000
22 RURAL HEALTH & RESIDENCY EDUCATION CENTER	1,605,000
23 GULLICKSON GYM RENOVATIONS	3,500,000
24 HENDERSON CENTER HVAC	3,600,000
25 TWIN TOWERS BATHROOM RENOVATIONS	3,500,000
26 MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	3,500,000
27 STORMWATER IMPROVEMENTS PHASE I	390,000
28 CAMPUSWIDE WIRELESS BUILD OUT	1,500,000
29 IT INFRASTRUCTURE UPGRADES	2,000,000
30 STUDENT CAREER CENTER	6,500,000
31 CENTER FOR MUSIC/MUSIC EDUCATION	40,300,000
32 DRINKO RENOVATIONS	1,000,000
33 PARKING EXPANSION-5TH AVE AND 21ST STREET	600,000
34 LAIDLEY HALL DEMOLITION	350,000
35 LAND PURCHASE/DEMOLITION	2,000,000
36 TENNIS COURTS SUB-SURFACE AND REPLACEMENT	400,000
37 FOOTBALL STADIUM EXPANSION	25,000,000
38 MEMORIAL GARDEN	525,000
39 JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	6,170,000
40 BASKETBALL PRACTICE FACILITY	14,000,000
41 OUTDOOR TRACK FACILITY	6,000,000
42 ATHLETIC AND BUILDINGS AND GROUNDS EQUIPMENT STORAGE	350,000
43 TEAYS CENTER	7,250,000
44 ELEVATOR MODERNIZATION	2,000,000
45 HOLDERBY HALL DEMOLITION	750,000
46 RESIDENCE HALL 1A	9,000,000
47 RESIDENCE HALL 1B	23,000,000
48 SWIMMING LOCKER ROOM RENOVATIONS	125,000
49 LOCKER ROOM RENOVATION-CROSS COUNTRY, M/W GOLF	500,000
50 AUX SWIMMING LOCKER ROOMS RENOVATIONS	250,000
51 PRICHARD HALL ROOF REPLACEMENT	300,000
52 HENDERSON CENTER SOUTHSIDE ROOF	250,000
53 CDC BUILDING MECHANICAL RENOVATIONS	525,000
54 CDC BUILDING ARCHITECTURAL RENOVATIONS	1,000,000
55 FINE ARTS RENOVATIONS	1,600,000
56 HENDERSON CENTER CONCESSIONS RENOVATIONS	600,000
57 SHEWEY ATHLETIC BUILDING ROOF REPLACEMENT	550,000
58 ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACEMENT	425,000
59 TENNIS COMPLEX INDOOR COURTS	6,000,000

60	CAMPUS BUILDINGS FIRE ALARM SYSTEM UPGRADES	250,000
61	WAYFINDING	500,000
62	REPLACE GULLICKSON GYM FLOOR	400,000
63	BASEBALL LOCKER ROOM RENOVATIONS	350,000
64	OLD MAIN INTERIOR RENOVATIONS	750,000
65	DOUGLASS CENTRE RENOVATION	1,900,000
66	RCBI ROOF REPLACEMENT	600,000
67	DRINKO LIBRARY ROOF REPLACEMENT	600,000
68	HENDERSON CENTER FIBERGLASS WALL REPLACEMENT	1,600,000
69	MCS ADDITION OF NEW ELEVATOR	800,000
70	MORROW LIBRARY ADA UPDATES	775,000
71	SCIENCE HALL ROOF REPLACEMENT	620,000
72	INTRAMURAL FIELD TURF REPLACEMENT	400,000
73	JOAN C EDWARDS STADIUM CONCOURSE GATES EXPANSION	3,000,000
74	COON EDUCATION BUILDING CHILLER REPLACEMENT	300,000
75	MARSHALL MEDICAL CENTER RENOVATIONS	750,000
76	FORENSIC SCIENCE MECHANICAL UPDATESQ	500,000
77	MARSHALL PLAZA-HAL GREER	8,500,000
78	JOAN C. EDWARDS STADIUM CONCESSIONS RENOVATION	1,400,000
79	BYRD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	350,000
80	HENDERSON CENTER EXTERIOR REPAIRS	1,500,000
81	MARSHALL MEDICAL CENTER ELEVATORS UPGRADE	1,500,000
82	FORMER STRAYER BUILDING	450,000
SHEPHERD UNIVERSITY		94,437,500
1	KNUTTI HALL FOUNDATION REPAIRS	500,000
2	MILLER HALL HVAC AND BOILER REPLACEMENT	235,000
3	ROOF REPLACEMENT-MULTIPLE BUILDINGS	550,000
4	WHITE HALL ROOF	500,000
5	BUILDING HVAC UPGRADE	100,000
6	EXTERIOR BUILDING MASONRY REPAIRS	100,000
7	EMERGENCY BACKUP EQUIPMENT	50,000
8	BURKHART/MOLER/YOST HVAC REPLACEMENT	550,000
9	EMERGENCY POWER SYSTEMS	350,000
10	STUDENT ATHLETIC PERFORMANCE CENTER	5,000,000
11	BURKHART MEP REPLACEMENT	550,000
12	THACHER HALL MEP AND ADA RESTROOMS UPGRADES	750,000
13	SHAW HALL MEP AND ADA RESTROOMS UPGRADES	750,000
14	MCMURRAN HALL ROOF	600,000
15	YOST HALL MEP REPLACEMENT	550,000
16	STUTZMAN-SLONAKER PARAPET REPAIRS	200,000
17	BUTCHER CENTER A/C UNIT REPLACEMENT	1,100,000
18	BUTCHER CENTER RENOVATION	250,000
19	FRANK CENTER THEATER LIGHTING UPGRADES	100,000
20	FRANK CENTER RENOVATION & PERFORMANCE SPACE	16,000,000
21	GARDINER HALL MEP AND ADA RESTROOMS	500,000
22	FRANK CENTER THEATER GENERAL UPGRADES	200,000
23	BOTELER HALL MEP	350,000
24	LURRY HALL MEP	350,000
25	MARTIN HALL MEP	350,000
26	MILL HALL EXT MASONRY	125,000
27	MILLER HALL ROOF	250,000
28	STUDENT CENTER HVAC	400,000
29	REYNOLDS HALL ROOF	290,000
30	SECURITY CAMERAS SYSTEMS	250,000
31	INTERIOR / EXT DOOR LOCKS UPGRADES	250,000
32	NEW STUDENT CENTER/DINING FACILITY	31,000,000
33	GARDINER HALL WINDOWS REPLACEMENTS	50,000
34	GARDINER HALL EXT. DOORS REPLACEMENTS	7,500
35	GARDINER HALL ROOF	450,000
36	RAM STADIUM EAST SIDE SEATING REPLACEMENT	900,000

37	DINING HALL PLUMBING UPGRADE	100,000
38	DINING HALL ELECTRIC UPGRADE	180,000
39	TURNER HALL RENOVATION & INFRASTRUCTURE UPGRADES	6,000,000
40	TURNER HALL EXTERIOR MASONRY	100,000
41	TURNER HALL ROOF	450,000
42	KANAMOND HALL RENOVATION & INFRASTRUCTURE UPGRADES	4,000,000
43	PARKING GARAGE	10,000,000
44	NEW MAINTENANCE FACILITY	4,600,000
45	NEW MOTOR POOL FACILITIES	525,000
46	FACILITIES BUILDING RENOVATIONS	800,000
47	CAMPUS ENTRANCES/BORDERS	500,000
48	NEW FIELD HOUSES/RESTROOMS SOFTBALL & BASEBALL	200,000
49	BYRD SCI & TECH CTR LAB UPGRADES	500,000
50	PRINTZ HALL CHILLER REPLACEMENT	75,000
51	SCHINDLER HOUSE EXT MASONRY	100,000
52	HR BLDG ROOF	150,000
53	NEW STORAGE BINS	265,000
54	ENTLER WELTZHEIMER HOUSE INTERIOR	500,000
55	POPODICON ROOF	150,000
56	POPODICON EXT MASONRY	100,000
57	CCA 1 GUTTERS	10,000
58	FACILITIES BUILDING ROOF	175,000
59	EQUIPMENT SCREEN FRANK CTR ROOF	200,000
60	STREET/PARKING LOT PAVING	250,000
WEST LIBERTY UNIVERSITY		12,070,000
1	MAIN HALL RENOVATIONS	2,500,000
2	ARNETT HALL RENOVATION	800,000
3	LIBRARY PARKING LOT	400,000
4	HVAC-MULTIPLE BUILDINGS	2,000,000
5	MARKETPLACE GENERATOR	150,000
6	MYERS MAINTENANCE BUILDING ROOF	200,000
7	LIBRARY WINDOW REPLACEMENT	100,000
8	HUGHES HALL WINDOW REPLACEMENT	156,000
9	KRISE HALL WINDOW REPLACEMENT	164,000
10	BLATNIK HALL WINDOW REPLACEMENTS	100,000
11	STUDENT UNION RENOVATION	2,000,000
12	SHOTWELL HALL RENOVATIONS	500,000
13	STUDENT RECREATION CENTER & DINING FACILITY	3,000,000
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		7,893,000
1	TECHNOLOGY BUILDING EXPANSION PROJECT	7,250,000
2	MAIN BUILDING B-ROOF REPLACEMENT	400,000
3	MAIN BUILDING C-ROOF REPLACEMENT	243,000
WEST VIRGINIA STATE UNIVERSITY		61,585,000
1	EDUCATION BUILDINGS ROOF REPLACEMENT	2,500,000
2	LIGHTING UPGRADE OF PLAZAS, SIDEWALKS, AND PARKING LOTS	375,000
3	REPLACE WATER HEATERS AND FIRE HYDRANTS	650,000
4	UPGRADE CAMPUS ELEVATORS TO ADA AND FIRE MARSHALL STANDARD	175,000
5	UPGRADE EXISTING PARKING LOTS	650,000
6	UPGRADE EXISTING SIDEWALKS	125,000
7	UPDATE ACADEMIC CLASSROOM TECHNOLOGY IN BUILDING	450,000
8	FERRELL HALL HVAC UPGRADES AND BOILER	500,000
9	DRAIN-JORDAN LIBRARY HVAC UPGRADES	450,000
10	DAVIS FINE ARTS HVAC UPGRADES	650,000
11	HAMBLIN HALL HVAC UPGRADE	475,000
12	UNDERGROUND ELECTRICAL UPGRADE	650,000
13	STORM WATER MANAGEMENT	110,000
14	PHYSICAL FACILITIES BOILER REPLACEMENT	150,000
15	BUILDINGS WEATHER PROOFING	500,000
16	FERRELL HALL ADA ACCESSIBILITY	3,500,000
17	WALLACE HALL WINDOW REPLACEMENT	2,500,000

18	BUILDING UPGRADES FOR ENERGY CONSERVATION	325,000
19	LAKIN FIELD UPGRADES	2,300,000
20	SULLIVAN HALL EAST ELEVATOR REPLACEMENT	700,000
21	SULLIVAN HALL HVAC UPGRADE	800,000
22	SULLIVAN HALL AIR HANDLER	700,000
23	CAMPUS WIDE CLASSROOM FURNITURE UPGRADES	250,000
24	WEST CAMPUS LAND ACQUISITION & PARKING LOT	1,100,000
25	EAST CAMPUS LAND ACQUISITION AND PARKING LOT	1,000,000
26	RESEARCH/SCIENCE BUILDING	18,000,000
27	ACADEMIC/TECHNOLOGY CLASSROOM BUILDING	11,000,000
28	NATATORIUM	11,000,000
WEST VIRGINIA UNIVERSITY		301,200,000
1	REYNOLDS HALL	100,000,000
2	HODGES RENOVATION	35,000,000
3	IT NETWORK REVITALIZATION	25,000,000
4	STEM/LAB BUILDING (PSC)	20,000,000
5	WVU BECKLEY-STEM & INNOVATION BUILDING	40,000,000
6	MULTIPLE SECTIONS OF ROOF REPLACEMENT (HSC)	2,700,000
7	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000
8	ADMISSIONS & RECORDS FIRE ALARM & SPRINKLER SYSTEM	450,000
9	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000
10	REPLACE SECONDARY CHILLED WATER PUMP (HSC)	270,000
11	STEWART HALL SPRINKLERS	600,000
12	CHITWOOD FIRE ALARM UPGRADE	500,000
13	AG SCIENCE ANNEX ROOF REPLACEMENT	550,000
14	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000
15	WVU BECKLEY-BACKFILL ACADEMIC & OFFICE SPACES	1,000,000
16	HOSTLER AUDITORIUM (HSC)	500,000
17	FIRE DOOR REPLACEMENT (HSC)	100,000
18	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000
19	CHARLESTON CENTER LIFE SAFETY AND ADA ISSUES	3,000,000
20	ENGINEERING SCIENCES BRICK FACADE REPAIRS	12,000,000
21	RESEARCH LABORATORIES BMRC (HSC)	6,000,000
22	BASEMENT FLOOR AIR HANDLER REPLACEMENT (HSC)	650,000
23	NEW AIR HANDLER UNITS (HSC)	11,100,000
24	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	400,000
25	NEW ELECTRICAL TRANSFORMER, FUSES AND BREAKERS (HSC)	6,700,000
26	REPLACE AIR HANDLER GLYCOL HEATER SYSTEM (HSC)	240,000
27	ENGINEERING SCIENCE FIRE ALARM REPLACEMENT	1,200,000
28	LIBRARY CHILLER AND AIR HANDLER REPLACEMENT (PSC)	250,000
29	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	560,000
30	UPGRADE SPRINKLER/FIRE ALARM AG SCIENCE ANNEX	400,000
31	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000
32	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000
33	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000
34	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000
35	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000
36	CAMPUS EXTERIOR AND GROUNDS LIGHTING (PSC)	225,000
37	ADMISSIONS AND RECORDS RENOVATION	3,000,000
38	DOWNTOWN CHILLER PLANT ADD 4TH CHILLER	1,500,000
39	MOTOR CONTROLS (HSC)	470,000
40	REPLACE LAB EXHAUST FANS (HSC)	675,000
41	UPGRADE ACCESS CONTROL (HSC)	580,000
42	E-MOORE HALL WINDOW REPLACEMENT	750,000
43	KNAPP HALL BUILDING WINDOW UPGRADES	1,100,000
44	WHITE HALL HOT WATER BOILER FOR REHEAT SYSTEM	150,000
45	BUSINESS AND ECONOMICS BUILDING FACADE REPAIRS	3,000,000
46	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000
47	DOWNTOWN STEAM TUNNEL CABLE TRAY REPLACEMENT	500,000
48	AIRPORT HANGAR INSTALL FIRE ALARM AND SPRINKLER SYSTEM	155,000

49	WVU BECKLEY-ROBERT C BYRD LRC HVAC UNITS AND BALANCING	350,000
50	EMOORE HALL REPLACE FIRE ALARM SYSTEM& INSTALL SPRINKLER SYS	700,000
51	ESB REPLACE AHU E1 AND E2	800,000
52	CLARK HALL REPLACE SF1	750,000
53	CLARK HALL REPLACE 12 AIR HANDLERS	1,300,000
54	REPLACE STEAM AND CONDENSATE LINES FROM VAULT #3 TO CAC	350,000
55	REPLACE STEAM AND CONDENSATE LINES FROM ENGINEERING TO MRB	500,000
56	REPLACE STEAM AND CONDENSATE LINES FROM NRCCE TO ENGINEERING	500,000
57	WVU BECKLEY CLASSROOM BUILDING WATER INFILTRATION	150,000
58	WVU BECKLEY BURY UTILITIES ON S.KANAWHA	700,000
59	WVU BECKLEY LED INTERIOR LIGHTING REPLACEMENT	100,000
60	WVU BECKLEY ADMINISTRATION & EXTENSION SERVICE FREIGHT ELEV	150,000
HIGHER EDUCATION POLICY COMMISSION		45,000
1	OTHER CAPITAL PROJECTS	45,000
Grand Total		\$1,005,879,663

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Report on Fall 2020 Enrollment

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Chris Treadway

BACKGROUND:

The presentation will provide an analysis of current enrollment data derived from the Fall Census 2020 data collection along with a discussion of historical enrollment trends. Data elements to be discussed include:

- College-Going Rate
- Fall to Fall Retention Rates
- Headcount Enrollment
- FTE Enrollment

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Presentation of 2020 Financial Aid Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

In accordance with West Virginia Code §18C-1-1e, this report represents the eleventh annual Financial Aid Comprehensive Report. It contains (a) descriptions of and changes to West Virginia aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with the Financial Aid section of Explorer, the Commission's higher education data portal, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. Data presented are for the 2019-2020 academic year.

The Financial Aid Comprehensive Report may be accessed at the following link:
<http://www.wvhepc.edu/resources/data-and-publication-center/>

PROGRAM CHANGES:

The West Virginia Invests Grant was implemented during the spring and summer of 2019 with students receiving initial awards for fall 2019 after the Legislature created the program during the 2019 legislative session. Implementation of the West Virginia Invests Grant included development of an online application, drug screening system, online promissory notes for students to sign, and a web-based database for colleges to manage student applications and awards.

The Legislature during the 2019 special session passed changes to the Underwood-Smith Teaching Scholars Program and Teacher Loan Assistance Program that were implemented over the 2019-20 academic year for awards for fall 2020. The changes focused attention on high demand fields of math, science, special education, and elementary education. The legislation also included school counselors to the Teacher Loan Repayment Program.

The Higher Education Grant Program (HEGP) has been able to increase the maximum award over the last six years from \$2,100 in 2011-12 to \$2,900 in 2020-21. While this is

still below the maximum award amount of \$3,300 in 2009-10, the HEGP served more students because of the reduced award amount. For 2019-20, the HEGP served students with an Expected Family Contribution (EFC) of up to 11,000. There was also a 5 percent allocation for non-traditional first-time HEGP recipients, namely adults 25 years and older who filed their FAFSA by July 1, with a secondary deadline of July 31. The 5 percent allocation was able to serve all of the non-traditional students who met the criteria and filed by July 31, 2019.

POLICY REFLECTIONS AND RECOMMENDATIONS:

PROMISE Scholarship Program

In March 2020, COVID-19 caused tremendous changes in the delivery of education. The standardized testing deadline was extended from July 2020 through December 2020 and on-campus ACT tests were administered to allow students additional opportunities to qualify for PROMISE because of the cancelation of national standardized tests in the spring of 2020. The cumulative grade point average for PROMISE renewal was waived at the end of the 2019-20 award year because many institutions instituted pass/fail grades for the spring 2020 term.

At this time, it is recommended that no other changes to the academic criteria to earn the award or the award amount be changed based upon current appropriations and lottery funding. If the current funding for PROMISE were to change, then the Higher Education Student Financial Aid Advisory Board and the Commission would need to consider changes to the PROMISE Scholarship Program.

Higher Education Grant Program

The Higher Education Student Financial Aid Advisory Board recommended that the maximum award for 2020-21 be increased to \$2,900 for students with an Expected Family Contribution (EFC) of under 11,000.

In response to COVID-19, the application deadline for 2020-21 was extended from April 15, 2020 to May 15, 2020. The cumulative grade point average requirement for renewal of the Higher Education Grant was waived at the end of the 2019-20 award year because many institutions instituted pass/fail grades for the spring 2020 term.

West Virginia Invests Grant

In the 2019 Legislative Session, Senate Bill 1 created the last dollar grant program to cover tuition and mandatory fees at participating institutions for certain certificate and associate degree programs that lead to high demand fields as identified by the West Virginia Department of Commerce. Applicants must pass a drug screen prior to each term, complete two hours of community service each term, and live in West Virginia for two years once the recipient is no longer enrolled. The West Virginia Invests Grant was implemented in 2019 and first awards were made for fall 2019. In response to COVID-19, the cumulative grade point average for renewal was waived at the end of the 2019-20 award year because many institutions instituted pass/fail grades for the 2020 term. The community service requirement was also waived.

Underwood-Smith Teaching Scholars Program

In the 2019 Special Legislative Session, House Bill 206 updated the Underwood-Smith Teaching Scholars program to increase the number of teachers in critical need fields. The Underwood-Smith Teaching Scholars Program will cover \$10,000 a year for up to four years. Recipients will be assigned a teacher who will mentor them during the four years they are receiving the scholarship. Recipients will have to teach in a critical need field for five years in a public West Virginia school. The first cohort enrolled in fall 2020.

Teacher Loan Assistance Program

In the 2019 Special Legislative Session, House Bill 206 also updated the Teacher Loan Assistance Program to include school counselors and provide the flexibility to award beyond the \$3,000 annual award and the \$15,000 aggregate limit to help teachers and school counselors in critical need areas.

DATA HIGHLIGHTS:

PROMISE Scholarship Program

- The number of PROMISE recipients increased from 10,091 in 2014-15 to 10,398 in 2018-19. The total cost of the scholarship increased from \$45,678,021 in 2014-15 to \$47,463,511 in 2018-19.
- Approximately 89.7 percent of PROMISE recipients in 2018-19 attended a four-year public institution an increase of 1.2 percentage points. Of these, most attended either West Virginia University (49.2%) or Marshall University (18.9%).
- Public community and technical colleges accounted for 2.9 percent of PROMISE scholars in 2018-19. In 2018-19, 7.4 percent of PROMISE scholars attended independent, non-profit institutions in West Virginia. Of these, most attended West Virginia Wesleyan College (3.3%).

Higher Education Grant Program (HEGP)

- The number of HEGP recipients decreased during the five-year period, from 18,305 in 2014-15 to 16,487 in 2018-19. The total amount awarded decreased by 6.8 percent or from \$40.4 million in 2014-15 to \$37.7 million in 2018-19.
- In 2018-19, 69.7 percent of HEGP recipients attended public four-year institutions. Of these, most students attended either West Virginia University (26.4%) or Marshall University (15.7%).
- Public community and technical colleges accounted for 18.7 percent of HEGP awardees in 2018-19. Four-year independent, non-profit institutions accounted for 7.3 percent in 2018-19.
- In 2018-19, 3.6 percent of HEGP recipients attended a West Virginia for-profit institution in 2018-19, a slight decrease from 3.9 percent in 2017-18

Higher Education Adult Part-Time Student (HEAPS) Grant Program

- The number of students awarded the HEAPS Part-Time Component decreased from 3,057 in 2014-15 to 2,809 in 2018-19, while the actual dollars awarded declined from \$3.1 million to \$2.96 million.
- The average award increased from \$1,019 in 2014-15 to \$1,054 in 2018-19.
- About 44.3 percent of the HEAPS Part-Time Component recipients were enrolled at public two-year institutions in 2018-19. Public vocational/technical centers accounted for 50.5 percent of recipients while 1.6 percent attended an independent for-profit institution in 2018-19.
- The number of students awarded the HEAPS Workforce Development Component decreased from 1,185 in 2014-15 to 728 in 2018-19, while the actual dollars awarded declined from \$1.3 million to \$1.15 million.
- The average award increased from \$1,132 in 2014-15 to \$1,584 in 2018-19.
- About 54.0 percent of HEAPS Workforce recipients were enrolled at public two-year institutions in 2018-19. Public vocational/technical centers accounted for 21.4 percent of recipients while 24.6 percent attended an independent for-profit institution in 2018-19.

Underwood-Smith Teacher Scholarship

- The number of Underwood-Smith Teacher Scholarship recipients has declined from 32 in 2016-17 to 29 in 2018-19. The total amount of awards has slightly decreased from \$155,577 in 2016-17 to \$125,000 in 2018-19.
- The average award in 2018-19 was \$4,310, a decrease from the 2016-17 average of \$4,862.
- Most of the scholars, 93.1 percent, attended a public four-year institution. West Virginia University enrolled 27.6 percent of recipients, the most of any in-state institution.

Engineering, Science, and Technology Scholarship

- The number of Engineering, Science, and Technology Scholarship recipients has increased from 190 every year since 2014-15 except for a decrease between 2017-18 when the number of recipients decreased from 232 to 190 in 2018-19. The total amount of awards has increased from \$538,644 in 2014-15 to \$561,700 in 2018-19.
- The average award has gradually increased from \$2,835 in 2014-15 to \$2,956 in 2018-19.
- Most of the scholars, 89.5 percent, attended a public four-year institution. Of those, West Virginia University enrolled 57.4 percent of the recipients, the most of any in-state institution, followed by Marshall University at 19.5 percent.

Medical Student Loan Program

- The number of recipients from 2014-15 to 2018-19 has gradually decreased since 2014-15 from 256 to 246 in 2018-19; however, there was a slight increase from the 2017-18 to 2018-19 academic years.
- Loan deferment, or the number of borrowers who started practicing medicine in West Virginia, peaked in 2017-18 at 35 borrowers.

- The default on previous awards increased from 2.5 percent in 2014-15 to 7.2 percent in 2018-19.

Nursing Scholarship Program

- The Nursing Scholarship Program awarded a total of 149 scholarships to nursing students at all levels during the 2018-19 academic year totaling \$274,450 in scholarship aid.
- The number of Nursing Scholarship Program recipients has fluctuated from 123 in 2015-16 to 149 in 2018-19.
- The total awarded amount has increased from \$180,579 in 2015-16 to \$274,450 in 2018-19 with a slight decrease between the 2017-18 and 2018-19 years.

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Approval of Fiscal Year 2020 Research Trust Fund Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2020 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

STAFF MEMBER: Juliana Serafin

BACKGROUND:

As provided in West Virginia Code 18B-18A-1 et seq. and reporting requirements outlined in Series 48, Legislative Rule, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a combined report for the Fiscal Year (FY) 2020 activities within the Research Trust Fund for review, comment, and approval. The combined report by the Division of Science and Research, West Virginia University and Marshall University has been provided annually since 2008. The FY 2020 report is provided on the following pages.

In summary, the FY 2020 report shows that Marshall University and West Virginia University continue to use the proceeds from investments of private gifts and state matching funds in the Research Trust Fund to provide scholarships and fellowships to undergraduates and graduate students, support prominent scholars and faculty, and to support research initiatives at the universities.

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability (LOCEA)

FROM: Dr. Juliana Serafin, Senior Director Division of Science and Research, HEPC

DATE: October 16, 2020

RE: Research Trust Fund Annual Report

The State of West Virginia's initial \$50 million investment in STEM research through the Research Trust Fund (RTF), also known as Bucks for Brains, continues to support research important to the state's economy as well as the quality of life of West Virginians.

The two primary institutions to receive the majority of this investment in 2008 were the state's largest research institutions, WVU and Marshall. WVU was allotted \$35 million and Marshall, \$15 million. Each year, the Higher Education Policy Commission is required to submit to the governor and the Legislature this report on the status of the trust fund's distributions.

Please note that the state's initial \$50 million investment was a 50-50 matching program, whereby the research institutions had to obtain equal *private* investment dollars to draw down the state funds. Those state funds were then transferred to the institutions' foundations or investment arms to join with the private donations as an endowment. The institutions subsequently distribute the investment proceeds for sponsored faculty research.

By 2013, all of the \$50 million state investment was distributed to the institutions, so there no longer is a balance in the state's trust fund. That investment, combined with the matching private donations, is supporting research endowments at the institutions, as prescribed by the legislation and envisioned by its authors.

As of June 30, 2020, the Marshall University RTF endowments totaled \$34.56 million, with \$5.3 million of endowment proceeds expended over the life of the program. Earnings to date are \$9.5 million. The amount spent in FY20 was \$3.1 million.

At West Virginia University, the end of FY20 market value for all the private RTF endowments was \$47.7 million. The FY21 amount available to spend for the private RTF endowments was \$1.7 million. The end of FY20 market value for all the state RTF endowments was \$40.8 million. The FY21 amount available to spend for the state RTF endowments is \$1.57 million.

Background

Outlined in Legislative Rule Series 48, Research Trust Fund Program (RTF), the Higher Education Policy Commission (Commission) receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for FY2020 activities within the Research Trust Fund for review, comment, and approval.

RTF Activities through June 30, 2020

The Commission completed its initial implementation plan during the fall of 2008 which resulted in Title 133 Legislative Rules Series 48, subsequently approved by the Legislature during the 2009 regular session. The rule establishes guidelines, procedures and documentation standards for the distribution of funds in the West Virginia Research Trust Fund. The final rules are available at [wvresearch.org: https://westvirginiaresearch.org/wp-content/uploads/2019/07/ResearchTrustFundRules.pdf](https://westvirginiaresearch.org/wp-content/uploads/2019/07/ResearchTrustFundRules.pdf)

Commission staff created an electronic “Match Request System” (MRS) in 2008 that allowed secure transactions for RTF requests made by the universities. All requests, documentation and invoicing are permanently recorded in files that allow sorting, analysis and up-to-date balance information. The MRS was cross referenced with university records annually to ensure accuracy in drawdown reporting for previous reports.

Required “Research Plans” specified by the legislation and approved by Marshall’s and WVU’s boards of governors were received. Both institutional plans are on file with the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution to public institutions in addition to Marshall and WVU. *All transactions from this fund were completed in 2013.*

Interest funds generated by the RTF account have been separately tracked for distribution to State Colleges as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and the West Virginia School of Osteopathic Medicine, in accordance with provisions of §18B-18A-10 of the Code. A second request for proposals was issued on March 9, 2010; a third on June 2, 2011; a fourth on May 30, 2012; and a fifth on September 21, 2012. Proposals for up to \$100,000 each were received from eligible institutions and subsequently

reviewed by external peers for program merit. Two awards were issued in 2009, two in 2010 and one in 2011 as a result. No applications were received in response to the May 2012 request for proposals. A request for proposals was issued September 7, 2012 – one institution was awarded. A final award was made on May 6, 2013.

The institutions that received awards from the RTF for State Colleges and Universities from 2008-2013 were Shepherd University, Fairmont State University, West Liberty University, West Virginia State University and West Virginia University Institute of Technology.

The Research Trust Fund has been fully matched and no additional funds are available for distribution.

Marshall University and West Virginia University reports for FY2020 are attached.



**Marshall University
Research Endowment Plan Annual Report
2019-2020**

Submitted to the Division of Science and Research at the
West Virginia Higher Education Policy Commission

I. Summary

The West Virginia Research Trust Fund program has created sixteen endowments at Marshall University to fund allowed research-related activity. Over fifteen million dollars of private donations and the fifteen million dollars of state match have been invested in the Marshall University Foundation and Marshall University Research Corporation, respectively. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. In FY 2013, the full \$15MM in gifts and pledges was raised, along with an excess of over \$800,000.

As of June 30, 2020, the Marshall University Bucks for Brains Endowments totaled \$34.56 MM, with \$5.3 MM of endowment proceeds expended over the life of the program. FY 20 expenditures totaled \$3.1 MM. Earnings to date have amounted to \$9.5 MM.

Past years' expenditures were as follows:

FY 16	\$450,000
FY 17	\$560,000
FY 18	\$672,000
FY 19	\$560,000

II. Review of the Marshall University Research Endowment Plan

Marshall's original Research Endowment Plan approved by the University's Board of Governors in 2008, directed donations to:

- Endowment of the Marshall Institute for Interdisciplinary Research (MIIR), continuing with the plan laid out in Marshall's application to the Eminent Scholars Recruitment and Enhancement (ESRE) initiative; and
- Advancement of Intelligent Transportation Systems research at the Rahall Transportation Institute (RTI).

In November 2010, the Marshall University Board of Governors approved a Research Trust Fund Addendum (Appendix One) that broadened the recognition of Biomedicine/ Biotechnology as a focus for donor activity across the University, and further included aspects of Engineering, Environmental Science and the Physical Sciences.

III. Endowed Research Area Highlights

A brief update on highlighted activities of some of the endowments is included below. A comprehensive summary of the endowments is included in previous versions of this report.

Collaboration between MIIR and the Joan C Edwards School of Medicine Produce Discovery of Novel Role of Na/K-ATPase In Stem Cell Differentiation and Organogenesis.

Following on the broad findings of the role of Na/K ATPase protein in obesity, atherosclerosis and non-alcoholic fatty liver disease reported last year, findings published earlier this year by Marshall University scientists working in MIIR and the Marshall University Joan C Edwards School of Medicine this week indicate the importance of the Na/K-ATPase protein in stem cell differentiation and a process known as organogenesis which determines embryonic organ development.

The research was published in *Science Advances*, and indicates that a sequence in the Na/K-ATPase protein (also known as the sodium pump) that is not involved its ion pumping function is critical to stem cell differentiation and organogenesis across the animal kingdom.

The goal of the study was to reveal previously unknown role of this protein in animal biology and physiology. Embryonic development represents one of the most amazing processes of biology. Na/K-ATPase is prevalently expressed in every single cell in our body.

The study builds upon the seminal work of the late Zijian Xie, Ph.D., who, along with collaborators, discovered the signaling and scaffolding function of the Na/K-ATPase in the late 1990s. Xie's discovery has had tremendous applications in both cell biology and medicine and opened the door to this new area of research.

"In addition to potential relevance to human health and disease, which has been the focus of this research group, this particular work may be of critical importance to basic biology," said contributing author Joseph I. Shapiro, M.D., dean of the Marshall University Joan C. Edwards School of Medicine.

Other Highlights

In addition to supporting this major collaborative effort, Bucks for Brains continues to support the development of the faculty at Marshall University in the journey to research competitiveness. The Wellness, Dementia and Sports Medicine Endowments have provided research support to new faculty positions, and enabled the purchase of new research intensive equipment to support their efforts. Clinician researchers have been a focus as Dr. Thomas Nelson, a Neurology Researcher focusing on Alzheimer's disease and Dr. Jenny Yoost focusing on OB/GYN have joined the faculty.

The investments enabled by the Bucks for Brains funds is creating a cadre of researchers applying for and being successful in obtaining federal funding. In FY 20, these researchers have received \$3.7MM in competitive funding from federal and commercial sources.

Appendix One- Marshall University's Research Trust Fund Addendum

The University's directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/ bionanotechnology and transportation technology/logistics. Marshall's Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation¹. Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the

¹

- 4.3.1. Energy and environmental sciences;
- 4.3.2. Nanotechnology and materials sciences;
- 4.3.3. Biological, biotechnical and biomedical sciences;
- 4.3.4. Transportation technology and logistics;
- 4.3.5. Biometrics, security, sensing, and related identification technologies; and
- 4.3.6. Gerontology.

associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical

engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively”².

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.³ “Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems”.⁴

Given Marshall’s research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall’s applied research enterprise and its translation to economic development.

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the Research Trust Fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas:

² Cuello J.C., “Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design”, *Int. J. Eng. Ed.*, **21**,1-7 (2005).

³ Riley MR, “Introducing Journal of Biological Engineering”, *Journal of Biological Engineering* **1**, 1 (2007).

⁴ Endy D, “Foundations for Engineering Biology”, *Nature*, **438**, 449-4 (2005).

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science
- Faculty members also work on energy research and molecular energetics.

WV Research Trust Fund

Annual Report

from

West Virginia University¹

August 28, 2020

¹ Address questions and requests for additional information regarding WVU's Strategic Research Plan and the Research Trust Fund initiative to Provost Maryanne Reed, West Virginia University (maryanne.reed@mail.wvu.edu) or Vice President for Research, Dr. Fred King, West Virginia University (fred.king@mail.wvu.edu).

Introduction

This annual report describes the history of the Research Trust Fund, responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14), and lays out the proposed spending plan for the earned interest and carry over funds from each endowment for FY 2021.

History of the Research Trust Fund (2008-2009)

In March 2008, the West Virginia Legislature enacted Senate Bill 287, commonly referred to as the Research Trust Fund, as an effort to build a critical mass in selected areas of research and thus lay the groundwork for future economic development. The initial Bill provided a five-year window for the deposit of qualified donations into research endowments. Senate Bill 239 (Passed March 12, 2011) amended §18B-18A-9 of the Code of West Virginia to provide a seven-year window. Senate Bill 287 committed \$35 million to West Virginia University as a basis for a 1:1 match with private dollars to create endowments that would provide a sustainable source of funds for research and development. West Virginia University's approved Strategic Research Plan identified four areas for investment:

- Energy and environmental sciences;
- Nanotechnology and material science;
- Biological, biotechnological, and biomedical sciences; and
- Biometrics, security, sensing and related identification technologies.

These areas were selected because in 2008 they complemented the expertise of WVU's faculty, were critical issues of importance to the public, and were at the core of WVU's land-grant mission.

An Addendum to WVU's Strategic Research Plan for the Research Trust Fund was approved by the WVU Board of Governors in December 2010 and incorporated therein. Three modifications were made:

1. Adding forensic sciences as an area of emphasis under the biometrics, security, sensing, and related identification technologies, providing the opportunity for private investment into this area of research.
2. Adding a Library endowment to support the acquisition of materials in the four research areas, clarifying the importance that library resources provide to a vibrant research agenda.
3. Removing the language "no research area may receive more than \$17.5 million in private donations within the first two years," allowing WVU to maximize private investment regardless of focus area.

Achieving the Goal: \$70 million in Private and State Endowments

During the first four years after the inception of the Research Trust Fund, West Virginia University received gifts and pledges totaling \$35 million, the total amount allocated to the University through the Research Trust Fund initiative. Each endowment was qualified by the West Virginia University Board of Governors and thus eligible for state matching funds. **Thus the University's goal was achieved.**

The seven-year pledge period has officially concluded. The 85 endowments in Appendix A represent the final portfolio established under the Research Trust Fund initiative. These endowments include five generic types of gifts: 12 chairs and professorships, 12 undergraduate scholarships, 14 graduate fellowships, 2 graduate or undergraduate fellowships, 43 broad-based research support funds, and 2 library endowments.

Compliance with Legislative Rule for Research Trust Fund

Three specific reporting requirements are identified in Series 48 (§ 133-48-14), the Research Trust Fund Program.

1. *14.1. By August 15, 2009, and annually thereafter, each participating institution shall provide an annual report to the Commission that includes a full accounting of the trust funds, endowment proceeds, and adherence to the objectives established by the research plan.*
2. *14.2. Each participating institution shall detail in its annual report to the Commission the total amount of qualified donations received, the investment earnings realized and any anticipated expenditures of the research endowment proceeds in its annual operating budget.*

The data in APPENIDX A summarize much of the information requested by the Legislative Rule.

Through June 30, 2020 the following results have been achieved:

- **FY20 Market Value for all the Private RTF Endowments**
The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2020 is \$47,685,700.
- **FY21 Spend Available for the Private RTF Endowments**
The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY20 are \$1,700,300.

- **FY20 Market Value for all the State RTF Endowments**

The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2019 is \$40,761,936.

- **FY21 Spend Available for the State RTF Endowments**

The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY20 are \$1,574,140.

- **NOTE:** During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling \$35,000,000; these dollars provided the matching funds for 1210 qualified gifts (donations and pledges) to Directed Research Endowments established under the Research Trust Fund.

3. 14.4. *Each participating institution's research corporation and/or foundation shall provide the Commission with an audited financial statement annually. These statements shall be treated as confidential.*

A copy of the audited financial statements for years ending June 30, 2019 and 2018 for the WVU Foundation has been forwarded, under separate cover, to the Policy Commission. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

Impact of the Research Trust Fund

Vice President for Research Fred King remarked previously that: “The Research Trust Fund is not only an investment in our University, it is an investment in the future of our state. We know that research and innovation are the key economic drivers as we move forward in the 21st Century and compete in a global economy. The ideas generated and the students educated through the endowments establish under the Research Trust Fund initiative provide a basis for West Virginia’s future prosperity. We are thankful to the donors and the West Virginia legislature for their confidence in our ability to deliver the innovation and education essential to the state’s economic future.”

To place Vice President King’s remarks in a more specific context, WVU continues to be classified as West Virginia’s only R1 Doctoral Research University by the Carnegie Classification of Institutions of Higher Learning. Only 129 other universities in the United States received this highest ranking in the Carnegie Classification. It is worth noting that data from 2017 show that in terms of GDP, WV with WVU as its R1

university ranks ahead of seven similar rural states (AK, ID, ME, ND, SD, VT, and WY) that do not have a University that is R1. This ranking also evidences WVU's reputation as one of the leading U.S. Research Universities. This is supported by the fact that in FY 2020, WVU faculty secured over \$178 million in externally sponsored grants and contracts, excluding charitable gifts and donations.

WVU is committed to using its RTF resources to improve the quality of life for all West Virginians. These efforts are interwoven with the statewide West Virginia Forward effort that Marshall University, West Virginia University, and the Department of Commerce are engaged in to diversify and grow the economy of the State of West Virginia.

President Gordon Gee continues to make the point that WVU's prominence in research is critical to reshaping West Virginia's economy for a brighter future. Three pillars undergird this transformation of the state: education, healthcare, and broad-based prosperity. The institution's research investments, the research funds generated by our faculty, and the support provided by the Research Trust fund set the foundation on which these pillars rest. The establishment of Vantage Ventures with a donation from John Chambers will facilitate the conversion of research and innovation supported by the RTF into economic impact.

Business Plan

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission requires a business plan for each research area. APPENDIX A reflects the anticipated use of the money available to spend in FY20.

In FY20, \$14,481,154 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives.

For FY21, \$14,207,503 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$3,274,440 will come from interest earned on both the private endowments and that from the matching state endowments established from the Research Trust Fund; \$10,933,063 will come from unspent funds from the previous year. The significant amount of interest dollars reflects the positive impact of the stock market and the fact that all endowments are fully funded. All funds for each endowment are distributed according to the intent of the respective endowment.

WVU looks forward to the significant and sustained impact that programs supported by the Research Trust Fund will have on addressing some of the state's and the nation's most important issues in education, energy, health care and security.

Fund ID	Fund Description	Budget Division	Unit	FY14 & Prior Budgets	FY15 Spend	FY16 Spend	FY 17 Spend	FY 18 Spend	FY19 Spend	FY20 Spend	Budget through FY20 Spend	Expenses through CLS-2020	Balance through FY20	FY21 Spend	Balance Forward
R085	Frederick P. Jr. & Joan C. Stamp Cancer Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 46,473.97	\$ 14,615.22	\$ 14,670.34	\$ 13,236.92	\$ 13,490.61	\$ 17,528.34	\$ 15,322.17	\$ 135,337.57	\$ 91,224.91	\$ 44,112.66	\$ 14,857.40	\$ 58,970.06
R095	Norma Mae Huggins Cancer Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 67,059.85	\$ 42,369.96	\$ 45,353.50	\$ 48,251.48	\$ 58,587.18	\$ 79,492.32	\$ 91,990.34	\$ 433,104.63	\$ 337,746.82	\$ 95,357.81	\$ 87,046.97	\$ 182,404.78
R100	Walter H. Moran Jr. General Surgery Resident Research	Medicine(MED)	Medicine (MED)	\$ 65,191.73	\$ 19,117.84	\$ 19,462.15	\$ 13,538.57	\$ 18,445.30	\$ (30,487.10)	\$ 18,940.83	\$ 124,209.32	\$ 498.50	\$ 123,710.82	\$ 17,508.70	\$ 141,219.52
R103	Schoepp Neuroscience Research Student Support	Medicine(MED)	Medicine (MED)	\$ 10,878.56	\$ 5,189.25	\$ 5,202.38	\$ 4,714.40	\$ 4,815.56	\$ 6,247.01	\$ 4,722.48	\$ 41,769.64	\$ 24,765.44	\$ 17,004.20	\$ 4,712.59	\$ 21,716.78
R106	Verizon WV for Biometrics	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 71,717.52	\$ 24,152.12	\$ 24,206.86	\$ 21,958.34	\$ 22,509.39	\$ 29,534.79	\$ 21,980.42	\$ 216,059.44	\$ 166,490.79	\$ 49,568.65	\$ 22,842.99	\$ 72,411.64
R107	Raymond Brooks Vanscoy Cancer Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 16,798.83	\$ 11,224.59	\$ 13,395.08	\$ 13,360.13	\$ 14,852.22	\$ 18,677.19	\$ 17,319.65	\$ 105,627.69	\$ 54,251.24	\$ 51,376.45	\$ 17,076.91	\$ 68,453.37
R108	Allen S. Pack Endowment for Mining Engineering	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 8,700.43	\$ 5,261.21	\$ 4,801.56	\$ 4,357.40	\$ 4,427.32	\$ 5,945.27	\$ 4,379.67	\$ 37,872.86	\$ 31,298.73	\$ 6,574.13	\$ 4,492.57	\$ 11,066.70
R109	L. Zane Shuck Laboratory Endowment in Nanobiotechnology	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 25,615.53	\$ 9,617.61	\$ 9,639.17	\$ 8,745.05	\$ 8,964.90	\$ 11,774.61	\$ 8,753.03	\$ 83,109.90	\$ 52,825.99	\$ 30,283.91	\$ 9,098.77	\$ 39,382.68
R110	Alpha Natural Resources Endowment for Energy Research	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 31,993.78	\$ 24,966.44	\$ 25,004.06	\$ 25,906.10	\$ 26,529.69	\$ 35,011.11	\$ 25,926.14	\$ 195,337.32	\$ 52,479.27	\$ 142,858.05	\$ 26,941.09	\$ 169,799.14
R113	Alan Susman Cortico-Basal Ganglionic Degeneration Research	Medicine(MED)	Medicine (MED)	\$ 28,368.37	\$ 10,030.64	\$ 10,053.43	\$ 9,118.43	\$ 9,347.17	\$ 12,257.91	\$ 9,128.31	\$ 88,304.26	\$ -	\$ 88,304.26	\$ 9,484.84	\$ 97,789.10
R114	Blaine S. West Endowment for Civil and Environmental Engineering	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 36,458.45	\$ 10,094.28	\$ 10,117.10	\$ 9,176.55	\$ 9,407.24	\$ 12,343.36	\$ 9,186.50	\$ 96,783.48	\$ 124,240.16	\$ (27,456.68)	\$ 9,546.82	\$ (17,909.86)
R115	William J. Maier, Jr. Chair of Research	Health Sciences - Charleston Division(MCC)	Health Sciences - Charleston Division (MCC)	\$ 123,571.88	\$ 94,611.05	\$ 94,815.79	\$ 86,044.07	\$ 88,105.87	\$ 116,396.16	\$ 86,103.44	\$ 689,648.26	\$ 185,048.16	\$ 504,600.10	\$ 89,480.45	\$ 594,080.55
R116	Branson-Maddrell Endowed Professorship in Orthodontics	Dentistry(DEN)	Dentistry (DEN)	\$ 61,907.83	\$ 42,811.27	\$ 42,904.37	\$ 38,931.69	\$ 39,851.33	\$ 52,614.42	\$ 38,959.57	\$ 317,980.48	\$ 261,980.10	\$ 56,000.38	\$ 40,467.95	\$ 96,468.33
R117	George B. Bennett Dean's Research Opportunity Endowment	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 239,051.11	\$ 97,264.66	\$ 97,489.29	\$ 88,423.19	\$ 90,630.87	\$ 118,743.74	\$ 88,518.48	\$ 820,121.34	\$ 670,649.97	\$ 149,471.37	\$ 91,953.53	\$ 241,424.90
R118	E. Elizabeth Morgan Cancer Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 6,282.37	\$ 2,560.30	\$ 2,565.61	\$ 2,326.38	\$ 2,384.83	\$ 3,129.08	\$ 2,329.34	\$ 21,577.91	\$ 11,408.28	\$ 10,169.63	\$ 2,420.79	\$ 12,590.42
R119	Badzek Family Endowment for Nursing Research	Nursing(NSG)	Nursing (NSG)	\$ 3,827.00	\$ 2,457.40	\$ 2,440.34	\$ 2,215.10	\$ 2,262.86	\$ 2,998.27	\$ 2,216.46	\$ 18,417.43	\$ 10,000.00	\$ 8,417.43	\$ 2,298.67	\$ 10,716.10
R120	Ruth and Robert Kuhn Nursing Faculty Research	Nursing(NSG)	Nursing (NSG)	\$ 5,603.97	\$ 2,392.23	\$ 2,397.44	\$ 2,175.76	\$ 2,230.94	\$ 2,939.66	\$ 2,177.36	\$ 19,917.36	\$ 3,838.35	\$ 16,079.01	\$ 2,265.10	\$ 18,344.12
R121	Hall - de Graaf Endowment for Women in Science & Engineering	Arts & Sciences(A&S)	Arts & Sciences (A&S)	\$ 5,431.22	\$ 2,371.38	\$ 2,376.58	\$ 2,156.12	\$ 2,210.68	\$ 2,912.23	\$ 2,157.57	\$ 19,615.78	\$ 4,739.44	\$ 14,876.34	\$ 2,244.93	\$ 17,121.27
R122	Fithian Family Foundation #2/Behavioral Medicine- Psychiatry	Medicine(MED)	Medicine (MED)	\$ 14,225.36	\$ 9,439.44	\$ 9,459.59	\$ 8,585.80	\$ 8,769.56	\$ 11,636.76	\$ 8,590.78	\$ 70,707.29	\$ 49,764.31	\$ 20,942.98	\$ 8,908.46	\$ 29,851.44
R123	WVUH Evidence Based Practice Research Professorship/Nursing	Nursing(NSG)	Nursing (NSG)	\$ 60,772.63	\$ 33,299.12	\$ 33,370.70	\$ 30,284.25	\$ 30,902.91	\$ 40,985.52	\$ 30,302.21	\$ 259,917.34	\$ 115,912.89	\$ 144,004.45	\$ 31,388.96	\$ 175,393.41
R124	Grace C. Clements Speech Pathology and Audiology Research	Human Resources & Education(HRE)	Human Resources & Education (HRE)	\$ 8,110.06	\$ 4,521.25	\$ 4,533.84	\$ 4,112.76	\$ 4,220.15	\$ 5,538.51	\$ 4,120.99	\$ 35,157.56	\$ 24,208.84	\$ 10,948.72	\$ 4,146.77	\$ 15,095.49
R125	Virginia Oil and Gas Research Endowment for PNGE	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 9,748.91	\$ 5,590.62	\$ 5,602.27	\$ 5,085.52	\$ 5,208.49	\$ 6,904.59	\$ 5,087.93	\$ 43,228.33	\$ 20,416.81	\$ 22,811.52	\$ 5,130.31	\$ 27,941.83

Fund ID	Fund Description	Budget Division	Unit	FY14 & Prior Budgets	FY15 Spend	FY16 Spend	FY 17 Spend	FY 18 Spend	FY19 Spend	FY20 Spend	Budget through FY20 Spend	Expenses through CLS-2020	Balance through FY20	FY21 Spend	Balance Forward
R126	Michael Baker Corporation Endowment/CEE	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 8,202.22	\$ 7,158.89	\$ 7,174.30	\$ 6,509.98	\$ 6,652.62	\$ 8,797.11	\$ 6,515.10	\$ 51,010.22	\$ 57,204.41	\$ (6,194.19)	\$ 6,755.90	\$ 561.71
R127	Darrell & Diane Williams Research for PNGE	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 8,371.61	\$ 4,640.94	\$ 4,650.47	\$ 4,220.87	\$ 4,329.74	\$ 5,732.41	\$ 4,223.25	\$ 36,169.29	\$ 14,513.11	\$ 21,656.18	\$ 4,265.01	\$ 25,921.19
R128	Preservati Cancer Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 19,935.35	\$ 13,854.66	\$ 13,884.13	\$ 12,601.71	\$ 13,001.75	\$ 17,080.54	\$ 12,610.13	\$ 102,968.27	\$ 47,632.37	\$ 55,335.90	\$ 12,783.44	\$ 68,119.34
R129	Martha Gaines & Russell Wehrle Pediatric Research Endowment	Qualifying - Biological, Biotech & Biomedical	Health Sciences - Charleston Division (MCC)	\$ 5,947.51	\$ 4,717.99	\$ 4,727.80	\$ 4,291.33	\$ 4,381.50	\$ 5,817.66	\$ 4,293.69	\$ 34,177.48	\$ 8,300.82	\$ 25,876.66	\$ 4,451.43	\$ 30,328.09
R130	E. Jane Martin Research Doctoral Fund	Nursing(NSG)	Nursing (NSG)	\$ 3,765.27	\$ 2,390.73	\$ 2,396.28	\$ 2,174.38	\$ 2,210.19	\$ 2,946.42	\$ 2,177.21	\$ 18,060.48	\$ 1,000.00	\$ 17,060.48	\$ 2,247.37	\$ 19,307.85
R131	John T. & June R. Chambers Chair of Oncology Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 80,991.71	\$ 69,410.20	\$ 69,553.32	\$ 63,140.72	\$ 64,770.18	\$ 85,803.93	\$ 63,170.99	\$ 496,841.05	\$ 518,422.10	\$ (21,581.05)	\$ 63,812.58	\$ 42,231.53
R132	Christopher Cline Chair in Orthopedic Surgery	Medicine(MED)	Medicine (MED)	\$ 289,105.65	\$ 189,944.30	\$ 190,352.53	\$ 172,750.08	\$ 176,364.18	\$ 233,836.22	\$ 172,852.40	\$ 1,425,205.36	\$ 933,857.83	\$ 491,347.53	\$ 179,137.32	\$ 670,484.85
R133	Mabel C. Phares Leukemia Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 116,260.95	\$ 32,843.74	\$ 32,910.92	\$ 29,878.51	\$ 30,380.77	\$ 40,651.33	\$ 29,885.26	\$ 312,811.48	\$ 195,608.82	\$ 117,202.66	\$ 29,935.99	\$ 147,138.65
R134	Gary and Lisa Christopher Graduate Fellowship	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 8,005.75	\$ 10,354.22	\$ 11,475.29	\$ 9,094.01	\$ 10,708.45	\$ 14,268.69	\$ 10,471.67	\$ 74,378.08	\$ 30,826.61	\$ 43,551.47	\$ 10,556.53	\$ 54,108.00
R135	WV United Health System Evidence-Based Nursing Practice Res.	Nursing(NSG)	Nursing (NSG)	\$ 4,634.98	\$ 3,970.86	\$ 3,979.63	\$ 3,612.89	\$ 3,690.48	\$ 4,908.00	\$ 3,614.45	\$ 28,411.29	\$ 16,958.46	\$ 11,452.83	\$ 3,635.95	\$ 15,088.79
R136	Mike Ross Family Pediatric Diabetes Research Endowment	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 51,100.53	\$ 38,283.26	\$ 38,364.96	\$ 34,818.16	\$ 35,396.78	\$ 47,145.86	\$ 34,835.07	\$ 279,944.62	\$ 32,663.16	\$ 247,281.46	\$ 35,956.16	\$ 283,237.61
R137	Van Wyk Cancer Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 2,286.82	\$ 2,369.11	\$ 2,374.00	\$ 2,154.47	\$ 2,204.78	\$ 2,914.76	\$ 2,155.74	\$ 16,459.68	\$ 8,234.21	\$ 8,225.47	\$ 2,239.19	\$ 10,464.67
R138	Robert T. Bruhn Physics Research Endowment	Arts & Sciences(A&S)	Arts & Sciences (A&S)	\$ 10,479.88	\$ 4,920.12	\$ 4,929.72	\$ 4,474.98	\$ 4,550.70	\$ 6,093.51	\$ 4,475.46	\$ 39,924.37	\$ -	\$ 39,924.37	\$ 4,484.63	\$ 44,409.00
R139	Women in Science and Engineering Giving Circle Endowment	Qualifying - Interdisciplinary	Arts & Sciences (A&S)	\$ 3,568.78	\$ 2,379.04	\$ 2,384.07	\$ 2,164.17	\$ 2,200.37	\$ 2,934.86	\$ 2,165.65	\$ 17,796.94	\$ 3,364.67	\$ 14,432.27	\$ 2,166.14	\$ 16,598.41
R140	Jarrett Family Research Endowment for Dentistry	Dentistry (DEN)	Dentistry (DEN)	\$ 14,827.90	\$ 9,399.93	\$ 9,419.64	\$ 8,551.08	\$ 8,694.46	\$ 11,628.97	\$ 8,553.48	\$ 71,075.46	\$ 22,658.19	\$ 48,417.27	\$ 8,566.26	\$ 56,983.53
R141	Donald R. & Linda E. Holcomb Research Endowment Dentistry	Qualifying - Biological, Biotech & Biomedical	Dentistry (DEN)	\$ 6,393.24	\$ 9,184.74	\$ 9,203.22	\$ 7,301.36	\$ 8,576.05	\$ 11,458.77	\$ 8,406.34	\$ 60,523.72	\$ 8,556.58	\$ 51,967.14	\$ 8,455.23	\$ 60,422.37
R142	Arch Coal Inc. Endowment for Mine Health & Safety Research	Engineering & Mineral Resources (EMR)	Engineering & Mineral Resources (EMR)	\$ 24,922.03	\$ 23,403.84	\$ 23,458.56	\$ 23,328.89	\$ 23,798.75	\$ 31,003.45	\$ 23,364.20	\$ 173,279.72	\$ 54,937.99	\$ 118,341.73	\$ 23,310.45	\$ 141,652.18
R143	Shaw Pathology Research	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 7,919.37	\$ 4,793.89	\$ 4,804.60	\$ 4,360.15	\$ 4,432.30	\$ 5,901.62	\$ 4,362.50	\$ 36,574.43	\$ 8,437.01	\$ 28,137.42	\$ 4,502.25	\$ 32,639.68
R144	Dr. Mohindar S. Seehra Research Award	Arts & Sciences (A&S)	Arts & Sciences (A&S)	\$ 6,289.66	\$ 2,373.05	\$ 2,377.86	\$ 2,158.19	\$ 2,194.21	\$ 2,927.72	\$ 2,157.88	\$ 20,478.57	\$ 1,264.00	\$ 19,214.57	\$ 2,228.30	\$ 21,442.87
R145	Oleg D. & Valentina P. Jefimenko Library Resources #2	Library (LIB)	Library (LIB)	\$ 30,671.04	\$ 17,249.19	\$ 17,384.71	\$ 15,500.33	\$ 15,587.05	\$ 15,906.99	\$ 15,696.12	\$ 127,995.43	\$ 127,995.39	\$ 0.04	\$ 15,311.93	\$ 15,311.97
R146	Frank and Susan Klatskin Cerninara Endowment	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 3,065.12	\$ 3,274.79	\$ 4,479.59	\$ 4,261.72	\$ 4,558.07	\$ 5,849.18	\$ 4,737.77	\$ 30,226.24	\$ 19,639.41	\$ 10,586.83	\$ 4,646.14	\$ 15,232.97
R147	Nesselroad Family Glaucoma Research	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 5,412.79	\$ 6,672.77	\$ 6,689.51	\$ 6,070.02	\$ 6,213.72	\$ 8,195.76	\$ 6,206.55	\$ 45,461.12	\$ 10,779.47	\$ 34,681.65	\$ 6,437.99	\$ 41,119.63

split between MAP and Financial Aid

split between MAP and Financial Aid

Fund ID	Fund Description	Budget Division	Unit	FY14 & Prior Budgets	FY15 Spend	FY16 Spend	FY 17 Spend	FY 18 Spend	FY19 Spend	FY20 Spend	Budget through FY20 Spend	Expenses through CLS-2020	Balance through FY20	FY21 Spend	Balance Forward	
R148	Salvatore and Josephine Cilentto Research Enhancement	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 2,902.67	\$ 2,353.89	\$ 3,027.26	\$ 2,962.41	\$ 3,247.53	\$ 4,461.26	\$ -	\$ 18,955.02	\$ 11,212.00	\$ 7,743.02	\$ 3,565.71	\$ 11,308.73	split between MAP and Financial Aid
R149	Statler Research Endowment	Engineering & Mineral Resources (EMR)	Engineering & Mineral Resources (EMR)	\$ 774,902.92	\$ 746,644.80	\$ 889,621.40	\$ 849,119.16	\$ 867,755.33	\$ 1,153,700.17	\$ 849,469.69	\$ 6,131,213.47	\$ 3,021,810.86	\$ 3,109,402.61	\$ 854,830.75	\$ 3,964,233.37	
R150	WVU School of Medicine Research Endowment	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 47,014.17	\$ 35,152.13	\$ 35,229.84	\$ 31,967.01	\$ 32,822.84	\$ 43,167.98	\$ 31,998.10	\$ 257,352.07	\$ -	\$ 257,352.07	\$ 33,325.46	\$ 290,677.53	
V813	Quad/Graphics Chair in Internal Medicine, Eastern Division	Health Science East(HSE)	Health Science East (HSE)	\$ 214,733.08	\$ 93,816.58	\$ 94,017.22	\$ 85,327.11	\$ 87,517.22	\$ 115,566.29	\$ 85,383.79	\$ 776,361.29	\$ 130,630.77	\$ 645,730.52	\$ 86,150.10	\$ 731,880.62	
V815	James H. Walker Chair of Pediatric Cardiology	Medicine(MED)	Medicine (MED)	\$ 138,428.65	\$ 25,275.66	\$ 25,324.91	\$ 20,131.10	\$ 28,332.67	\$ 39,414.36	\$ 34,329.23	\$ 311,236.58	\$ 282,808.23	\$ 28,428.35	\$ 33,646.65	\$ 62,075.00	
V824	James A. Kent Endowment for Biomedical Engineering	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 40,051.96	\$ 16,972.40	\$ 17,013.02	\$ 15,425.90	\$ 15,783.79	\$ 20,634.35	\$ 15,445.32	\$ 141,326.74	\$ 100,777.07	\$ 40,549.67	\$ 16,005.90	\$ 56,555.58	
V828	Osborn Professorship in Hematological Malignancies Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 178,442.27	\$ 61,145.60	\$ 61,285.68	\$ 55,609.42	\$ 56,999.65	\$ 74,708.84	\$ 55,668.88	\$ 543,860.34	\$ 457,384.31	\$ 86,476.03	\$ 57,835.36	\$ 144,311.38	
V829	BrickStreet Neurology Fellowship	Medicine(MED)	Medicine (MED)	\$ 20,396.56	\$ 9,527.34	\$ 9,548.39	\$ 8,663.68	\$ 8,865.83	\$ 11,703.83	\$ 8,671.21	\$ 77,376.84	\$ -	\$ 77,376.84	\$ 9,003.87	\$ 86,380.71	
V830	Robert E. Murray Chairmanship Mining Engineering Department	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 240,201.67	\$ 96,005.33	\$ 96,221.00	\$ 87,293.35	\$ 89,472.27	\$ 117,600.19	\$ 87,374.18	\$ 814,167.99	\$ 488,673.46	\$ 325,494.53	\$ 90,817.86	\$ 416,312.38	includes F3V830W
V833	Rita Radcliff-Deppe & Brian Deppe Fellowship Award	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 6,748.16	\$ 4,148.99	\$ 4,160.55	\$ 3,766.35	\$ 3,839.28	\$ 4,920.67	\$ 3,775.14	\$ 31,359.14	\$ 3,179.97	\$ 28,179.17	\$ 3,743.89	\$ 31,923.07	
V835	Energy Materials Science & Engineering Facilities Support	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 760.00	\$ -		\$ -	\$ -	\$ -	\$ -	\$ 760.00	\$ -	\$ 760.00	\$ -	\$ 760.00	All financial aid - nothing in MAP
V841	Oleg D. and Valentina P. Jefimenko Library Resources	Library(LIB)	Library (LIB)	\$ 42,458.06	\$ 19,144.41	\$ 19,187.14	\$ 17,407.54	\$ 17,847.29	\$ 23,464.03	\$ 17,422.85	\$ 156,931.32	\$ 156,931.32	\$ (0.00)	\$ 18,116.72	\$ 18,116.72	
V842	Oleg D. and Valentina P. Jefimenko Physics Fellowship	Arts & Sciences(A&S)	Arts & Sciences (A&S)	\$ 9,113.71	\$ 4,757.38	\$ 4,805.21	\$ 4,284.70	\$ 4,308.37	\$ 4,396.64	\$ 4,338.24	\$ 36,004.25	\$ 7,430.85	\$ 28,573.40	\$ 3,967.86	\$ 32,541.26	split between MAP and Financial Aid
V844	Bowlby Wood Science Graduate Research Fellowship	Agriculture & Forestry(AGR)	Agriculture & Forestry (AGR)	\$ 57,583.95	\$ 50,990.88	\$ 51,119.64	\$ 46,434.62	\$ 47,445.70	\$ 62,243.42	\$ 46,698.86	\$ 362,517.07	\$ 246,614.73	\$ 115,902.34	\$ 48,305.89	\$ 164,208.24	
V850	James P. Boland, M.D. Department of Surgery Endowed Research	Qualifying - Biological, Biotech & Biomedical	Health Sciences - Charleston Division (MCC)	\$ 34,613.93	\$ 29,786.99	\$ 30,385.23	\$ 27,758.17	\$ 28,151.39	\$ 32,716.65	\$ 28,165.21	\$ 211,577.57	\$ -	\$ 211,577.57	\$ 26,882.23	\$ 238,459.80	
V854	WVU Ruby Scholars Graduate Research Fellowships	Academic Affairs(AAR)	Academic Affairs (AAR)	\$ 1,077,020.30	\$ 489,473.38	\$ 492,539.15	\$ 449,760.40	\$ 464,039.56	\$ 607,423.23	\$ 458,277.63	\$ 4,038,533.65	\$ 2,543,011.74	\$ 1,495,521.91	\$ 474,804.89	\$ 1,970,326.80	split between MAP and Financial Aid
V858	Robert E. Pyle Chemical Engineering Graduate Fellowship	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 11,425.62	\$ 4,842.02	\$ 4,853.66	\$ 4,402.54	\$ 4,512.80	\$ 5,917.73	\$ 4,406.37	\$ 40,360.74	\$ 23,711.65	\$ 16,649.09	\$ 4,578.80	\$ 21,227.89	
V859	James & Ruby Romano Civil & Environmental Engineering End.	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 80,376.15	\$ 33,733.16	\$ 33,810.18	\$ 30,669.17	\$ 31,439.49	\$ 41,251.48	\$ 30,701.53	\$ 281,981.16	\$ 263,502.30	\$ 18,478.86	\$ 31,906.20	\$ 50,385.06	
V880	Robert & Stephany Ruffolo Pharmacy Graduate Fellowship	Pharmacy(PHR)	Pharmacy (PHR)	\$ 3,291.97	\$ 2,224.80	\$ 4,674.51	\$ 4,243.42	\$ 4,342.53	\$ 5,761.12	\$ 4,245.67	\$ 28,784.02	\$ 8,000.00	\$ 20,784.02	\$ 4,277.59	\$ 25,061.61	
V882	James and Betty Hall Fellowship	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 5,063.97	\$ 9,449.02	\$ 9,468.96	\$ 8,595.04	\$ 8,738.65	\$ 11,674.29	\$ 8,597.77	\$ 61,587.70	\$ 45,605.00	\$ 15,982.70	\$ 8,606.92	\$ 24,589.62	split between MAP and Financial Aid
V886	Stuart M. & Joyce N. Robbins Distinguished Prof/Epidemiology	Qualifying - Biological, Biotech & Biomedical	Health Sciences Center (HSC)	\$ 76,041.30	\$ 93,751.72	\$ 93,949.93	\$ 85,273.22	\$ 87,312.47	\$ 115,619.13	\$ 85,322.25	\$ 637,270.02	\$ 339,293.75	\$ 297,976.27	\$ 85,968.57	\$ 383,944.83	
V887	Academy of Chemical Engineers Graduate Fellowship	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 10,184.78	\$ 13,614.86	\$ 14,815.60	\$ 14,154.56	\$ 14,515.48	\$ 18,477.40	\$ 14,281.29	\$ 100,043.97	\$ 26,194.45	\$ 73,849.52	\$ 14,130.77	\$ 87,980.29	

Fund ID	Fund Description	Budget Division	Unit	FY14 & Prior Budgets	FY15 Spend	FY16 Spend	FY 17 Spend	FY 18 Spend	FY19 Spend	FY20 Spend	Budget through FY20 Spend	Expenses through CLS-2020	Balance through FY20	FY21 Spend	Balance Forward
V892	J.F. Brick Chair in Neurology	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 222,418.50	\$ 140,998.90	\$ 141,289.29	\$ 128,267.85	\$ 130,421.90	\$ 174,436.10	\$ 128,300.38	\$ 1,066,132.92	\$ 763,656.14	\$ 302,476.78	\$ 128,496.65	\$ 430,973.43
V894	Jack and Marietta Mullenger Fellowship	Qualifying - Biological, Biotech & Biomedical	Engineering & Mineral Resources (EMR)	\$ 752.86	\$ 2,266.03	\$ 2,957.19	\$ 2,655.54	\$ 2,689.62	\$ 3,076.47	\$ 2,676.60	\$ 17,074.31	\$ 3,179.97	\$ 13,894.34	\$ 2,546.84	\$ 16,441.18
V900	Research Trust Fund Jefimenko Professorship in Physics	Qualifying - Interdisciplinary	Arts & Sciences (A&S)	\$ 33,458.84	\$ 22,560.43	\$ 22,485.17	\$ 20,812.86	\$ 21,408.59	\$ 35,632.10	\$ 20,545.40	\$ 176,903.39	\$ 139,506.27	\$ 37,397.12	\$ 22,510.45	\$ 59,907.56
W762	Cyber Physical System Center	WVU Institute of Technology	WVU Institute of Technology	\$ 19,999.78	\$ -		\$ -	\$ -	\$ -	\$ -	\$ 19,999.78	\$ 22,174.32	\$ (2,174.54)	\$ -	\$ (2,174.54)
			Sub-Totals	\$ 5,008,333.35	\$ 2,946,184.84	\$ 3,108,626.69	\$ 2,871,107.13	\$ 2,964,862.42	\$ 3,862,895.24	\$ 2,951,240.15	\$ 23,713,249.82	\$ 13,501,932.77	\$ 10,211,317.05	\$ 3,004,227.70	\$ 13,215,544.75
Financial Aid Accounts															
Z232	Wells Fargo Energy Group Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 17,695.37	\$ 8,495.53	\$ 8,513.57	\$ 7,727.16	\$ 7,868.22	\$ 10,487.38	\$ -	\$ 60,787.23	\$ 14,500.00	\$ 46,287.23	\$ 7,749.60	\$ 54,036.83
Z238	Benjamin James Galford Research Scholarship	Financial Aid(FAD)	Arts & Sciences (A&S)	\$ 12,431.87	\$ 7,440.33	\$ 8,204.83	\$ 8,090.52	\$ 8,945.51	\$ 11,564.01	\$ -	\$ 56,677.07	\$ 60,738.00	\$ (4,060.93)	\$ 10,464.24	\$ 6,403.31
Z245	Carl Del Signore Foundation Graduate Fellowship	Financial Aid(FAD)	Academic Affairs (AAR)	\$ 9,551.14	\$ 4,706.32	\$ 4,716.92	\$ 4,280.70	\$ 4,388.21	\$ 5,794.52	\$ -	\$ 33,437.81	\$ 19,500.00	\$ 13,937.81	\$ 4,457.11	\$ 18,394.92
Z247	George M. & Mary Freda Vance Medical Scholarship-Fellowship	Financial Aid(FAD)	Cancer Center (CAN)	\$ 124,110.05	\$ 36,072.40	\$ 36,154.43	\$ 32,795.97	\$ 33,618.96	\$ 44,111.30	\$ 32,829.73	\$ 339,692.84	\$ 321,898.82	\$ 17,794.02	\$ 34,118.01	\$ 51,912.03
Z277	William S. Clapper Mechanical & Aerospace Engineering Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 12,300.26	\$ 4,869.60	\$ 4,880.85	\$ 4,426.98	\$ 4,537.29	\$ 5,942.84	\$ -	\$ 36,957.82	\$ 28,738.00	\$ 8,219.82	\$ 4,602.96	\$ 12,822.78
Z279	Everette C. Dubbe Research Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 18,139.76	\$ 9,492.32	\$ 9,512.98	\$ 8,632.95	\$ 8,828.11	\$ 11,676.38	\$ -	\$ 66,282.50	\$ 68,198.00	\$ (1,915.50)	\$ 8,966.00	\$ 7,050.50
Z282	Oleg D. and Valentina P. Jefimenko Physics Scholarship	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 5,984.63	\$ 3,548.99	\$ 3,588.22	\$ 3,198.72	\$ 3,216.65	\$ 3,282.10	\$ -	\$ 22,819.31	\$ 26,050.00	\$ (3,230.69)	\$ 2,961.45	\$ (269.24)
Z326	James Bergen and Randy Monteith Anderson Scholarship in MAE	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 3,415.52	\$ 2,355.38	\$ 2,361.01	\$ 2,142.04	\$ 2,208.59	\$ 2,889.42	\$ -	\$ 15,371.96	\$ 10,075.00	\$ 5,296.96	\$ 2,239.93	\$ 7,536.89
Z329	Morton Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 13,533.28	\$ 9,318.01	\$ 9,339.13	\$ 10,217.87	\$ 10,491.25	\$ 13,210.29	\$ -	\$ 66,109.83	\$ 39,500.00	\$ 26,609.83	\$ 16,186.35	\$ 42,796.18
Z333	David VanDorn Sutton Scholarship	Financial Aid(FAD)	Financial Aid (FAD)	\$ 53,456.18	\$ 37,343.05	\$ 37,419.69	\$ 33,971.00	\$ 34,704.64	\$ 46,198.10	\$ -	\$ 243,092.66	\$ -	\$ 243,092.66	\$ 34,195.06	\$ 277,287.72
Z337	William "Bill" Closser Memorial Electrical Engineering Sch.	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Z339	Morrissey-Ropp Scholarship	Financial Aid(FAD)	Arts & Sciences (A&S)	\$ 8,061.77	\$ 6,921.31	\$ 6,935.55	\$ 6,296.26	\$ 6,432.85	\$ 8,569.51	\$ -	\$ 43,217.25	\$ 51,151.00	\$ (7,933.75)	\$ 6,339.01	\$ (1,594.74)
Z341	Martha Hopkins Hashinger Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 3,563.52	\$ 2,568.93	\$ 2,578.74	\$ 2,344.51	\$ 2,387.64	\$ 3,181.70	\$ -	\$ 16,625.04	\$ 10,980.00	\$ 5,645.04	\$ 2,352.69	\$ 7,997.73
Z364	Research Trust Fund Taylor Endowment	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 163.34	\$ 2,436.67	\$ 2,859.35	\$ 2,587.07	\$ 2,646.88	\$ 3,604.62	\$ 1,006.36	\$ 15,304.29	\$ 1,050.00	\$ 14,254.29	\$ 3,014.52	\$ 17,268.81
Z365	Mitchell-Morey Family Endowed Scholarship	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 2,011.72		\$ 2,548.16	\$ 2,035.62	\$ 2,566.95	\$ 3,373.49	\$ -	\$ 12,535.94	\$ -	\$ 12,535.94	\$ 2,802.19	\$ 15,338.13
Z368	Statler Research Scholars Program	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 35,792.33	\$ 44,437.66	\$ 44,289.43	\$ 72,656.53	\$ 85,721.57	\$ 113,972.98	\$ -	\$ 396,870.50	\$ 314,377.00	\$ 82,493.50	\$ 84,502.68	\$ 166,996.18

split between MAP and Financial Aid

split between MAP and Financial Aid

WVU Research Trust Fund
Annual Report through Fiscal Year 2020

Fund ID	Fund Description	Budget Division	Unit	FY14 & Prior Budgets	FY15 Spend	FY16 Spend	FY 17 Spend	FY 18 Spend	FY19 Spend	FY20 Spend	Budget through FY20 Spend	Expenses through CLS-2020	Balance through FY20	FY21 Spend	Balance Forward
Z372	William E. & Bonniegail Kucan Coleman Research Scholarship	To Be Determined	Financial Aid (FAD)	\$ 1,459.93	\$ 1,243.55	\$ 1,252.19	\$ 1,115.61	\$ 1,121.99	\$ 1,144.53	\$ -	\$ 7,337.80	\$ 12,466.00	\$ (5,128.20)	\$ 1,101.05	\$ (4,027.15)
Z375	Bettie D. Gallaher Research Fellowship	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 37,570.07	\$ 44,862.48	\$ 48,341.57	\$ 44,276.53	\$ 44,661.37	\$ 48,135.66	\$ -	\$ 267,847.68	\$ -	\$ 267,847.68	\$ 44,159.91	\$ 312,007.59
Sub-Totals				\$ 359,240.74	\$ 226,112.53	\$ 233,496.62	\$ 246,796.04	\$ 264,346.68	\$ 337,138.83	\$ 33,836.09	\$ 1,700,967.53	\$ 979,221.82	\$ 721,745.71	\$ 270,212.76	\$ 991,958.47
Combined Totals				\$ 5,367,574.09	\$ 3,172,297.37	\$ 3,342,123.31	\$ 3,117,903.17	\$ 3,229,209.10	\$ 4,200,034.07	\$ 2,985,076.24	\$ 25,414,217.35	\$ 14,481,154.59	\$ 10,933,062.76	\$ 3,274,440.46	\$ 14,207,503.22

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Vision 2025 Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information item

STAFF MEMBER: Juliana Serafin

BACKGROUND:

Vision 2025, the West Virginia Science and Technology Strategic Plan, was developed by the West Virginia Science and Research Council (SRC) and a group of diverse stakeholders in May and June 2015. Vision 2025 is the strategic plan to guide our efforts to achieve the vision: “By 2025, Science, Technology, and Engineering are West Virginia’s Leading Economic Growth Drivers Attracting Investments, Creating Jobs, and Improving Our Quality of Life.”

There are five objectives in the plan: 1. Financial Development; 2. Physical Development; 3. People Development; 4. Cultural Development; and 5. Innovation Economy Development. Each objective has two or three “smart goals,” specific, measurable, attainable, results-focused, and time-bound.

Because the plan is now over five years old and does not incorporate statewide research priorities including specific goals and objectives, as required by the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR), it is time to update Vision 2025. The Division of Science and Research issued a Request for Proposals on October 16, 2020. A final draft of the new plan will be available on April 1, 2021.

Additional information about progress on reaching the goals of the plan are included in the attached report. As provided in West Virginia Code §18B-18A-1 et seq. and reporting requirements for progress on the Strategic Plan for the State, Vision 2025, the Legislative Oversight Commission on Education Accountability (LOCEA) receives the progress report by July 1 of each year.

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability (LOCEA)

FROM: Dr. Juliana Serafin, Senior Director Division of Science and Research, HEPC

DATE: October 28, 2020

RE: Vision 2025: Science & Technology Strategic Plan Annual Report

Vision 2025, the West Virginia Science and Technology Strategic Plan, was developed by the West Virginia Science and Research Council (SRC) and a group of diverse stakeholders in May and June 2015. Vision 2025 is the strategic plan to guide our efforts to achieve the vision: “By 2025, Science, Technology, and Engineering are West Virginia’s Leading Economic Growth Drivers Attracting Investments, Creating Jobs, and Improving Our Quality of Life.”

There are five objectives in the plan: 1. Financial Development; 2. Physical Development; 3. People Development; 4. Cultural Development; and 5. Innovation Economy Development. Each objective has two or three “smart goals,” specific, measurable, attainable, results-focused, and time-bound.

That plan is more than five years old and must now incorporate statewide research priorities, as required by the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR). The Division of Science and Research again has assembled stakeholders to revise West Virginia’s Vision 2025 strategic plan. In conjunction with the Higher Education Policy Commission, the Division of Science and Research will be working with our research institutions and partners across the state to develop a final draft of the new plan by April 2021.

For FY20, the progress on objectives outlined in the existing Vision 2025 plan is summarized below.

Key Objective: Financial Development

Smart Goal: Obtain \$6 million in state-based funding for the HEPC Division of Science and Research and match 3-1 with external funding by July 1, 2017, and grow 5 percent per year thereafter.

Progress: Due to the state’s economic instability and limited budgets for higher education, no additional funds have been designated the past several years. The state’s 2008 initial investment of \$50 million in the Research Trust Fund (RTF) continues to bring research funding to both West Virginia University and Marshall University, although all those funds were dispersed to the institutions by 2013. In FY20, the Research Challenge Fund (RCF) did have a small reduction due to loss of state income during the COVID pandemic. Separate reports on the RTF and RCF are available upon request.

Smart Goal: Dedicate \$10 million in annual funding with private 1-to-1 match for a Science and Technology Future Fund starting July 1, 2017

Progress: This program has not been created.

Smart Goal: Obtain \$1 million funding for start-up and venture businesses with private 1-to-1 match by July 1, 2017 and grow 10 percent per year.

Progress: During the FY19 Legislative session, the Legislature enacted, and the governor signed the Small Business Innovation Research and Small Business Technology Transfer Matching Funds Program. House Bill 2550 will provide a \$2,500 “WV Phase Zero” grant to companies or researchers who submit an SBIR/STTR application; award up to \$100,000 to companies who win an SBIR/STTR Phase I grant; and, award up to \$200,000 over two years to companies that win an SBIR/STTR Phase II grant. In 2019, there were six SBIR/STTR awards in West Virginia:

https://www.sbir.gov/sbirsearch/award/all/?f%5B0%5D=itm_field_award_yr%3A2019&f%5B1%5D=itm_field_state%3A105860

In 2020, TechConnect West Virginia, in partnership with the West Virginia Small Business Development Center, again was awarded a \$125,000 Federal and State Technology Partnership Program (FAST) grant by the U.S. Small Business Administration to help West Virginia research and development (R&D)-focused small businesses apply for and win federal Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) grants. This is the second consecutive award of funding for this program.

NextUp WV, which is funded by the US Economic Development Administration, reports that \$2.226 million in private capital investments were made in technology-based companies in West Virginia since 2017: <https://techconnectwv.org/wp-content/uploads/2020/01/NextUp-West-Virginia-Final-Report-Dec-2019.pdf>

Key Objective: Physical Development

Smart Goal: Determine statewide needs for science and technology facilities to enable research and business growth goals at universities and technology parks by July 1, 2016

Progress: This activity has been completed but will be updated in the new plan.

Smart Goal: Upgrade and increase science and technology facilities to enable research and business acceleration needs for Vision 2025 at universities and technology parks by July 1, 2024

Progress: Specific needs will be reassessed in the revision of Vision 2025.

Marshall University, West Virginia University, and West Virginia State University continue to benefit from the National Science Foundation RII Track 1 EPSCoR grant which has been extended through 2021, and Marshall and WVU from the state’s investment in the Research Trust Fund.

The West Virginia Regional Technology Park, located in South Charleston, has hired a new CEO to create new partnerships and increase occupancy. The WVRTP is owned by the West Virginia Higher Education Policy Commission and operated by the West Virginia Regional Technology Park Corporation.

Smart Goal: Ensure continual upgrades and expansions of broadband infrastructure to meet prevailing FCC and E-rate standards and follow the recommendations of the West Virginia Strategic Broadband Plan for statewide administration, promotion, and development, starting July 1, 2017.

The West Virginia Broadband Enhancement Council (BEC) was established by SB488 in 2015 to replace the Broadband Deployment Council, which was sunset in December 2014. In 2019, the BEC published the [West Virginia State Broadband Plan 2020-2025](#) as an update to the 2014 Strategic Plan for Broadband. The current plan covers the current state of broadband in West Virginia, key ongoing broadband initiatives in the state, recent legislative and policy changes, barriers and challenges to broadband development, and goals and strategies to improve broadband infrastructure and expand broadband use across the state.

The WVBEC is actively focused on recent broadband projects and initiatives sponsored by the U.S. Department of Agriculture (including the ReConnect and Community Connect initiatives) and the Federal Communications Commission (including the Connect America initiative and the Rural Digital Opportunity Fund).

In 2018, the West Virginia Legislature passed the “Dig Once” policy, designed to provide telecommunication companies a more efficient and expedient process for broadband deployment within the West Virginia Division of Highways (WVDOH) rights-of-way (ROW). The WVDOH and the WVBEC jointly developed a guide to help companies comply with this new legislation.

The West Virginia Broadband Infrastructure Loan Insurance Program has been developed to expand, enhance and make generally available broadband service throughout the State of West Virginia. The program places a primary emphasis on the development of broadband infrastructure in unserved and underserved areas of the state. This program is coordinated by the West Virginia Broadband Enhancement Council and the West Virginia Economic Development Authority.

Key Objective: People Development

Smart Goal: Create and implement a STEM and entrepreneurial-based education and workforce development plan by December 31, 2016

Progress: The West Virginia Development Office has several programs for Workforce Development <https://westvirginia.gov/advantage-west-virginia/educational-workforce/> and <https://westvirginia.gov/incentives-and-programs/workforce-programs/>.

The most recent National Science Foundation (NSF) EPSCoR RII Track 1 grant, “Waves of the Future,” focused on STEM-specific education and workforce development through programs at West Virginia University, Marshall University, West Virginia State University, Shepherd University and West Virginia Wesleyan College. This grant (2015-2020) is now in a no-cost extension phase, and these activities are ongoing through 2021.

The 2020 Governor’s STEM Institute (GSI) was canceled due to the pandemic, but continues to provide younger students with opportunities. The WVU Center for Excellence in STEM Education is developing a stronger pipeline of STEM educators and fostering the next generation of STEM professionals through special programming.

Smart Goal: STEM faculty at all West Virginia colleges and universities have opportunities to be rewarded for entrepreneurial activities and innovation in promotion and tenure considerations by January 1, 2017

Progress: Promotion and tenure procedures at all colleges and universities vary, and the institutions have been given a great deal of latitude to establish their own personnel policies. While measuring this goal has proven difficult, some institutions have established policies that reward entrepreneurial and innovation activities.

Key Objective: Cultural Development

Smart Goal: Increase West Virginia public's understanding of the value of STEM and research by 5 percent annually starting January 1, 2016

Progress: The COVID-19 pandemic has limited opportunities for in-person events in 2020 but it does present new virtual opportunities to promote awareness of STEM activities. After recently presenting an initial virtual STEM Speaker Series presentation, the Division of Science and Research is evaluating the virtual format to see how it can be used to reach a broader audience, especially students. The division's quarterly magazine, the Neuron, continued publication with a special double-issue highlighting ongoing efforts of STEM during the pandemic. EPSCoR scientists and their research are highlighted in brief documentary-style videos hosted on YouTube and promoted through social media. The Neurite, a middle- and high-school-focused magazine, was converted into a digital format and first published online in June 2020.

The measurement used to evaluate this goal is a STEM Speaker Series survey which indicates a consistent and growing level of awareness the past few years.

Smart Goal: Increase external understanding and awareness of West Virginia's STEM strengths and attract new STEM-based businesses by increasing external communication, public relations, and marketing activities starting January 1, 2016

Progress: The Division of Science and Research plans to become involved in assisting the West Virginia Regional Technology Park in new initiatives designed to attract external STEM businesses to the state.

Key Objective: Innovation Economy Development

Smart Goal: Grow number of technology-based businesses by 2 percent annually starting July 2016

Progress: The TechConnect West Virginia website has published a map of the Innovation Economy in the state, <https://techconnectwv.org/wv-innovation-economy-map/>, which, when updated, will provide a baseline for measuring the growth of technology-based businesses. The NSF-funded INCLUDES First2 Network is updating that map as part of their STEM Asset mapping effort.

Smart Goal: Increase research and development public and private expenditures in WV by 6 percent annually starting January 1, 2016

Progress: HERD (Higher Education Research & Development <https://ncesdata.nsf.gov/herd/2018/html/herd18-dt-tab066.html>) data from NSF on research expenditures shows that public university research expenditures in West Virginia grew by 5.6 percent from 2016 to 2017 and 0.7 percent from 2017 to 2018. The latest data available are from 2018 research expenditures.

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: West Virginia University BA/BS to BSN Program
at New Location

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission confirms West Virginia University to offer a BA/BS to BSN program at the United Hospital Center in Bridgeport, WV. This authorization is specifically for the BA/BS to BSN program.

STAFF MEMBER: Corley Dennison

BACKGROUND:

West Virginia University School of Nursing is proposing to offer its BA/BS to BSN program fast-track degree program at the United Hospital Center in Bridgeport, West Virginia. The program being designed is for individuals who already have a bachelor's degree in another field but desire an accelerated pathway to a nursing career. West Virginia University will offer classroom courses in nursing at the Bridgeport location as well as clinical rotations.

It is understood that the program will start recruiting students in the spring of 2021 and classes will begin in January 2022.

The State of West Virginia continues to struggle with a critical nursing shortage and the need for more registered nurses across the state has been exacerbated by the Coronavirus pandemic. Healthcare industry employers in the region that would be served by this program are projecting a need for more than 600 nurses in the next few years. Only three institutions in the state currently offer a BA/BS to BSN program, including West Virginia University in Morgantown, Wheeling University and West Liberty University.

West Virginia University's authorization to offer a degree in the new location of Bridgeport is to apply specifically to the BA/BS to BSN program. West Virginia University has agreed that prior to offering any additional degree programs at Bridgeport, it will seek consultation and authorization from the West Virginia Higher Education Policy Commission.

See attached program proposal.

Dr. Sarah Armstrong Tucker, Interim Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Boulevard Tower 10th Floor
Charleston, West Virginia 25301

August 17, 2020

Dear Chancellor Armstrong Tucker,

I am sending this letter to request approval to offer the West Virginia University (WVU) School of Nursing Bachelor of Science (BS)/Bachelor of Arts (BA) to Bachelor of Science in Nursing (BSN) fast-track degree program on the WVU Medicine United Hospital Center (UHC) campus in Bridgeport, West Virginia (WV). Administration from both WVU School of Nursing and UHC support the need for this program (see Appendix A – UHC Letter of Support). Preliminary plans for the program have been discussed.

Purpose of the Proposed Program:

The BS/BA to BSN program is specifically designed for the individual who already has an existing bachelor's degree who desires a fast path to nursing. The purpose of establishing a BS/BA to BSN program in Bridgeport is threefold: 1) to offer a geographically accessible, high quality option to those with an existing BS/BA college degree interested in an efficient pathway to a BSN degree; 2) to fill a gap in the nursing workforce with registered nurses (RNs) prepared to meet the challenges of complex patient care and a changing healthcare delivery system; and 3) to improve the health of West Virginia citizens. The BS/BA to BSN program offered at Bridgeport would be a fast-track, five-semester program that would mirror the program already in place on the WVU Morgantown Campus, including admission requirements, progression plan, and curriculum (see Appendix B – Bridgeport Progression Plan). The proposed Bridgeport program would begin matriculating students in January 2022 and would admit 24 students every spring (see Appendix C – Bridgeport Matriculation and Faculty Plan).

Need for the Proposed Program:

Data gathered by WVU School of Nursing in January through March 2020 revealed a high demand for RNs in the geographical region surrounding Bridgeport. Representatives of the largest healthcare facilities within a 60-mile radius of Bridgeport, including UHC, Ruby Memorial, and Mon General, indicate an urgent demand for nurses, projecting the need for over 600 nurses over the next three years. Existing programs are not meeting these facilities' nursing needs.

There are only three BS/BA to BSN degree programs in WV. In the Bridgeport area, WVU Morgantown campus (34 miles from Bridgeport) is the only school offering a BS/BA to BSN degree, with the program operating at capacity and putting an average of 20 students on a waiting list annually. There are no other universities offering BS/BA to BSN degrees within a 60-mile radius of the Bridgeport region: the two other BS/BA to BSN programs in WV are West Liberty University (103 miles from Bridgeport) and Wheeling University (109 miles from Bridgeport).

Preliminary Plans for the Program:

This program would be the sixth department within the School of Nursing (see Appendix D – WVU School of Nursing Organizational Chart). A budget for the program has been developed, with support from both UHC and the School of Nursing (see Appendix E: Bridgeport Financial Model). A hiring plan has been drafted, to include a Department Chair (12 month), Program Assistant (12 month), two full-time (nine month), and six part-time (nine month) faculty (see Appendix C – Bridgeport Matriculation and Faculty Plan).

The program would be physically located on the UHC campus. The nursing wing would occupy the fifth floor of a newly constructed East Wing being planned by UHC. Architects have begun work on the plans for the building and a preliminary floor plan for the proposed nursing program has been drafted (see Appendix F – Bridgeport Floor Plan Draft).

The proposed nursing program will encompass 66 hours of undergraduate classroom, lab, and clinical work (see Appendix G – Bridgeport Credits and Hours). For classroom instruction, the program will follow the Morgantown curriculum plan (see Appendix H – Bridgeport Curriculum Map) and will be offered face-to-face in two state-of-the-art classrooms and a six-bed skills lab. Students will have access to a student lounge, an existing on-site hospital library, and conference rooms for pre- and post-clinical work (see Appendix F: Bridgeport Floor Plan Draft). In addition, students will have access to all resources on the Morgantown Health Sciences Center campus, including a health library and simulation center.

For clinical rotations, the program will not be in direct competition for sites. The Bridgeport program will utilize UHC, Ruby Memorial, and Mon General, in addition to various community sites. These facilities have indicated that they are able to accommodate the additional 24 students in the Bridgeport BSN program. For labs/simulation, the students will utilize the WV Simulation Training and Education for Patient Safety (STEPS) Center.

Summary:

There is a documented, urgent need to quickly matriculate more nurses into the workforce. The data presented, put into context with this demand for nurses, indicates that we are not meeting the nursing needs of the citizens of Bridgeport and its surrounding counties. I have the resources in place for the development of an additional fast-track, five-semester BS/BA to BSN degree program. This program is warranted to efficiently get nurses into the workforce and, subsequently, help resolve our state's nursing shortage. I would appreciate your approval and support to move forward with this program.

Sincerely,



Tara Hulsey, PhD, RN, CNE, FAAN
Dean & E. Jane Martin Professor

July 6, 2020

Dr. Sarah Armstrong Tucker, Interim Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Boulevard Tower 10th Floor
Charleston, West Virginia 25301

Dear Chancellor Armstrong Tucker:

I am sending this letter in support of the development of a West Virginia University (WVU) School of Nursing Bachelor of Science (BS)/Bachelor of Arts (BA) to Bachelor of Science in Nursing (BSN) fast-track degree program at the WVU Medicine United Hospital Center (UHC) campus in Bridgeport, West Virginia. This program is designed for individuals who already have their bachelor's degree, but who desires an accelerated path to nursing. Based on data gathered by School of Nursing faculty, there is a demonstrated need for additional nursing education programs in our state; the fast-track option matriculates a student more quickly to assist them in entering nursing practice more efficiently. It is expected this program will assist West Virginia and surrounding regions in filling the gap in nursing workforce demands.

The proposed program would be the sixth department in our School of Nursing and would mirror our Morgantown campus accelerated program already in place, including offering the same admission, progression, and graduation requirements. The proposed program would begin matriculating students in January 2022 and would admit 24 students every spring. Plans for budgeting, hiring, and floor space are in progress.

Students admitted to this program will learn evidence-based nursing science and skills in state-of-the-art classrooms and lab space. Students will have access to healthcare, simulation, and library resources at both the Bridgeport and Morgantown/Health Sciences Center campuses, with clinical experiences being planned at both UHC and J.W. Ruby Memorial facilities.

In summary, I fully support the proposal of this new fast-track path to nursing. This program is needed to efficiently matriculate nurses into the workforce and, subsequently, help resolve our state's nursing shortage. I would appreciate your approval to move forward with this program.

Sincerely,



Maryanne Reed
Provost and Vice President for Academic Affairs

November 2, 2020

Dr. Sarah Armstrong Tucker, Interim Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301

Re: West Virginia University's BSN Program at United Hospital Center

Dear Chancellor Tucker:

I am writing to provide additional information regarding the notice of intent previously submitted by West Virginia University ("University") detailing the University's plan to offer its existing accelerated Bachelor of Science in Nursing ("BSN") program at United Hospital Center ("UHC") in Bridgeport, WV. As you are aware, the West Virginia Higher Education Policy Commission's ("HEPC") authority to review and approve the University's academic programs "is limited to programs that are proposed to be offered at a new location not presently served by [West Virginia University]." W. Va. Code § 18B-1B-4(a)(35)(A).

The University acknowledges that there may be a concern that if HEPC approves the University's accelerated BSN program at UHC, the University would not be required to seek HEPC's approval prior to offering additional programs at this location. This letter is intended to provide confirmation that if HEPC approves the University's BSN program at UHC, the University will seek HEPC's approval for any additional programs it might want to offer at this location in the future. The University fully intends to work with HEPC to determine the need and viability of any additional programs at this location before those programs are implemented.

We appreciate your review and consideration of this program. If you have any questions or require any additional information, please do not hesitate to contact my office.

Cordially,



E. Gordon Gee,
President,
West Virginia University

June 30, 2020

Re: Non-binding Letter-of-Intent for Development of a West Virginia University
Bachelor of Science in Nursing (“BSN”) Program at United Hospital Center

Dear Dr. Marsh:

Please accept this letter to serve as the letter of intent (“Letter”) of United Hospital Center, Inc. (“UHC”) regarding the development of the Fifth Floor of an East Addition of the Hospital to be constructed at 327 Medical Park Drive in Bridgeport, West Virginia to house an accelerated BSN Program to be operated by the West Virginia University School of Nursing (“WVU Nursing”).

The general terms are:

1. UHC will construct or arrange for the construction of a building on its hospital campus with adequate space for the operation of the accelerated BSN Program (“Program”). UHC shall submit plans and drawings to WVU Nursing no later than thirty (30) days prior to any construction being undertaken by UHC for WVU Nursing review, input, and approval, not to be unreasonably withheld, to ensure that such space meets or exceeds the needs of WVU Nursing for the operation of the accelerated BSN Program.
2. UHC and WVU Nursing will enter into a separate lease or sublease agreement (the “Lease Agreement”) for the rental of space to WVU Nursing for its operation of the accelerated Program. The lease agreement to commence not later than thirty (30) days following substantial completion and occupancy of the building. The lease agreement shall be on commercially reasonable terms except that the rent shall be at a rate of one dollar (\$1.00) per year.
3. WVU Nursing will furnish and equip the space and operate the Program. UHC will contribute \$100,000 towards furnishings and equipment. Other than that \$100,000 contribution, UHC will have no involvement in decisions related to the furnishing or equipping of the space or the operation of the Program, other than customary and commercially reasonable landlord approval requirements related to matters such as alterations and maintenance, and flow-through obligations under any master lease.
4. WVU Nursing will commit to operating the Program out of the UHC space for a minimum term of ten (10) years, subject to WVU Nursing first obtaining and maintaining all required budgetary, accreditation, and regulatory approvals necessary to establish and maintaining a new accelerated BSN Nursing Program at UHC, including but not limited to, approvals by the West Virginia University Board of Governors, the West Virginia Higher Education Policy Commission, and the relevant accreditation entities.
5. In the event the space is not used for the stipulated purpose of operating an accelerated BSN Nursing Program, the Lease Agreement will immediately terminate, in accordance with its terms, which will include reasonable provisions to allow for an orderly transition.

6. The parties agree that the value of the donation being made by UHC to WVU Nursing has not been determined based on the volume or value of referrals or business otherwise generated or anticipated to be generated between the Parties for which payment may be made in whole or in part by Medicare, Medicaid or any other Federal health care program. Neither Party has any obligation to refer any patient to the other Party, or recommend the purchase of any items or services from such Party or any of its affiliates.
7. This Letter is not assignable by either party without the advance written approval of the other party.
8. Please indicate if the provisions of this Letter are acceptable to you by causing it to be signed and returned to the undersigned on or before 5:00 p.m., Eastern Time, on July 15, 2020. If the Letter is not so signed and returned, it shall expire on such date.

Sincerely,



Michael C. Tillman RN, MS, MBA, FACHE
President and CEO
United Hospital Center, Inc.

ACCEPTED THIS 10 DAY OF July, 2020.

West Virginia University Board of Governors
on behalf of West Virginia University



Clay B. Marsh, MD
Vice President & Executive Dean for Health Sciences
West Virginia University

March 3, 2019

Tara Hulsey, PhD, RN, CNE, FAAN
Vice President of Health Promotion and Wellness, West Virginia University
Dean and E. Jane Martin Endowed Professor, School of Nursing
Post Office Box 9600
Robert C. Byrd Health Sciences Center
1 Medical Center Drive
Room 6700
Morgantown, West Virginia 26506-9600

Dear Dean Hulsey:

The intent of this letter is to endorse our support of the development and implementation of a new Registered Nursing program on the campus of United Hospital Center from West Virginia University School of Nursing. It is no secret that we as a country are in the middle of a nursing shortage crisis. As it stands, if every graduating registered nurse from a program in West Virginia were able to be retained to work in our state, it would still not be enough to fill the amount of vacancies we currently have; and this problem is only getting worse.

WVU Medicine United Hospital Center is a 292 licensed bed, acute care facility. Our organization serves 14 counties with an array of inpatient, outpatient and post-acute care services. We employ approximately 3000 associates to help us complete our mission of improving the health status of our citizens of North Central West Virginia. UHC has been successfully accredited by the Joint Commission and Medicare for over 25 years. We participate in a multitude of quality initiatives including Quality Blue Highmark, the WV Honors Program and the WV Perinatal Partnership.

We are happy to support the West Virginia University School of Nursing in this endeavor and would be honored to house this program.

Sincerely,



Stephanie Smart, MSN, RN
Vice President, Nursing



THE BS/BA to BSN (FAST-TRACK) PROGRAM

The BS/BA to BSN Program is an accelerated program for college graduates who wish to become a registered nurse with a bachelor's degree in nursing. It is designed for full time study with five consecutive semesters (18 months). Successful students will obtain the Bachelor of Science in Nursing (BSN) degree and are eligible to take the licensing examination for registered professional nurses (RNs).

Applicants for this program must have a bachelor's degree from an accredited college or university with an overall GPA ≥ 3.0 and all prerequisite courses GPA ≥ 3.0 . If the applicant earned a bachelor's degree in another country, he/she will have to send a credential evaluation package, which must be ordered through the World Education Services, <http://wes.org>, to the School of Nursing. Admission application deadline is between March 1 and July 1 for the following January. The new cohort of students begins this program in January of the first day of spring semester.

PREREQUISITE COURSES FOR ADMISSION APPLICATION

GENERAL EDUCATION REQUIREMENTS	CREDIT HOURS	QUALIFYING WVU COURSES (as determined by the School of Nursing)
Biology	3 – 4	BIOL 102/104, BIOL 101/103, or BIOL 115
Chemistry	3 – 4	CHEM 111 or CHEM 115
English Composition I and II	6	ENGL 101 and ENGL 102
Human Nutrition	3	HN&F 171
College Algebra	3	MATH 126
Microbiology	3 – 4	MICB 200 (AEM 341)
Human Anatomy	3 – 4	PALM 205/206, PALM 207, ATTR 219, EXPH 440, OR BIOL 393B
Human Physiology	3 – 4	PSIO 107, PSIO 241, BIOL 117, OR PSIO 441
Introductory Psychology	3	PSYC 101
Developmental Psychology Across the Lifespan	3	PSYC 241
Introductory Sociology or Introductory	3	SOCA 101 or SOCA 105
Anthropology Statistics	3	STAT 211 or ECON 225

Note:

- All prerequisite courses must be successfully completed prior to beginning this program of study
- A minimum grade $\geq C$ is required in all prerequisite courses

THE BS/BA to BSN (FAST-TRACK) PROGRAM PROGRESSION PLAN

Spring				
Sophomore Level N1	NSG 211 Health Assessment & Communication	6		
	NSG 212 Foundations of Nursing Practice	6		
	NSG 250 Pharmacology	3		
	Total Credits	15		
Summer			Fall	
Junior Level N2	NSG 311 Alterations in Adult Health 1	6	NSG 312 Alterations in Adult Health 2	6
	NSG 310 Matures/Infants & Women's Health	4	NSG 320 Child & Adolescent Health	4
	NSG 350 Introduction to Evidence Based Practice & Research	3	NSG 360 Ethics & Health Care Policy	3
	Total Credits	13	Total Credits	13
Spring			Summer	
Senior Level N3	NSG 450 Alterations in Mental Health	4	NSG 460 Care of the Critically Ill Patient	4
	NSG 411 Nursing in Complex Community Systems	7	NSG 412 Leadership in Complex Systems	7
	*Elective NSG 435, 480, 484, 485, or 493H	2	NSG 486 Preparation for Licensure	1
	Total Credits	13	Total Credits	12

*Electives

NSG 435 Cardiology for Nursing	2 credit hours, online course
NSG 480 Core Concepts-Gerontological Nursing	2 credit hours, online course
NSG 484 Care of the Diabetic Patient	2 credit hours, online course
NSG 485 Children with Complex Health Needs	2 credit hours, online course
NSG 493H Nurse Role in Patient Experience	2 credit hours, online course

THE BS/BA to BSN (FAST-TRACK) PROGRAM PROGRESSION PLAN

NURSING SOPHOMORE LEVEL (N1)

Spring	
NSG 211	One clinical day per week at hospital, 7:00 a.m. – 1:20 p.m.
NSG 212	One clinical day per week at hospital, 7:00 a.m. – 1:20 p.m.
NSG 250	No clinical

NURSING JUNIOR LEVEL (N2)

Summer	
NSG 311	Two clinical days per week and two 5-week rotations at hospital
NSG 310	Two clinical days per week and one 5-week rotation at hospital
NSG 350	No clinical
Fall	
NSG 312	Two clinical days of two 5-week rotations, either TR 6:45 a.m. - 1:20 p.m. or WF 6:45 a.m. – 1:20 p.m.
NSG 320	Two clinical days of one 5-week rotations, either TR 6:45 a.m. - 1:20 p.m. or WF 6:45 a.m. – 1:20 p.m.
NSG 360	No clinical

NURSING SENIOR LEVEL (N3)

Spring	
NSG 450	5-week rotation in behavioral health facilities
NSG 411	152 hours community rotation, transportation needed
NSG Elective	Online course; no clinical
Summer	
NSG 460	50 hours critical care rotation
NSG 412	Leadership clinical; 200 hours with an assigned preceptor
NSG 486	This is an online NCLEX review course with pass/fail grading. Students must pass the course to graduate.

Note: Students need a total of 50 hours community service to graduate. Students may use the 20 hours community rotation in NSG 411 course to partially fulfill this 50 hour of community service. Community service does not have to relate to health, but students cannot use work-for-pay or family and friends for this requirement.

Appendix C

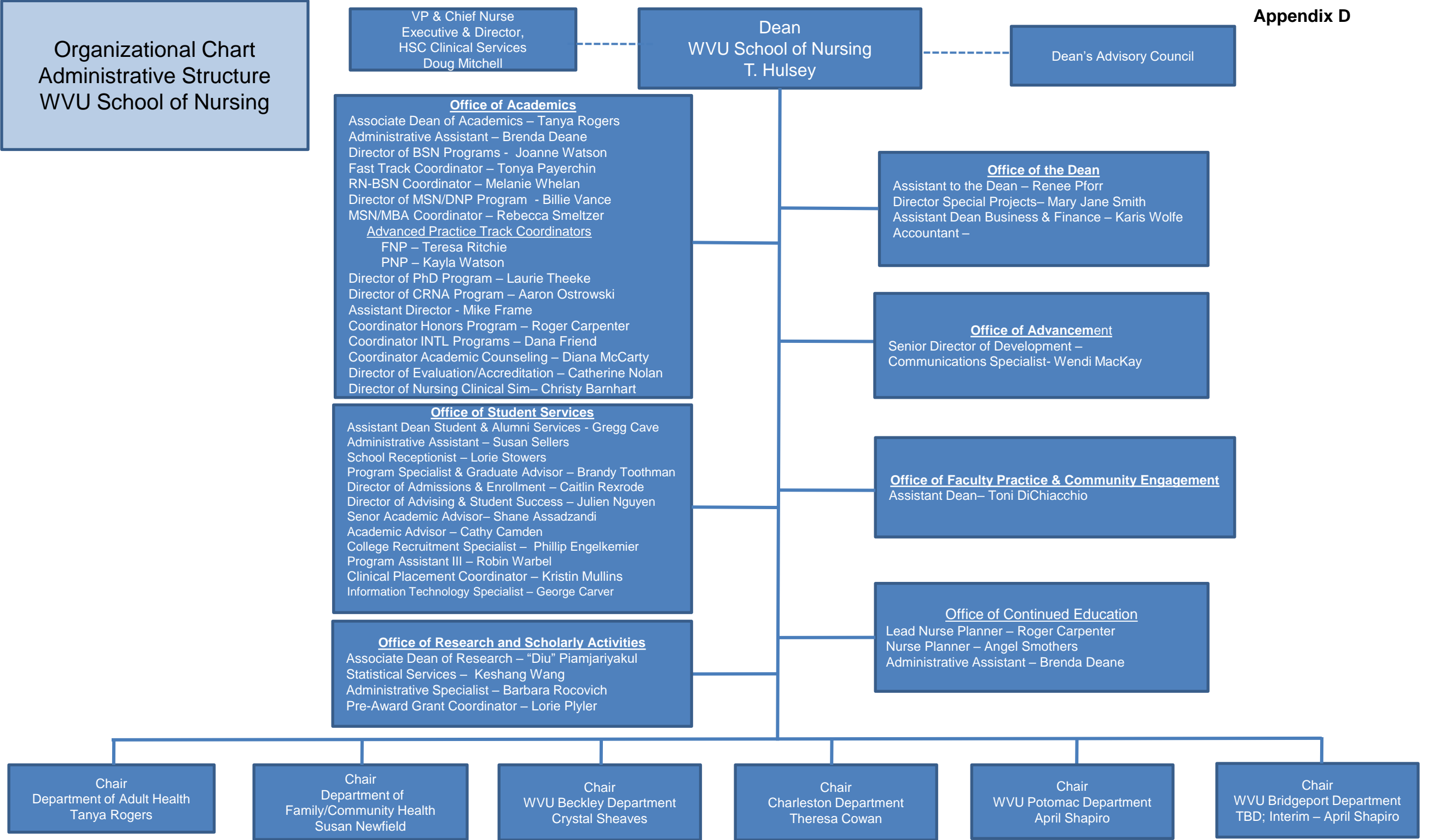
	Coordin	Didactic	Clinical	Small Grp	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025
NSG 211	1	4	7.5	3	Lecture: F1 (5); Clinical F1 (3.5) & F2 (7)			Lecture: F1 (5); Clinical F1 (3.5) & F2 (7)			Lecture: F1 (5); Clinical F1 (3.5) & F2 (7)			Lecture: F1 (5); Clinical F1 (3.5) & F2 (7)	
NSG 212	1	4	7.5	3	Lecture: F2 (5); Clinical F1 (7) & F2 (3.5)			Lecture: F2 (5); Clinical F1 (7) & F2 (3.5)			Lecture: F2 (5); Clinical F1 (7) & F2 (3.5)			Lecture: F2 (5); Clinical F1 (7) & F2 (3.5)	
NSG 250	1	3	0	0	Lecture: A1 (4)			Lecture: A1 (4)			Lecture: A1 (4)			Lecture: A1 (4)	
NSG 310	1	2.5	7.5	0		Lecture: A2 (3.5); Clinical: A2 (7.5)			Lecture: A2 (3.5); Clinical: A2 (7.5)			Lecture: A2 (3.5); Clinical: A2 (7.5)			Lecture: A2 (3.5); Clinical: A2 (7.5)
NSG 311	1	3	15	0		Lecture: A1 (4); Clinical A1 (7.5) & A3 (7.5)			Lecture: A1 (4); Clinical A1 (7.5) & A3 (7.5)			Lecture: A1 (4); Clinical A1 (7.5) & A3 (7.5)			Lecture: A1 (4); Clinical A1 (7.5) & A3 (7.5)
NSG 350	1	3	0	0		Lecture: Chair (4)			Lecture: Chair (4)			Lecture: Chair (4)			Lecture: Chair (4)
NSG 312	1	3	15	0			Lecture: F1 (4); Clinical F1 (7.5) & A2 (7.5)			Lecture: F1 (4); Clinical F1 (7.5) & A2 (7.5)			Lecture: F1 (4); Clinical F1 (7.5) & A2 (7.5)		
NSG 320	1	2.5	7.5	0			Lecture: F2 (3.5); Clinical F2 (7.5)			Lecture: F2 (3.5); Clinical F2 (7.5)			Lecture: F2 (3.5); Clinical F2 (7.5)		
NSG 360	1	3	0	0			Lecture: Chair (4)			Lecture: Chair (4)			Lecture: Chair (4)		
NSG 411	1	3	5	0											
NSG 450	1	2.5	7.5	0				Lecture: A4 (4); Clinical: A6 (5)			Lecture: A4 (4); Clinical: A6 (5)			Lecture: A4 (4); Clinical: A6 (5)	
Elective	1	2	0	0				Lecture: A5 (3.5); Clinical A5 (7.5)			Lecture: A5 (3.5); Clinical A5 (7.5)			Lecture: A5 (3.5); Clinical A5 (7.5)	
								Lecture: A3 (3)			Lecture: A3 (3)			Lecture: A3 (3)	
NSG 412	1	2	4.5	0					Lecture: A5 (3); Clinical: A5 (4.5)			Lecture: A5 (3); Clinical: A5 (4.5)			Lecture: A5 (3); Clinical: A5 (4.5)
NSG 460	1	3	4.5	0					Lecture: A6 (4); Clinical A6 (4.5)			Lecture: A6 (4); Clinical A6 (4.5)			Lecture: A6 (4); Clinical A6 (4.5)
NSG 486	1	1	0	0											Lecture: A4 (2)
144	15	41.5	81.5	6	24	24	24	48	48	24	48	48	24	48	48

Numbers based on 3 clinical groups of 8 each
211/212 = 2.5 credits per group
310/311/312/320/450 = 2.5 credits per group
411 = 5 credits total
412/460 = 1.5 credits per group

AY21 (Spring, Summer): Chair, Staff, 2 FT, 3 Adjunct
AY22 (Fall, Spring, Summer) and Beyond: Chair, Staff, 2 FT, 6 Adjunct

Sims will be done at STEPS

	Role	Contract	FTE	Workload Spring	Workload Summer	Workload Fall
Chair	Chair	12 month	1.0 FTE (Admin and Teaching)	0	4	4
Assistant	Program Assistant	12 month	N/A	0	0	0
F1	Needs Med-Surg Experience	9 month Spring and Fall	1.0 FTE	15.5	0	11.5
F2	Needs Med-Surg and Peds Experience	9 month Spring and Fall	1.0 FTE	15.5	0	11
A1	Needs Med-Surg Experience	4.5 month each Spring and Summer	0.3 and 0.8 FTE	4	11.5	0
A2	Needs Med-Surg and OB Experience	4.5 month each Summer and Fall	0.75 and 0.5 FTE	0	11	7.5
A3	Needs Med-Surg Experience	4.5 month each Spring and Summer	0.2 and 0.5 FTE	3	7.5	0
A4	Needs Med-Surg Experience	4.5 month each Spring and Summer	0.3 and 0.2 FTE	4	2	0
A5	Needs Med-Surg and MH Experience	4.5 month each Spring and Summer	0.75 and 0.5 FTE	11	7.5	0
A6	Needs Med-Surg and CC Experience	4.5 month each Spring and Summer	0.3 and 0.6 FTE	5	8.5	0
				58	52	34



DRAFT

Appendix E

AY21 (Spring 2021 and Summer 2021)		REVENUES to HSC and SON		Residents	Non-Residents		
	Fall Tuition and Fees						
	Spring Tuition and Fees			5,328.00			
				24			
		100%	127,872.00			127,872.00	
	Summer Tuition and Fees			5,328.00			
				24			
		100%	127,872.00			127,872.00	255,744.00
EXPENSES							
Salaries							
	1 Full Time Chair (starting fall 2020)				(100,000.00)		
	1 Full Time 9-mo Faculty F1 - Spring and Fall				(29,050.00)		
	1 Full Time 9-mo Faculty F2 - Spring and Fall				(29,050.00)		
	1 Part Time 4.5-mo Faculty A1 - Spring and Summer (FTE 0.30)				(8,715.00)		
	1 Part Time 4.5-mo Faculty A2 - Summer and Fall (FTE 0.50) (starting Summer 2021)				-		
	Summer Contracts for A1 and A2				(17,000.00)		
	Program Assistant				(17,500.00)	(201,315.00)	
	Fringe					(50,328.75)	
	Operating (Office Supplies, Travel, ATI)					(34,000.00)	
	Skills Lab					(250,000.00)	
	Office/Classroom Furniture and equipment					(25,000.00)	
	Skills Lab Maintenance					(20,000.00)	
	Rent for classroom and sim lab (before building is completed)					-	(580,643.75)
NET INCOME/LOSS							(324,899.75)

AY22
(Fall 2021 Spring 2022 and
Summer 2022)

REVENUES to HSC and SON

	Residents	Non-Residents	
Fall Tuition and Fees	5,424.00		
100%	23		
	124,752.00	124,752.00	
Spring Tuition and Fees	5,424.00		
	47		
100%	254,928.00	254,928.00	
Summer Tuition and Fees	5,424.00		
	47		
100%	254,928.00	254,928.00	634,608.00

EXPENSES

Salaries

1 Full Time Chair	(100,000.00)		
1 Full Time 9-mo Faculty F1 - Spring and Fall	(58,100.00)		
1 Full Time 9-mo Faculty F2 - Spring and Fall	(58,100.00)		
1 Part Time 4.5-mo Faculty A1 - Spring and Summer (FTE 0.30)	(8,715.00)		
1 Part Time 4.5-mo Faculty A2 - Summer and Fall (FTE 0.50)	(14,525.00)		
1 Part Time 4.5-mo Faculty A3 - Spring and Summer (FTE 0.20)	(5,810.00)		
1 Part Time 4.5-mo Faculty A4 - Spring and Summer (FTE 0.30)	(8,715.00)		
1 Part Time 4.5-mo Faculty A5 - Spring and Summer (FTE 0.75)	(21,787.50)		
1 Part Time 4.5-mo Faculty A6 - Spring and Summer (FTE 0.30)	(8,715.00)		
Summer Contracts for A1, A2, A3, A4, A5, A6	(37,700.00)		
Program Assistant	(35,000.00)	(357,167.50)	
Fringe		(89,291.88)	
Operating (Office Supplies, Travel, ATI)		(34,000.00)	
Skills Lab Maintenance		(20,000.00)	
Building Lease		(1.00)	(500,460.38)
NET INCOME/LOSS			134,147.63

AY23
(Fall 2022 Spring 2023 and
Summer 2023)

REVENUES to HSC and SON

	Residents	Non-Residents	
Fall Tuition and Fees	5,532.00		
	23		
100%	127,236.00		127,236.00
Spring Tuition and Fees	5,532.00		
	47		
100%	260,004.00		260,004.00
Summer Tuition and Fees	5,532.00		
	47		
100%	260,004.00		260,004.00
			647,244.00

EXPENSES

Salaries

1 Full Time Chair	(103,000.00)		
1 Full Time 9-mo Faculty F1 - Spring and Fall	(59,843.00)		
1 Full Time 9-mo Faculty F2 - Spring and Fall	(59,843.00)		
1 Part Time 4.5-mo Faculty A1 - Spring and Summer (FTE 0.30)	(8,715.00)		
1 Part Time 4.5-mo Faculty A2 - Summer and Fall (FTE 0.50)	(14,525.00)		
1 Part Time 4.5-mo Faculty A3 - Spring and Summer (FTE 0.20)	(5,810.00)		
1 Part Time 4.5-mo Faculty A4 - Spring and Summer (FTE 0.30)	(8,715.00)		
1 Part Time 4.5-mo Faculty A5 - Spring and Summer (FTE 0.75)	(21,787.50)		
1 Part Time 4.5-mo Faculty A6 - Spring and Summer (FTE 0.30)	(8,715.00)		
Summer Contracts for A1, A2, A3, A4, A5, A6	(37,700.00)		
Program Assistant	(36,050.00)	(364,703.50)	
Fringe		(91,175.88)	
Operating (Office Supplies, Travel, ATI)		(34,000.00)	
Skills Lab Maintenance		(20,000.00)	
Building Lease		(1.00)	(509,880.38)
NET INCOME/LOSS			137,363.63

AY24
(Fall 2023 Spring 2024 and
Summer 2024)

REVENUES to HSC and SON

	Residents	Non-Residents	
Fall Tuition and Fees	5,640.00		
	23		
100%	129,720.00		129,720.00
Spring Tuition and Fees	5,640.00		
	47		
100%	265,080.00		265,080.00
Summer Tuition and Fees	5,640.00		
	47		
100%	265,080.00		265,080.00
			659,880.00

EXPENSES

Salaries

1 Full Time Chair	(106,090.00)		
1 Full Time 9-mo Faculty F1 - Spring and Fall	(61,638.29)		
1 Full Time 9-mo Faculty F2 - Spring and Fall	(61,638.29)		
1 Part Time 4.5-mo Faculty A1 - Spring and Summer (FTE 0.30)	(8,715.00)		
1 Part Time 4.5-mo Faculty A2 - Summer and Fall (FTE 0.50)	(14,525.00)		
1 Part Time 4.5-mo Faculty A3 - Spring and Summer (FTE 0.20)	(5,810.00)		
1 Part Time 4.5-mo Faculty A4 - Spring and Summer (FTE 0.30)	(8,715.00)		
1 Part Time 4.5-mo Faculty A5 - Spring and Summer (FTE 0.75)	(21,787.50)		
1 Part Time 4.5-mo Faculty A6 - Spring and Summer (FTE 0.30)	(8,715.00)		
Summer Contracts for A1, A2, A3, A4, A5, A6	(37,700.00)		
Program Assistant	(37,131.50)	(372,465.58)	
Fringe		(93,116.40)	
Operating (Office Supplies, Travel, ATI)		(34,000.00)	
Skills Lab Maintenance		(20,000.00)	
Building Lease		(1.00)	(519,582.98)
NET INCOME/LOSS			140,297.03

AY25
(Fall 2024 Spring 2025 and
Summer 2025)

REVENUES to HSC and SON

	Residents	Non-Residents	
Fall Tuition and Fees	5,748.00		
	23		
100%	132,204.00		132,204.00
Spring Tuition and Fees	5,748.00		
	47		
100%	270,156.00		270,156.00
Summer Tuition and Fees	5,748.00		
	47		
100%	270,156.00		270,156.00
			672,516.00

EXPENSES

Salaries

1 Full Time Chair	(109,272.70)
1 Full Time 9-mo Faculty F1 - Spring and Fall	(63,487.44)
1 Full Time 9-mo Faculty F2 - Spring and Fall	(63,487.44)
1 Part Time 4.5-mo Faculty A1 - Spring and Summer (FTE 0.30)	(8,715.00)
1 Part Time 4.5-mo Faculty A2 - Summer and Fall (FTE 0.50)	(14,525.00)
1 Part Time 4.5-mo Faculty A3 - Spring and Summer (FTE 0.20)	(5,810.00)
1 Part Time 4.5-mo Faculty A4 - Spring and Summer (FTE 0.30)	(8,715.00)
1 Part Time 4.5-mo Faculty A5 - Spring and Summer (FTE 0.75)	(21,787.50)
1 Part Time 4.5-mo Faculty A6 - Spring and Summer (FTE 0.30)	(8,715.00)
Summer Contracts for A1, A2, A3, A4, A5, A6	(37,700.00)
Program Assistant	(38,245.45)

Fringe

(380,460.52)

Operating (Office Supplies, Travel, ATI)

(95,115.13)

Skills Lab Maintenance

(34,000.00)

Building Lease

(20,000.00)

(1.00)

(529,576.65)

NET INCOME/LOSS

142,939.35

Notes:

1) Tuition and Fees are assessed per semester at 12 credit hours cap

Assumptions: (Examples)

1) Attrition is reflected in student count per semester

2) Tuition and Fees increase approximately 2% each year

3) Fringe rate for SON is 25%

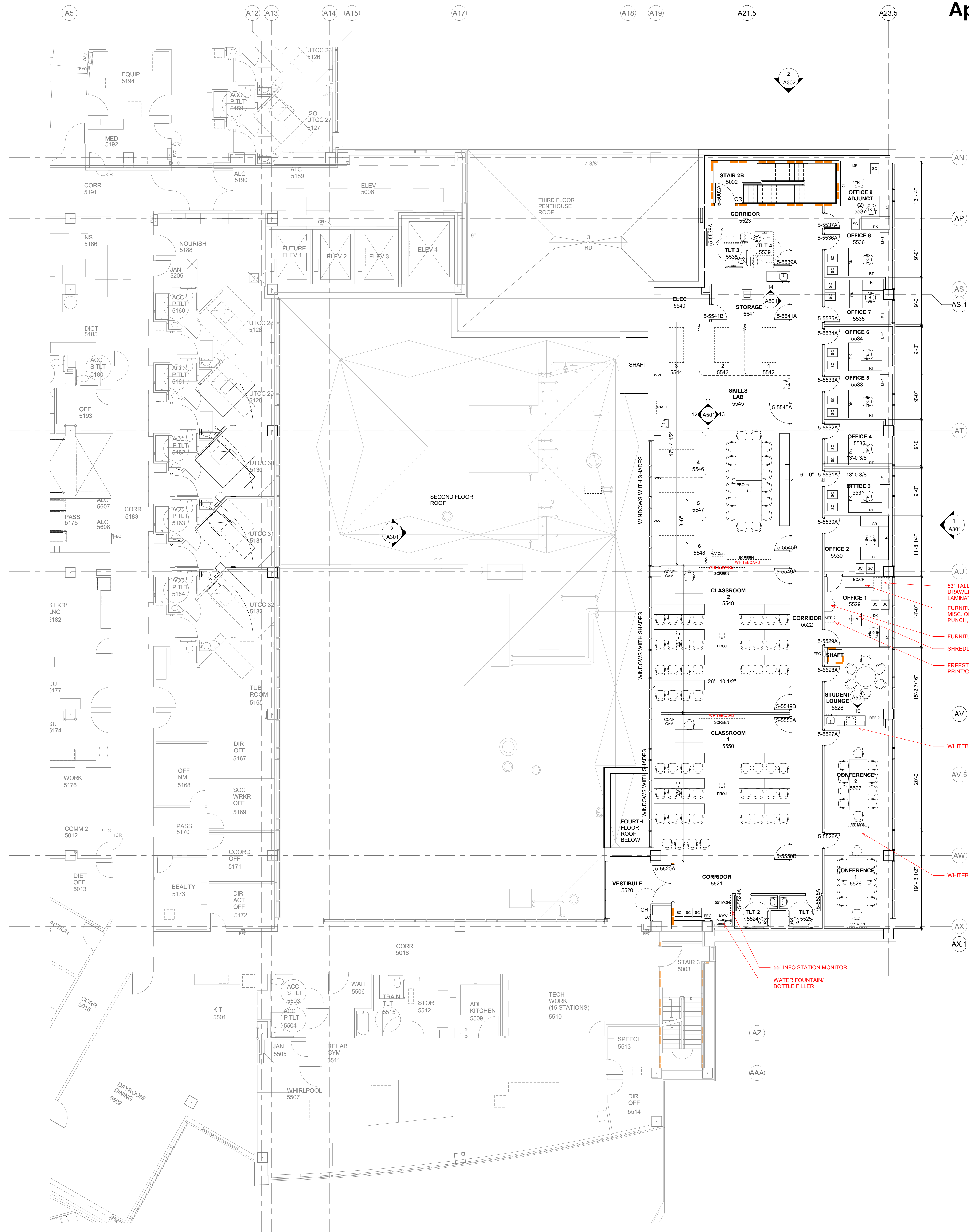
4) Estimated/Tentative Salary increase included

5) No internal scholarships or waivers

6) First co-hort is estimated to be lower than the cap due to timing

7) Students will be enrolled at least 12 cr hrs each semester

Appendix F



LEGEND

EXISTING TYPE A - 1 HOUR FIRE BARRIERS TO REMAIN

EXISTING TYPE B - 1 HOUR SMOKE BARRIERS TO REMAIN

EXISTING TYPE C - 2 HOUR FIRE BARRIERS TO REMAIN

EXISTING TYPE D - 2 HOUR SMOKE BARRIERS TO REMAIN

EXISTING TYPE N - NON-RATED PARTITION TO REMAIN

EXISTING TYPE S - SMOKE RESISTANT PARTITION TO REMAIN

TYPE A - 1 HOUR FIRE BARRIERS

TYPE B - 1 HOUR SMOKE BARRIERS

TYPE C - 2 HOUR FIRE BARRIERS

TYPE D - 2 HOUR SMOKE BARRIERS

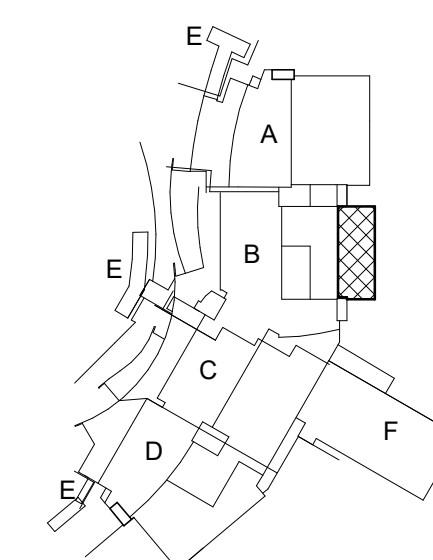
TYPE N - NON-RATED PARTITION

TYPE S - SMOKE RESISTANT PARTITION

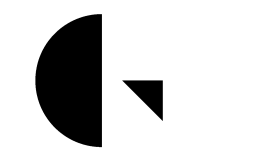
LEAD-LINED PARTITION OR BARRIER

ACCESSIBLE	ACC
AUTOMATIC DOOR (INTEGRAL HOLD-OPEN IS NOT ALLOWED)	AUTO
AUTOMATIC DOOR OPERATOR WITH INTEGRAL HOLD-OPEN	AUTO W/HO
CARD READER	CR
CUBICULE CURTAIN TRACK (SEE DETAIL 2/A8.04)	CCT
ELECTRIC WATER COOLER	EW
ELECTRICAL PANEL	EP
ELECTROMAGNETIC HOLD OPEN	EMHO
EXPANSION JOINT	EJ
FIRE DEPARTMENT VALVE CABINET	FVDC
FIRE DEPARTMENT VALVE CABINET WITH FIRE EXTINGUISHER	FVDC W/ FE
FIRE EXTINGUISHER CABINET	FEC
ISOLATION PANEL	IP
KEY PAD	KP
LOW WALL RETURN/EXHAUST	LWR
MEDICAL GAS ALARM PANEL	MGAP
MEDICAL GAS OUTLET	MGO
MEDICAL GAS ZONE VALVE	MGOZV
REMOTE RELEASE BUTTON	RR
PUSH BUTTON FOR AUTOMATIC DOOR	PB
OWNERS DRESSING BENCH. SEE A5.01	BENCH
OWNER FURNISHED EQUIPMENT (DASHED LINES)	10909
COMPUTER	C
FAX MACHINE	F
MONITOR	M
MONITOR - WALL MOUNTED	MW
PRINTER	P
TELEVISION	T
TELEVISION - CEILING MOUNTED	TCF
TELEVISION - WALL MOUNTED	TWF
WALL MOUNTED PHYSIOLOGICAL MONITOR	PM
SEE "GENERAL NOTES" ON SHEET A2.1A.1	201
SEE "NEW CONSTRUCTION KEYNOTES" ON THIS SHEET	205
DOOR DESIGNATION (SEE SHEET A9.01, AND PROJECT MANUAL FOR DOOR, FRAME AND HARDWARE SCHEDULE)	101
EXTERIOR WINDOW DESIGNATION (SEE SHEET A9.01 FOR EXTERIOR WINDOW SCHEDULE)	11
INTERIOR WINDOW DESIGNATION (SEE SHEET A9.01 FOR INTERIOR WINDOW SCHEDULE)	11
TOILET ACCESSORY SET (SEE SHEET A9.01 FOR TOILET ACCESSORY SCHEDULE)	1
WALL DESIGNATION (SEE SHEET X1.2 FOR TYPES OF WALLS/ PARTITIONS/ BARRIERS)	A00

COMPLY WITH ALL REQUIREMENTS
INCLUDED IN THE "GENERAL
NOTES FOR DIMENSION FLOOR
PLANS" ON SHEET A200B2



KEY PLAN



**Gresham
Smith**

GreshamSmith.com

222 Second Avenue South
Suite 1400
Nashville, TN 37201
615.770.8100



United Hospital
Center

East Addition

327 Medical Park Drive
Bridgeport, WV 26330

[illegible]

FIFTH FLOOR PART B
- NEW
CONSTRUCTION
PLAN

A205B1

44394.00
03/19/2020

COURSE	Didactic/Small Group Credits	Clinical/Sim Credits	Total Credits
NSG 211 (Health Assessment and Communication)	4	2	6
NSG 212 (Foundation of Nursing Practice)	4	2	6
NSG 250 (Pharmacology)	3	0	3
NSG 310 (Maternal Infant Nursing and Women's Health)	2.5	1.5	4
NSG 311 (Alterations in Adult Health 1)	3	3	6
NSG 312 (Alterations in Adult Health 2)	3	3	6
NSG 320 (Child and Adolescent Health)	2.5	1.5	4
NSG 360 (Ethics and Health Policy)	3	0	3
NSG 350 (Evidence Based Practice and Research)	3	0	3
NSG 411 (Nursing in Complex Community Systems)	3	4	7
NSG 412 (Leadership in Complex Systems)	2	5	7
NSG 450 (Alterations in Mental Health)	2.5	1.5	4
NSG 460 (Care of the Critically Ill Patient)	3	1	4
NSG 486 (NCLEX Review)	1	0	1
NSG Elective (NSG 435: Cardiology for Nursing)	2	0	2
Total	41.5	24.5	66

Total Nursing Credits	66
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BS/BA to BSN (Fast-track) Program: Curriculum Map

SEMESTER ONE COURSES (SOPHOMORE LEVEL): NSG 211/212/250 (15 Credits)

Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 211 Health Assessment and Communication (6 credits: 4 class, 2 lab/ clinical) Didactic/Small group: 60 hours Clinical/Sim: 90 hours Total: 150 hours	Examination of concepts, principles, processes, and models that guide nursing practice related to physical, psychosocial, spiritual, developmental, intellectual assessment and communication across the lifespan in the classroom, simulation, and various clinical settings.	Critical Thinking: <i>Evidence-Based Reasoning:</i> Use the nursing process to plan, implement, and evaluate care in simple nursing situations. Nursing Interventions: <i>Safety and Quality:</i> Demonstrate the application of skills for the safe delivery of patient care. <i>Patient Care Technology:</i> Demonstrate skill in the use of technology in basic nursing care. <i>Health Promotion/Disease Prevention:</i> Perform a basic history and physical assessment. Describe and begin to implement nursing interventions that promote health and prevent	<ul style="list-style-type: none"> • Critical thinking strategies • Critical thinking process • Evidence-based practice • Intro to nursing process <ul style="list-style-type: none"> • Patient safety principles • Use of restraints/safety devices • Safety standards • Ergonomic principles • Reporting process • Infection control (excluding asepsis) • Hygiene • Mobility • Nutrition, eating, feeding <ul style="list-style-type: none"> • Introduction of patient care technologies • Online literature searches for patient information <ul style="list-style-type: none"> • Levels of prevention • Health education • Behavioral change techniques • General health history techniques • Environmental health history • Genetic health history • Family pedigree 	Sophomore year Spring semester Didactic/Small group: 1 day/week 4 hrs x 15 wks = 60 hours Clinical/Sim: 1 day/week 2 hrs x 3 ratio x 15 wks = 90 hours

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		<p>illness or injury.</p> <p><i>Health Restoration and Maintenance:</i> Describe and begin to implement principles of basic nursing care to restore and maintain health.</p> <p>Professional Role: <i>Professionalism:</i> Describe how professional values shape nursing behaviors/actions.</p> <p><i>Organization and Systems Leadership:</i> Demonstrate basic leadership skills (communication and problem solving) in simple nursing situations.</p> <p><i>Health Care Policy, Finance, and Regulation:</i> Describe professional standards and state and national rules and regulations that govern professional nursing practice.</p>	<ul style="list-style-type: none"> • Physical assessment • Physical development across the lifespan • Bedside testing/assessment: glucose, hemocult • Measuring I and O • Cultural and values assessment • Influence of cultural assessment on physical exam • Professional image • Nurse Practice Act • ANA Code of Ethics • Civility • Patient-centered care • Human rights • Privacy, confidentiality • Professional image • Basic leadership skills • Problem solving • Nurse Practice Act • Professional standards • State and national regulation • Institutional standards and policies 	
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		<p>Caring:</p> <p><i>Cultural Sensitivity:</i> Identify how personal and professional values and beliefs impact nursing care.</p> <p>Begin to develop culturally-sensitive care plans.</p> <p><i>Ethics:</i> Describe and begin to apply basic ethical principles in nursing situations.</p> <p>Communication:</p> <p><i>Information Management:</i> Utilize clinical information systems in simple nursing situations.</p> <p><i>Professional and Therapeutic Communication:</i> Describe and begin to apply processes of professional and therapeutic communication in nursing situations.</p>	<ul style="list-style-type: none">• Leininger's Culture Care Theory• Cultural assessment• Spiritual awareness• Introduction to Appalachian culture <ul style="list-style-type: none">• Introduction to clinical information systems• HIPAA• SBAR and verbal report/ handoff <ul style="list-style-type: none">• Interpersonal, intraprofessional, and interprofessional communication skills• Creating a therapeutic relationship• Motivational interviewing• Culturally appropriate communication• Standardized nursing terminologies	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 212 Foundations of Nursing Practice (6 credits: 4 class, 2 lab/ clinical) Didactic/Small Group: 60 hours Clinical/Sim: 90 hours Total: 150 hours	Theories, concepts, principles, and processes that lay the foundation for critical thinking, nursing interventions, communication, professional role, and caring in the practice of nursing. Application of the nursing process in classroom, simulation, and clinical settings.	Critical Thinking: <i>Evidence-Based Reasoning:</i> Demonstrate self-directed, systematic process for data collection. Interpret data and formulate an individualized plan of care. Implement plan of care based on theory and evidence-based practice. Evaluate effectiveness of implemented plan of care. Nursing Interventions: <i>Safety and Quality:</i> Employ risk reduction interventions when providing patient care. <i>Patient Care Technology:</i> Demonstrate appropriate use of patient care equipment and technologies.	<ul style="list-style-type: none"> Theoretical framework of health/ wellness/illness Nursing process/Care mapping Evidence-based reasoning <ul style="list-style-type: none"> Safety/protection/asepsis/quality of care Pre-op/peri-op/post-op nursing care Pain management Medication safety <ul style="list-style-type: none"> Appropriate use of info systems Pulse ox, O2 devices, bed use, assistive devices, sterile gloves, wound care, NGT, Foley, oxygenation, mobility and assistive device use (procedure and equipment) IM, SQ, intradermal injections PO, NG medications 	Sophomore year Spring semester Didactic/Small group: 1 day/week 4 hrs x 15 wks = 60 hours Clinical/Sim: 1 day/week 2 hrs x 3 ratio x 15 wks = 90 hours

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		<p><i>Health Promotion/Disease Prevention:</i> Provide health promotion education for the individual based on an assessment of individual need.</p> <p><i>Health Restoration and Maintenance:</i> Describe and implement nursing interventions that support basic physiological functioning and psychological comfort for the individual.</p> <p>Professional Role: <i>Professionalism:</i> Demonstrate standards of professional nursing practice in patient care settings.</p> <p>Demonstrate professional values in simple practice situations.</p> <p>Maintain patient rights and</p>	<ul style="list-style-type: none">• Teaching/learning• Holistic health care• Pain management (pharmacological and non-pharmacological)• Hygiene• Skin/wound care• Palliative care/grief/loss/dying• Mobility/activity/exercise• Oxygenation/circulation• Spirituality and self-concept• Rest/sleep• Basic use of nutrition• Elimination• Intro. to lab and diagnostics• Basic fluids and electrolytes• Complementary and alternative therapies• Professional values• ANA code• Accountability• Patient rights/confidentiality• HIPAA	
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		<p>confidentiality.</p> <p><i>Organization and Systems Leadership:</i> Identify opportunities for collaboration with other health care professionals.</p> <p><i>Health Care Policy, Finance and Regulation:</i> Identify how professional standards and state and national regulations shape nursing behaviors, practice, and policies. Identify institutional standards and policies.</p> <p>Caring: <i>Cultural Sensitivity:</i> Demonstrate culturally sensitive nursing care in simple practice situations.</p> <p><i>Ethics:</i> Apply the ethical principles for altruism, autonomy, and human dignity in basic nursing situations.</p> <p>Communication: <i>Information Management:</i> Utilize clinical information systems in simple nursing situations.</p>	<ul style="list-style-type: none">• Collaboration with other health professionals• Quality and safety issues from organizational perspective, and nursing's role in addressing these.• Professional standards and regulations• Institutional standards and policies• Nurse Practice Act• Spirituality and self-concept• Culturally sensitive care• Ethical principles: Altruism, autonomy, dignity• Intro to info systems (SBAR, Voice care, MERLIN, Cerner)	
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		<p><i>Professional and Therapeutic Communication:</i></p> <p>Apply concepts of assertive and therapeutic communication.</p> <p>Demonstrate appropriate interpersonal, intraprofessional, and interprofessional communication skills.</p> <p>Demonstrate appropriate use of standardized nursing and medical terminology.</p>	<ul style="list-style-type: none">• Therapeutic communication• Documentation• Patient report• Medical terminology	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 250 Clinical Nursing Pharmacology (3 credits) Didactic/Small group: 45 hours Clinical/Sim: 0 Total: 45 hours	Principles of pharmacology emphasizing scholarly inquiry and evidence-based reasoning to insure accurate knowledge of and administration of medications to individuals and families across the lifespan. Pharmacological management is analyzed in conjunction with pathophysiology.	<p>Critical Thinking:</p> <p><i>Scholarship:</i> Analyze the interaction among theory, research, and practice as the foundation for safe medication administration.</p> <p><i>Evidence-Based Reasoning:</i> Describe actions, common side effects, and indicators of adverse reactions for selected drugs and drug categories.</p> <p>Apply knowledge of drug action to the pharmacotherapeutic management of disease.</p> <p>Nursing Interventions:</p> <p><i>Safety and Quality:</i> Describe key elements that foster safe medication administration.</p> <p>Analyze factors in the health care system that contribute to safe medication administration.</p> <p><i>Patient Care Technology:</i> Discuss the use of patient care technology to promote safe medication administration.</p> <p><i>Health Promotion/Disease Prevention:</i></p>	Theoretical foundations and linkages among practice, research evidence, and patient outcomes in medication administration, with discussion of: <ul style="list-style-type: none"> • Age/developmental-level appropriate care, including gerontologic considerations • Risk factors • Nursing process – assessment, prioritization and planning, nursing and collaborative interventions, evaluation of outcomes • Psychosocial considerations • Patient and family teaching • Inter-professional roles and responsibilities in safe medication administration • Elements of team-based communication • Cultural considerations <p>Overview Pharmacokinetics (ADME: Absorption, distribution, metabolism, excretion) Pharmacodynamics Therapeutic index Half-life Protein binding Adverse effects Drug interactions Calculations</p> <p>Immune system and oncology</p>	Sophomore year Spring semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours

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		<p>Assess risk factors that may alter responses to medications.</p> <p>Professional Role: <i>Professionalism:</i> Integrate the professional values of integrity and accountability into medication administration.</p> <p><i>Organization and Systems</i> <i>Leadership:</i> Identify essential interprofessional interactions for safe administration of medications.</p> <p><i>Health Care Policy, Finance, and Regulation:</i> Describe policy, financial, and regulatory influences that impact medications/drugs.</p> <p>Caring: <i>Cultural Sensitivity:</i> Describe culturally sensitive nursing care involved in medication administration.</p> <p>Communication: <i>Information Management:</i> Describe information management systems that promote safety in medication administration.</p> <p><i>Professional and Therapeutic</i></p>	<p>Oncology medications/chemotherapy agents Anti-retroviral agents (HIV/AIDs medications) Corticosteroids Immunosuppressants</p> <p>Neurological Anticonvulsants Autonomic nervous system Parkinson's Alzheimer's Myasthenia gravis Medications used to treat glaucoma Psychiatric meds</p> <p>Respiratory Antihistamines Expectorants/mucolytics/antitussives/decongestants Medications used to treat asthma and COPD (acute and maintenance) Tuberculosis medications</p> <p>Cardiovascular and hematologic Antihypertensives Digoxin Nitroglycerin Serum cholesterol lowering agents Anticoagulants / thrombolytics Epogen/Neupogen/Neulasta Factor VIII/IX Iron/vitamin B12 Selected anti-arrhythmics</p> <p>Gastrointestinal</p>	
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		<p><i>Communication:</i></p> <p>Discuss the processes of professional communication and therapeutic communication with patients and families involved in medication administration.</p> <p>Identify key drug information to be communicated to patients and families.</p>	<p>Histamine 2 (H2) blockers and proton pump inhibitors</p> <p>Antacids</p> <p>Antiemetics/laxatives/antidiarrheals</p> <p>Megace</p> <p>Cephulac (lactulose)</p> <p>Pancrease</p> <p>Anti-infective therapy</p> <p>Culture/sensitivity</p> <p>Bactericidal/bacteriostatic</p> <p>Superinfection</p> <p>Allergic reactions</p> <p>Selected antibacterial agents and side effects</p> <p>Acyclovir</p> <p>Endocrine and reproductive</p> <p>Desmopressin/DDAVP (synthetic anti-diuretic hormone)</p> <p>Levothyroxine (Synthroid)</p> <p>Medications used to treat hyperthyroidism: propylthiouracil (PTU) and methimazole (Tapazole)</p> <p>Insulin / oral hypoglycemic agents</p> <p>Medication risk in pregnancy</p> <p>Estrogen-containing medications</p> <p>Alendronate (Fosamax)</p> <p>Benign prostatic hypertrophy medications/ Viagra</p> <p>Renal/fluid and electrolytes</p> <p>Urinary antispasmodics</p> <p>IV fluids</p> <p>Calcium/potassium</p>	
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			<p>Blood products TPN</p> <p>Pharmacologic Pain Management Triptans Acetaminophen (Tylenol)/acetylcysteine (Mucomyst) Aspirin Non-steroidal anti-inflammatory drugs (NSAIDs) Opiates/scheduled medications Naloxone (Narcan)/clonidine Colchicine/allopurinol (Zyloprim)</p> <p>Miscellaneous Anthelmintics Antifungal agents Muscle relaxants Antimalarial agents Medications to treat PCP Isotretinoin (Accutane) Active/passive immunity; vaccines/ toxoids Vitamins Grapefruit juice Selected herbal medications</p> <p>Nursing role in safe medication administration and 7 rights Process of reporting medication errors Methods for preventing errors Medication reconciliation Root cause analysis Regulation of drugs Economic/financial considerations</p>	
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SEMESTER TWO COURSES (JUNIOR LEVEL): NSG 311/310/350 (13 Credits)

Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 311 Alterations in Adult Health 1 (6 credits: 3 class, 3 lab/ clinical) Didactic/Small group: 45 hours Clinical/Sim: 135 hours Total: 180 hours	Pathophysiology and holistic nursing care of adults experiencing acute and chronic problems. Use of the nursing process to plan and provide interventions appropriate to health care needs in the clinical setting.	Critical Thinking: <i>Scholarship:</i> Incorporate theory and research findings into a plan of care for an adult patient. <i>Evidence-Based Reasoning:</i> Differentiate deviations from normal physiologic function in adults. Describe the risk factors, pathophysiology, and common nursing interventions for selected alterations in adult health. Use evidence from credible sources to assess, plan, prioritize, implement, and evaluate an effective plan of nursing care for an adult patient. Nursing Interventions: <i>Safety and Quality:</i> Apply concepts of quality and safety to identify clinical problems and describe the process for changing current practice. <i>Patient Care Technology:</i> Use patient care technology to	Theoretical foundations and linkages among practice, research evidence, and patient outcomes for alterations in health in the adult, with discussion of: <ul style="list-style-type: none"> • Age and developmental-level appropriate care, including gerontologic considerations • Risk factors • Pathophysiology • Nursing process – assessment, prioritization and planning, nursing and collaborative interventions, evaluation of outcomes • Psychosocial considerations • Patient and family teaching • Inter-professional roles and responsibilities in providing care to adults with alterations in health in the acute care, ambulatory, and home care settings • Elements of team-based communication • Cultural considerations • Global burden of disease The following alterations will be included: Respiratory <ul style="list-style-type: none"> • Oxygenation • Upper respiratory infections • COPD • Pneumonia 	Junior year Summer semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours Clinical/Sim: 2 days/week 3 hrs x 3 ratio x 15 wks = 135 hours

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		<p>deliver safe and effective care to adults.</p> <p><i>Health Promotion/Disease Prevention:</i> Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.</p> <p>Assess risk factors in adults to identify current and future health problems.</p> <p><i>Health Restoration and Maintenance:</i> Deliver patient-centered nursing care that restores and maintains health in individuals and families experiencing alterations.</p> <p>Professional Role: <i>Professionalism:</i> Demonstrate the attitudes, values, personal qualities, and behaviors consistent with professional nursing practice.</p> <p>Maintain professional boundaries with patients, families, and health professionals.</p>	<ul style="list-style-type: none"> • TB • PE (pulmonary embolism) • Pneumothorax and hemothorax • Atelectasis • Pleural effusion • Pulmonary edema <p>Cardiovascular</p> <ul style="list-style-type: none"> • CAD (coronary artery disease) • HTN (hypertension) • MI (myocardial infarction) • Angina • Valvular disorders • Cardiomyopathy • CHF • Pulmonary Edema • PVD • Aneurysm • Raynaud's • DVT <p>Renal</p> <ul style="list-style-type: none"> • Renal calculus (stone) • Acute renal failure/kidney disease • Chronic renal failure/kidney disease • Acute tubular necrosis • Glomerulonephritis • Pyelonephritis • Incontinence • Neurogenic bladder • Nephrotic syndrome • Dialysis 	
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		<p><i>Organization and Systems Leadership:</i> Use principles of collaboration in providing nursing care as part of the health care team.</p> <p>Caring: <i>Cultural Sensitivity:</i> Analyze personal and professional values/beliefs and the impact of culture when providing nursing care to individuals and families experiencing alterations in health.</p> <p>Communication: <i>Information Management:</i> Protect patient privacy and confidentiality of patient records and other privileged communications.</p> <p>Accurately record and report patient information.</p> <p><i>Professional and Therapeutic Communication:</i> Accurately and effectively use written and verbal professional communication skills in an assertive manner.</p> <p>Apply principles of therapeutic communication with adult patients and their families experiencing</p>	<p>Hematologic/Oncologic</p> <ul style="list-style-type: none"> • Hematopoiesis • Organs and cells • Laboratory studies • Diagnostics • Types of anemia (hypo- and hyperproliferative, hemolytic) • Hematologic malignancies • Leukemias • Lymphomas • Myelodysplasias • Bleeding disorders • Thrombotic disorders • Therapies for blood disorders <p>Immunity</p> <ul style="list-style-type: none"> • Immune system • Immune response • Immunodeficiencies (primary and secondary) • HIV <p>Rheumatic disorders</p> <ul style="list-style-type: none"> • Arthritis • Lupus • Scleroderma <p>Hazards of immobility</p> <ul style="list-style-type: none"> • Effects of Immobility on: Pulmonary function Cardiac stability Skin integrity Renal status 	
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		<p>alterations in health.</p> <p>Adapt developmentally appropriate communication methods to patients with special needs.</p> <p>Promptly and accurately report pertinent data to appropriate persons.</p>	<p>Mental status</p> <p>Neurologic</p> <ul style="list-style-type: none">• Altered LOC• Seizures• Headache• Meningitis• Multiple sclerosis• Myasthenia gravis• Guillian-Barre• Trigeminal neuralgia• Bell's palsy• Central nervous system tumors• Parkinson's disease• Huntington's disease• Amyotrophic lateral sclerosis• Degenerative disc disease <p>Diabetes</p> <ul style="list-style-type: none">• Glycemic control• Hepatic handling of glucose• Metabolism of body fuels• Metabolic syndrome• Type 1 DM<ol style="list-style-type: none">1. Acute complications2. Chronic complications• Type 2 DM<ol style="list-style-type: none">1. Long term complications• Diagnostics• Pharmacologic management• Medical nutrition therapy• Patient/family teaching	
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			<p>Musculoskeletal (metabolic)</p> <ul style="list-style-type: none"> • Osteoporosis • Osteomalacia • Bone cancer • Amputation • Osteomyelitis • Ortho-spine <p>Musculoskeletal (trauma)</p> <ul style="list-style-type: none"> • Muscle contraction • Bone formation and remodeling • Injured bone • Healing • Treatments • Casts • Fixation/Reduction • Traction • Orthopedic surgery • Patient/family teaching <p>Endocrine</p> <ul style="list-style-type: none"> • Glands of the endocrine system • Acromegaly • Diabetes Insipidus • SIADH • Hypothyroidism • Hyperthyroidism • Myxedema coma • Exophthalmos • Graves' disease • Pheochromocytoma • Addison's disease • Cushing's disease 	
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			<p>Gastrointestinal</p> <ul style="list-style-type: none">• GERD• Hiatal Hernia• PUD/Gastritis• Barrett's esophagus• Diverticulosis/itis• Ileus• Bowel obstruction• Appendicitis• Peritonitis• Inflammatory bowel disease• Achalasia• Paracentesis <p>Hepatobiliary</p> <ul style="list-style-type: none">• Gallbladder disease• Biliary colic• Patho of jaundice• Hepatitis• Cirrhosis• Ascites• Hepatic portal hypertension• Pancreatic disease• Pancreatitis <p>Psychosocial</p> <ul style="list-style-type: none">• Anxiety and depression• Motivational interviewing• Adaptation/ stress/coping	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 310 Maternal Infant Nursing and Women's Health Care (4 credits: 2.5 class, 1.5 lab/clinical) Didactic/Small group: 37.5 hours Clinical/Sim: 67.5 hours Total: 105 hours	Human response to normal and abnormal changes in health status across the female lifespan and adaptations of the childbearing family. Provision of holistic nursing care to women and childbearing families in the clinical area.	<p>Critical Thinking: <i>Scholarship:</i> Incorporate theory and research findings into a plan of care for providing nursing care to women and childbearing families.</p> <p><i>Evidence-Based Reasoning:</i> Differentiate normal from abnormal assessment findings in women and childbearing families.</p> <p>Use evidence from credible sources to assess, plan, prioritize, implement, and evaluate an effective plan care for women and childbearing families.</p> <p>Nursing Interventions: <i>Safety and Quality:</i> Identify and manage clinical problems that affect safety and quality of nursing care to women and childbearing families.</p> <p><i>Patient care technology:</i> Demonstrate effective use of patient care technology unique to the nursing care of childbearing women and newborns.</p> <p><i>Health Promotion/Disease Prevention:</i></p>	Theoretical foundations and linkages among practice, research evidence, and patient outcomes for women and childbearing families, with discussion of: <ul style="list-style-type: none"> • Age-appropriate care for women across the lifespan • Risk factors • Pathophysiology of alterations in health • Nursing process – assessment, prioritization and planning, nursing and collaborative interventions, evaluation of outcomes • Psychosocial considerations • Patient and family teaching • Inter-professional roles and responsibilities in providing care to women and childbearing families in the acute care and ambulatory care settings • Elements of team-based communication • Cultural considerations • Global issues in women's health <p>Address linkages among practice, research evidence, and patient outcomes.</p> <p>In-depth discussion of the assessment, planning of care, common nursing and collaborative interventions, supporting rationales, and evaluation of patient outcomes, to be applied in the clinical</p>	Junior year Summer semester Didactic/Small group: 1 day/week 2.5 hrs x 15 wks = 37.5 hours Clinical/Sim: 1 day/week 1.5 hrs x 3 ratio x 15 wks = 67.5 hours

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		<p>Utilize nursing strategies to promote health and/or prevent disease and injury with women and childbearing families.</p> <p>Assist women and childbearing families to identify and respond to needs for health-related behavior change.</p> <p>Assess risk factors in women and childbearing families to identify current and future health problems.</p> <p><i>Health Restoration and Maintenance:</i> Integrate evidence, clinical judgment, interprofessional perspectives, and patient/family preferences in assessing, planning, implementing, and evaluating outcomes of patient-centered care to maintain and restore health in women and childbearing families.</p> <p>Professional Role: <i>Professionalism:</i> Delineate the role of nursing in caring for women and childbearing families, and adhere to standards of professional nursing practice. Demonstrate the attitudes, values, personal qualities, and behaviors consistent with professional</p>	<p>setting, including:</p> <ul style="list-style-type: none"> • Family Definition Cultural context highlighting Cultural reproductive issues • Genetics Basic genetic transmission, genetic screening, cancer genetics, testing options (CVS, amniocentesis, etc.) • Assessment and health promotion Female reproductive system (anatomy review, pelvis) Puberty, menstrual cycle Breast health Well-women care and screenings Health promotion/risk reduction education Peri-, menopause, postmenopause Healthy People 2020 Maternal-infant morbidity/mortality • Neoplasms and reproductive system cancers • Violence against women • Nursing role and the law • Reproductive system concerns Menstrual disorders, peri-, menopause, postmenopause • Infections (STI, TORCH) 	
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		<p>nursing practice when caring for women and childbearing families.</p> <p>Maintain professional boundaries with patients, families, and health professionals.</p> <p><i>Organization and Systems Leadership:</i> Use principles of collaboration in providing nursing care to women and childbearing families as part of the health care team.</p> <p><i>Health Care Policy, Finance, and Regulation:</i> Describe policy, financial, and regulatory influences that impact the design and delivery of nursing care for women and childbearing families.</p> <p>Caring: <i>Cultural Sensitivity:</i> Analyze the impact of culture on health practices of women and childbearing families.</p> <p>Provide culturally sensitive nursing care to women and childbearing families.</p> <p><i>Ethics:</i> Apply ethical principles and</p>	<ul style="list-style-type: none"> • Family Planning <ul style="list-style-type: none"> Preconception counseling Contraception Abortion: Spontaneous and induced Infertility • Pregnancy <ul style="list-style-type: none"> Antepartum <ul style="list-style-type: none"> Conception Fetal development Gravidity and parity Adaptations to pregnancy Signs of Pregnancy Physiological changes Nutrition Nursing care and perinatal education Intrapartum <ul style="list-style-type: none"> Labor and Birth Management of discomfort Fetal assessment during labor Instrumental assist to delivery Episiotomy and lacerations Nursing care Postpartum <ul style="list-style-type: none"> Physiological changes in the fourth stage of labor Transition of the Newborn Family adjustments Nursing care and patient education Pharmacology <ul style="list-style-type: none"> Normal newborn and newborn complications <ul style="list-style-type: none"> Normal adaptations Nutrition and feeding Nursing care and parent education 	
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		<p>accepted standards of practice when caring for women and childbearing families.</p> <p>Analyze personal and professional ethical concerns arising from caring for women and childbearing families.</p> <p>Communication:</p> <p><i>Information Management:</i> Use information management systems in the care of women and childbearing families.</p> <p>Protect patient privacy and confidentiality of patient records and other privileged communications.</p> <p>Accurately record and report patient information.</p> <p><i>Professional and Therapeutic Communication:</i> Apply the processes of professional communication and therapeutic communication with women and childbearing families.</p> <p>Promptly and accurately report pertinent data to appropriate persons.</p>	<p>Complications – birth trauma, Infants of diabetic mother, SGA, LGA, infections, infant of drug addicted mother, physiologic and pathologic jaundice, cleft lip/palate Transient tachypnea of the newborn Loss of a newborn/stillborn</p> <ul style="list-style-type: none"> • Complications of pregnancy Hemorrhagic disorders Spontaneous abortions, molar pregnancy, placenta previa, placental abruption, ectopic pregnancy, cord insertion and placental variations, DIC Hypertensive disorders – PIH, preeclampsia, HELLP, eclampsia endocrine and metabolic disorders- IDDM, NIDDM, GDM, hypo- and hyperthyroidism Maternal cardiac disease Breech presentation and version Labor induction, dysfunctional labor Cesarean birth, elective cesarean birth, VBAC and trial of labor <p>Interprofessional roles and responsibilities in providing care to women and childbearing families in the acute care, ambulatory, and home care settings</p> <p>Policy, economic, and regulatory issues in women’s health Cultural reproductive issues Ethical issues in women’s health</p>	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 350 Evidence Based Practice and Research (3 credits) Didactic/Small group: 45 hours Clinical/Sim: 0 hours Total: 45 hours	Theory, concepts, and methods of the research process intended to provide a basic understanding that is necessary for the translation of current evidence into nursing practice.	<p>Critical Thinking:</p> <p><i>Scholarship:</i> Explain the relationship among theory, practice, and research.</p> <p><i>Evidence-Based Reasoning:</i> Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.</p> <p>Complete the process of retrieval, appraisal, and synthesis of evidence.</p> <p>Nursing Interventions:</p> <p><i>Safety and Quality:</i> Describe the process for how nursing and related healthcare quality and safety measures are developed, validated, and</p>	<ul style="list-style-type: none"> • Theory-practice-research triad • Principles and models of evidence-based practice • Overview of qualitative and quantitative research processes • Basic applied statistics • Basic designs, corresponding questions, analytical methods related to research questions, and limits on implications of findings • Levels of evidence: textbooks, case studies, reviews of literature, research critiques, controlled trials, evidence-based clinical practice guidelines, meta-analyses, and systematic reviews • Methods for locating and appraising health and other relevant research literature and other sources of evidence • Differentiation of clinical opinion from research and evidence summaries • Electronic database search strategies • Linkages among practice, research evidence, policy, patient outcomes, and cost containment • Principles of systematic application of information 	Junior year Summer semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours

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		<p>endorsed.</p> <p>Professional Role: <i>Professionalism:</i> Apply principles of academic integrity to scholarly work.</p> <p>Caring: <i>Ethics:</i> Describe the need for the protection of human subjects in the conduct of research.</p> <p>Communication: <i>Information and Technology:</i> Describe and apply the process of communicating evidence-based practice.</p>	<ul style="list-style-type: none">• Scholarship dissemination methods• Principles of academic integrity in scholarship• Ethical conduct of research• Informed consent and vulnerable populations• Nurse-sensitive quality indicators (NDNQI standards), performance measures• Locating and evaluating research agendas (CDC, ANA, etc.)• Identifying organizational quality care priorities• Principles of systematic application of information• Scholarship dissemination methods• Interdisciplinary collaboration research	
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SEMESTER THREE COURSES (JUNIOR LEVEL): NSG 312/320/360 (13 Credits)

Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 312 Alterations in Adult Health 2 (6 credits: 3 class, 3 lab/clinical) Didactic/Small group: 45 hours Clinical/Sim: 135 hours Total: 180 hours	Builds on Alterations in Adult Health 1, using critical thinking and nursing process in a team-based learning format, paired with clinical application, to explore holistic nursing care of adults with acute and chronic health problems.	Critical Thinking: <i>Scholarship:</i> Apply the theory-practice-research triad to providing nursing care to adults experiencing alterations in health and their families. <i>Evidence-Based Reasoning:</i> Accurately analyze assessment data to plan, prioritize, implement, and evaluate an effective plan of nursing care for an adult patient.	Theoretical foundations with discussion of: <ul style="list-style-type: none"> • Theories of caring, including self-care, physiological adaptation, and use of story • Systems theory as it relates to care of adult clients in the environment of care Linkages among practice, research evidence, and patient outcomes. Differentiation of clinical opinion from research and evidence. In-depth discussion in a team-based format of the nursing process to plan holistic care for the adult client experiencing alterations in health. Use of case studies for adults experiencing alterations in health in the following areas: <ul style="list-style-type: none"> • Respiratory • Cardiovascular • Renal • Hematologic/oncologic • Immunity • Rheumatic disorders • Hazards of Immobility • Neurologic • Diabetes • Musculoskeletal (metabolic) • Musculoskeletal (trauma) • Endocrine • Gastrointestinal/hepatobiliary 	Junior year Fall semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours Clinical/Sim: 2 days/week 3 hrs x 3 ratio x 15 wks = 135 hours

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		<p>Nursing Interventions:</p> <p><i>Safety and Quality:</i> Demonstrate decision-making skills that promote the safety and quality of patient care.</p> <p>Participate in promoting patient safety as part of a health care system and member of an interprofessional team.</p> <p><i>Patient Care Technology:</i> Use patient care technology to deliver safe, effective care to adults experiencing alterations in health.</p> <p><i>Health Promotion/Disease Prevention:</i> Utilize nursing strategies to promote health and/or prevent disease and injury in adults.</p> <p><i>Health Restoration and Maintenance:</i> Integrate evidence, clinical judgment, interprofessional perspectives, and patient/family preferences in assessing, planning implementing, and evaluating outcomes of patient-centered care to maintain and restore health in adults.</p>	<ul style="list-style-type: none">• Clinical decision-making• Safety and quality in the clinical setting• Use of patient care technology in the clinical area• Identification of risk factors• Patient teaching• Provision of nursing care in the clinical area• Inter-professional roles and responsibilities in providing care to adults with alterations in health in the acute care, ambulatory, and home care settings.• Participatory decision making• Professional roles, knowledge translation, role boundaries, and diverse disciplinary perspectives	
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		<p>accepted standards of practice when providing care to individuals and families.</p> <p>Analyze personal and professional ethical concerns arising from caring for adults across the lifespan.</p> <p>Communication: <i>Information Management:</i> Use information management systems in the care of individuals and families experiencing alterations in health.</p> <p>Protect patient privacy and confidentiality of patient records and other privileged communications.</p> <p>Accurately record and report patient information.</p> <p><i>Professional and Therapeutic Communication:</i> Use intra- and inter-professional communication and collaborative skills to deliver evidence-based, patient-centered care.</p> <p>Apply principles of therapeutic communication with adult patients and their families experiencing alterations in health.</p>	<p>artificial nutrition, use of technology</p> <ul style="list-style-type: none"> • Health care professional and patient/family priorities in care • Nursing care as a therapeutic caring process • Information management systems in the clinical area • Elements of team-based communication • Role of the nurse as patient advocate 	
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		Promptly and accurately report pertinent data to appropriate persons.		
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 320 Child and Adolescent Health (4 credits: 2.5 class, 1.5 lab/clinical) Didactic/Small group: 37.5 hours Clinical/Sim: 67.5 hours Total: 105 hours	Human response to alterations in health, developmental needs, and family-centered care specific to the pediatric population with emphasis on the professional nursing role, evidence-based reasoning, therapeutic communications, and caring.	<p>Critical Thinking: <i>Scholarship:</i> Apply developmental and family theory with scientific evidence to provide nursing care to children, adolescents, and their families.</p> <p><i>Evidence-Based Reasoning:</i> Differentiate between normal developmental changes and pathophysiological and psychosocial alterations in children and adolescents.</p> <p>Accurately analyze assessment data to plan, prioritize, implement, and evaluate an effective plan of nursing care for children, adolescents, and their families.</p> <p>Nursing Interventions: <i>Safety and Quality:</i> Identify and apply safety and quality factors that are unique to the nursing care of children, adolescents, and their families.</p> <p><i>Patient Care Technology:</i> Demonstrate the use of patient care technology unique to the nursing care of children.</p> <p><i>Health Promotion/Disease Prevention:</i></p>	Theoretical foundations and linkages among practice, research evidence, and patient outcomes in children and adolescents, with discussion of: <ul style="list-style-type: none"> • Age appropriate care and developmental considerations • Risk factors • Pathophysiology of alterations in health • Nursing process – assessment, prioritization and planning, nursing and collaborative interventions, evaluation of outcomes • Psychosocial considerations • Patient and family teaching • Inter-professional roles and responsibilities in providing care to children and adolescents in the acute care and ambulatory settings • Elements of team-based communication • Cultural considerations <p>In-depth discussion of the assessment, planning of care, common nursing and collaborative interventions, supporting rationales, and evaluation of common pathophysiological problems experienced by the pediatric patient and family, including:</p> <ul style="list-style-type: none"> • Family-centered Care • Care of acutely ill child • Effects of hospitalization on child • Care in community 	Junior year Fall semester Didactic/Small group: 1 day/week 2.5 hrs x 15 wks = 37.5 hours Clinical/Sim: 1 day/week 1.5 hrs x 3 ratio x 15 wks = 67.5 hours

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		<p>Utilize nursing strategies to promote health and/or prevent disease and injury in children and adolescents</p> <p>Assist families to identify and respond to needs for health-related behavior change.</p> <p>Assess risk factors in children and families to identify current and future health problems.</p> <p><i>Health Restoration and Maintenance:</i> Deliver patient/family-centered nursing care that restores and maintains health in children and adolescents experiencing alterations in development or health.</p> <p>Professional Role: <i>Professionalism:</i> Demonstrate the attitudes, values, personal qualities, and behaviors consistent with professional nursing practice when caring for children, adolescents, and their families.</p> <p><i>Organization and Systems Leadership:</i> Apply leadership skills as the designer and provider of nursing care for children and adolescents</p>	<ul style="list-style-type: none"> • Care of chronically ill child • Pain management in children • Communicable diseases • Immunizations • Oncology <ul style="list-style-type: none"> ○ Causes of cancer and prevention ○ Chemotherapy <ul style="list-style-type: none"> ▪ Administration ▪ Side effects and nursing care ○ Oncologic emergencies ○ Solid tumors ○ Leukemia ○ Soft tissue tumors ○ Psychosocial care • Neurology <ul style="list-style-type: none"> ○ Anatomical differences in children ○ Neurologic development ○ Neurologic assessment ○ Increased ICP assessment/care ○ Seizures ○ Meningitis ○ Encephalitis ○ Myelodysplasia ○ Hydrocephalus ○ Cerebral palsy • Respiratory <ul style="list-style-type: none"> ○ Anatomical differences and development ○ Respiratory assessment (review) ○ Nursing care for acute respiratory conditions ○ Respiratory distress ○ Apnea/SIDS 	
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		<p>including collaboration with other health care professionals.</p> <p><i>Health Care Policy, Finance, and Regulation:</i> Describe policy, financial, and regulatory influences that impact the design and delivery of nursing care for children, adolescents, and families.</p> <p>Caring: <i>Cultural Sensitivity:</i> Analyze the impact of culture on health practices of children, adolescents, and their families.</p> <p>Provide culturally sensitive nursing care to children, adolescents, and their families experiencing alterations in health.</p> <p>Perform holistic health assessments of children and adolescents that demonstrate understanding of culture, race, age, and gender differences.</p> <p><i>Ethics:</i> Apply ethical principles when providing care to children, adolescents, and their families experiencing alterations in health.</p>	<ul style="list-style-type: none"> ○ Otitis media ○ Nasopharyngitis ○ Tonsillitis ○ Croup syndromes ○ Bronchiolitis ○ Pneumonia ○ Asthma ○ Cystic fibrosis ● Cardiac <ul style="list-style-type: none"> ○ Embryonic development and changes at birth ○ Anatomical differences ○ Cardiac assessment ○ Cardiac catheterization indications in peds and care ○ Congestive heart failure pathophysiology and treatment ○ Congenital heart defect—types and surgical repairs ○ Hypoxemia with CHD ○ Rheumatic fever ○ Infective endocarditis ○ Kawasaki disease ● Hematology <ul style="list-style-type: none"> ○ Iron deficiency anemia ○ Sickle cell anemia ○ Thalassemia ○ Aplastic anemia ○ Hemophilia ○ ITP ● Gastrointestinal <ul style="list-style-type: none"> ○ Fluid balance in children ○ Dehydration and care ○ Assessment of fluid balance 	
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		<p>Analyze personal and professional ethical concerns arising from caring for children, adolescents, and families.</p> <p>Communication: <i>Information Management:</i> Use information management systems in the care of children and adolescents experiencing alterations in health.</p> <p>Protect patient privacy and confidentiality of patient records and other privileged communications.</p> <p>Accurately record and report patient information.</p> <p><i>Professional and Therapeutic Communication:</i> Adapt therapeutic communication techniques to facilitate developmentally appropriate communication.</p> <p>Promptly and accurately report pertinent data to appropriate persons.</p>	<ul style="list-style-type: none"> ○ GI differences in children ○ Cleft lip and palate ○ TE fistula ○ Pyloric stenosis ○ Gastroesophageal reflux ○ Omphalocele/Gastroschisis ○ Intussusception ○ Hirschsprung's disease ○ Anorectal malformations ○ Hernias ○ Appendicitis ○ Necrotizing enterocolitis ○ Gastroenteritis ○ Constipation ○ Celiac disease ○ Failure to thrive ● Genitourinary <ul style="list-style-type: none"> ○ Anatomical differences ○ Assessment of renal function ○ Urinary tract infections/vesicoureteral reflux ○ Hypospadias/epispadias ○ Enuresis ○ Nephrotic syndrome ○ Acute glomerulonephritis ○ Phimosis and cryptorchidism ○ Hydrocele ● Endocrine <ul style="list-style-type: none"> ○ Hormones impact on children ○ Growth hormone deficiency ○ Precocious puberty ○ Hypothyroidism ○ Congenital adrenal hyperplasia ○ Diabetes mellitus—type 1 	
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			<ul style="list-style-type: none">• Musculoskeletal<ul style="list-style-type: none">○ Anatomical differences○ Assessment including CMS○ Structural defects of feet/legs○ Cast care○ Traction care○ Hip dysplasia○ Legg-Calve-Perthes○ Slipped capital femoral epiphysis○ Scoliosis○ Effects of immobility and nursing care to prevent complications○ Osteomyelitis○ Abuse○ Musculoskeletal injuries (contusions, strains, sprains, dislocations)○ Fractures• Juvenile rheumatoid arthritis <p>Interprofessional roles and responsibilities in providing care to children and families with alterations in health in the acute care, ambulatory, and home care settings</p> <p>Policy, financial, and regulatory impacts on health care of children</p> <p>Cultural and ethical issues related to care of children and families</p> <p>Therapeutic, developmentally-appropriate communication principles with children and families</p>	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 360 Ethics and Health Policy (3 credits) Didactic/Small group: 45 hours Clinical/Sim: 0 hours Total: 45 hours	Ethical decision-making in health care situations across the lifespan, including palliative and end of life care. Health care policy, legal, and regulatory issues are discussed. (Emphasizes professional writing skills)	Critical Thinking: <i>Scholarship:</i> Provide analysis of legal, social and medical facts related to ethical issues in health/health systems. Analyze a dilemma and develop patient-specific options based on value recognition and promotion that reflect family and patient concerns. Apply the theory-practice-research triad to ethical decision-making. <i>Evidence-Based Reasoning:</i> Develop expository writing in nursing that reflects disciplined reasoning. Analyze case data to formulate possible options to resolve ethical cases that respects self, others, providers, patients and society. Nursing Interventions: <i>Safety and Quality:</i> Examine and appraise evidence-based nursing interventions that promote autonomous family and healthcare decisions and contribute to safe, high-quality patient outcomes.	<ul style="list-style-type: none"> • Ethical principles and theories <ul style="list-style-type: none"> ○ Autonomy ○ Beneficence ○ Nonmaleficence ○ Veracity ○ Confidentiality ○ Justice ○ Fidelity • Expository writing in nursing • Application of ethical decision-making Process • Legal case analyses • Practice issues related to patient self determination <ul style="list-style-type: none"> ○ Autonomy and paternalism ○ Informed consent ○ Decision-making capacity ○ Privacy and confidentiality ○ Patient advocacy • Legal and practice Issues related to technology <ul style="list-style-type: none"> ○ Relationship between law and ethics ○ Types of law ○ Criminal negligence vs. malpractice • Ethical considerations of genetic risk factors • End of life care issues <ul style="list-style-type: none"> ○ Decision making capacity and autonomy ○ Legal documents of decision making: Living will, medical POA, 	Junior year Fall semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours

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		<p><i>Patient Care Technology:</i> Examine and appraise the ethical use of patient care technology.</p> <p><i>Health Promotion/Disease Prevention:</i> Discuss the ethical considerations of genetic risk factors.</p> <p><i>Health Restoration and Maintenance:</i> Examine and appraise the use of patient centered nursing care that optimizes patient and family priorities in palliative and/or end of life care situations.</p> <p>Professional Role: <i>Professionalism:</i> Discuss nursing role/actions that promote self, patient/family/caregiver, profession, and societal values in response to ethical dilemmas.</p> <p>Describe the use of the ANA Code of Ethics to guide professional and ethical decision making.</p> <p><i>Organization and Systems Leadership:</i> Describe appropriate negotiation and collaboration techniques effective in resolving ethical dilemmas.</p> <p><i>Health Care Policy, Finance, and</i></p>	<p>DNR orders, POST form</p> <ul style="list-style-type: none"> ○ Palliative care ● Professionalism in nursing <ul style="list-style-type: none"> ○ Professional codes of conduct ○ Nurse practice acts and scope of practice ○ WV Board of Nursing ○ Professional standards ○ Professional accountability ○ Professional identify formation ○ Professional image ○ Delegation ○ Moral agency ○ Incompetent and unethical colleagues ○ Nurse self-care/stress management ● Collaboration and ethical decision-making ● Issues in healthcare delivery systems and healthcare policy <ul style="list-style-type: none"> ○ Healthcare financing ○ Policy initiatives ○ Professional organizations ● Impact of social trends (e.g. genetics, adult and childhood obesity, smoking, aging) on health policy ● Cultural and religious influences ● EMR ● Confidentiality ● Intra- and interprofessional communication ● Therapeutic communication 	
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		<p>Regulation: Describe responsibilities of the nurse in relation to policy, finance and regulatory influences that promotes access to appropriate indiscriminate health care for all.</p> <p>Utilize an ethical framework to evaluate the impact of social policy on health care, especially for vulnerable populations.</p> <p>Caring: <i>Cultural Sensitivity:</i> Discuss the impact of culture on ethical decision-making.</p> <p><i>Ethics:</i> Value the autonomy and self-determination of the patient, family, and professionals.</p> <p>Analyze factors that guide ethical decision-making.</p> <p>Apply ethical principles to nursing care of individuals and families experiencing life transitions or alterations in health across the lifespan.</p> <p>Communication: <i>Information Management:</i> Describe the ethical considerations of</p>		
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		<p>information management as it relates to EMR, confidentiality.</p> <p><i>Professional and Therapeutic Communication:</i></p> <p>Discuss the application of professional and therapeutic communication with other health professionals, patients and families as it relates to ethics and health care policy.</p>		
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SEMESTER FOUR COURSES (SENIOR LEVEL): 450/411/ELECTIVE (13 Credits)

Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 450 Alterations in Mental Health (4 credits: 2.5 class, 1.5 lab/clinical) Didactic/Small group: 37.5 hours Clinical/Sim: 67.5 hours Total: 105 hours	Theory and practice of professional nursing in response to complex alterations in psychosocial function and their impact on individuals, families, and communities. Classroom and clinical experiences.	<p>Critical Thinking: <i>Scholarship:</i> Apply and integrate the theory-practice research triad into the nursing care of individuals and families with complex alterations in psychosocial function.</p> <p><i>Evidence-Based Reasoning:</i> Integrate evidence, clinical judgments, interprofessional perspectives, and client preferences in planning, implementing, and evaluating care with individuals and families with complex alterations in psychosocial function.</p> <p>Nursing Interventions: <i>Safety and Quality:</i> Create a safe care environment that results in high quality outcomes for individuals and families experiencing alterations in psychosocial function.</p> <p><i>Patient Care Technology:</i> Apply appropriate patient care technologies to assist individuals, families and communities in meeting psychosocial needs.</p>	Theoretical foundations for practice which include information on the following as they relate to current best practices and their impact on individuals, families, and groups: <ul style="list-style-type: none"> • Cognitive behavioral therapy and assessment • Psychotherapy (humanistic and existential, brief therapies, psychodynamic, and psychoanalysis) • Group therapy • Biological therapies (ECT and meds) • Milieu therapy • Social/cultural theories • Family and group therapies • Strategies for behavioral change • Professional role in the care of individuals, families, and groups with alterations in psychosocial function <p>In-depth discussion of psychopathologies, including etiology, global burden of the disorder, and evidence-based interventions related to the therapies and theories</p> <ul style="list-style-type: none"> • Anxiety disorders <ul style="list-style-type: none"> ○ Theories of etiology (biologic, psychodynamic/interpersonal, and cognitive-behavioral) ○ Collaborative treatment: 	Senior year Spring semester Didactic/Small group: 1 day/week 2.5 hrs x 15 wks = 37.5 hours Clinical/Sim: 1 day/week 1.5 hrs x 3 ratio x 15 wks = 67.5 hours

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		<p><i>Health Promotion/Disease Prevention:</i> Implement a patient-centered health promotion plan for individuals, families, and communities experiencing alterations in psychosocial function.</p> <p><i>Health Restoration and Maintenance:</i> Implement patient-centered care that restores and/or maintains the health of individuals and families experiencing complex alterations in psychosocial function.</p> <p>Professional Role: <i>Professionalism:</i> Integrate professional values in the design, management, and coordination of care of individuals and families experiencing alterations in psychosocial functioning.</p> <p>Serve as an advocate for patients and families experiencing alterations in psychosocial functioning.</p> <p>Analyze the impact of personal values on the provision of care for individuals and families.</p>	<p>Exposure therapy, systematic desensitization, flooding, modeling, cognitive reframing, thought stopping, cognitive rehearsal, and medications (benzodiazepines and antidepressants)</p> <ul style="list-style-type: none"> ○ Nursing interventions ● Mood disorders <ul style="list-style-type: none"> ○ Theories of etiology ○ Collaborative treatment: Medications, ECT, behavioral, cognitive, social/cultural ○ Nursing interventions ● Schizophrenia <ul style="list-style-type: none"> ○ Theories ○ Collaborative treatment: Medications, skills training ○ Family interventions ○ Community support ○ Psychoeducation ○ Nursing Interventions ● Personality disorders <ul style="list-style-type: none"> ○ Collaborative treatment ○ Medications ○ Limit setting and structure ○ Behavioral interventions ○ Nursing Interventions ● Abuse/violence and PTSD <ul style="list-style-type: none"> ○ Cultural/historical perspectives of abuse/violence ○ Collaborative treatments ○ Nursing interventions 	
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		<p><i>Organization and Systems Leadership:</i> Collaborate with members of the health care team to provide care for individuals and families with alterations in psychosocial functioning.</p> <p><i>Health Care Policy, Finance, and Regulation:</i> Demonstrate an understanding of the impact of sociopolitical, economic, environmental, and contemporary issues on nursing care for individuals and families with alterations in psychosocial function.</p> <p>Caring: <i>Cultural Sensitivity:</i> Provide culturally sensitive care to individuals and families with alterations in psychosocial functioning.</p> <p><i>Ethics:</i> Apply ethical principles and decision-making to the process of providing nursing care to individuals, families, and groups experiencing alterations in psychosocial functioning.</p> <p>Communication:</p>	<p>Nursing Interventions emphasis for this course includes those with significant contribution to psychosocial well-being, including: Motivational Interviewing The following NIC classifications: 3-Behavioral 4-Safety to include crisis intervention, rape-trauma treatment, suicide prevention, risk management as it relates to a mental health setting 5-Family, to include normalization promotion and lifespan care 7- Community to include case management in mental health and health education</p> <p>Discussion of these interventions includes current research related to best practice.</p>	
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		<p><i>Information Management:</i> Use information systems that support safe nursing practice in the care of individuals, families and groups experiencing alterations in psychosocial function.</p> <p><i>Professional and Therapeutic Communication:</i> Describe and apply advanced therapeutic communication within the nurse-patient relationship with individuals, families, and groups with alterations in psychosocial function.</p> <p>Analyze therapeutic group interactions.</p> <p>Analyze factors that influence communication in complex client care situations.</p>		
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 411 Nursing in Complex Community Systems (7 credits: 3 class, 4 lab/clinical) Didactic/Small group: 45 hours Clinical/Sim: 180 hours Total: 225 hours	Comprehensive theoretical introduction to community health nursing paired with clinical experiences focused on promoting health and preventing disease in multiple populations. Culminates in a Capstone project that addresses an identified community health need.	<p>Critical Thinking: <i>Scholarship:</i> Apply and integrate the theory-practice-research triad from multiple disciplines into the nursing care of individuals and families in community systems.</p> <p>Discuss current critical issues in community and population-focused health.</p> <p>Disseminate scholarly work in a professional manner.</p> <p><i>Evidence-Based Reasoning:</i> Seek input from key informants in an unbiased manner that respects diverse perspectives.</p> <p>Analyze and interpret quantitative and qualitative data to identify health needs of a community or vulnerable population and to plan, implement, and evaluate nursing care in community systems.</p> <p>Nursing Interventions: <i>Safety and Quality:</i> Discuss and demonstrate methods by which the quality and safety of health care are</p>	<ul style="list-style-type: none"> Behavioral and social science: Health behavior change Nursing science Public health science: Epidemiology, toxicology Bioterror Environmental health Occupational health Capstone project Community assessment tools Community assessment process Quality management in community health Community-based safety standards National safety initiatives 	Senior year Spring semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours Clinical/Sim: Per preceptor schedule 4 hrs x 3 ratio x 15 wks = 180 hours* *152 hours with preceptor; 8 hours poverty simulation; and 20 hours community service

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		<p>maintained in complex community systems.</p> <p>Describe elements of outcome measurement in the community system.</p> <p><i>Patient Care Technology:</i> Explain and utilize patient care technologies available in community systems.</p> <p><i>Health Promotion/Disease Prevention:</i> Describe and apply strategies for health promotion and disease prevention.</p> <p>Complete a multi-system assessment to identify health needs of a community or vulnerable population.</p> <p>Design, implement, and evaluate a health promotion/disease prevention project that addresses an identified health need of a community or vulnerable population.</p> <p><i>Health Restoration and Maintenance:</i> Identify and implement patient-centered strategies for community-based management</p>	<ul style="list-style-type: none"> • Quality of life • Health-related quality of life • PROMIS • Cost/benefit analyses • Electronic health record • Telehealth • Distance diagnosis • Health and disease surveillance • Screening • Health counseling/education • Risk and determinants of health • Community assessment tools • Data interpretation • Project and program planning • Case and care management • Home health • Transitional care 	
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		<p>of chronic disease.</p> <p>Professional Role: <i>Professionalism:</i> Integrate professional values in the design, management or coordination of care within the community system.</p> <p>Serve as an advocate for a patient, family, community, or vulnerable population.</p> <p><i>Organization and Systems Leadership:</i> Describe and demonstrate leadership skills including coordination, collaboration, and decision-making as a member of a community-based health care team.</p> <p><i>Health Care Policy, Finance, and Regulation:</i> Analyze economic and political influences on health care delivery in the U.S. and other developed and developing countries.</p> <p>Examine and interpret public health laws, regulations, and policies that impact public health care delivery.</p>	<ul style="list-style-type: none">• Vulnerable populations• Community partnerships• Risk communication• Community-based advocacy <ul style="list-style-type: none">• Care coordination• Critical skills in interdisciplinary teamwork: Collaboration, decision-making <ul style="list-style-type: none">• Organization of public health system• Health services financing• Health and health care disparities <ul style="list-style-type: none">• Process of health policy making• Participating in the policy process• Social impact of public health policy	
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		<p>Describe historical and emerging global health issues and the impact of globalization on public health.</p> <p>Caring: <i>Cultural Sensitivity:</i> Identify the role of cultural, social, and behavioral factors in determining the delivery of health services in community systems.</p> <p>Demonstrate appropriate methods for interacting sensitively and effectively with individuals and groups of all ages from diverse cultural, socioeconomic, educational, racial, and ethnic backgrounds.</p> <p>Identify key characteristics of rural populations and apply them in delivery of health services in rural communities.</p> <p>Describe the health beliefs, health behaviors and the expression of illness in Appalachia.</p> <p><i>Ethics:</i> Apply ethical principles and decision-making to the process of</p>	<ul style="list-style-type: none">• Selected global health issues (TB, malaria, diarrheal disease, for ex)• Cultural competence and humility• Culturally appropriate communication techniques• Rural health nursing practice• Ethical principles and decision-making	
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		<p>providing nursing care to individuals, families, communities, or vulnerable populations.</p> <p>Respect patient autonomy in framing ethical dilemmas regardless of one's personal views.</p> <p>Communication: <i>Information Management:</i> Utilize data collection processes, information technology applications, and computer systems to deliver high quality, safe care in the community.</p> <p>Summarize the advantages and disadvantages of using information management systems in rural Appalachian communities.</p> <p><i>Professional and Therapeutic Communication:</i> Demonstrate effective written and oral intra- and interprofessional communication as a member of a community-based interdisciplinary team.</p> <p>Establish and maintain therapeutic relationships with</p>	<ul style="list-style-type: none">• Information management in primary care• Rural health• Elements of team-based communication• Motivational interviewing	
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		<p>individuals, families, communities and/or vulnerable populations.</p> <p>Convey information to community members in a developmentally and culturally appropriate manner.</p>	<ul style="list-style-type: none">• Health education	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
Nursing Elective EXAMPLE – Other Electives Available NSG 484 Care of the Diabetic Patient (2 credits) Didactic/Small group: 30 hours Clinical/Sim: 0 hours Total: 30 hours	In-depth analysis of the nursing care of the patient with diabetes.	<p>Critical Thinking: Demonstrate an understanding of pathophysiology, classification, and treatment of diabetes mellitus.</p> <p>Compare the acute and chronic complications of the patient diagnosed with diabetes mellitus.</p> <p>Utilize standards of evidence-based nursing practice to evaluate the care of the patient with diabetes.</p> <p>Nursing Interventions: Formulate a plan of care for the diabetic patient.</p> <p>Create an individualized teaching plan for a diabetic patient.</p> <p>Professional Role: Discuss diabetic nursing interventions in the context of collaborative relationships with other members of the interdisciplinary team.</p> <p>Evaluate the attitudes, values, personal qualities, and behaviors consistent with professional nursing care of the diabetic patient.</p> <p>Caring: Describe a safe, caring environment</p>	<ul style="list-style-type: none"> • Pathophysiology • Diagnosis and classification • Prevention and risk reduction • Lifestyle changes (food, activity), including personal values and beliefs • Treatment strategies, including insulin pump therapy • Self-management practices • Complications (acute and chronic, including heart, blood vessels, eye, kidneys, teeth, skin, nerves) • Education (teaching plan) and communication • Behavioral strategies • Lifespan considerations • Cultural aspects • Economic aspects • Alternative/complementary therapies • Special populations • Diseases and treatments that affect diabetes • Evidence-based nursing and collaborative planning and care in inpatient, office, home health, and long- term care settings 	Senior year Spring semester Didactic/Small group: 1 day/week 2 hrs x 15 wks= 30 hours

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		<p>to provide care to a patient with diabetes.</p> <p>Examine personal values and beliefs in relation to lifestyle changes needed for optimal diabetic health.</p> <p>Communication: Explain effective, therapeutic interpersonal communication with patients and families/support systems across the lifespan with diabetes.</p> <p>Describe effective methods of communication between the nurse and other members of the interdisciplinary team.</p>		
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SEMESTER FIVE COURSES (SENIOR LEVEL): NSG 460/412/486 (12 Credits)

Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 460 Care of the Critically Ill Patient (4 credits: 3 class, 1 lab/clinical) Didactic/Small group: 45 hours Clinical/Sim: 45 hours Total: 90 hours	Focuses on the professional nursing role in supporting individuals and families experiencing complex physiological alterations in health. Paired with clinical experiences supporting individuals and families in critical care settings.	<p>Critical Thinking: <i>Scholarship:</i> Apply and integrate the theory-practice-research triad as it applies to nursing care of critically ill individuals and families.</p> <p><i>Evidence-Based Reasoning:</i> Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care of critically ill patients and their families.</p> <p>Nursing Interventions: <i>Safety and Quality:</i> Create a safe care environment that results in high quality outcomes in the critical care setting.</p> <p><i>Patient Care Technology:</i> Explain and utilize patient care technologies in supporting individuals and families in the critical care setting.</p> <p><i>Health Restoration and Maintenance:</i> Develop, implement and evaluate a</p>	Nursing theory, practice, and research triad is considered as it applies to each of the following topics, with focus on commonly utilized nursing interventions (independent and collaborative). Leadership skills, professional and therapeutic communication, cultural sensitivity, and ethical principles involved in supporting individuals and families experiencing complex alterations in health are explored. Neurologic Advanced assessment/GCS Diagnostic tools ICP: pathophysiology/monitoring/tx CVA Respiratory Advanced assessment Respiratory pathology ABGs Respiratory failure Intubation and ventilation ARDS Cardiovascular Advanced assessment Overview of cardiac function/dysfunction Preload, afterload, contractility Cardiac electrophysiology Basic arrhythmias	Senior year Summer semester Didactic/Small group: 1 day/week 3 hrs x 15 wks = 45 hours Clinical/Sim: 1 day/week 1 hrs x 3 ratio x 15 wks = 45 hours

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		<p>patient-centered plan of care for a critically ill patient.</p> <p>Professional Role:</p> <p><i>Professionalism:</i></p> <p>Integrate professional values in the design, management, and coordination of care of critically ill patients and their families.</p> <p>Serve as an advocate for critically ill patients and their families.</p> <p>Analyze the impact of personal values on the provision of care for critically ill patients and families.</p> <p><i>Organization and Systems</i></p> <p><i>Leadership:</i></p> <p>Collaborate with members of the health care team to provide care for critically ill patients and their families.</p> <p><i>Health Care Policy, Finance, and Regulation:</i></p> <p>Describe economic and regulatory factors that impact the care of critically ill patients and their families.</p> <p>Caring:</p> <p><i>Cultural Sensitivity:</i></p> <p>Provide culturally sensitive care to individuals and families in the</p>	<p>Acute coronary syndrome: Angina/unstable angina/MI</p> <p>CHF</p> <p>Compensation</p> <p>Hypoperfusion (shock)</p> <p>Pathophysiology</p> <p>Types</p> <p>Gastrointestinal</p> <p>Serum albumin</p> <p>Tube feeding versus TPN</p> <p>Ischemic bowel</p> <p>GI bleed</p> <p>Ileus and obstruction</p> <p>Review of pancreatitis and liver failure</p> <p>Fluid and electrolytes</p> <p>Review of electrolytes</p> <p>Acute renal failure</p> <p>Serum osmolarity</p> <p>Diabetes insipidus</p> <p>SIADH</p> <p>Adrenal crisis</p> <p>DKA</p> <p>HHNK</p> <p>Hypoglycemia</p> <p>Pain control and sedation</p> <p>Basic principles (review)</p> <p>Pharmacology: NSAIDs, opiates and benzodiazepines</p> <p>Side effects/Narcan/flumazenil</p> <p>Epidural analgesia</p>	
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		<p>critical care setting.</p> <p><i>Ethics:</i> Apply ethical principles and decision-making to the process of providing nursing care to critically ill patients and their families.</p> <p>Communication: <i>Information Management:</i> Use information systems that support safe nursing practice in the care of critically ill patients.</p> <p><i>Professional and Therapeutic Communication:</i> Apply the processes of professional and therapeutic communication as a member of a critical care interdisciplinary team to optimize patient outcomes in complex systems.</p>	<p>Conscious sedation Propofol/ketamine</p> <p>Toxicology Overview of overdose management Selected poisonings Carbon monoxide Acetaminophen Salicylates Digoxin Lithium Iron Nerve agents ETOH Illegal substances</p> <p>Coagulopathy Overview of coagulopathy ITP/DIC</p> <p>Immune System Overview of immune dysfunction AIDS: Review of basics and pathology SIRS/sepsis Transplants: Kidney and stem cell Allergic reactions/anaphylaxis</p> <p>Trauma Overview Triage Primary/secondary survey Head trauma Spinal trauma</p>	
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			<p>Chest trauma Abdominal trauma Extremity trauma Burns Hypo/hyperthermia</p> <p>Patient Care Technology: Swan-Ganz catheter CVP Ventilators Pressure systems – CVP, intra-abdominal pressure, arterial catheter Ventricular drains</p>	
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Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 412 Leadership in Complex Systems (7 credits: 2 class, 5 lab/clinical) Didactic/Small group: 30 hours Clinical/Sim: 225 hours Course total: 255 hours	Development of leadership and management skills necessary for professional nursing practice and interventions supporting multiple patients in acute-care complex systems. Classroom experiences paired with 225 hours of precepted leadership experience.	<p>Critical Thinking: <i>Scholarship:</i> Apply and integrate the theory-practice-research triad into leadership and management roles of the nurse in complex systems.</p> <p><i>Evidence-Based Reasoning:</i> Engage in sound clinical judgment based on inductive and deductive reasoning as a manager of care for multiple patients, leading to effective problem solving and care planning.</p> <p>Synthesize and evaluate data to appraise goal/outcome achievement and the need for revision/reorganization of the plan of care for multiple patients.</p> <p>Nursing Interventions: <i>Safety and Quality:</i> Apply quality improvement strategies to implement patient safety initiatives and monitor performance measures.</p> <p><i>Patient Care Technology:</i> Utilize patient care technology to address the needs of multiple</p>	<ul style="list-style-type: none"> Leadership theory [characteristics, styles, skills, and strategies (negotiating, collaborating, coordinating)] Management theory Change theory (planned change and social change) Decision-making Quality improvement (QI) vs. quality assurance (QA) Continuous quality improvement (CQI) Benchmarking Monitoring 	Senior year Summer semester Didactic/Small group: 1 day/week 2 hrs x 15 wks = 30 hours Clinical/Sim: Per preceptor schedule 5 hrs x 3 ratio x 15 wks = 225 hours

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		Describe the relationships between organization mission, goals, and other elements of the planning hierarchy.	power	
		Identify areas of conflict among organizational goals, personal goals, and patient goals.	• Legal and legislative issues • Organizing patient care • Professional values related to leadership	
		Analyze personal relationship patterns of communication, positions of power and authority, and the organizational structure.		
		Discern the differences between formal and informal reward systems and how they are to be managed.		
		Assess advantages and disadvantages of selected nursing care delivery system.		
		Engage in defining the parameters of work and work delegation.		
		Integrate the leadership skills of delegation, coordination, collaboration, and decision-making.	• Teamwork • Delegation • Supervision • Coordination • Collaboration • Conflict resolution • Nursing care delivery systems • Navigating complex systems	
		<i>Health Care Policy, Finance, and Regulation:</i> Analyze the influence of political, economic, and legal factors on		

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327 Medical Park Drive
Bridgeport, West Virginia 26330

		<p>health care delivery in the acute care setting.</p> <p>Caring: <i>Cultural Sensitivity:</i> Demonstrate effective human caring and cultural sensitivity while managing the care of multiple patients in the acute care setting.</p> <p><i>Ethics:</i> Apply ethical principles and decision-making to the process of managing the care of multiple patients in the acute care setting.</p> <p>Communication: <i>Information Management:</i> Use information management systems to prioritize and manage care of a group of patients.</p> <p><i>Professional and Therapeutic Communication:</i> Utilize professional communication techniques in conflict resolution. Evaluate the effect of interpersonal communication styles on</p>	<ul style="list-style-type: none">• Creating a motivating climate• Formal and informal reward systems• Operational and strategic planning• Legal and legislative issues• Collective bargaining• Fiscal planning• Health care reimbursement <ul style="list-style-type: none">• Cultural sensitivity in the workplace <ul style="list-style-type: none">• Ethical decision-making related to management• Organizational ethical issues <ul style="list-style-type: none">• Information management with groups of patients <ul style="list-style-type: none">• Organization, interpersonal, and group communication• Patient, subordinate, and professional advocacy	
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WVU School of Nursing: Bridgeport Department

United Hospital Center

327 Medical Park Drive

Bridgeport, West Virginia 26330

		<p>professional interactions.</p> <p>Demonstrate effective written and oral intra- and interprofessional communication as a member of the health care team.</p>		
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WVU School of Nursing: Bridgeport Department

United Hospital Center

327 Medical Park Drive

Bridgeport, West Virginia 26330

Course	Course Description	Expected Learning Outcomes	Course Content	Semester/Hours
NSG 486 NCLEX Review (1 credit) Didactic/Small group: 15 hours Clinical/Sim: 0 hours Course total: 15 hours	Focus is on achievement of professional success by preparing for RN licensure. Preparation for NCLEX-RN will be the focus of this course by enhancing NCLEX testing skills.	Critical Thinking: Develop NCLEX-RN test-taking skills. Nursing Interventions: Develop skills necessary to consistently select most appropriate nursing intervention on the NCLEX-RN examination. Professional Role: Identify and remediate own nursing content deficits for NCLEX-RN examination. Caring: Develop understanding of the licensing process for RNs to provide appropriate nursing care for patients. Communication: Utilize information technologies to enhance knowledge base.	Test taking strategies Review of content from previous nursing courses Foundations Adult Health Pharmacology Mental Health Maternal Child Pediatrics Leadership Community Health Remediation in specific content areas Licensure requirements Process of applying for and taking the NCLEX- RN exam Simulated NCLEX testing	Senior year Summer semester Didactic/Small group: 1 day/week 1 hr x 15 wks = 15 hours

Total of Five Semesters

NSG Credits = 66

West Virginia Higher Education Policy Commission
Meeting of November 20, 2020

ITEM: Approval of Bachelor of Science in Strategic Leadership

INSTITUTION: Fairmont State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Bachelor of Science in Strategic Leadership at Fairmont State University for implementation in August 2021. This approval expires two years from the date of Commission approval if the program is not fully implemented.

STAFF MEMBER: Corley Dennison

BACKGROUND:

The Bachelor of Science in Strategic Leadership at Fairmont State University is a fully online degree program intended as an adult completion degree. The degree will be under the administrative structure of the College of Business and Aviation and was approved by the University's Board of Governors at its meeting of June 18, 2020.

Students must have completed an associate degree or have completed a minimum of 60 credits hours toward the completion of a bachelor's degree to be eligible to enroll in the program. In addition to a 30-credit hour general core, students will also complete a rotation of ten, three-credit hour courses in strategic leadership that will be offered online on a seven-week rotating basis throughout the academic year.

The program plans to attract ten students in the initial cohort and then attract ten students for each annual cohort with a total of 50 students in the program by the fifth year. One additional instructor will be added to the faculty at the end of the second year. Revenue from tuition and fees is expected to cover the costs of program operations. Fairmont State University currently has the physical facilities and the library resources to offer this program.

The program intends to seek full accreditation from the Accreditation Council for Business Schools and Programs (ACBSP).

The following is recommended by the Academic Affairs staff:

- The Bachelor of Science in Strategic Leadership program at Fairmont State University be approved for implementation in August 2021.

- If the program is not fully implemented by November 2022, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2024-25 academic year, the Commission will conduct a post-audit review of each program to assess progress toward successful implementation.

Note, the U.S. Department of Education has placed the State of West Virginia on Heightened Cash Monitoring and on Program Participation Agreement (Provisional Approval) or PPA. Fairmont State University may not add any new degree programs without specific approval from the U.S. Department of Education.

October 23, 2020

BOARD OF GOVERNORS APPROVAL ON JUNE 18, 2020

Action Item Category: New degree program

Title of Degree Bachelor of Science in Strategic Leadership

Location: Fairmont State University

Effective Date of Proposed Action: Fall, 2021

Summary Statement

The School of Business & Aviation at Fairmont State University is proposing to offer a new online adult degree completion program – Bachelor of Science in Strategic Leadership (BSSL) – through online delivery, providing an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one, or more, regionally accredited institutions. This degree is similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, to offer completers a credential for workplace readiness or career advancement.

The School of Business & Aviation will provide a minimum of 10 three-credit hour core online courses in strategic leadership through a seven-week format on a static rotation. This proposal requests to apply similar general education standards as the Regents Bachelor of Arts to further allow completers flexibility in attaining credits toward degree completion.

This Request for New Program Approval follows the Intent to Plan approved by the West Virginia Higher Learning Education Policy Commission on November 5, 2018. The attached proposal was approved by the Fairmont State Board of Governors on June 18, 2020 upon successful consideration through the institution's curriculum development process.



**Fairmont State University
Board of Governors**

Board Action Item Approval

Date: 06/18/2020

Action Item: Approval of Curriculum Proposal for
Bachelor of Science in Strategic Leadership (BSSL)

- ☒ 1. Approve above action item as presented.
- ☐ 2. Approve above action with the following stipulation:
- ☐ 3. Table the above action item until _____
(next Board of Governors' meeting)



FSU President

6/18/2020

Date



FSU Board of Governors' Chair

6/18/2020

Date



**FAIRMONT STATE
UNIVERSITY™**

School of Business & Aviation



Curriculum Proposal for Bachelor of Science in Strategic Leadership

(Prepared in accordance with §133-11-6, Submission Requirements for New Program)

Submitted by the School of Business & Aviation and prepared by:

**Dr. Timothy Oxley, Interim Dean and Professor of Business
Dr. Macgorine Cassell, Professor of Business Administration**

with assistance from

**Professor M.E. Yancosek Gamble, Associate Professor of Business
Ms. Billie Shepard, Esq., Adjunct Professor of Business
Dr. Sunil Surendran, Professor of Marketing and Management**

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Section 6.1.

Name of Institution: Fairmont State University
Date: 10/19/2020
Category of Action Required: Approval
Title of Degree or Certificate: Bachelor of Science in Strategic Leadership
 (adult degree completion degree)
Location: Online
Effective Date of Proposed Action: Fall 2021

Summary statement:

The School of Business & Aviation at Fairmont State University is proposing to offer a new online adult degree completion program – Bachelor of Science in Strategic Leadership (BSSL) – through online delivery, providing an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one, or more, regionally accredited institutions. This degree is similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, to offer completers a credential for workplace readiness or career advancement.

The School of Business & Aviation will provide a minimum of 10 three-credit hour core online courses in strategic leadership through a seven-week format on a static rotation. This proposal requests to apply similar general education standards as the Regents Bachelor of Arts to further allow completers flexibility in attaining credits toward degree completion.

This Request for New Program Approval follows the Intent to Plan approved by the West Virginia Higher Learning Education Policy Commission on November 5, 2018. The attached proposal was approved by the Fairmont State Board of Governors on June 18, 2020 upon successful consideration through the institution's curriculum development process.

6.2. Program Description

6.2.1. Program Objective:

Fairmont State University is committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact. The School of Business and Aviation's mission augments the institutional mission by being committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community. The Bachelor of Science in Strategic Leadership (BSSL) aligns with both missions as it is intended to provide opportunity for furthering educational options to a significant portion of the state and regional population, thereby improving an individual's career mobility and earning potential, as well as increasing the education of the region's workforce, which contributes to a transformational impact for the individual and their community.

The **program learning outcomes** of the BSSL degree align with relevant theory, research, and practitioner insights that are a set of overlapping, recurring, intertwined activities that typically are part of effective strategic leaders' responsibilities (Yukl & Gardner, 2020).

Students who complete the BSSL program will be able to:

1. **Demonstrate the ability to lead by working effectively with and through others:** Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.
2. **Explain essential concepts to think strategically and challenge viewpoints to make transcending decisions:** Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.
3. **Demonstrate the ability to communicate effectively:** Strategic leaders are powerful, influential communicators.
4. **Examine skills needed to be transformative:** Strategic leaders possess formidable negotiation and conflict transformation skills.
5. **Evaluate leader's role and abilities needed to collaborate:** Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.
6. **Develop personal leadership skills to inspire across differences:** Strategic leaders capitalize on diversity.
7. **Formulate strategies to drive results:** Strategic leaders put strategy into leadership action.
8. **Evaluate the leader's role to align stakeholders for success:** Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.
9. **Apply a process to lead responsibly and with integrity:** Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.
10. **Demonstrate strategic proficiency:** Strategic leaders can translate strategic thinking into aspired outcomes.

Source: Yukl, G, and Gardner, W. (2020). *Leadership in Organizations* (9th ed.). Boston: Pearson Education, Inc.

Table 1 - Program Learning Outcomes Map:

PROGRAM LEARNING OUTCOME	COURSE IN WHICH OBJECTIVE IS TAUGHT	ASSESSMENT MEASURE	PERFORMANCE INDICATOR
1. <u>Demonstrate</u> the ability to lead by working effectively with and through others: Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.	BSSL 3100 – Dimensions of Strategic Leadership	Self-Discovery Assignments; Self-Disclosure Discussions	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
2. <u>Explain</u> essential concepts to think strategically and challenge viewpoints to make transcending decisions: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	BSSL 3200 – Strategic Leadership: Theory and Perspectives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulations	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
3. <u>Demonstrate</u> the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	BSSL 3300 – Strategic Communication of Effective Leaders	Written Assignments; Video recorded presentations	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
4. <u>Examine</u> skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.	BSSL 3400 – Negotiation & conflict Transformation Skills for Leaders	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
5. <u>Evaluate</u> leader's role and abilities needed to collaborate: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders	Self-Discovery Assignments; Team Simulations; Team Presentation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
6. <u>Develop</u> personal leadership skills to inspire across differences: Strategic leaders capitalize on diversity.	BSSL 3600 – Cross-Cultural Leadership	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
7. <u>Formulate</u> strategies to drive results: Strategic leaders put strategy into leadership action.	BSSL 3700 – Global Business Strategies	Exam Questions; Discussion Thread; Research Paper component	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
8. <u>Evaluate</u> the leader's role to align stakeholders for success: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	BSSL 3800 – Leading Strategic Innovation and Change Initiatives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
9. <u>Apply</u> a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	BSSL 3900 – Strategic Leadership: Responsible Governance	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
10. <u>Demonstrate</u> strategic proficiency: Strategic leaders can translate strategic thinking into aspired outcomes.	BSSL 4000 – Strategic Leadership Capstone	Portfolio Components	At least 80% of students will achieve a grade of C or better on assessment rubric.

Sequence of courses and description of content is outlined in 6.2.3.b.

6.2.2. Program Identification

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is most relevant to this proposal is **52.0213, Organizational Leadership**. This classification is described as *a program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.*

6.2.3. Program Features

The Bachelors of Science in Strategic Leadership (BSSL) degree, through online delivery, is designed to provide an opportunity for students to obtain a bachelor's degree who possess an associate degree from a regionally accredited institution, or who have 60 or more hours of transferable college credit at one or more regionally accredited institution. The intent is to deliver four courses per term – two each seven-week sessions – during the fall and spring term with two courses taken in the summer term. This rotation will complete the 10 course curriculum. For program completion, students will need to (1) complete the 10 3-credit hours strategic leadership courses; (2) complete any balance of courses beyond their 60 transfer hours to achieve the 120 credit hours for the degree; and (3) have the appropriate general education courses. All other graduation requirements in place for a baccalaureate degree at Fairmont State will be required of students in this program. Students who enter the program will receive individualized advising on how best to achieve the requisite 30 credit hours of required courses (See Section 6.2.3.b) as well as the balance of courses to achieve the requisite 120 – be that elective or general studies courses. Students enrolled in this program may complete needed courses beyond the 30 strategic leadership courses at any accredited institution of higher education.

Graduates of certain applied associate degree programs for which there isn't an obvious or apparent baccalaureate degree need opportunities to continue their education in areas that best meet their educational goals without losing credit hours or being required to take additional courses that result in the student exceeding the requisite 120 credit hours needed for baccalaureate completion. Meeting the educational goal of these students greatly meets the needs of the regional workforce in West Virginia.

6.2.3.a. Admissions and Performance Standards

The application process will follow the same steps and standards that are in place for the School of Business & Aviation and Fairmont State University. For the BSSL program, applicants must possess an associate degree from a regionally accredited institution, and/or have at least 60 or more credit hours with an overall 2.0 GPA, and be a student in good standing at the last attended institution, or eligible for readmission to a baccalaureate degree granting institution.

Students who do not hold an associate degree from a regionally accredited institution, must be 5 or more years from completion of high school, or completion of high school equivalency, or at least 23 years of age, and have completed 60 or more credit hours. Students who hold an associate degree from a regionally accredited institution may matriculate directly into the program after completion of the associate degree.

6.2.3.b. Program Requirements

The following identifies 10 new required courses to be offered by the School of Business & Aviation identifying title, credit hours, and course description. More detailed description of each course is appended to this document.

Required Courses in BSSL Program (next page):

Table 2 - Proposed New Courses for BSSL Program

Course Number	Title	Cr. Hrs.	Prerequisite	Status
BSSL 3100	Dimensions of Strategic Leadership	3	None	Required
BSSL 3200	Strategic Leadership: Theory and Perspectives	3	None	Required
BSSL 3300	Strategic Communication for Effective Leaders	3	ENGL 1101	Required
BSSL 3400	Negotiation & Conflict Transformation Skills for Leaders	3	BSSL 3100	Required
BSSL 3500	Group Dynamics & Team Building Efficacy for Leaders	3	BSSL 3300	Required
BSSL 3600	Cross-Cultural Leadership	3	BSSL 3200	Required
BSSL 3700	Global Business Strategies	3	BSSL 3600	Required
BSSL 3800	Leading Strategic Innovation and Change Initiatives	3	BSSL 3500	Required
BSSL 3900	Strategic Leadership: Responsible Governance	3	BSSL 3800	Required
BSSL 4000	Strategic Leadership Capstone	3	BSSL 3800	Required

BSSL 3100 – Dimensions of Strategic Leadership**3 hrs.**

This course examines strategic leadership fundamentals and skills that enable students and practitioners to lead by working effectively with and through others. Students develop a general knowledge framework and understanding of strategic leadership and the skills possessed by authentic leaders to inspire others to attain the organization's shared vision and future direction. *Prerequisite (PR):* None

BSSL 3200 – Strategic Leadership: Theory and Perspectives**3 hrs.**

This course provides an overview of leadership theories and dimensions as well as macro- and micro-management theories and concepts to equip students and practitioners with the theoretical background necessary to think strategically and challenge viewpoints to make transcending strategic decisions that address organizational challenges. *PR:* None

BSSL 3300 – Strategic Communication of Effective Leaders**3 hrs.**

This course equips students and practitioners with the skills to communicate effectively through clear and concise written and oral communications, persuasive delivery of reasoned and factually supported arguments, active listening skills, and thought-provoking questions to clarify understanding and seek divergent points of view. Students hone emotional intelligence skills to target messages and styles to audiences, interpret verbal and non-verbal cues, convey authentic and empathetic messages in the digital world, and adapt communications as necessary. *PR:* ENGL 1101

BSSL 3400 – Negotiation & Conflict Transformation Skills for Leaders**3 hrs.**

This course equips students and practitioners with the collaborative and agile leadership competencies necessary to exemplify commitment to collaborate and build communal spirit, identify opportunities, cultivate cross-functional and cross-organizational strategic partnerships, nurture team leadership development to encourage a combination of task and relationship leadership, and develop high performance teams to execute strategic initiatives. *PR:* BSSL 3100

BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders**3 hrs.**

This course equips students and practitioners with quintessential influential and persuasion skills requisite for strategic leaders to be transformative and encourage cooperative working relationships through creation of psychologically safe working environments, negotiating strategically and skillfully, channeling constructive conflicts into a productive exchange of ideas, and facilitating the transformation of destructive conflicts. *PR:* BSSL 3300

BSSL 3600 – Cross-Cultural Leadership**3 hrs.**

This course provides students and practitioners the opportunity to explore and develop global intercultural competence as well as the cross-cultural leadership skills necessary to be an effective global leader to inspire across differences. *PR:* BSSL 3200

BSSL 3700 – Global Business Strategies**3 hrs.**

This course examines the role of strategic leaders to drive results by examining the business environment, defining strategic measures of success, engaging in innovative decision-making, and putting strategy into leadership action. *PR:* BSSL 3600

BSSL 3800 – Leading Strategic Innovation and Change Initiatives**3 hrs.**

This course instills creative leadership competencies to perceive, analyze, and execute innovative solutions and positive and lasting change to address complex organizational problems and issues in the rapidly changing business environment. Students embrace the role of a strategic leader to inspire innovation and catalyze change, create and sustain organizational alignment, and invest the time and effort to align stakeholders for success when implementing innovation and change initiatives. *PR:* BSSL 3500

BSSL 3900 – Strategic Leadership: Responsible Governance**3 hrs.**

This course critically analyzes legal, ethical, and social responsibility dynamics to equip students and practitioners with the leadership core values and character to lead responsibly and with integrity. *PR:* BSSL 3800

BSSL 4000 – Strategic Leadership Capstone**3 hrs.**

The BSSL capstone course provides students and practitioners with the opportunity to demonstrate their strategic leadership mindset and competencies through portfolio development. It is intended that this course be completed after 24 hours of required BSSL courses have been completed. *PR:* BSSL 3800

Course Rotation**Table 3 – Course Rotation Schedule**

Course Rotation Schedule				
Fall Term		Spring Term		Summer Term
1st 7-Weeks	2nd 7-Weeks	1st 7-Weeks	2nd 7-Weeks	Full Term – 12 weeks
BSSL 3100 <i>Dimensions of Strategic Leadership</i>	BSSL 3300 <i>Strategic Communication for Effective Leaders</i>	BSSL 3500 <i>Group Dynamics & Team Building Efficacy for Leaders</i>	BSSL 3700 <i>Global Business Strategies</i>	BSSL 3900 <i>Strategic Leadership: Responsible Governance</i>
BSSL 3200 <i>Strategic Leadership: Theory and Perspectives</i>	BSSL 3400 <i>Negotiation & Conflict Transformation Skills for Leaders</i>	BSSL 3600 <i>Cross-Cultural Leadership</i>	BSSL 3800 <i>Leading Strategic Innovation and Change Initiatives</i>	BSSL 4000 <i>Strategic Leadership Capstone</i>

6.2.4. Program Outcomes

A major stumbling block for adult and non-traditional students attempting to complete degree programs in American colleges and universities is the too frequent problem of transfer of academic credits and/or access to courses at times and locations conducive to their work and life schedules. The area of greatest concern with transfer credit is for adult students who move from two-year to four-year institutions. Nationwide, roughly forty-

three percent (43%) of students who begin their higher education at two-year institutions transfer at least once, and many of these students transfer to a baccalaureate institution. An issue in all states, including West Virginia, is the effectiveness of state higher education policy in supporting the success of students wishing to transfer. West Virginia higher education policy on transfer of academic credits has been revised to implement a statutory mandate which calls for the state's public higher education institutions to ensure that community and technical college students have transfer opportunities to four-year colleges and universities consistent with sound public and academic policy.

Problems in transfer to baccalaureate institutions are particularly acute for those students who have completed a significant number of academic credits in occupational/career fields and/or who possess an Associate of Applied Science degree in a field for which pathways to a baccalaureate degree are not available. Since some or all credits accumulated may not readily transfer to traditional baccalaureate programs, some other types of bachelor's degree completion opportunity which will provide for additional skill enhancement and professional advancement is desirable. Similarly, students who have accumulated credit from one institution, or more, without completion, often lack motivation to rejoin traditional delivery for degree completion. Student who share these characteristics also tend to have competing responsibilities that create conflict for traditional delivery pathways for degree completion, and/or are place-bound without options within commuting distances.

This degree program is open to all students who have completed occupational/career technical programs with an associate degree, and/or those who have accumulated at least 60 hours of credit at accredited institutions of higher education. In summary, the program outcomes the School of Business & Aviation will achieve include:

- 1) *Offer an alternative degree completion program with specific job or career ready skills;*
- 2) *Provide maximum flexibility with transfer hours and online delivery to enable successful participation by place-bound and working adults;*
- 3) *Offer participants an accelerated pathway (within a 1-year, 3 term rotation) to gain content-based knowledge to immediately employ within their workplace or to leverage in career or job placement.*

The proposed BSSL degree addresses the needs of individuals whose educational goals are not being met through traditional degree programs. Students who qualify may enter the program with a completed associate degree or with 60 or more transferable credit hours from regionally accredited institutions. By offering students a concentration in Strategic Leadership at the baccalaureate level will provide workplace knowledge, skills, and competencies with which to compete for, or hold, managerial and supervisory positions in private or public organizations. The BSSL degree is very similar in design to the Regents Bachelor of Arts, except that it provides a specific concentration, or focus, giving completers a credential for workplace readiness or career advancement.

6.2.5. Program Content

6.2.5.a. Content and Length

The BSSL program contains several major components:

Completed associates degree or 60+ transfer hours:	60+ hrs.
The BSSL content area: Ten 3-credit hour courses:	30 hrs.

A typical student may have a Plan of Study similar to the the following:

Associate Degree OR 60 hours:	60 hours (minimum required)
General Studies Requirements:	0 - 30 hours (depends on transfer or completed credits upon entry)
BSSL Required Courses:	30 hours
Free Electives:	Balance of hours (to achieve total based on amount of transfer credit)
TOTAL	120 credit hours

Depending on the number of credits beyond the 60 transferred, a student may take as little as 1 year to complete the program or up to 3 years, depending on full or part-time status.

6.2.5.b. General Education Component

For the BSSL program to have maximum appeal to working adults as a degree completion program, the School of Business & Aviation received a waiver of the institution's current common core (general studies) program. This waiver will allow the program to follow the basic general education components totaling 30 credit hours similar to that being employed by the Regents Bachelor of Arts (RBA) program. Students matriculating through the BSSL program would be required to complete, or provide transfer credit, for the following general education categories:

Communications:	6 hours
Natural Science:	3 hours
Mathematics:	3 hours
Computer/Information Technology:	3 hours
Social Science:	9 hours
Humanities/Fine Arts:–	6 hours
Total	30 hours

6.2.5.c. Minimum General Education Requirement for Bachelor's Degree

Fairmont State Core Curriculum currently consists of 10 categories within three topical areas. These are depicted in the table below. Most of the categories may be satisfied by an array of courses. The grayed areas represent the categories most likely impacted by the potential general education courses students in the BSSL program will take or transfer into the program.

Table 4 – Description of Fairmont State Core Curriculum

Basic Skills	Written Communication		3 hours
	Written Communication (2)		3 hours
	Oral Communication		3 hours
	Mathematics		3 hours
Critical Reasoning in the Disciplines	Humanities w/ Critical Thinking		3 hours
	Fine Arts w/ Critical Thinking		3 hours
	Natural Science w/ Critical Thinking		3 – 5 hours
	Social Science w/ Critical Thinking		3 hours
Personal Development	Citizenship		3 hours
	<i>Choose 1 course from any one of these tracks</i>	Global Awareness	2- 3 hours
		Fitness & Well-being	
		Technology	

Students transferring from an associate degree program frequently have completed course equivalents to Written English I, Oral Communications/Speech, Mathematics, and several Social Science courses. Courses in the Fairmont State Core Curriculum approved to satisfy "Citizenship," are primarily Social Science or Humanities courses; for example, History and/or Political Science such as "American Government."

The BSSL program's General Education Component is designed to give students maximum flexibility to satisfy the requirements through transfer credit, while still substantially meeting the distributed intent built into the design of the current Fairmont State Core Curriculum.

6.3. Program Need and Justification

6.3.1. Relationship to Institutional Goals/Objectives

The Bachelor of Science in Strategic Leadership (BSSL) is in keeping with the University's and School of Business & Aviation strategic plans. Within the School of Business & Aviation Strategic Focus/Goal under "Recruitment" is to "improve access to program delivery." The development and implementation of a new online

degree completion program is a key strategy to improve access to program delivery. This key strategy under the strategic objective to “improve access to program delivery” directly aligns to the institution’s current strategic plan, “Quest for Distinction: Strategic Plan 2018-2028.” Under this plan, the BSSL degree helps to directly fulfill Strategic Theme #2: Enrollment Management: Growth, Item #1 – “Re-engage non-traditional students by understanding, creating, and offering unparalleled innovative programs,” and Item #3, “Increase enrollment of non-traditional learners.”

The program also aligns to initiatives and strategies of the West Virginia Higher Education Policy Commission to increase accessibility and completion opportunities for non-traditional student in West Virginia. The current push by state agencies and initiatives, such as West Virginia’s “Climb,” acknowledge the need to increase educational attainment by 2030. Innovative programs which accept earned credit hours provide an accessible and flexible format which will be needed to assist in this effort. Adult and non-traditional students working full or part-time who need degree credentials to further their career opportunities or maintain competitiveness within the labor market cannot always fit into the “traditional” higher education paradigm. Many others, who hold an associate degree in applied science, do not have options under existing articulation or 2+2 agreements to obtain a baccalaureate degree. The BSSL degree provides an option for those students without losing the earned credit of their current associate degree, or the accumulative credit that may have been earned years prior without achieving an earned credential.

6.3.2. Existing Programs

During program planning phases, a review of West Virginia institutions for “degree completion programs” netted the results depicted in the Table 5 below. At the time West Liberty University was the only West Virginia college or university which currently offers a hybrid-online/cohort program in organizational leadership. This degree is a Bachelor of Arts in organizational leadership similar in design to the proposed BSSL program. This degree is largely place-bound with online options. The primary difference with the proposed degree is that the BSSL offers distinct subject matter content that warrants a Bachelor of Science recognition in a sub-set of leadership and management theory and body of knowledge. The strategic leadership focus is designed to give students measurable knowledge and abilities in the area of management and leadership with which they will be able to function at entry, mid, or upper levels within most organization.

Table 5 – Institutions Offering Similar Programs

Institution Name	Degree Completion Program	Name(s) of the Program(s)
Alderson Broaddus University	Yes	LPN to BSN
		RN to BSN
		Petroleum Management
American Public University	No	
Bethany College	No	
Bluefield State College	Yes	LPN to BSN
University of Charleston	No	
Concord University	Yes	Regents Bachelor of Arts
Davis & Elkins College	Yes	RN to BSN
Glenville State College	Yes	Regents Bachelor of Arts
Marshall University	Yes	Regents Bachelor of Arts
		RN to BSN
Ohio Valley University	No	
Salem University	Yes	RN to BSN
Shepherd University	Yes	Regents Bachelor of Arts
West Liberty University	Yes	Dental Hygiene
		Bachelor of Arts in Organizational Leadership
		Regents Bachelor of Arts
West Virginia State University	Yes	Regents Bachelor of Arts
West Virginia University	Yes	RN to BSN
		Regents Bachelor of Arts
WVU at Parkersburg	Yes	RN to BSN
		Regents Bachelor of Arts
WVU Institute of Technology	No	
West Virginia Wesleyan College	No	
Wheeling Jesuit University	No	

Source: Information retrieved from each respective institution website.

6.3.3. Program Planning and Development

The planning started as a result of a strategic planning process in the School of Business & Aviation in 2017. The completion of the University's strategic plan a year later cemented the objective as being directly aligned with institutional priorities. A number of faculty members within the School of Business & Aviation were involved in the development of courses for the purposes of planning the curriculum.

The only direct investment in the program to date has been the course development phase of the curriculum development. A mini-grant program was offered to qualified faculty members to create each course to be included in the BSSL program. Faculty members could apply to create a course given their expertise, and interest, in doing so. The course development mini-grant was valued at \$1,250 for each course. Faculty could apply to develop more than one course. A Memorandum of Understanding was completed between the faculty member and the Dean, the principle proposal developer. To date, approximately \$11,250 was spent developing the 10 courses. One course was developed by the principle proposal developer without a mini-grant.

The regular curriculum approval process was followed for the BSSL curriculum proposal beginning with the faculty of the School of Business & Aviation, recommendation by the institutional Curriculum Committee, the approval by the Faculty Senate, and finally approval by the University Board of Governors.

6.3.4. Clientele and Need

According to HEPC's 2017 Report Card, there has been a 30% decrease in the number of community college students entering baccalaureate programs during the 2012 to 2016 year-period after enrolling in a community and technical college. During this same time period, a slight increase of 2.6% was reported for students who completed an associate's degree program in a career-technical field. During the 2012 – 2016 period, a total of 12,463 degrees were awarded. Many of these associate degrees in an applied field do not have a baccalaureate option without requiring the student to complete a significant number of additional credits. Examples of such fields would include Applied Manufacturing Technology, Applied Design, Emergency Medical Services, Industrial Technology, Paralegal Studies, Welding Technology, or Veterinary Technology.

In addition to individuals with completed associate degrees in applied technology fields, many in West Virginians hold college-credit but do not have a completed degree. Individuals in West Virginia with at least 60 hours or more of college credit would benefit from additional options for online degree completion.

According to the U.S. Census Bureau's 2018 American Community Survey, it is estimated that 332,568 West Virginians over the age of 25 hold some college credit or a completed associate degree representing 25.3% of the total subject population. This number represents a potential market for an online adult degree completion program. See Table 6 below.

Table 6 – West Virginia Select Educational Attainment, 2018 American Community Survey

Population Subject	Total Subject Population		Percent of Population	
	Estimate	Margin of Error	Estimate	Margin of Error
25 years and over				
Some college, no degree	240,593	+/-4,549	18.6%	+/-0.4
Associate's degree	91,975	+/-1,894	7.1%	+/-0.1
Total	332,568		25.3%	

Source: Educational Attainment 2018 American Community Survey 5-year Estimates Data Profile, U. S. Census Bureau

West Virginians who are 25 years of age or older with a bachelor's degree earn approximately 38% more per year than someone with some college or an associate's degree. According to the 2010-2016 American Community Survey 5-Year Estimates, Median Earnings in the Past 12 Months, West Virginians with some college or associate's degree have median earnings of \$30,568 versus \$42,248 for someone with a Bachelor's degree (<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>). Payscale.com reports that the return on investment (ROI) of a bachelor's degree is greater due to higher earning potential throughout the holder's career than those with only an associate's degree credential.

Nine private baccalaureate and 10 public baccalaureate granting institutions were included in a review of their websites to determine if similar adult degree completion programs are offered. Table 5 provides a summary of this information. Other than for nursing programs and Regents Bachelor of Arts, only West Liberty University offers a similar program – Bachelor of Arts in Organizational Leadership. West Liberty University's program is offered on an accelerated format but is not an online program.

The Bachelor of Science in Strategic Leadership will be fully online with course content developed around and focused on strategic leadership as an academic discipline. It is this strategic focus of program content that will differentiate the BSSL from programs with a general business or organizational administration focus.

While management can be a passive process, strategic leadership never is. Strategic leaders by definition play an active role in guiding a business to success. These individuals develop a vision for advancement by exploring areas in which the business needs to improve and developing clear and systematic plans. As the name suggests, a strategic leader develops a defined strategy to enhance success, unlike a manager who may simply seek to keep workers in line in a more passive fashion (Schreiner, n.d.).

Reference: Schreiner, E. (n.d.) *Differences Between a Manager & a Strategic Leader*. Retrieved from <https://smallbusiness.chron.com/differences-between-manager-strategic-leader-17461.html>

6.3.5. Employment Opportunities

The occupations that are most readily aligned with someone with the proposed BSSL credential would be in Standard Occupational Classification (SOC) 13-1111, *Management Analysts*. According to information provided by the Bureau of Labor Statistics from first quarter of 2020, as depicted in a report from “JobsEQ” by Chmura Economics & Analytics, the typical education and training requirements needed for entry in this classification is a bachelor’s degree. The Educational Attainment for management analysts is as follows:

No college:	10%
Some College, No degree:	12%
Associate Degree	6%
Bachelor’s Degree	41%
Postgraduate Degree	32%

According to the Bureau of Labor Statistics, management analysts, “conduct organizational studies and evaluations, design systems and procedures, conduct work simplification and measurement studies, and prepare operations and procedures manuals to assist management in operating more efficiently and effectively.” The BSSL program and course outcomes is directed toward providing degree completers with knowledge and skills to effectively carry out these functional responsibilities.

According to the “JobsEQ” report referenced above, for the first quarter of 2020, there are approximately 2,723 Management Analysts currently employed in West Virginia with average annual wages (as of 2019) of \$77,800. Though the total demand over the next 7-year period is expected to stay relatively flat, the total demand due to exits, transfers, and employment growth is forecast to be 1,924. Based on the needed education and training requirements stated above, 73%, or approximately 1,405, of these positions will require a bachelor’s degree or postgraduate degree for consideration. If potential job applicants possess less than a bachelors degree, they will not be competitive. This analysis is only for one BLS occupational classification most closely aligned with the BSSL program. This credential may be used for other closely related occupations and positions.

6.3.6. Program Impact

It is anticipated that this degree program will be offered through the School of Business & Aviation with existing full-time faculty augmented by adjunct faculty as needed, at least for the first two years. Program coordination will be assumed by the Dean of the School, with program oversight by the Chair of the Department of Marketing and Management Studies. Close coordination will also be required with the Fairmont State University Regents Bachelor of Arts (RBA) Degree Program Coordinator. Additional administrative and marketing materials for this new program will be covered by existing budget allocations of the School of Business & Aviation.

The required and elective courses of the BSSL program will be delivered in an online eight-week format on a cohort basis. The course rotation schedule will allow for a new cohort to be admitted each academic cycle beginning with the fall term. This approach will minimize the number of course sections needing to be offered each academic year and the number of additional faculty needed to launch the program until the program reaches a sustainable level of growth. Individualized programs of study will be developed for each student based on their transfer credits, their term of entry, and their full or part-time status.

All courses designed for the BSSL program will meet *Quality Matters*™ standards and will be delivered by Blackboard®, the current Learning Management System employed by Fairmont State University.

The BSSL program complements, not competes, with the Regents Bachelor of Arts. Students desiring to pursue the RBA degree, who need at least 30 or more upper division hours, may benefit from having a program of study focusing on knowledge and skills applicable to mid- and upper-level managers in contemporary organizations. Students who are pursuing an RBA degree will be able to register for the BSSL courses as space is available.

6.3.7. Cooperative Agreements

Though not yet explored or developed, the program intent and format of the BSSL lends itself to articulation agreements, particularly, with West Virginia's Community and Technical Colleges for ease of admission and transfer of credit. Upon approval by HEPC and the Higher Learning Commission, these agreements will be pursued.

6.3.8. Alternatives to Program Development

Alternative delivery modalities, such as blended, hybrid, and seated courses were considered for the BSSL adult degree completion program. The decision to focus on online, accelerated courses, with a rotation over 7-week parts of term was determined to be in the best interest of working non-traditional students that also afforded an opportunity to complete the 30 hours in three terms: fall, spring, and summer.

In addition to the creation of the ten BSSL courses, consideration was given to utilizing existing courses currently taught within the School of Business & Aviation programs. Given the nature of "strategic leadership" and the intent to focus this on a specific segment of the State's population, a decision in favor of new courses addressing the attributes of a strategic leader was chosen. No other alternatives, other than not developing the program, were considered.

6.4. Program Implementation and Projected Resource Requirements

6.4.1. Program Administration

This program will be under the direction of the School of Business & Aviation, within the Department of Marketing and Management Studies. The Chair of the Department of Marketing and Management Studies reports to the Dean on matters such as implementation, recruitment, retention, and curriculum.

As this is a non-traditional program, it is expected significant coordination will take place with the Office of Recruitment and with the Coordinator of Fairmont State University's Regents Bachelor of Arts (RBA) program.

6.4.2. Program Projections

Based on the potential market of eligible applicants in West Virginia, conservative planned enrollment growth and development for the first five years is shown on Table 7 below. New students are those who enroll in the program; total students include prior enrollees assuming a 25% attrition rate and 50% graduation rate beginning in Year 3. An average of 30 credits is earned in each program year (credit varies on student course work).

Table 7 – Enrollment Projections

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
New students enrolled - Fall cohort	10	20	30	40	50
Returning Students	0	8	19	32	46
Total students includes prior years	10	28	49	72	96
Number of student credit hours generated by courses within academic year*	300	825	1463	2156	2878
*average of 30 credits earned per academic year					
(1) Assumes an increment of 10 NEW students per year; (2) Assumes students need 60 hours requiring minimum of 2 terms beyond BSSL courses with attrition rate of 25% (3) Assumes a graduation rate of 50% starting 2nd into 3rd year					

6.4.3. Faculty Instructional Requirements

The BSSL program will be administered within the existing academic administration organizational structure and will not require any new structure. The first and second year of the program will be covered with existing faculty positions, utilizing adjunct faculty to cover courses as needed due to the redeployment of full-time faculty to launch the program. The faculty resources needed to offer this program will focused on delivering the 10 BSSL courses over the three-term rotation.

Faculty instructional requirements will include one-full time faculty member after the second year of operation. This full-time faculty position will be hired at the assistant or associate level based on prior experience and credentials. It is anticipated the incumbent will need to hold an earned doctorate appropriate to the subject content, preferably with practical management experience. It is estimated that this salary would be in the range of \$65,000 (starting level). Again, depending on experience and credentials, this position will be eligible for tenure and promotion after 5 full years of service.

Table 8 - Total faculty expense: (see Section 6.4.7 Operating Resource Requirements)

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 36,000	\$36,000	\$93,173	\$93,173	\$93,173

6.4.4. Library Resources and Instructional Material

Fairmont State University's Ruth Ann Musick Library provides access to peer-reviewed, full text journals, e-journals, periodicals, reports, books and other printed material to meet the needs of graduate students via the following: Academic Search Ultimate, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/Nexis Uni, Points of View Reference Center, Project Muse and ProQuest Central. Students will have access to full library services by accessing their Fairmont State web portal. In addition, the Library utilizes Interlibrary Loan (ILL) to assist students, faculty, and staff by obtaining library materials not available at our own libraries. There is no expectation that an increase in library resources or instructional material will be necessary due to the addition of the BSSL program.

6.4.5. Support Service Requirements

No support services are required other than provision of office space for additional faculty member. It is not expected that due to the increase in enrollment due to the addition of the BSSL program that there will be any

additional increase in corresponding personnel or operations other than what is depicted in Section 6.4.8. Student support services are currently incorporated into the institutional budget.

6.4.6. Facility requirements

No addition of new or remodeled space is required. Existing facilities will be utilized for faculty office space.

6.4.7. Operating Resource Requirements

A summary of operating resource requirements based on Form 2 is included below in Table 9:

Table 9 – Operating Resources

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Faculty Positions:					
Full time Faculty w/ benefits	\$ -	\$ -	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00
Adjunct Faculty (\$3600/3 hour course)	\$ 36,000.00	\$ 36,000.00	\$ 7,200.00	\$ 7,200.00	\$ 7,200.00
Other Personnel:					
.20 FTE program assistance (indirect)	\$ 7,316.00	\$ 7,316.00	\$ 7,316.00	\$ 7,316.00	\$ 7,316.00
Fringe Benefits & Health Coverage	\$ 3,363.00	\$ 3,363.00	\$ 24,304.00	\$ 24,304.00	\$ 24,304.00
Total Personnel	\$ 46,679.00	\$ 46,679.00	\$ 103,820.00	\$ 103,820.00	\$ 103,820.00
Current Expenses:					
Current Operational Expenses*	\$ 7,500.00	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Total Current Expenses	\$ 7,500.00	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Total Costs	\$ 54,179.00	\$ 54,179.00	\$ 113,820.00	\$ 113,820.00	\$ 113,820.00
Revenue:					
Annual Credit Hour Production	300	825	1463	2156	2878
Tuition and Fees**	\$ 102,000.00	\$ 280,500.00	\$ 497,420.00	\$ 636,020.00	\$ 849,010.00
Program Fees***	\$ 4,000.00	\$ 11,200.00	\$ 19,600.00	\$ 28,800.00	\$ 38,400.00
Total all revenue sources:	\$ 106,000.00	\$ 291,700.00	\$ 517,020.00	\$ 664,820.00	\$ 887,410.00
Contribution to Net Position:	\$ 51,821.00	\$ 237,521.00	\$ 403,200.00	\$ 551,000.00	\$ 773,590.00
*based on incremental increase to current operating budget due to addition of program					
**based on current Fairmont State virtual rate of \$295 per credit hour plus \$45 School course fee per credit hour					
***based on \$200 per term per student at 2 terms per academic year					

6.4.8. Source of Operating Resources

The summary of operating resource requirements included in Section 6.4.7, above, provides an overview of the FTE positions, projected expenses and sources of funding for the proposed program. The chart illustrates the *maximum* expected expenses for the first five years of the program, based upon the anticipated cohort enrollment described in Section 6.4.2, above.

Assuming the cohort enrollment meets planned targets, the tuition and fee revenue generated by the program will be reallocated to support and grow the program; that assumption carries throughout the five-year pro forma. Expenses not covered in the estimated costs identified will be applied against the existing School of Business & Aviation current operating and labor budgets.

Well-qualified adjuncts, the cost of which is within currently budgeted funds, will satisfy the teaching needs anticipated in the first two years of the program with redeployment of current full-time faculty. Beginning in year-three, the decision to add the planned full-time faculty member will be contingent upon the success of the prior two-year cohorts and the anticipated enrollment for year-two. If it is determined that it is not yet financially prudent to add an additional full-time faculty line, the contingency plan is to support year-three courses with adjuncts or part-time temporary faculty until the tuition and fee revenue is sufficient to support the request and approval of an additional faculty line.

The Other Personnel costs and Current Expenses reflected in the Section 6.4.7 summary do not represent new budget dollars required to launch the program. Rather, the numbers are simply *pro rata* allocations of existing personnel and standard program costs that can be met through current budget dollars. As the program grows, any additional expenses can be met through reallocation of the tuition and fee income generated by the program.

1.5. Program Evaluation

6.5.1. Evaluation Procedures

All course work is evaluated based on assessment measures described in Table 1. As an adult degree completion program, the program assessments for the evaluation of student learning will occur in the 10 BSSL courses. Course descriptions, outline, and assessment plan for each course is included in the Appendix. The BSSL program outcomes have been aligned with each of the courses in the program to assess student learning. Annual assessment of the student achievement on the assessment measures and performance indicators will occur. Additional program assessment will analyze student end of course surveys for feedback which occur at the end of each term by course.

Student input is very important especially for online delivery of course information. The end of the course survey is completed online and is consistent with the School of Business & Aviation evaluation practices. In addition to annual surveys and assessment data, every 5 years program reviews will occur. It is anticipated that this will occur after the 2025-2026 academic year assuming the program commences in 2021-2022 academic year, beginning with the fall term.

6.5.2. Accreditation Status

The School of Business & Aviation programs are designed to meet the accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP), which currently accredits the School's BS in Business Administration, BS in Accounting, BS in Information Systems Management, and MBA program. For accreditation, the BSSL program will have to have three cycles of data before it can be considered for accreditation. The program, if approved, will be included in the next Reaffirmation of Accreditation Self-Study scheduled to be completed and submitted in 2025. This may align with the five year review of the BSSL program. ACBSP's process follows a Baldrige continuous improvement model and focuses on recognizing teaching excellence and determination of the effectiveness of student learning.

Appendix

COURSE OUTCOMES, COURSE OUTLINES, and COURSE ASSESSMENTS

BSSL 3100 – Dimensions of Strategic Leadership

3 hrs.

This course examines strategic leadership fundamentals and skills that enable students and practitioners to lead by working effectively with and through others. Students develop a general knowledge framework and understanding of strategic leadership and the skills possessed by authentic leaders to inspire others to attain the organization's shared vision and future direction. *PR:* None

Course Outline:

- I. Strategic Leadership Fundamentals
 - a. Principles
 - b. "Laws"
 - c. Contexts
 - d. Fundamental Competencies

- II. Working With and Through Others
 - a. Empowerment
 - b. Coaching
 - c. Mentoring
 - d. Team Leadership
 - e. Collaboration

- III. Leadership Effectiveness
 - a. Appropriate Leadership Style
 - i. Individual Level
 - ii. Organizational Level
 - b. Embody Leadership Qualities
 - c. Assess Strategic Leadership Effectiveness

- IV. Authentic Leadership Development
 - a. Authentic Leadership
 - b. Leadership Point of View
 - c. Personal Leadership Development Plan

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Illustrate strategic leadership principles, "laws," and contexts.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions
LO2 – Examine the strategic leader's role to garner alignment between the strategic vision and operations through instilling trust, transforming the culture, and inspiring and motivating others.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization's shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions

LO3 – Examine strategic leadership’s effectiveness to work with and through others utilizing empowerment, coaching, mentoring, team leadership, and strategic collaboration to curate a continuous learning environment.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization’s shared vision and future direction.	Self-Discovery Assignments Self-Disclosure Discussions
LO4 – Cultivate enhanced self-awareness and a repertoire of leadership styles and pragmatic leadership skills.	PLG1 – LEAD BY WORKING EFFECTIVELY WITH AND THROUGH OTHERS: Strategic leaders inspire others to attain the organization’s shared vision and future direction.	Self-Discovery Assignments

BSSL 3200 – Strategic Leadership: Theory and Perspectives**3 hrs.**

This course provides an overview of leadership theories and dimensions as well as macro- and micro-management theories and concepts to equip students and practitioners with the theoretical background necessary to think strategically and challenge viewpoints to make transcending strategic decisions that address organizational challenges. *PR:* None

Course Outline:

- I. Self-Awareness - Identifying Personal Styles
 - a. Personality Style Instrument
 - b. Leadership Style Instrument
- II. Early Leadership Thought
 - a. Trait Approach
 - b. Skills Approach
 - c. Behavioral Approach
- III. Evolution of Leadership Ideology
 - a. Situational Approach
 - b. Path-Goal Theory
 - c. Leader Member Exchange Theory
 - d. Contingency Theory
- IV. Transformational Leadership
 - a. Overview
 - b. Contrast Transactional Leadership
 - c. Key Competencies
- V. Contemporary/Emerging Leadership Approaches
- VI. Think Like A Strategic Leader
 - a. Drucker's Five Most Important Questions
 - b. Review of the Literature
- VII. Make Transcending Decisions
 - a. Comprehensive Decision-Making Interactive Exercise
 - b. New Venture Simulation: The Food Truck Challenge
- VIII. Experience Flow
 - a. Fligby Simulation

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain the breadth and depth of key leadership theories, concepts, and practices.	PLG2 - THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	Self-Discovery Assignments Self-Disclosure Discussions New Venture Simulation: The Food Truck Challenge Fligby Simulation
LO2 – Review strategic leadership literature to draw	PLG2 - THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS	Self-Discovery Assignments

meaningful inferences and generalizations.	TO MAKE TRANSCENDING DECISIONS: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	
LO3 – Utilize strategic leadership acumen to engage in critical thinking and challenge existing/counter viewpoints to make transcending strategic decisions to address organizational challenges.	PLG2 - THINK STRATEGICALLY AND CHALLENGE VIEWPOINTS TO MAKE TRANSCENDING DECISIONS: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	New Venture Simulation “Fligby” Simulation

BSSL 3300 – Strategic Communication of Effective Leaders**3 hrs.**

This course equips students and practitioners with the skills to communicate effectively through clear and concise written and oral communications, persuasive delivery of reasoned and factually supported arguments, active listening skills, and thought-provoking questions to clarify understanding and seek divergent points of view. Students hone emotional intelligence skills to target messages and styles to audiences, interpret verbal and non-verbal cues, convey authentic and empathetic messages in the digital world, and adapt communications as necessary. *PR: ENGL 1101*

Course Outline:**I. Core Leadership Communication**

- a. What is Leadership Communication?
- b. Leadership Communication Strategy and Structure
- c. The Language of Leaders
- d. Social Media and Other Leadership Correspondence
- e. Leadership Documents and Reports
- f. Leadership Presentations in Person and Online
- g. Graphics with a Leadership Edge
- h. Emotional Intelligence and Interpersonal Skills for Leadership
- i. Diversity and Intercultural Communication Leadership

II. Group and Organizational Leadership Communication

- a. High-Performing Team Leadership
- b. Meetings: Leadership and Productivity
- c. Leadership in an Organizational Context
- d. Leadership through Strategic Internal Communication
- e. Leadership through Effective External Relations

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Develop your ability to use clear, concise, and grammatically correct language in multiple business communication modalities.	PLG3 - Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	Discussions Board assignments; Written Assignments; Self-Assessments; Video recorded presentations;
LO2 – Develop your ability to orally deliver information in a businesslike and professional manner.	PLG3 - Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	Video recorded presentations
LO3 – Develop your ability to exercise effective interpersonal communication skills in business and organizational contexts	PLG3 - Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	Discussions Board assignments; Written Assignments; Self-Assessments; Video recorded presentations; Communication Analysis Paper

BSSL 3400 – Negotiation & Conflict Transformation Skills for Leaders**3 hrs.**

This course equips students and practitioners with the collaborative and agile leadership competencies necessary to exemplify commitment to collaborate and build communal spirit, identify opportunities, cultivate cross-functional and cross-organizational strategic partnerships, nurture team leadership development to encourage a combination of task and relationship leadership, and develop high performance teams to execute strategic initiatives. *PR*: BSSL 3100

Course Outline:

- I. Persuade Artfully
 - a. Influence: The Psychology of Persuasion
 - i. Cialdini's Six Principles of Influence
 - ii. Applicability of the Principles
 - b. Interpersonal Influence Inventory
- II. Negotiate Skillfully
 - a. Getting to Yes: Negotiating Agreement Without Giving In
 - i. Principled Negotiation
 - ii. Six Integrative Negotiation Skills
 - b. Negotiating Style Profile
 - c. Strategy Simulation: The Negotiator's Dilemma
- III. Transform Conflict
 - a. Conflict Resolution Theory & Practice
 - b. Conflict Transformation
 - c. Comprehensive Difficult Interactions Interactive Exercise
- IV. Promote Fearless Organizations
 - a. Psychologically Safe Workplaces
 - i. Voice
 - ii. Impact on Continuous Learning, Innovation, and Growth
 - b. Creation of Fearless Organizations

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Illustrate the role of power and strategic influence to leadership as well as the nuances underlying negotiation and conflict transformation.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO2 – Examine strategic leadership's effectiveness in utilizing artful persuasion to motivate and inspire others to work cooperatively, engage in integrative problem-solving to satisfy strategic initiatives, negotiate skillfully, and facilitate the transformation of conflicts.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
LO3 – Examine the strategic leader's role to nurture a healthy, psychologically safe climate to transcend conflicts and foster a fearless organization.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation

LO4 – Apply theories and concepts of negotiation and conflict transformation to real-life scenarios.	PLG4 – BE TRANSFORMATIVE: Strategic leaders possess formidable strategic influence, negotiation, and conflict transformation skills.	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation
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BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders**3 hrs.**

This course equips students and practitioners with quintessential influential and persuasion skills requisite for strategic leaders to be transformative and encourage cooperative working relationships through creation of psychologically safe working environments, negotiating strategically and skillfully, channeling constructive conflicts into a productive exchange of ideas, and facilitating the transformation of destructive conflicts. *PR:* BSSL 3300

Course Outline:

- I. Team Ice Breaker
 - a. Determine Personal Team Member Style
 - b. Tsunami Survival Situation Team Simulation
- II. Collaborate Effectively Utilizing the Strategic Doing Cycle
 - a. 4 Questions and Ten Rules
 - b. Team Presentation
- III. Work Cohesively with All
 - a. Working with Diverse People
 - b. Global Collaboration Team Simulation
- IV. Overcome Team Dysfunctions
 - a. Overcome 5 Dimensions of a Team Dysfunctions
 - b. Minimum Effort Team Simulation
- V. Team Synergy
 - a. Comprehensive Team Management Interactive Exercise
 - b. Evaluate Team Synergy
 - i. Team Simulation Reflection Paper
 - ii. Team Effectiveness Questionnaire

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain internal group dynamics and the benefits of high performing teams.	PLG5 - COLLABORATE: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Self-Disclosure Discussions; Team Simulations; Team Presentation
LO2 – Examine strategic leadership's effectiveness to employ agile leadership abilities to engage in complex, strategic collaborations with internal and external stakeholders at all levels, and create an inspiring environment that fosters synergistic problem solving, innovation, and ownership to deliver value.	PLG5 - COLLABORATE: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Self-Disclosure Discussions; Team Simulations; Team Presentation
LO3 - Collaborate effectively to develop a high performing team, monitor team performance, and resolve common culprits in dysfunctional teams.	PLG5 - COLLABORATE: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	Self-Discovery Assignments; Team Simulations; Team Presentation

BSSL 3600 – Cross-Cultural Leadership**3 hrs.**

This course provides students and practitioners the opportunity to explore and develop global intercultural competence as well as the cross-cultural leadership skills necessary to be an effective global leader to inspire across differences. *PR:* BSSL 3200

Course Outline:

- I. Social Identity
 - a. Significance of Social Identity Theory
 - b. In-group/Out-group Phenomenon
 - c. Personal Social Identity Map
- II. Triggers and Fault lines
 - a. Five Types of Triggers
 - b. Triggers at the Personal, Organizational, and Societal Levels
 - c. Fault lines
 - d. Two Types of Conflict in Faultline Groups
 - e. Leadership Styles and Strategies to Address Fault lines
- III. Leadership Response Cycle
 - a. Collective Responsibility to Recognize Identity Based Conflict in Organizations
 - b. Six Step Leadership Response Cycle
 - c. Three Predominant Beliefs Concerning the Organization's Role in Managing Cross-Group Relationships
 - d. Leadership Practices for Managing Social Identity Conflict
- IV. Cultural Values & Tolerance
 - a. Cultural Values
 - b. Cultural Value Dimensions Influence on Leadership
 - c. Xenophobia and Allophilia in Organizations
- V. Cultural Intelligence
 - a. Emotional Intelligence vs. Cultural Intelligence
 - b. Four-Factor Model of Cultural Intelligence
- VI. Social Justice, Dignity, & Equality
 - a. Systems of Privilege and Oppression
 - b. Personal and Professional Impact of Social Identity
 - c. Miasma in Organizations
 - d. Mitigating Miasma
- VII. Cultural Identity & Cross-Cultural Adaptability
 - a. Self-Concept
 - b. Analyze Cross-Cultural Adaptability Inventory Results
 - c. Action Plan Development
- VIII. Leading Through Paradox
 - a. Authentic Leaders in Organizations
 - b. Importance of Paradoxical Mindset and Improvisational Routines to Effectively Lead in a Globally Diverse World
- IX. Global Intercultural Competence
 - a. Comprehensive Diversity Interactive Exercise
 - b. Group Presentation

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Identify global cultural differences.	PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
LO2 – Examine strategic leadership's effectiveness in utilizing cultural intelligence; cross-cultural adaptability; and a paradoxical mindset to inspire across differences and promote social justice, dignity and equality for all.	PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
LO3 – Apply global intercultural competence and skills to cross-cultural scenarios.	PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation
LO4 – Cultivate the personal leadership skills necessary to succeed in multicultural environments.	PLG6 – INSPIRE ACROSS DIFFERENCES: Strategic leaders capitalize on diversity.	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation

BSSL 3700 – Global Business Strategies**3 hrs.**

This course examines the role of strategic leaders to drive results by examining the business environment, defining strategic measures of success, engaging in innovative decision-making, and putting strategy into leadership action. *PR:* BSSL 3600

Course Outline:

- I. Section A: Concepts and Techniques for Crafting and Executing Strategy Section A: Introduction and Overview
 - a. What is Strategy and Why is it Important
 - b. Charting a Company's Direction
 - c. Evaluating a Company's External Environment
- II. Section B: Core Concepts and Analytical Tools
 - a. Evaluating a Company's External Environment
 - b. Evaluating a Company's Resources, Capabilities, and Competitiveness
- III. Section C: Crafting a Strategy
 - a. The Five Generic Competitive Strategies
 - b. Strengthening a Company's Competitive Position
 - c. Strategies for Competing in International Markets
 - d. Corporate Strategy
 - e. Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy
- IV. Section D: Executing the Strategy
 - a. Building an Organization Capable of Good Strategy Execution: People, Capabilities, and Structure
 - b. Managing Internal Operations
 - c. Corporate Culture and Leadership

Course Outcomes & Assessments

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Analyze and develop vision and mission statements.	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO2 – Evaluate industry structure	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO3 – Evaluate internal environment	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
LO4 – Formulate global business strategies	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component

LO5 - Assess implementation strategies	PLG7 – FORMULATE STRATEGIES TO DRIVE RESULTS: Strategic leaders put strategy into leadership action.	Exam Questions; Discussion Thread; Research Paper component
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BSSL 3800 – Leading Strategic Innovation and Change Initiatives**3 hrs.**

This course instills creative leadership competencies to perceive, analyze, and execute innovative solutions and positive and lasting change to address complex organizational problems and issues in the rapidly changing business environment. Students embrace the role of a strategic leader to inspire innovation and catalyze change, create and sustain organizational alignment, and invest the time and effort to align stakeholders for success when implementing innovation and change initiatives. *PR: BSSL 3500*

Course Outline:

- I. Personal Change
 - a. Covey's 7 Habits of Highly Effective People
- II. Organizational Change
 - a. Kotter's 8-Step Process for Successful Change
- III. The Leadership Challenge's 5 Practices of Exemplary Leadership
 - a. Practice 1 - Model the Way
 - b. Practice 2 - Inspire a Shared Vision
 - c. Practice 3 - Challenge the Process
 - d. Practice 4 - Enable Others to Act
 - e. Practice 5 - Encourage the Heart
- IV. Creative Leadership
 - a. Innovation & Creative Leadership
 - b. Pixar's Success Story
- V. Develop Strategic Change Competencies
 - a. Assess Personal Skill Level & Develop 5 Behaviors of Effective Change Leaders
 - b. Change Management Simulation: Power and Influence
 - c. Comprehensive Change Management Interactive Exercise

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Demonstrate the complexity and dynamics of strategic change initiatives.	PLG8 – ALIGN STAKEHOLDERS FOR SUCCESS: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation
LO2 – Examine the strategic leader's role to assess the need for innovation or change; strategically forecast; collaborate with stakeholders to inspire a shared vision and foster alignment to overcome resistance; and construct effective innovation and change initiatives despite ambiguous, complex, or volatile conditions.	PLG8 – ALIGN STAKEHOLDERS FOR SUCCESS: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions Simulation
LO3 – Examine strategic leadership's effectiveness to lead change by establishing a process framework for leading the strategic change initiative, motivating and mobilizing the	PLG8 – ALIGN STAKEHOLDERS FOR SUCCESS: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	Self-Discovery Assignments Self-Disclosure Discussions

organization, sustaining the momentum of the change over time, and continuously adapting change strategies and personal leadership accordingly.		Simulation
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BSSL 3900 – Strategic Leadership: Responsible Governance**3 hrs.**

This course critically analyzes legal, ethical, and social responsibility dynamics to equip students and practitioners with the leadership core values and character to lead responsibly and with integrity. PR: BSSL 3800

Course Outline:

- I. Foundations of the Legal and Regulatory Environment
 - a. Law, Value Creation, and Risk Management
 - b. Ethics and the Law
 - c. Sources of Law, Courts, and Dispute Resolution
 - d. Constitutional Bases for Business Regulation
 - e. Agency
 - f. Administrative Law
- II. The Legal Environment
 - a. Contracts
 - b. Sales, Licensing, and E-Commerce
 - c. Torts and Privacy Protection
 - d. Product Liability
 - e. Intellectual Property
- III. Human Resources
 - a. The Employment Agreement
 - b. Civil Rights and Employment Discrimination
- IV. The Regulatory Environment
 - a. Criminal Law
 - b. Antitrust
 - c. Consumer Protection
- V. Corporate Governance, Ownership, and Control
 - a. Forms of Business Organizations
 - b. Directors, Officers, and Controlling Shareholders
- VI. Securities and Financial Transactions
 - a. Public and Private Offerings of Securities
 - b. Securities Fraud and Insider Trading
- VII. Introduction to Ethics in Business
 - a. Ethics and Business
 - b. Ethical Decision Making: Personal and Professional Contexts
- VIII. Origins of Ethical Decision Making
 - a. Philosophical Ethics and Business
- IX. Corporate Applications of Ethics
 - a. The Corporate Culture - Impact and Implications
 - b. Corporate Social Responsibility
- X. Application of Ethical Decision Making in Business Environments
 - a. Ethical Decision Making: Employer Responsibilities and Employee Rights
 - b. Ethical Decision Making: Technology and Privacy in the Workplace
 - c. Ethics and Marketing
 - d. Ethical Decision Making: Corporate Governance, Accounting, and Finance

Course Outcomes & Assessments:

Course Outcome	Alignment to Program Learning Goals	Assessment Measure
LO1 – Explain legal concepts and terminology related to business	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO2 – Explain elements of Constitutional authority, individual rights, law, and their implication in the business context	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO3 – Apply a process for ethically responsible decision-making in personal and professional contexts.	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions
LO4 – Examine the role of ethics and corporate social responsibility in today's business environments.	PLG9 - Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions

BSSL 4000 – Strategic Leadership Capstone**3 hrs.**

The BSSL capstone course provides students and practitioners with the opportunity to demonstrate their strategic leadership mindset and competencies through portfolio development. It is intended that this course be completed after 24 hours of required BSSL courses have been completed and serve as a summative program assessment. *PR:* BSSL 3800

Course Outcome:

1. Students will demonstrate their knowledge and skills of strategic leadership through development of a comprehensive capstone portfolio addressing each of the ten program outcomes:
 - a. The ability to lead by working effectively with and through others.
 - b. To think strategically and challenge viewpoints to make transcending decisions.
 - c. The ability to communicate effectively: Strategic leaders are powerful, influential communicators.
 - d. Skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.
 - e. Leader's role and abilities needed to collaborate.
 - f. Personal leadership skills to inspire across differences.
 - g. Strategies to drive results.
 - h. Align stakeholders for success.
 - i. Lead responsibly and with integrity.
 - j. Demonstrate strategic proficiency.

Evidence and artifacts from each BSSL course will be incorporated into the capstone portfolio. The evidence and artifacts to be included will be determined by faculty for each course and highlighted in their respective syllabi. Students are expected to retain artifacts for incorporation into their portfolio. Artifacts may include formal writing assignments, research notes or papers, reflective writing, recorded video, or written exam responses. The capstone portfolio should demonstrate a progression of learning throughout the program.

2. Students will demonstrate their professional readiness through the development of a showcase portfolio which may be used to leverage entry into, or augment, their career.

Evidence and artifacts from their BSSL coursework will be chosen by the student to exemplify their best work and performance as a student. The evidence and artifacts for this showcase portfolio is intended to highlight the student's knowledge, skills, or experiences most related to their intended employment opportunity or current position. Artifacts would include a variety of assignments including, but not limited to, written assignments, research assignments, reflective assignments, recorded videos, and positive feedback from course instructors.

3. Students will formulate a written reflection on their professional self, including their values, ethics, goals, and experiences, and the perceived impact their participation in the program will have on their professional self.
4. Students will create a professional resume suitable for presentation to prospective or current employers in their chosen fields.

Course Assessment:

A comprehensive rubric will be developed to assess the quality of each of the components of the capstone course. The final grade of this course will consist of a weighted score on each component:

1. Capstone Portfolio	30%
2. Showcase Portfolio	25%
3. Written Reflection	25%
4. Professional Resume	20%

PROGRAM OUTCOME AND ASSESSMENT PLAN; COURSE ROTATION SCHEDULE

Graduates with a B. S. in Strategic Leadership will be able to:

11. Demonstrate the ability to lead by working effectively with and through others: Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.
12. Explain essential concepts to think strategically and challenge viewpoints to make transcending decisions: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.
13. Demonstrate the ability to communicate effectively: Strategic leaders are powerful, influential communicators.
14. Examine skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.
15. Evaluate leader's role and abilities needed to collaborate: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.
16. Develop personal leadership skills to inspire across differences: Strategic leaders capitalize on diversity
17. Formulate strategies to drive results: Strategic leaders put strategy into leadership action.
18. Evaluate the leader's role to align stakeholders for success: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.
19. Apply a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.
20. Demonstrate strategic proficiency: Strategic leaders can translate strategic thinking into aspired outcomes.

COURSE ROTATION:

Course Rotation Schedule				
Fall Term		Spring Term		Summer Term
1 st 8- Weeks	2 nd 8-Weeks	1 st 8-Weeks	2 nd 8-Weeks	Full Term
BSSL 3100 <i>Dimensions of Strategic Leadership</i>	BSSL 3300 <i>Strategic Communication for Effective Leaders</i>	BSSL 3500 <i>Group Dynamics & Team Building Efficacy for Leaders</i>	BSSL 3700 <i>Global Business Strategies</i>	BSSL 3900 <i>Strategic Leadership: Responsible Governance</i>
BSSL 3200 <i>Strategic Leadership: Theory and Perspectives</i>	BSSL 3400 <i>Negotiation & Conflict Transformation Skills for Leaders</i>	BSSL 3600 <i>Cross-Cultural Leadership</i>	BSSL 3800 <i>Leading Strategic Innovation and Change Initiatives</i>	BSSL 4000 <i>Strategic Leadership Capstone</i>

ASSESSMENT PLAN:

PROGRAM LEARNING OUTCOME	COURSE IN WHICH OBJECTIVE IS TAUGHT	ASSESSMENT MEASURE	PERFORMANCE INDICATOR
1. <u>Demonstrate</u> the ability to lead by working effectively with and through others: Strategic leaders act with integrity and inspire others to attain the organization's shared vision and future direction.	BSSL 3100 – Dimensions of Strategic Leadership	Self-Discovery Assignments; Self-Disclosure Discussions	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
2. <u>Explain</u> essential concepts to think strategically and challenge viewpoints to make transcending decisions: Strategic leaders possess the academic expertise to critically analyze organizational problems/issues, challenge the status quo and divergent viewpoints, and determine optimal solutions.	BSSL 3200 – Strategic Leadership: Theory and Perspectives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulations	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
3. <u>Demonstrate</u> the ability to communicate effectively: Strategic leaders are powerful, influential communicators.	BSSL 3300 – Strategic Communication of Effective Leaders	Written Assignments; Video recorded presentations	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
4. <u>Examine</u> skills needed to be transformative: Strategic leaders possess formidable negotiation and conflict transformation skills.	BSSL 3400 – Negotiation & conflict Transformation Skills for Leaders	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
5. <u>Evaluate</u> leader's role and abilities needed to collaborate: Strategic leaders build communal spirit and create effective collaborations to execute strategic initiatives.	BSSL 3500 – Group Dynamics & Team Building Efficacy for Leaders	Self-Discovery Assignments; Team Simulations; Team Presentation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
6. <u>Develop</u> personal leadership skills to inspire across differences: Strategic leaders capitalize on diversity.	BSSL 3600 – Cross-Cultural Leadership	Self-Discovery Assignments; Self-Disclosure Discussions; Group Presentation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
7. <u>Formulate</u> strategies to drive results: Strategic leaders put strategy into leadership action.	BSSL 3700 – Global Business Strategies	Exam Questions; Discussion Thread; Research Paper component	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
8. <u>Evaluate</u> the leader's role to align stakeholders for success: Strategic leaders inspire innovation and are masterful change catalysts with the ability to create and sustain organizational alignment.	BSSL 3800 – Leading Strategic Innovation and Change Initiatives	Self-Discovery Assignments; Self-Disclosure Discussions; Simulation	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
9. <u>Apply</u> a process to lead responsibly and with integrity: Strategic leaders exemplify admirable stances on legal, ethical, and social responsibility matters.	BSSL 3900 – Strategic Leadership: Responsible Governance	Exam Questions; Reflective Ethical Analysis written assignment; Discussion Questions	At least 80% of students will achieve a grade of C or better on assessment rubric or key.
10. <u>Demonstrate</u> strategic proficiency: Strategic leaders can translate strategic thinking into aspired outcomes.	BSSL 4000 – Strategic Leadership Capstone	Portfolio Components	At least 80% of students will achieve a grade of C or better on assessment rubric or key.

**West Virginia Higher Education Policy Commission
Meeting of November 20, 2020**

ITEM: Approval of Series 64, Legislative Rule, Administrative Exemption

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission approves the proposed Series 64, Legislative Rule, Administrative Exemption, to be filed with the Secretary of State for the thirty-day public comment period and, if no substantive comments are received, that the Commission extends its final approval.

STAFF MEMBER: Matt Turner

BACKGROUND:

During the 2020 Legislative Session, Senate Bill 760 was passed which allows the public baccalaureate institutions to apply to the Commission for designation as “administratively exempt” from oversight by the Commission and creates a matrix for the institutions and the Commission to follow to determine eligibility for such exemption. The new statute also requires the Commission to propose a rule for Legislative approval to implement the provisions of the new law and to address the loss of the administratively exempt status.

This new rule establishes the process by which the Commission will grant administrative exemption status to and remove administrative exemption status from the State’s four-year colleges and universities. Specifically, the proposed rule sets out definitions in accordance with the new law; establishes the process by which the colleges and universities may apply for administratively exempt status; the procedure for the Commission to grant or deny such a request; the procedure for Commission staff to review administrative exemption status once granted; and the procedure to revoke administrative exemption if a college or university fails to meet the statutory threshold required to maintain such status.

Staff recommend the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and staff be instructed to final file the rule with the Secretary of State and the Legislative Oversight Commission on Education Accountability (LOCEA) at the conclusion of the comment period if no substantive comments are received.

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

ADMINISTRATIVE EXEMPTION

SERIES 64

§133-64-1. General.

1.1. Scope and Purpose. – This legislative rule establishes the process by which the West Virginia Higher Education Policy Commission (Commission) will grant administrative exemption status to and remove administrative exemption status from the State’s baccalaureate institutions of higher education.

1.2. Authority. -- West Virginia Code §18B-1-1f(c).

1.3. Filing Date. --

1.4. Effective Date. --

1.5. This rule shall terminate and have no further force or effect upon the expiration of five years from its effective date.

§133-64-2. Definitions.

2.1. “Administratively exempted schools” means state colleges and universities that achieve and maintain three of the five of the following:

2.1.a. Graduation rate: A three-year average graduation rate of not less than 45 percent;

2.1.b. Retention rate: A three-year average retention rate of not less than 60 percent;

2.1.c. Credit head count enrollment: A three-year credit head count enrollment increase, or a decrease of not more than five percent over the same period;

2.1.d. Days of cash reserved: A three-year average of not less than 50 days cash reserved;

2.1.e. Composite Financial Index: A Composite Financial Index of not less than one as reported in the college and university’s audited financial statements; or

2.1.f. Whose governing board requests a review by the chancellor of any special circumstances and the Commission grants administratively exempted status based on those special circumstances as verified by the chancellor after his or her review.

2.2. “Composite Financial Index” means the benchmarking tool used by the Higher Learning Commission as a financial indicator and developed specifically for the higher education industry and is a combination of several different ratios, each of which is comprised of data that, when analyzed further, can provide insight into an institution’s financial health and inform decision-making processes;

2.3. “Credit headcount enrollment” means the total number of unique students, but not counting dual-enrolled high school students, who enrolled in credit-bearing classes during the fall, spring, and summer terms in a given academic year at a specific institution;

2.4. “Days of cash reserved” means the audited end of fiscal year cash balance, multiplied by 365, and then divided by the audited total expenses less depreciation, and less other post-employment benefit and pension liability expenses;

2.5. “Graduation rates” means the proportion of first time in college students who obtain a bachelor’s degree within six years, as further defined by and reported to the Commission;

2.6. “Retention rates” means the proportion of first-time, fall term, full-time freshmen students who are in continuing enrollment in the fall term of the next succeeding year;

2.7. “State college and university” shall have the same meaning as provided in West Virginia Code §18B-1-2.

§133-64-3. Procedure for Requesting Status as an Administratively Exempt School.

3.1. Requesting Administratively Exempt Status. – Any State college or university may apply to the Commission for designation as an administratively exempt school by submitting a letter to the Chancellor requesting such status and setting forth which of the criteria established in West Virginia Code §18B-1-1f(b) and reiterated in subsection 2.1 above the college or university meets.

3.2. Reviewing Administratively Exempt School Status. – Upon receipt of a request for administrative exemption, the Commission shall verify that the requesting institution meets the statutory criteria using data submitted by the college or university to the Commission.

3.3. Institutions shall provide promptly upon request from the Commission or Chancellor any information to support the Commission’s review of the institution’s performance as an administratively exempt college or university.

§133-64-4. Procedure for Granting or Denying Status as an Administratively Exempt School.

4.1. Approval of Administratively Exempt School Status. – Upon verification that an institution meets three of the five requirements to be designated as an administratively exempt school, the Commission shall vote at its next regularly scheduled meeting whether to grant or deny such request.

§133-64-5. Procedure for Reviewing Administratively Exempt Status Once Granted.

5.1. Review of Administrative Exempt School Status Institutions. – Commission staff will review the requirements for administratively exempt school status for the administratively exempt institutions annually.

5.2. If, during its annual review, Commission staff determines that an administratively exempt school has failed to meet one of the criteria by which it initially qualified for administrative exemption status, but that it also now meets one of the other criteria that would allow it to maintain its administrative exemption, Commission staff will notify the institution that it is being allowed to maintain its administrative exemption status under the newly met criteria.

5.3. Each year, as part of the statutorily mandated annual reauthorization process established in 133 C.S.R. 52, *Annual Reauthorization of Degree Granting Institutions*, the reauthorization review committee shall determine whether administratively exempted institutions are meeting at least three of the exemption criteria specified in Section 2 of this rule.

5.3.a. Those administratively exempted institutions meeting three or more of the criteria in the review process shall be reported in the annual reauthorization resolution to the Commission as qualified to maintain administratively exempt status.

5.3.b. Those administratively exempt institutions that fail to meet at least three of the exemption criteria shall be reported in the annual reauthorization resolution to the Commission as failing to meet the requirements to maintain the administratively exempt status. The institution shall be formally notified of this finding by the process set forth in Section 6 below.

§133-64-6. Revoking Administratively Exempt School Status Procedure.

6.1. Revoking Administratively Exempt School Status. – Upon the annual review, institutions that do not meet three of the five requirements for administratively exempt school status, the Chancellor will notify the President of the institution that they no longer meet the requirements for the designation and that the institution has one year to meet the requirements again.

6.1.a. Upon the second consecutive annual review where institutions that do not meet three of the five requirements for exempt status, the Chancellor will notify the President that the institution no longer is eligible and that the Commission will vote to revoke administratively exempt status in no less than 30 days.

6.1.b. After 30 days have passed following the notification that an institution no longer meets three of the five requirements for exempt status, the Commission may vote to revoke the institution's administratively exempt status.