

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

October 4, 2021 | 9:00 a.m. | West Virginia Regional Technology Park

Or Zoom: 1-646-558-8656 and enter meeting ID 838 5657 7802

AMENDED AGENDA

- I. Call to Order**
- II. Chairman's Report**
- III. Chancellor's Report**
- IV. Updates from Constituent Groups**
 - A. Advisory Council of Classified Employees Annual Update
 - B. Advisory Council of Students
 - C. Advisory Council of Faculty Annual Update
- V. Update from Council of Presidents**
- VI. Campus Update from Concord University**
- VII. Approval of Minutes** (*Pages 3 – 10*)
- VIII. Approval of Revisions to Series 59, Procedural Rule, Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, and College-Level Examination Program** (*Pages 11 – 20*)
- IX. Approval of Fiscal Year 2022 WVNET Budget** (*Pages 21 – 30*)
- X. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors** (*Page 31*)
- XI. Confirmation of Interim Presidential Appointment and Approval of Interim Presidential Compensation for West Virginia State University** (*Pages 32*)
- XII. Confirmation of Campus Facilities Master Development Plan Update** (*Pages 33 – 37*)
- XIII. Vision 2025: Science & Technology Annual Report** (*Pages 38 – 41*)
- XIV. Report on Master's Degree Programs** (*Pages 42 – 45*)
- XV. New Program Post-Approval Audit** (*Pages 46 – 47*)

XVI. Presentation of 2021 Champions of College Access and Success
(Pages 48 – 49)

XVII. Additional Board Action and Comment

XVIII. Adjournment

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

June 11, 2021

I. Call to Order

Chairman Michael J. Farrell convened a meeting of the West Virginia Higher Education Policy Commission on June 11, 2021, 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; Andrew A. Payne, and Donna L. 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.

Chairman Farrell proceeded to read a resolution thanking Commissioner Lowther for his many years of “magnificent service” on the Commission and to the state’s education system. Commissioner Lowther was presented with a memento.

II. Chairman’s Report

Chairman Farrell commented on the success of the Board of Governors Summit held on June 10. He said that it was well attended, with panelists including members of the West Virginia legislature and representatives from various national organizations who are recognized in the higher education arena. He thanked Chancellor Tucker and all who contributed to setting an interesting program.

A. Nominating Committee Report and Election of Officers

Robert Brown offered a motion to approve the Nominating Committee’s selection of the following Commissioners to serve as officers of the Higher Education Policy Commission from July 1, 2021 to June 30, 2022.

Andrew A. Payne, Chair
Michael J. Farrell, Vice Chair
Diana Lewis Jackson, Secretary

Commissioner Dailey seconded the motion. Motion passed.

III. Chancellor’s Report

Chancellor Sarah Armstrong Tucker reported that the Commission’s presentations to Legislative Oversight Commission on Education Accountability (LOCEA) regarding Nursing Career Pathways and to the legislative Joint Technology Committee about using technology to lower the cost of textbooks and other required materials were well

received. She commented on the success of the institutional Board of Governors Summit, which offered 12 sessions hosted by leading national organizations and was attended by more than 170 participants.

Regarding upcoming events organized by the Commission, Chancellor Tucker reported that the Commission's Financial Aid and Student Services Divisions will be holding College Bound Saturday on June 12; there will be 13 sites across the State offering in-person assistance with FAFSA completion and financial aid options. The Student Services Division will hold virtually the Student Success Summit in mid-July. The Underwood-Smith Teaching Scholars Program will be celebrating its second cohort in July. Dr. Tucker mentioned that the agency has two multi-million dollar grants pending: GEAR UP and EPSCoR Track I, which are central to operations.

Chancellor Tucker read a resolution honoring Chairman Farrell for his hard work and dedication to the advancement of higher education during his tenure as the Higher Education Policy Commission's chairman. She presented him with a memento.

IV. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Jenna Derrico, Chair of the Advisory Council of Classified Employees and an employee at West Virginia Northern Community and Technical College, reported on behalf of classified employees. Ms. Derrico focused on the need for classified employees to have representation on the Commission and various councils to ensure shared governance. She asked the Commission to urge the institutions to grant authorization to their classified staff representatives to attend the Council's meetings, and to support their travel expenses. She announced that the Council will have its annual retreat in July.

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. He stated that plans are underway for the Council's annual retreat in July; faculty are preparing for in-person return to their campuses for the fall semester; and they continue to work on the development of the globalization initiative.

C. Advisory Council of Students

The Council did not report.

V. Update from Council of Presidents

Dr. Mirta Martin, President of Fairmont State University, reported on behalf of the Council of Presidents. Dr. Martin stated that the presidents are working on strategies to increase student enrollment and retention; they are planning to bring students to the campuses for the fall semester; and although not required, their institutions are strongly

encouraging all personnel to get vaccinated. On behalf of the Council, President Martin expressed deep gratitude to Chairman Farrell for his inspiration and leadership during his tenure as chairman.

VI. Update from WVNET

Dr. Carl Powell, Director of the West Virginia Network for Educational Telecomputing (WVNET), updated the Commission about the mission of WVNET, the clients it serves, and services provided. He stated that WVNET has been in operation for 45 years. Recent accomplishments include supporting the state's Kids Connect initiative, in collaboration with the Department of Education and Office of Technology; providing a platform for the WVROCKS online-learning program; and starting a cyber security training program in collaboration with the federal government. Dr. Powell stated that WVNET saves close to \$4.4 million to all schools by purchasing software in bulk.

VII. Update from the West Virginia Regional Technology Park

Mr. Matt Ballard, Executive Director of the West Virginia Regional Technology Park, provided an overview of the Park's history and mission, the tenants it houses, and expansion endeavors. Mr. Ballard mentioned that the Park initially had 550 employees and now has close to a thousand, shared among 23 STEM-focused companies. The Tech Park just broke ground to build a facility for the National Weather Service, and it is developing 14 acres of property to attract businesses. Mr. Ballard reported that so far, 30,000 patents have been created at the Park, generating \$18 billion. He added that the Park collaborates with the I-79 Technology Park, in Fairmont, and the Governor's Office to recruit federal agencies that are a good fit for West Virginia.

VIII. Approval of Minutes

Commissioner Lewis moved to approve the minutes of the meeting held on April 30, 2021. Commissioner Dailey seconded the motion. Motion passed.

IX. Approval of Revised Vision 2025: West Virginia Science and Technology Plan

Dr. Juliana Serafin, Director of Science and Research, provided an overview of the proposed revisions to Vision 2025, the West Virginia Science and Technology Plan.

Commissioner Schultz moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the revised Vision 2025: West Virginia Science and Technology Plan.

Commissioner Brown seconded the motion. Motion passed.

X. Approval of Modifications to State Financial Aid

Mr. Brian Weingart, Senior Director of Financial Aid, provided an overview of the proposed modifications to the state financial aid requirements.

Commissioner Schulte moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves proposed extension of the testing deadline, ability of students to super score for the Promise Scholarship, and waiving the grade point average needed to renew Promise and the West Virginia Higher Education Grant.

Commissioner Lewis seconded the motion. Motion passed.

XI. Approval of Bond Refunding

Dr. Edward Magee, Vice Chancellor of Finance, provided an overview of the proposed bond refunding.

Commissioner Payne moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the refunding of the Fairmont State University Board of Governors Revenue Refunding Bonds, Series 2012 A and Series 2012 B, and authorizes and confirms the financing of the costs of these refundings and the related expenses through the issuance of refunding revenue bonds in the aggregate principal amount of not more than \$36 million.

Commissioner Lowther seconded the motion. Motion passed.

XII. Review of Tuition and Fees

Vice Chancellor Magee reported that as in previous years, the institutions were asked to align prices with internal strategic and state goals regarding affordability, quality of instruction, retention, and financial strength. These goals were reviewed in relation to the institutions' relative market positions that will affect their pricing. He provided a detailed summary of all the institutions' tuition and fee charges.

XIII. 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. He explained that under West Virginia Code, the Commission reviews institutional operating budgets and reviews and approves capital budgets for all governing boards under its jurisdiction, except the governing boards of Marshall University, Shepherd University, West Virginia University, and the West Virginia School of Osteopathic Medicine. For the governing boards of these institutions, the Commission may review and comment upon their operating budgets and capital budgets. The Commission's comments, if any, must be made part of the governing board's minute record.

Commissioner Lewis moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the

Fiscal Year 2022 institutional capital budgets.

Commissioner Brown seconded the motion. Motion passed.

XIV. Approval of Fiscal Year 2022 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Assessment Projects

Vice Chancellor Magee provided an overview of the proposed Higher Education Policy Commission division operating budgets and Higher Education Resource Assessment projects for Fiscal Year 2022.

Commissioner Dailey moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2022 division operating budgets and Higher Education Resource Assessment projects.

Commissioner Lowther seconded the motion. Motion passed.

XV. Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions

Ms. Nikki Bryant, Director of Academic Programming, provided an overview of the proposed annual reauthorization of the four-year degree-granting institutions.

Commissioner Lewis moved approval of the following resolution:

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

Commissioner Schulte seconded the motion. Motion passed.

XVI. Approval of Master of Business Administration

Ms. Bryant provided an overview of the proposed Master of Business Administration requested by West Virginia State University.

Commissioner Lewis moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Master of Business Administration at West Virginia State University for implementation in Spring 2022. This approval expires two years from the date of Commission approval if the program is not fully implemented.

Commissioner Payne seconded the motion. Motion passed.

XVII. Approval of Revisions to Mission Statement

Ms. Kristin Boggs, General Counsel, provided an overview of the proposed revisions to West Virginia State University's mission statement.

Commissioner Lewis moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves revisions to the West Virginia State University mission statement.

Commissioner Dailey seconded the motion. Motion passed.

XVIII. Confirmation of Extension of Sunset Date for Series 48 and Series 52

Mr. Matthew Turner, Executive Vice Chancellor for Administration, provided an overview of the proposed extension of sunset date for Series 48 and Series 52.

Commissioner Brown moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission confirms a five-year Sunset Date Extension for Series 48, Legislative Rule, Research Trust Fund and Series 52, Legislative Rule, Annual Reauthorization of Degree Granting Institutions.

Commissioner Dailey seconded the motion. Motion passed.

XIX. Additional Board Action and Comments

There were no additional board action items or comments.

XX. Adjournment

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

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

July 19, 2021

I. Call to Order

Chairman Andrew A. Payne convened a special meeting of the West Virginia Higher Education Policy Commission on July 19, 2021, at 9:00 a.m., by teleconference. The following Commission members participated: Clayton Burch, Ex-Officio; Christina Cameron, Ex-Officio; James W. Dailey; Michael J. Farrell; Diane Lewis Jackson; Donna L. Schulte, and Andrew A. Payne. Other participants included state college and university representatives, Chancellor Sarah Armstrong Tucker, Commission staff, and others.

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

Chairman Payne proceeded to administer the Oath of Office to Ms. Christina Cameron, newly elected Chair of the West Virginia Council for Community and Technical College Education.

II. Approval of Administrative Exemption

Mr. Matthew Turner, Executive Vice Chancellor of Administration, gave an overview of the proposed administrative exemption requested by Fairmont State University.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission grants the exemption designation for Fairmont State University based on the definition of administratively exempted school as defined in W. Va. Code §18B-1-1f(c).

Commissioner Farrell seconded the motion. Motion passed.

III. Approval of Presidential Compensation

Chancellor Tucker provided an overview of the proposed presidential compensation as requested by Bluefield State College.

Commissioner Dailey moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves compensation for Mr. Robin C. Capehart as President of Bluefield State College as proposed by the institutional board of governors.

Commissioner Schulte seconded the motion. Motion passed.

IV. Approval of Presidential Compensation

Chancellor Tucker provided an overview of the proposed presidential compensation as requested by Concord University.

Commissioner Lewis Jackson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves compensation for Dr. Kendra Boggess as President of Concord University as proposed by the institutional board of governors.

Commissioner Farrell seconded the motion. Motion passed.

V. Additional Board Action and Comment

There were no other action items or comments.

VI. Adjournment

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

Andrew A. Payne, Chair

Diana Lewis Jackson, Secretary

**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: Approval of Revisions to Series 59, Procedural Rule, Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, and College-Level Examination

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves revisions to Series 59, Procedural Rule, Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, and College-Level Examination Program to be final filed with the Secretary of State.

STAFF MEMBER: Kristin Boggs / Cynthia Persily

BACKGROUND:

The Commission approved revisions to Series 59 Procedural Rule, Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, and College-Level Examination Program, at its meeting of April 30, 2021, for filing with the Secretary of State for the 30-day public comment period. Substantive comments were received during the comment period and are addressed below.

Comment: §133-59-5 Institutional Policies Regarding Awarding Credit for Prior Learning:

- Section 5.8.a.: Students are negatively affected by setting a lower and an upper limit to the number of credits for Prior Learning Assessment (“PLA”). Requiring the University to accept 30 credits would in some instances hinder students’ ability to receive financial aid, as those credits would bring the student above the 150% of credits needed for the degree, without being degree pursuant. For other students (in the Regents Bachelor of Arts program and other types of completion programs), the maximum of 60 credit limit would prevent graduation in a timely manner. The University would prefer that no limits be specified.

Response: *The maximum 60-hour credit acceptance is at the discretion of the institution and is not required by the Commission. The minimum required 30 credit hours acceptance is to encourage adult learners to seek postsecondary credentials and to advocate for the removal of barriers to adult learners.*

Given the definition of Prior Learning Assessment (PLA) in Section 2.4 of Series 59 is “that such credits satisfy the requirement for the degree program in which the student is enrolled,” the probability of the student exceeding the 150 percent financial aid

threshold is minimal.

Furthermore, 30 credit hours is only 25 percent of the credit hours needed for the bachelor's degree. Proper advising by institution staff should make the student aware of any financial aid regulations and should direct the student to choose appropriate courses for PLA consideration.

No change necessary.

Comment: §133-59-6 Transferability of Prior Learning Assessment Credits:

- Section 6.2: The University evaluates PLA credit when presented with the information and strives to be as generous as possible while respecting our Higher Learning Commission ("HLC") accreditation requirements. HLC requires that we evaluate all transfer credits on a student's transcript in order to maintain our academic standards. Additionally, the state General Studies and Course Equivalency Transfer Agreement gives state institutions of higher education some latitude to accept certain transfer credits based on a match of 70% of the learning objectives. The language in Section 6.2 does not seem to align with the state transfer agreement because Section 6.2 provides that PLA credit awarded at one institution "must" be accepted as transfer credit at other institutions and does not explicitly give higher education institutions discretion to reject credits that do not match 70% of the learning objectives or the University's academic standards.

Response: *Section 6.2 explicitly reads, "credit awarded at one institution, which meets West Virginia Core Coursework Transfer Agreement (CCTA) or other statewide articulation agreements." Courses listed on the CCTA have already been vetted by a statewide faculty committee and verified to meet the 70 percent threshold as specified in code.*

No change necessary.

Comment: §133-59-7 Reporting the Awarding of Prior Learning Assessment Credits:

- Section 7.1: This is a manual reporting process that is difficult to manage. If this requirement continues, it would be beneficial if the reporting process was automated in some manner.

Response: *Duly noted. No further action required*

Comment: §133-59-15 Nursing Career Pathways:

- Sections 15.2 & 15.3: The University is unable to locate a list of specific courses that will be included as required course credit for this program. To best manage this process, the University needs to know if the Nursing Pathway Program will be consistent from school to school or if there will be a variety of dual enrollment work that students can complete. Currently, in the state, dual enrollment experience for students varies widely from county to county based on the resources available to schools. If the Nursing Pathway Program will be similar to the current dual enrollment experience, that will add a layer of complexity when

advising students.

Response: *The four courses for dual enrollment or Advanced Placement credit in the pathway are AP or Dual Credit English, AP or Dual Credit Statistics, Dual Credit Anatomy and Physiology, and AP or Dual Credit Psychology. The Nursing Career Pathways Plan can be found at <https://wvcenterfornursing.org/wp-content/uploads/2021/06/Nursing-pathway-final.pdf>. It is the intent of the Commission to offer the dual credit courses on WV ROCKS to allow consistency across all counties. This pathway begins for those students who enter 9th grade in Fall 2021, so the awarding of course credit for these courses will not occur before Fall 2025.*

Comment: §133-59-15 Nursing Career Pathways:

- Section 15.2: Section 15.2 states that student course credit earned as part of the Nursing Pathway Program “**must** be accepted by institutions as higher education credits counting toward credits specific to the major of nursing or nursing science.” (emphasis added). The University is uncertain whether this provision means that the University is obligated to apply the credit earned as part of the Nursing Pathway Program or whether the credits can be treated similar to AP credits and allow students to choose whether the credits are applied to their record. Currently, with respect to AP scores, a student can apply the credit to their major if they decide it is in their best interest after meeting with an advisor. The University awards the credit based on the score received by the student, but the University does not apply the credit to the student’s record without the student’s consent because, in some cases, excess AP credits applied to a student record may impact eligibility for financial aid.

Response: *Recommend change of language in Section 15.2 “must be accepted with student consent by institutions as higher education credits counting toward credits specific to the major of nursing or nursing science.” (emphasis added)*

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

**SERIES 59
AWARDING UNDERGRADUATE COLLEGE CREDIT FOR PRIOR LEARNING, ADVANCED
PLACEMENT CREDIT, ~~AND~~ COLLEGE-LEVEL EXAMINATION PROGRAM, AND
NURSING CAREER PATHWAYS**

§133-59-1. General.

1.1. Scope. -- This rule establishes guidelines for West Virginia public colleges and universities for the awarding of college credit for prior college-level learning through prior learning assessment, for acceptance of advanced placement credit, ~~and~~ awarding of credit for the College-Level Examination Program, and awarding of credit for completion of the Nursing Career Pathway.

1.2. Authority. -- ~~West Virginia~~ W. Va. Code §§18B-1-1A, 18B-1-6, 18B-1B-4, 18B-2A-4, 18-2E-11A.

1.3. Filing Date. -- ~~August 28, 2018.~~

1.4. Effective Date. -- ~~September 28, 2018.~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series ~~15 and Series 16~~ 59, dated September 28, 2018.

§133-59-2. Purpose for Prior Learning Credit.

2.1. Legislative goals established for West Virginia state colleges and universities provide that higher education in West Virginia should contribute fully to the growth, development, and quality of life of the state and its citizens. This policy details the responsibilities of the state higher education institutions regarding the awarding of college credit for prior college-level learning gained outside the higher education academic environment.

2.2. The West Virginia Higher Education Policy Commission (Commission)/West Virginia Council for Community and Technical College Education (Council) recognizes that some students, particularly adults and non-traditional students, may have acquired prior college-level learning through the development of skills or knowledge that closely parallel those outcomes taught in college-level courses. It is important that colleges and universities have the opportunity to evaluate learning that has taken place outside the higher education academic environment and to award academic credit when appropriate.

2.3. The purpose of this rule is to outline the terms and conditions under which West Virginia public colleges and universities award and/or transfer credits toward a degree or certificate based upon Prior Learning Assessment (PLA) and to provide consistent and accessible methods for students to earn these credits.

2.4. It is the intent of the Commission/Council to permit the awarding of undergraduate academic credit for prior learning through a variety of assessment methodologies that will ensure the academic credibility of such credit. Under these guidelines, in accordance with institutional policies and procedures, each institution shall award academic credit for prior learning that is equivalent to coursework which satisfies the requirements for the degree program in which the student is enrolled.

2.5. The Board of Governors Associate of Applied Science degree program and the Regents Bachelor of Arts degree program maintain specific guidelines and requirements for the use of credit for prior learning. This policy does not replace existing guidelines.

§133-59-3. Definitions.

3.1. Prior Learning Assessment (PLA) is defined as the assessment of college-level learning for college credit gained outside the higher education academic environment. For example, individuals may acquire college-level knowledge or skills through work, employee training programs, military service, independent study, non-credit courses, or community service. Only documented and demonstrated college-level learning will be awarded college credit.

3.2. In support of providing opportunities for students to earn college-level credit for college-level learning that has been acquired outside the higher education academic environment, the assessment of prior college-level learning can be accomplished through a variety of assessment methods including, but not limited to the following:

3.2.~~a~~1. Advanced Placement Exams

3.2.~~b~~2. American Council on Education (ACE) Guides

3.2.~~c~~3. College Level Examination Program (CLEP) Exams

3.2.~~d~~4. DANTES Subject Standardized Test (DSST)

3.2.~~e~~5. Excelsior College Examination Program (ECE)

3.2.~~f~~6. Institutional Course Challenge Examination Credit

3.2.~~g~~7. International Baccalaureate Program (IB)

3.2.~~h~~8. Institutional Evaluation of Industry and Workforce Training such as apprenticeships, certifications, and licensure

3.2.~~i~~9. Portfolio Assessment/Review Credit

3.2.~~j~~10. Prior Military Training Credit

3.2.11. Nursing Career Pathway

§133-59-4. Principles.

4.1. West Virginia public colleges and universities value the diversity of their students. This diversity includes the unique experiences, interests, and intellectual pursuits that may lead to the acquisition of college-level learning. The acquisition of college-level learning is validated by assessment methods that are academically sound and rigorous.

4.2. West Virginia public colleges and universities shall employ prior learning assessment aligned with their respective missions, the principles of academic integrity, resources, and student educational attainment and success.

§133-59-5. Institutional Policies Regarding Awarding Credit for Prior Learning.

5.1. State colleges and universities shall develop institutional policies for evaluating prior learning and for awarding credit consistent with this policy.

5.1.a1. Each institution shall develop appropriate policies and procedures for awarding credit for a student's prior college-level learning in accordance with this policy, accrediting bodies' guidelines for prior learning assessment, and principles of good educational practice.

5.1.b2. Institutional policy will apply to all academic programs.

5.1.e3. The institutional policy on Credit for Prior Learning must be filed with the Council for Community and Technical College Education and the Higher Education Policy Commission.

5.2. Institutions shall identify the forms of PLA credits that the institution will award, the processes for acquiring such credit, and make that information publicly available to students, faculty, and other stakeholders.

5.3. Institutions shall have discretionary authority to award academic credit for prior learning that is equivalent to coursework which meets the requirements for the degree program in which the student is enrolled.

5.4. Credit for prior learning can apply toward majors, minors, general education requirements, and electives that count toward the student's chosen degree or certificate. Prior Learning Assessment credit may also satisfy prerequisite requirements. College credit awarded through PLA shall not be treated differently in its application and use than its course equivalencies or appropriate block credit.

5.5. Credit for prior learning shall only be awarded to students who are admitted to the institution and have declared a major field of study.

5.6. Credit awarded through PLA shall not count toward institutional residency requirements.

5.7. The evaluation of a portfolio must be completed by faculty with appropriate professional credentials. Course-specific examinations must be designed and evaluated by faculty with appropriate professional credentials. A recommendation for credit shall be made to the appropriate academic officer at the institution and in accordance with the institution's PLA guidelines.

5.8. Institutions must accept PLA credit up to 30 credits for bachelor's degrees, up to 15 credits for associate's degrees, and up to 6 credits for certificate programs.

5.8.a1. Institutions may set a higher limit not to exceed 60 credits for bachelor's degrees, not to exceed 30 credits for associate's degrees, and not to exceed 15 credits for certificate programs.

5.8.b2. If a program accrediting body has a specific maximum for PLA credit, then that maximum should be honored by that particular program.

5.9. Credit awarded through Prior Learning Assessment must be clearly identified as such on a student's official transcript according to institutional PLA guidelines, but it should be evident that the credits are PLA. Such credit shall not be used to determine a student's grade point average or used in the calculation of graduation honors. The credit should be recorded as "Credit" only.

5.10. Student requests for awards of academic credit for prior learning shall be submitted in accordance with the guidelines established by the institution. Institutions must establish a written record of their decisions and the basis for that decision in accepting or declining a Prior Learning Assessment (whether it is portfolio evaluation or other type of assessment) for academic credit. Institutional policies should ensure the transparency of the award or denial of PLA credit. Additionally, institutions must develop and communicate a process for appealing PLA decisions.

5.11. Prior Learning Assessment fees may vary based upon the type of assessment performed. Prior Learning Assessment credit and transcribing fees to students must be clearly published and made available to the student.

5.12. Institutions will regularly review their PLA policies to ensure that they are consistent with accreditation PLA guidelines and state, regional, and national practices.

§133-59-6. Transferability of Prior Learning Assessment Credits.

6.1. Credits earned through PLA will be transferable in accordance with Series 17: *Transferability of Credits and Grades at West Virginia Colleges and Universities*. Once on a student's transcript, credits earned through prior learning shall be treated no differently than other credit coursework on a student's transcript.

6.2. PLA credit awarded at one institution, which meets the West Virginia Core Coursework Transfer Agreement or other statewide articulation agreements, must be accepted as transfer credit toward the degree if the student transfers to another West Virginia public college or university in accordance with the guidelines of that particular policy or agreement.

§133-59-7. Reporting the Awarding of Prior Learning Assessment Credits.

7.1. Each institution shall maintain records of the number of students awarded credit for prior learning, number of credits for prior learning awarded, type of assessment method(s) used, and other recipient data, which will be reported to the Higher Education Policy Commission/Council for Community and Technical College Education on an annual basis. Commission/Council staff will develop specific reporting guidelines and advise each institution of those guidelines.

§133-59-8. Policy for Acceptance of Advanced Placement Credit.

8.1. West Virginia state colleges and universities shall accept advanced placement credits according to the following guidelines:

8.1.a1. High school students completing advanced placement examinations of the College Board with a minimum score of 3 will receive credit at any state college or university, as indicated in the list of advanced placement exams offered by the College Board. The Central Office of the Higher Education Policy Commission maintains a list of all College Board advanced placement exams and the minimum number of credits that each institution shall grant. Credit is to be awarded solely on the basis of satisfactory performance of a score of 3 or higher on the advanced placement examinations.

8.1.b2. When the examination is in the area of the student's major, the institution will award credit toward the major or the core curriculum.

8.1.e3. An academic department within the institution may, upon approval of the institutional faculty, require a higher score than 3 on an advanced placement test if the credit is to be used toward meeting a course requirement for a major in the department.

8.1.d4 Credits awarded by regionally or nationally accredited institutions of higher education in West Virginia for successful completion of advanced placement exams are transferable to West Virginia state colleges and universities in accordance with the advanced placement policy of the receiving institution.

§133-59-9. Institutional Responsibility.

9.1. Each institution shall develop guidelines for acceptance of advanced placement credits that are consistent with the provisions of this rule and publish the guidelines in the college or university bulletin and/or other appropriate institutional publications.

§133-59-10. Policy for the College-Level Examination Program.

10.1. This policy shall serve as a rule for the College-Level Examination Program (CLEP) of the College Entrance Examination Board in West Virginia state colleges and universities. Credit awarded by an institution in conformity with this policy shall be transferable to all West Virginia state colleges and universities. Further, credit shall be awarded only once to recognize mastery of course content. Credit shall not be awarded for equivalent courses in which students have already earned such credit through course work, CLEP, institutional challenge examinations, life experience, or other mechanisms.

§133-59-11. Subject CLEP Examinations.

11.1. Students may be awarded credit for the successful completion of any or all of the CLEP Subject Examinations presently offered or developed in the future. They must achieve a score equal to or above the required score of the Commission on Educational Credit and Credentials of the American Council on Education for CLEP Exams current at the time the examination was taken. Credit shall be awarded in an amount not exceeding the number of semesters for which the examination was designed. A grade shall not be assigned, and the credit will not be included in the computation of the student's grade-point average. The institution shall equate the CLEP credit earned with existing course offerings. If no equivalent course is offered by the institution, the credit earned by CLEP examination shall be considered

elective credit. Students shall not receive CLEP Subject Examination credit for equivalent courses in which they have already earned credit.

§133-59-12. General CLEP Examinations.

12.1. As of the effective date of this policy, an institution may award credit within the limits of the most recent recommended CLEP scores posted by The College Board. At the time of this rule, The College Board chart is found at the following URL: located at <https://clep.collegeboard.org/pdf/what-your-score-means.pdf>.

12.2. It should be made clear to students that such credit in general education may not meet specific program requirements of the institution awarding the credit or of other institutions to which the student may later transfer. The credit shall then be used as elective credit. Students shall not receive CLEP General Examination credit for equivalent courses in which they have already earned credit.

12.3. An institution awarding credit through CLEP may establish scores higher than specified above for Subject and General Examinations if it is established that the higher scores equate to a satisfactory level of performance by students actually enrolled in the equivalent course(s) at that institution.

§133-59-13. Academic Record.

13.1. The permanent academic record of the student shall indicate which credit was earned by CLEP examination.

§133-59-14. Enrollment.

14.1. Students must be enrolled in an institution in order to receive credit from the institution. Students who have taken CLEP examinations prior to enrollment must submit an official CLEP transcript.

§133-59-15. Nursing Career Pathways Policy.

15.1. Nursing continues to offer multiple ways for students to enter the profession and has consistently advocated for creative and innovative opportunities for academic progression that meet the needs of a student population that is diverse along numerous dimensions. While it is certainly possible to change goals and directions, early consideration of the desired end point can provide helpful direction in selecting the most efficient and effective path to reaching career goals. The goal is to give students a clear picture of how to enter the profession and a shorter, more affordable way to progress through the education they need. The pathway includes dual or advanced placement credit for high school students when admitted to nursing programs in community and technical colleges or baccalaureate institutions, seamless transition to bachelor's completion degrees in nursing as needed, and employment opportunities as nursing assistants, licensed practical nurses and registered nurses along the pathway.

15.2. Student course credit earned through dual credit and/or early enrollment as part of the Nursing Pathway Program must be accepted with student consent by institutions as higher education credits counting toward credits specific to the major of nursing or nursing science. Completion of the nursing pathway shall be identified on the high school transcript. Students completing the nursing pathway shall also be in possession of the Therapeutic Services Certificate.

15.3. Dual credit or early enrollment courses in the Nursing Career Pathway are developed as required course credit according to West Virginia Department of Education (WVDE) Policy 2150 and WVDE Policy 2520.13. These courses include college-level freshmen English, college algebra or statistics, anatomy and physiology and general psychology. A list of approved dual credit/early enrollment courses may be found on the West Virginia Department of Education's website.

15.4. Students may also earn college-level credit for the Nursing Career Pathway and specific to the major of nursing or nursing science through Advanced Placement courses (AP) as stipulated under Section 8 of this rule.

15.5. Nothing in this rule shall prevent institutions from awarding additional dual credit/early enrollment/AP credit toward the Nursing Career Pathway as allowed under the institution's approved policies for awarding such credit.

**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: Approval of Fiscal Year 2022 WVNET Budget

INSTITUTION: West Virginia Network for Educational
Telecomputing

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2022 West Virginia Network for Educational Telecomputing budget.

STAFF MEMBER: Carl Powell

BACKGROUND:

The West Virginia Network for Educational Telecomputing (WVNET) provides networking and computing services for West Virginia public colleges and universities, K-12 schools, public libraries, and county courthouses, as well as the Commission and the West Virginia Council for Community and Technical College Education. Formed in 1975, WVNET is one of the oldest Research and Education Networks (REN) in the nation.

WVNET provides powerful cloud-based data services, high-speed Internet, significant software discounts, and access to Internet2 for educational institutions. WVNET also provides services to over 100 state agencies and non-profit organizations.

Without WVNET, each institution would pay higher software costs, higher maintenance fees, and higher personnel costs. With a staff of fewer than 50 people, WVNET provides statewide Internet, database, software and technical support services with exceptional customer service, targeted specifically at education entities, often with unique or customized needs.

State Appropriations

WVNET received a Fiscal Year (FY) 2022 general revenue appropriation of \$1,747,826. This is the same amount received in FY 2021. The state appropriation is used entirely for staffing and covers about one-third of WVNET's personnel budget.

The remainder of WVNET's budget is comprised of fee-based services to colleges and universities, schools, libraries, municipalities and several state agencies.

Combined Budget (Charts 1-3)

The WVNET budget consists of two main categories of revenues and expenditures: (1) an operating budget (including personnel costs), and (2) a pass-through budget, providing a discounted software purchasing service for West Virginia's public colleges and universities.

The FY 2022 proposed combined budget for these two categories is \$12,853,044. This is a decrease of \$388,787 (2.94%) from the FY 2021 budget proposal; and it is a decrease of \$97,364 (0.75%) from FY 2021 actuals with estimated accruals.

Operating Budget (Charts 4-6)

WVNET operating revenues are derived from the state appropriation, Higher Education Resource Allocation (HERA), contracts, services, reserve and interest income.

WVNET's projected FY 2022 revenues are \$8,372,342. This is a decrease of \$322,100 (3.70%) from the FY 2021 budget proposal; and it is a decrease of \$34,011 (0.40%) from FY 2021 actuals with estimated accruals.

WVNET continues generating revenue for the agency through the centralized hosting of higher education software such as the Banner student information system, Degree Works academic progress, and Argos reporting. Other services provided include high-speed Internet access, connectivity to Internet2, email anti-virus and spam filtering, web design and hosting, Oz problem management software, help desk and technical support, and virtual machines and co-location services.

In FY 2022, WVNET will be migrating its hosted customers from the Blackboard learning management system to D2L's Brightspace LMS platform.

In FY 2021, WVNET signed new five-year contracts with the West Virginia Department of Education for high-speed Internet and web hosting for all K-12 schools, as well as centralized virtual machines and technical support services.

WVNET has reduced staffing levels in recent years and has a few unfilled vacancies currently. While the agency has increased workload and responsibility with existing staff, the difficulty in recruiting experienced technical staff continues to be a challenge.

This year's budget includes funds for long-deferred data center maintenance, such as replacement of an emergency power generator, computer room air conditioners, and an uninterruptable power supply.

Pass-Through Budget (Charts 7-8)

The pass-through budget enables the consortium of institutions to obtain lower overall costs on technology purchases. This budget depends largely on purchases made by institutions from WVNET contracts with our key software vendors (such as Ellucian, Oracle, and Microsoft). WVNET is the central billing site for vendors and manages allocations and chargebacks to the appropriate institutions.

For FY 2022, WVNET's project pass-through budget is \$4,480,702. This is a decrease of \$66,687 (1.47%) from the FY 2021 proposed budget; and it is a decrease of \$63,353 (1.39%) from FY 2021 actuals with estimated accruals.

Chart 1
West Virginia Network for Educational Telecomputing
Proposed FY22 Combined Budget

	FY 2021 Budget	FY 2021 Actuals and Estimated Accruals	FY 2022 Proposed Budget	FY 2022 Proposed Budget Change from FY 21 Budget	FY 2022 Proposed Budget Change from FY 21 Actuals
Revenue	\$13,241,831	\$12,950,408	\$12,853,044	(\$388,787)	(\$97,364)
State Appropriation	1,747,826	1,747,826	1,747,826	0	0
HERA	100,000	0	100,000	0	100,000
Other Revenue	11,394,005	11,202,582	11,005,218	(388,787)	(197,364)
Cash Reserve	0	0	0	0	0
Expenditures	\$13,241,831	\$12,479,077	\$12,853,044	(\$388,787)	\$373,967
Personnel	3,950,767	3,447,855	3,405,462	(545,305)	(42,393)
Benefits	809,193	739,123	730,440	(78,754)	(8,683)
Current Expenses	7,243,402	7,239,186	7,329,484	86,082	90,298
Repairs and Alterations	50,750	91,041	91,041	40,291	0
Assets Equipment	1,094,220	961,872	796,618	(297,603)	(165,255)
Assets Other	93,498	0	500,000	406,503	500,000
Balance	0	471,331	0	0	276,603

Chart 2
WVNET FY22 Proposed Combined Budget
Revenue

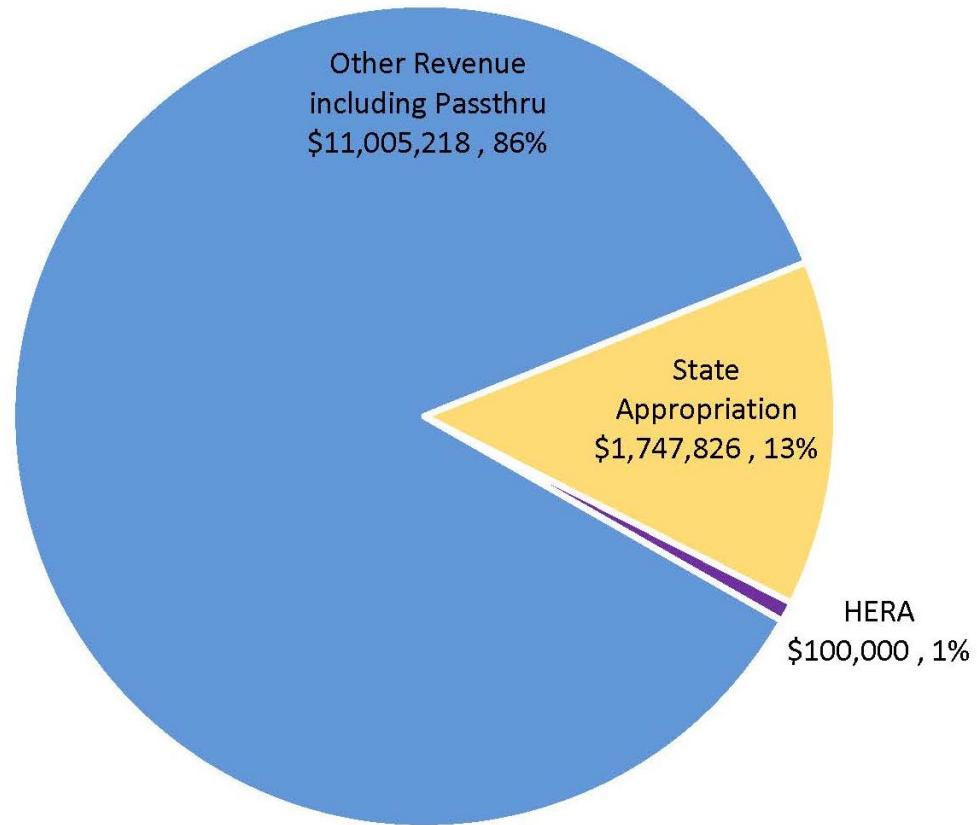


Chart 3
WVNET FY22 Proposed Combined Budget
Expense

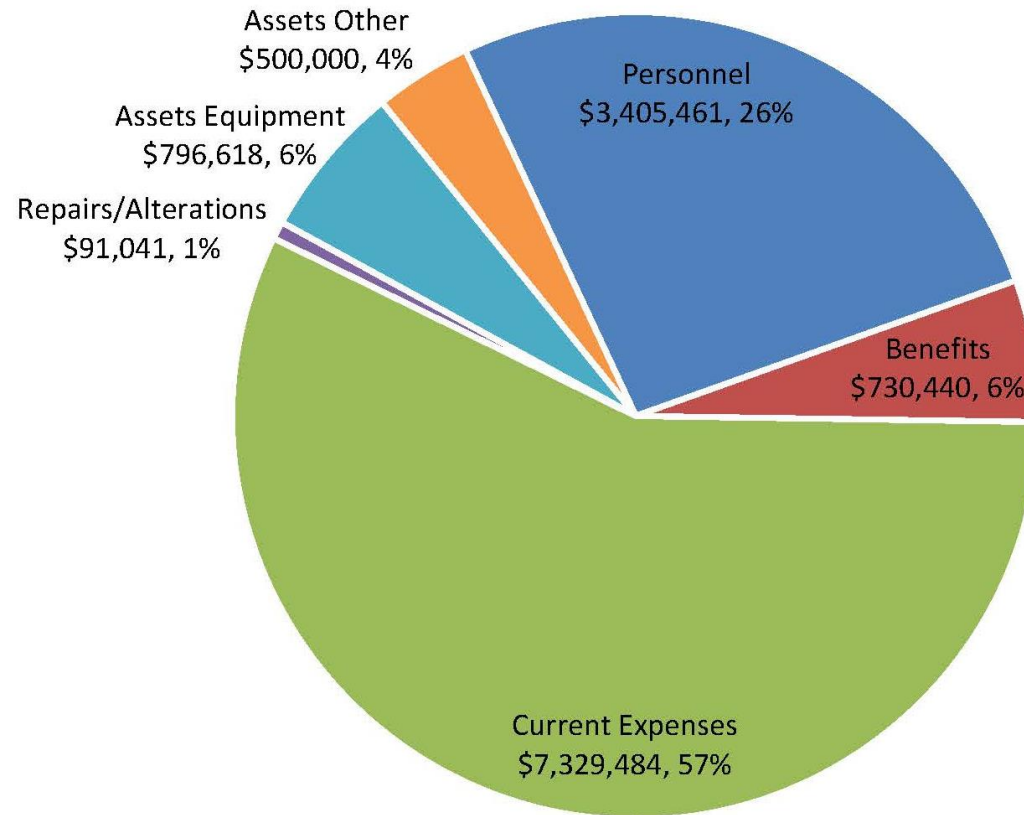


Chart 4
West Virginia Network for Educational Telecomputing
Proposed FY22 Operating Budget

	FY 2021	FY 2021	FY 2022	FY 2022	FY 2022
	Budget	Actuals and Estimated Accruals	Proposed Budget	Proposed Budget Change from FY 21 Budget	Proposed Budget Change from FY 21 Actuals
Revenue	\$8,694,442	\$8,406,353	\$8,372,342	(\$322,100)	(\$34,011)
State Appropriation	1,747,826	1,747,826	1,747,826	0	0
HERA	100,000	0	100,000	0	100,000
Contracts and Services	6,846,616	6,658,527	6,524,516	(322,100)	(134,011)
Cash Reserve	0	0	0	0	0
Expenditures	\$8,694,442	\$7,935,022	\$8,372,342	(\$322,100)	\$380,883
Personnel	3,950,767	3,447,855	3,405,461	(545,306)	(98,831)
Benefits	809,193	739,123	730,440	(78,754)	(8,683)
Current Expenses	2,696,013	2,695,131	2,848,783	152,769	153,652
Repairs and Alterations	50,750	91,041	91,041	40,291	0
Asset Equipment	1,094,220	961,872	796,618	(297,603)	(165,255)
Asset Other (Software)	93,498	0	500,000	406,503	500,000
Balance	0	471,331	0	0	346,872

Chart 5
WVNET FY22 Proposed Operating Budget
Revenue

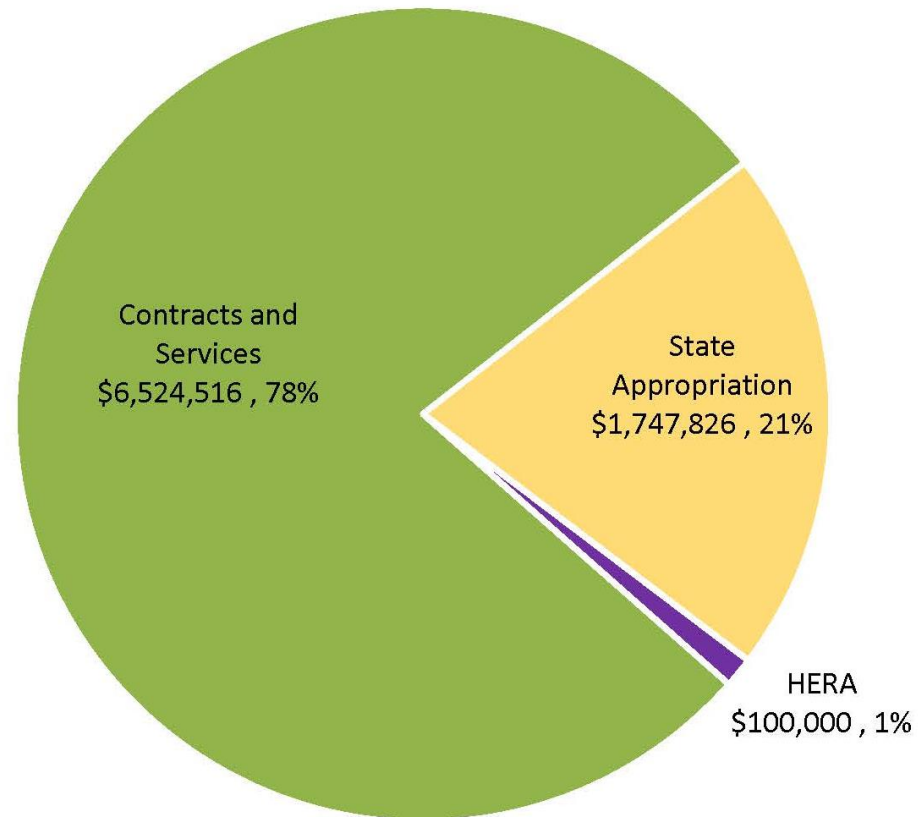


Chart 6
WVNET FY22 Proposed Operating Budget
Expense

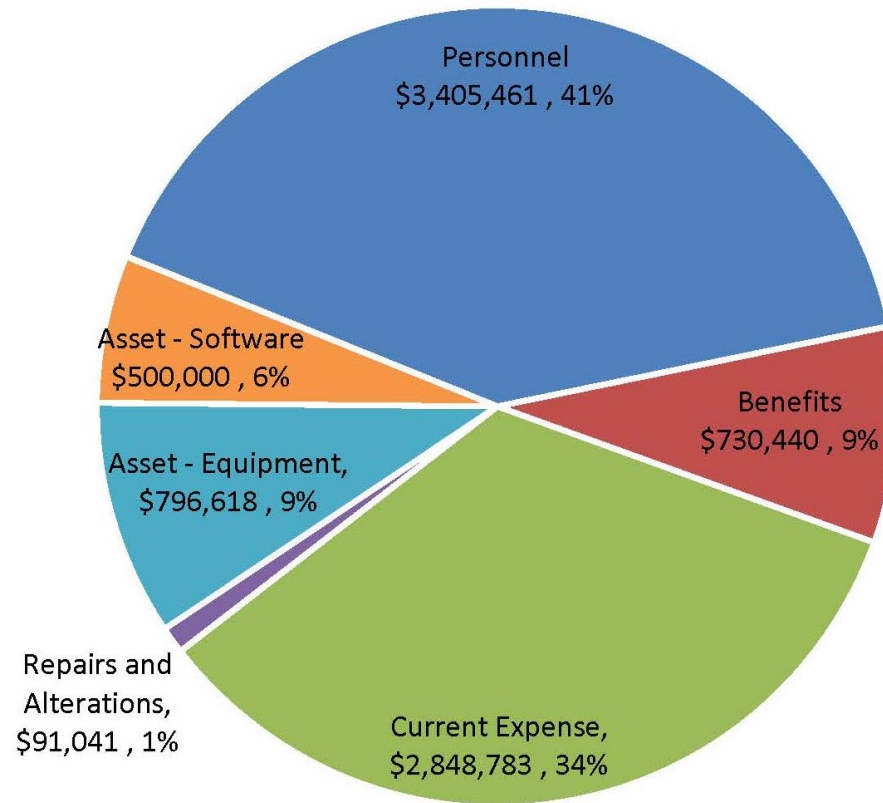
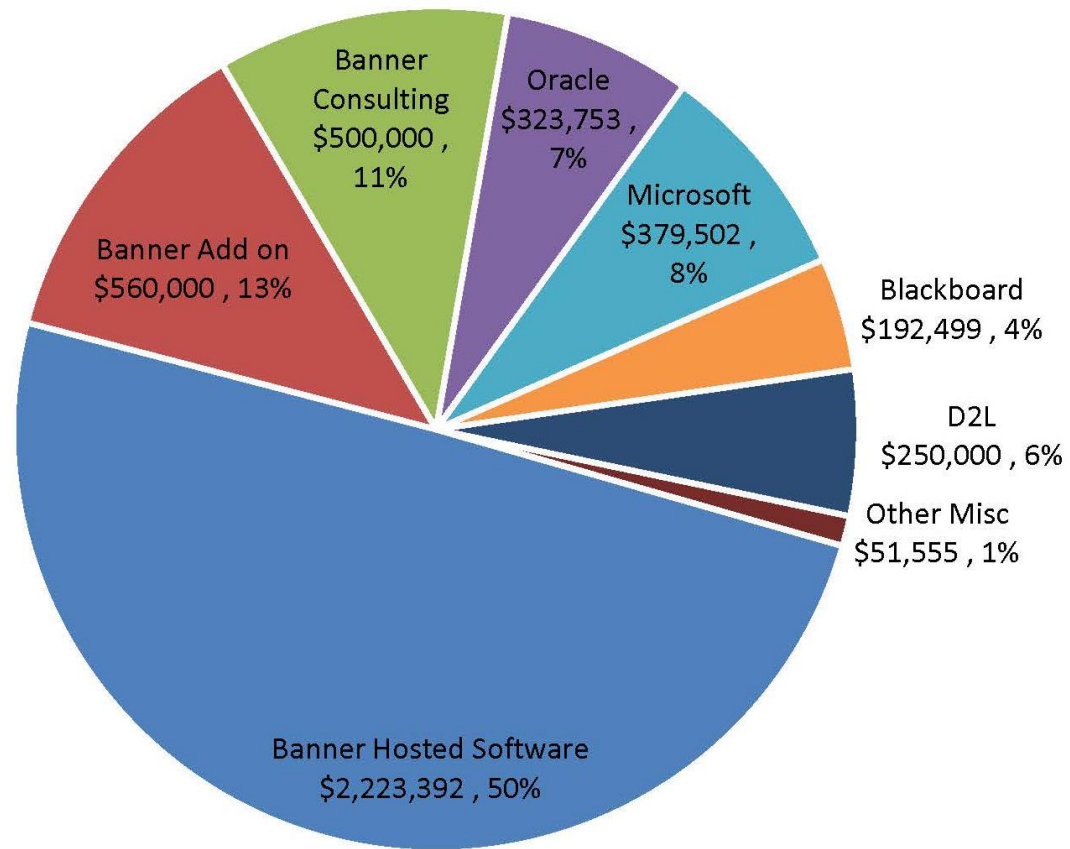


Chart 7
West Virginia Network for Educational Telecomputing
Proposed FY22 Pass Through Budget

	FY 2021 Budget	FY 2021 Actuals and Estimated Accruals	FY 2022 Proposed Budget	FY 2022 Proposed Budget Change from FY 21 Budget	FY 2022 Proposed Budget Change from FY 21 Actuals
Revenue	\$4,547,389	\$4,544,055	\$4,480,702	(\$66,687)	(\$63,353)
Banner Consulting	550,000	306,093	500,000	(50,000)	193,907
Banner Software	2,100,160	2,041,311	2,223,392	123,233	182,081
Blackboard	382,700	384,997	192,499	(190,201)	(192,499)
Educause	7,985	0	14,149	6,164	14,149
Microsoft	363,831	364,905	379,502	15,671	14,596
Oracle	699,975	660,271	323,753	(376,222)	(336,517)
D2L	0	250,000	250,000	250,000	0
Domain Registration	82,738	0	37,406	(45,332)	37,406
Banner Add on	360,000	536,477	560,000	200,000	23,523
Expenditures	\$4,547,389	\$4,544,055	\$4,480,702	(\$66,687)	(\$63,353)
Banner Consulting	550,000	306,093	500,000	(50,000)	193,907
Banner Software	2,100,160	2,041,311	2,223,392	123,233	182,081
Blackboard	382,700	384,997	192,499	(190,201)	(192,499)
Educause	7,985	0	14,149	6,164	14,149
Microsoft	363,831	364,905	379,502	15,671	14,596
Oracle	699,975	660,271	323,753	(376,222)	(336,517)
D2L	0	250,000	250,000	250,000	0
Domain Registration	82,738	0	37,406	(45,332)	37,406
Banner Add on	360,000	536,477	560,000	200,000	23,523
Balance	0	0	0	0	0

Chart 8
WVNET FY 22 Proposed Pass Through Budget



West Virginia Higher Education Policy Commission
Meeting of October 4, 2021

ITEM: Approval of Appointments to the West Virginia Regional Technology Park Board of Directors

INSTITUTION: West Virginia Regional Technology Park

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointments to the West Virginia Regional Technology Park Board of Directors.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

Appointments to the West Virginia Regional Technology Park Board of Directors are to be made by the Commission when terms have expired or vacancies exist on the Board. Currently, the terms of seven members have expired.

It is recommended that the following individuals be reappointed to fulfill the terms of membership ending June 30, 2023:

- **Kevin DiGregorio**, Director of the Chemical Alliance Zone
- **Michael J. Farrell, Esquire**, Farrell, White and Legg, PLLC
- **Steve Hedrick**, President and CEO of MATRIC
- **Sarah Armstrong Tucker**, Chancellor, West Virginia Higher Education

It is also recommended that the following individuals be reappointed to fulfill the terms of membership ending June 30, 2024:

- **Georgette George**, CEO at Monarch Holdings
- **David Hendrickson**, Hendrickson & Long, PLLC
- **Diane Lewis Jackson**, Action Facilities Management, Inc.

**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: Confirmation of Interim Presidential Appointment and Approval of Interim Presidential Compensation

INSTITUTIONS: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission confirms the appointment of Ericke Cage, JD, LLM as Interim President of West Virginia State University and approves his compensation as proposed by the West Virginia State University Board of Governors.

STAFF MEMBER: Kristin Boggs

BACKGROUND:

Pursuant to W. Va. Code § 18B-1B-4(a)(17), the Commission must confirm the appointment of presidents of the institutions of higher education under its jurisdiction. Further, pursuant to W. Va. Code § 18B-1B-4(a)(18), the Commission must approve the total compensation package from all sources for presidents of institutions under its jurisdiction proposed by institutional governing boards.

West Virginia State University

At its meeting on September 23, 2021, the West Virginia State University Board of Governors (Board) approved, subject to the approval of the Commission, the appointment of Ericke Cage as its interim president. Subsequently, the Board approved the total compensation package for Interim President Cage as set forth in your materials.

This request comports with the provisions of Series 5 of the Commission's rules, *Guidelines for Governing Boards in Employing and Evaluating Presidents*; therefore, it is recommended that the Commission confirm the appointment of Mr. Cage as the interim president of West Virginia State University and approve the proposed compensation package as submitted.

**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: Confirmation of Campus Facilities Master Development Plan Update

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, that the West Virginia Higher Education Policy Commission confirms the update to the West Liberty University Campus Facilities Master Development Plan.

STAFF MEMBER: Ed Magee

BACKGROUND:

In accordance with Series 12, Legislative Rule, Capital Project Management, West Liberty University has altered its 2019 Campus Facilities Master Development Plan and is seeking approval for the change. Series 12 requires each governing board to submit changes to the Commission for confirmation.

The term confirmation, when used in reference to action by the Commission, means action in which substantial deference is allocated to the governing authority of a governing board under its jurisdiction. The action of the Commission is to review whether the proposed institutional action is consistent with law and established policy.

The University is planning to construct a facility to house the Appalachian Aquatic Conservation Center on its campus. The 16,000 square foot facility will house three research laboratories, a teaching space, and storage for field equipment. The anticipated construction cost including equipment is \$1.3 million.

The campus development plan change is consistent with law and established policy.

27 August 2021

Dr. Edward Magee
Vice Chancellor for Finance
West Virginia High Education Policy Commission

Dear Dr. Magee:

West Liberty University is engaging in a project to create the Appalachian Aquatic Conservation Center on our campus and, per HEPC requirements, is requesting permission to alter our existing Facilities Master Plan to accommodate construction. Building construction and equipment will be funded by the West Virginia Department of Environmental Protection grant to reimagine uses of abandoned mine-land. West Liberty University sits on such land which created an opportunity to build a laboratory facility to serve as a location for research, conservation, and propagation for various endangered aquatic species, including mussels, fish, and crayfish.

The building, a 160 x 100 single story steel structure, will house three research laboratories, a teaching space, and storage for field equipment. The overall budget for the building, including equipment, is \$1,300,000. It will be located on the northeast corner of the campus below the Soccer/Track complex and is designated as No. 37 in the provided Campus Inventory. It will use land that was previously designated for tennis courts that have not been constructed.

The purpose of the building is to house endangered freshwater taxonomy that currently occur in the vicinity of bridges, pipeline crossings, cities, and towns throughout central Appalachia. Any construction effort that will potentially harm these animals requires that some action be taken to mitigate the harm, harassing or death of a federally listed species. Throughout central Appalachia, endangered species often slow down building projects (including roads, bridges, etc.) and, as a result, economic development, and the job creation that these projects stimulate. This facility would serve as a safe place to house these animals during bridge construction or other actions. When the projects are completed, the population will be returned to their original habitat thus mitigating the risk to the endangered species and satisfying the requirements of the environmental impact studies done prior to project approval.

Benefits of the project include:

- A fee schedule will be developed to house these animals associated with these activities for private industry that will provide a cash infusion for the University.
- Communities throughout West Virginia, whose development is impacted by the presence of these animals, would be able to employ the facility at WLU cost only, enabling them to proceed with development at a controlled and favorably low cost.

- The Aquatic Conservation Center will serve as a major recruiting tool for all students, especially Zoo Science and Applied Conservation students, our fastest growing major and one of six in the United States and the singular institution that combines the major with:
 - An on-campus animal collection.
 - A partnership with an AZA accredited Zoo.
 - An on-campus conservation center.
 - Potential fees from companies utilizing our services will be approximately 30-50K per project.
- The facility expands research opportunities for current students and provides real-world experience in applied conservation. Students in the WLU Zoo Science major will aid in the care of these species, allowing the building to offer an experiential learning environment.

Budget summary – Grant Award:

\$1,000,000 - building construction

\$300,000 - equipment

Initial architectural rendering cost covered by indirect funds.

Projected future costs:

- Monthly utilities - the rate of energy consumption will depend on whether gas or electricity is used as the energy provider and WLU is contemplating a solar option.
- By Fall 2023, we will need an Animal Care Coordinator staff position. This individual will care for the animals in the Aquatic Conservation Center and the Living Animal Collection in Arnett Hall (over 200 animals). Salary: approximately \$30,000/year.

Master Plan Impact:

- The placement of the ACC will require that WLU re-evaluate the placement of new tennis courts.

If you or the HEPC require any other information or clarification to proceed with this request, please reach out to me. Thank you for your consideration in the matter.

Sincerely,



W. Franklin Evans, PhD.
President & CEO

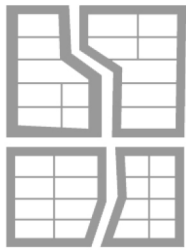
cc: Joe Rodella
Stephanie Hooper

SECTION 3

SITE USAGE

West Liberty's current campus is composed of a myriad of buildings and spaces, all programmed to work together while addressing various student and administrative needs. A breakdown of these locations and their current uses is meant to help illustrate needs for additional services, where these additional elements could be introduced, and potential other location-specific issues.

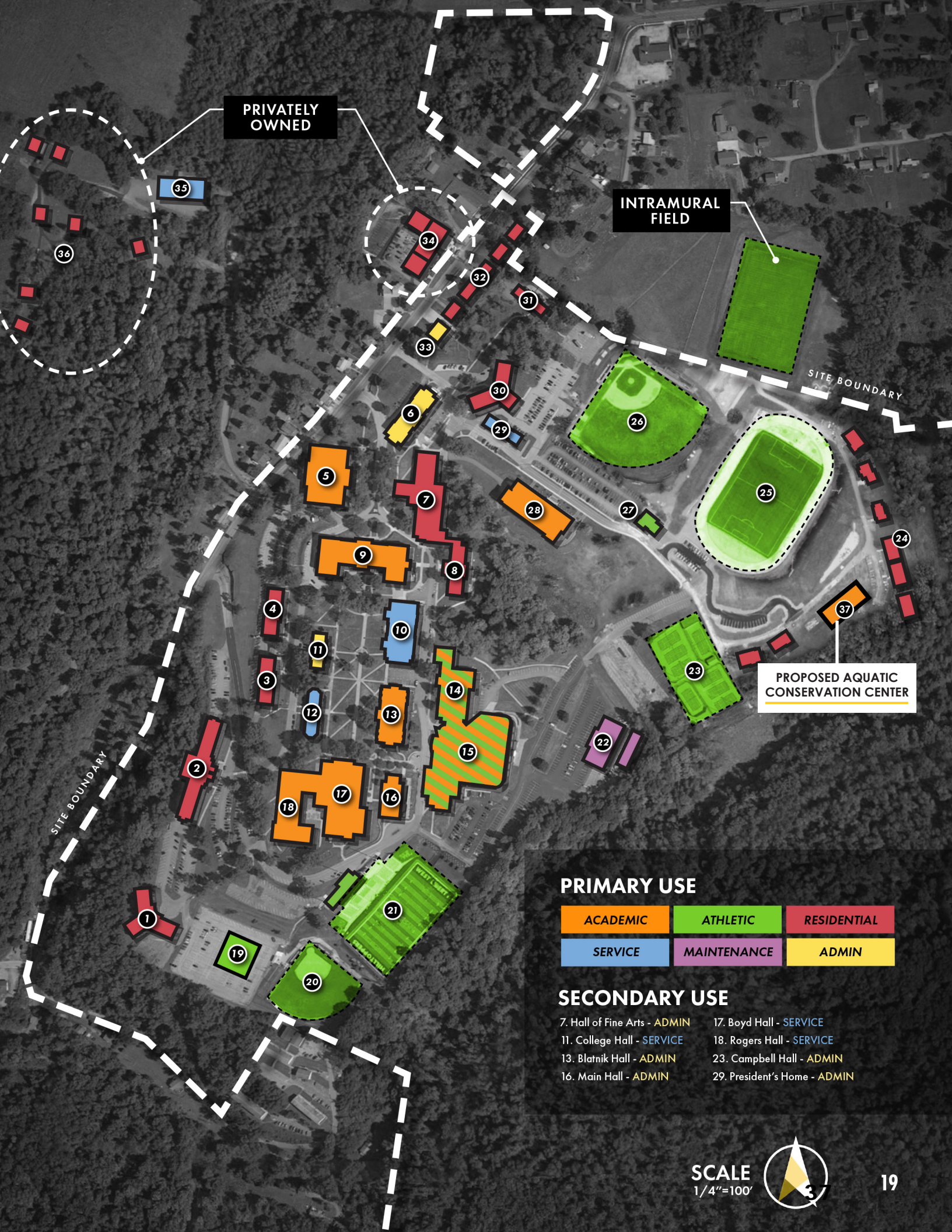
ADJACENT SITE USAGE



A review of the land usage immediately outside of the boundary line illustrates the relationships that occur across the extents of the campus. Just over the southern edge of the site, below the Softball Complex, are the Fowler Apartments which currently have no active relationship with the college. Across Van Meter Way to the west are the privately-owned University Place I & II Apartments which provide student housing and the cabin area near the Gary West Event Center. Along the northern edge of campus sits a cemetery, large grassy hillside, and an intramural sports field that the campus maintains an active usage agreement with.

CAMPUS INVENTORY

- | | | | |
|-------------------|-------------------------------------|---------------------------------|--|
| 1. Beta Hall | 12. Interfaith Chapel | 22. Myers Maintenance Building | 30. Hughes Hall |
| 2. Krise Hall | 13. Arnett Hall | 23. Edgar Martin Tennis Complex | 31. President's Home |
| 3. Bonar Hall | 14. Blatnik Hall | 24. The Commons & Staff Housing | 32. Fraternity Housing |
| 4. Curtis Hall | 15. ASRC | 25. Soccer Field | 33. Liberty Oaks |
| 5. Elbin Library | 16. College Hall | 26. Kovalick Field | 34. University Place I & II |
| 6. Shaw Hall | 17. Media Arts Center | 27. Women's Soccer | 35. Gary West Center |
| 7. Rogers Hall | 18. Hall of Fine Arts | 28. Campbell Hall | 36. Cabin Housing |
| 8. Boyd Hall | 19. Indoor Sports Practice Facility | 29. Annex Building | 37. Proposed Aquatic Conservation Center |
| 9. Main Hall | 20. Softball Complex | | |
| 10. Student Union | 21. West Family Stadium | | |
| 11. Shotwell Hall | | | |



**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: Vision 2025: Science & Technology
Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information item

STAFF MEMBER: Juliana Serafin

BACKGROUND:

West Virginia Code §18B-18B-2 requires the West Virginia Science and Research Council (SRC) each year to report to the Legislative Oversight Commission on Education Accountability progress in implementing its strategic state plan, as well as any updates to the plan. This year, the SRC is pleased to provide a completely revised strategic plan, “Vision 2025: West Virginia Science and Technology Plan,” which was developed with the input of more than 60 stakeholders from industry, higher education, and state government.

The strategic plan was developed with an eye toward attracting future federal research funding and new high-tech industries to West Virginia. Through the plan, over the next five years, we have an incredible opportunity to attract more external investments that will allow new sectors to take root right here at home.

To achieve that critical goal, Vision 2025: West Virginia Science & Technology Plan, prioritizes four science and technology platforms for the state, based on our research strengths and workforce needs: Life Sciences, Computer and Data Science, Advanced Manufacturing and Advanced Energy. Life Science and Computer/Data Science were chosen for the state’s EPSCoR Research Infrastructure Improvement proposal, a \$20 million federal National Science Foundation grant submitted by the state in August 2021.

The new plan covers five focus areas: STEM Talent Pipeline, Research Enterprise, Innovation & Entrepreneurship, High-Tech Companies and Stakeholder Alignment. The plan sets Vision, Goals, Actions and Metrics for each focus area. It also analyzes trends that affect technology and workforce in the state, and includes a SWOT analysis for the four science and technology platforms.

The full version of the plan can be accessed here:
<https://westvirginiaresearch.org/vision-2025-west-virginia-science-technology-plan>

MEMORANDUM

TO: Legislative Oversight Commission on Education Accountability (LOCEA)

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

DATE: September 1, 2021

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

West Virginia Code §18B-18B-2 requires the West Virginia Science and Research Council (SRC) report to the Legislative Oversight Commission on Education Accountability annually on progress in implementing its strategic state plan, as well as any updates to the plan. This year, the SRC is pleased to provide to LOCEA a completely revised strategic plan, **Vision 2025: West Virginia Science and Technology Plan**, which was created with input from more than 60 stakeholders from industry, higher education, and state government.

The strategic plan was developed with an eye toward attracting future federal research funding and new high-tech industries to West Virginia. Through the plan, over the next five years, we have an incredible opportunity to attract more external investments that will allow new sectors to take root right here at home.

To achieve that critical goal, **Vision 2025: West Virginia Science & Technology Plan** prioritizes four science and technology platforms for the state, based on our research strengths and workforce needs: **Life Sciences, Computer and Data Science, Advanced Manufacturing** and **Advanced Energy**. Life Science and Computer/Data Science were chosen for the state's EPSCoR Research Infrastructure Improvement proposal, a \$20 million federal National Science Foundation grant submitted by the state in August 2021.

The new plan covers five focus areas: **STEM Talent Pipeline, Research Enterprise, Innovation & Entrepreneurship, High-Tech Companies** and **Stakeholder Alignment**. The plan sets Vision, Goals, Actions and Metrics for each focus area. It also analyzes trends that affect technology and workforce in the state and includes a SWOT analysis for the four science and technology platforms. The Appendices of the Plan provide supporting data and other information:

- Appendix 1: Science & Research Council Members
- Appendix 2: List of Stakeholders Interviewed
- Appendix 3: West Virginia Economic Data
- Appendix 4: Research Enterprise Data
- Appendix 5: Innovation and Entrepreneurship Data
- Appendix 6: STEM Talent Pipeline Data

A summary of the Vision, Goals and Actions follows:

Focus Area One: STEM Talent Pipeline

Vision: The vision is for West Virginia students to become interested in high-tech career pathways and actively pursue STEM degrees. Ultimately, companies will locate in West Virginia because of the availability of STEM talent in the state.

The goals are to increase two- and four-year STEM degree enrollment and conferral, and to increase research opportunities and internships for students with the support of federal grants and the state-funded Research Challenge Fund.

Actions include expanding K-12 STEM opportunities, partnering with organizations in the state to help prepare and retain STEM students, and partnering with companies and federal labs to increase the number of available internships.

Focus Area Two: Research Enterprise

Vision: The vision for the research enterprise is that West Virginia will be recognized for its academic research in the four target platforms (Life Sciences, Computer and Data Science, Advanced Manufacturing and Advanced Energy), and that industry will seek technical expertise and collaborations with academic researchers.

Goals are to increase the number of STEM doctoral degrees conferred at West Virginia's universities, and to increase research expenditures in the four target platforms. Actions include increasing funding for the Research Challenge Fund, securing federal research capacity-building grants, increasing federal grants and contracts in the four target platforms, and identifying critical lab and facility needs and assessing funding mechanisms to fulfill those needs.

Focus Area Three: Innovation and Entrepreneurship

Vision: The vision for Focus Area Three is that successful startups in West Virginia will attract more Small Business Innovation Research (SBIR) and Small Business Technology Transfer (STTR) funding and venture capital to increase operations.

Goals include increasing industry-university research and development activity, including patents and invention disclosures, and SBIR/STTR awards. Actions include piloting an R&D voucher program, supporting the FAST program (Federal and State Technology Partnership Program to help West Virginia companies apply for SBIR/STTR funding and providing the SBIR/STTR match) and increasing the Entrepreneurship and Innovation Investment Fund. This Department of Economic Development-managed Fund supports entrepreneurship, creation of business startups, improvements in workforce participation, and attracting individuals to relocate to West Virginia.

Focus Area Four: High-Tech Companies

Vision: The vision is to make West Virginia home to high-tech companies and industries and to grow business R&D and innovation activities.

Goals include attracting R&D-oriented federal operations; ensuring that infrastructure, facilities and specialized equipment are available to high-tech companies; and working with the West Virginia

Department of Economic Development (DED) on recruitment of high-tech companies. Actions include supporting programs to move federal anchors to the state, leveraging R&D vouchers, and collaborating for high-tech company recruitment.

Focus Area Five: Stakeholders

Vision: The vision is that industry-academic-government stakeholders agree on the importance of science and technology in the state economy and collaborate on plan goals and actions.

Goals include establishing strong communications between stakeholders and working together to overcome challenges. Actions include conducting meetings for industry, academics, legislators and executive branch stakeholders that identify two to three collaborative projects each year and reporting on the outcomes of the plan.

The revised **Vision 2025** presents an opportunity for significant development of science and technology in West Virginia. The Division of Science & Research announced the plan in July 2021 and is developing additional outreach methods and communications including in-person, social media and public events.

A full copy of **Vision 2025** may be accessed here: <https://westvirginiaresearch.org/vision-2025-west-virginia-science-technology-plan>

West Virginia Higher Education Policy Commission
Meeting of October 4, 2021

ITEM: Report on Master's Degree Programs

INSTITUTIONS: Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Sheree "Nikki" Bryant

BACKGROUND:

In accordance with W. Va. Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports on the viability of master's degree programs at their respective institutions.

The reporting elements as delineated in West Virginia Code are:

1. The number of programs being offered and the courses offered within each program;
2. The disciplines in which programs are being offered;
3. The locations and times at which courses are offered;
4. The number of students enrolled in the program; and
5. The number of students who have obtained master's degrees through each program.

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 four to 37. In addition, the Commission has approved seven additional programs that are awaiting implementation. Overall, there was a 6.6 percent increase in enrollment and a 10.6 percent increase in graduates.

Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists number of program enrollees and graduates follow.

Concord University

- Concord University offers six graduate degrees.
- The number of students enrolled has increased 6.3 percent from the previous year; however, the number of graduates has declined from the previous year for all graduate programs.
- The MSW Social Work program remains the largest program with 278 currently enrolled students, which is an increase of 15.8 percent. The program also served 65 students seeking professional licensure.
- The M.Ed. is a 36-credit hour program that offers three content specializations: Educational Leadership and Supervision Pre-K-Adult, Reading Specialist Pre-K-Adult, and Special Education. Teachers who already hold a master's degree in education from a regionally accredited institution may earn a certificate in one or more of the three content specializations.

Fairmont State University

- Fairmont State University offers nine graduate degrees, two of which have been newly implemented in Fall 2020.
- The M.Ed. program remains the largest program enrollment with 190 students currently enrolled. This is a 19 percent increase from last year.
- The MS Healthcare Management has two newly approved concentration, Health Informatics, and Post-Acute Care Management.
- There are two new certificate programs under the M.Ed. Educational Leadership program: Superintendent Certificate and the Principal Certificate.
- There was a program name change from M.Ed. in Exercise Science, Fitness and Wellness to M.Ed. in Exercise Science to better align with program outcomes and market needs.
- The institution developed a new articulation agreement with Concord University for continuation of graduate education in healthcare services and management. Students possessing a graduate degree from Concord University's Master of Arts in Health Promotion receive 21 credit hours towards the Master's Degree in Health Care Management program, leaving 15 credit hours for students to complete to obtain a second master's degree.
- There was an overall increase in enrollment graduates from last year.
- The Master of Architecture program is currently in Continuation of Candidacy status from the National Architectural Accrediting Board (NAAB).

Shepherd University

- Shepherd University offers seven graduate degrees with various modalities in course offerings: online, hybrid, and in-person courses.
- The institution saw an overall increase in enrollment of nearly 10 percent and a slight decline from last year in graduate degrees awarded.
- There was a new curriculum implemented for two master's degrees: Master of Arts in Curriculum and Instruction and Master of Science in Data Analytics and Information Systems.
- The Doctor of Nursing Practice program is an 81-credit hour program. The program's enrollment has seen a slight increase from the previous year and has

added a new concentration; Psychiatric Mental Health Nurse Practitioner.

- The institution has added two new post-graduate certificates; Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner.
- The Master of Arts in Curriculum and Instruction implemented its new curriculum and became the institution's first fully online degree.

West Liberty University

- West Liberty University offers 12 graduate degree programs, four programs have not yet been implemented.
- There was an overall increase in enrollment of 12 percent as well as an increase of 20 percent in graduates.
- Three programs are offered at the main campus with traditional delivery: Physician Assistant Studies, Clinical Psychology, and Biology.
- The MBA program, MS Criminology program, and MS Dental Hygiene program are offered entirely online.
- The MA Ed program mode of teaching/learning is hybrid, online and face-to-face.
- The MS in Dental Hygiene program enrollment increased from five students last year to 10 students enrolled this year.
- The MA Clinical Psychology program has enrolled seven students in its second cohort. This program has not yet had any graduates.

West Virginia State University

- West Virginia State University offers seven graduate degree programs.
- There has been an overall increase in enrollment of six percent and an increase of 10 percent in graduates from last year.
- The MS Computer Science is the newest graduate program and has enrolled three students in the first cohort.
- The MS Criminal Justice Administration is 36-credit hour program and all courses are offered as a WEB 50 hybrid at West Virginia State University.
- The M.Ed. Instructional Leadership program is the largest graduate program, on average consisting of more than one third of all University graduate students and approximately 25 percent of the total number of students in the Education Department. This program offers a master's degree track and a licensure track for students who have previously earned master's degree. This program also provides an opportunity for administrative licensure for school principals, instructional supervisors and 27 superintendent positions via the successful completion of the program and the requirements of the West Virginia Department of Education (WVDE).
- The MA Media Studies program has added a new concentration, Public Health Communication track, which is 100 percent online. This track aims to educate public health professionals to use strategic communication and marketing tools to influence the public, the media and government agencies in ways that advance public health objectives.

**Enrollment Summary for Master's Degree Programs for
Concord University, Fairmont State University, Shepherd University,
West Liberty University and West Virginia State University
2020-2021**

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2019-2020	2020-2021	2019-2020	2020-2021	Overall
Concord University	MEd Education	Fall 2003	73	79	16	14	469
	MAT Teaching	Spring 2012	38	27	10	8	50
	MA Health Promotions	Fall 2012	46	38	24	17	121
	MSW Social Work	Fall 2013	240	278	64	50	322
	MS Athletic Training	TBD	-	-	-	-	-
	MBA Business Administration	TBD	-	-	-	-	-
Concord University Totals			397	422	114	89	962
Fairmont State University	MEd Education	Fall 2003	159	190	34	60	784
	MAT Teaching	Spring 2006	19	22	7	3	123
	MS Criminal Justice	Fall 2005	37	27	16	9	155
	MBA Business Administration	Fall 2006	38	27	11	14	227
	MArch Architecture	Fall 2014	4	5	3	2	6
	MS Engineering Management	Fall 2020	-	4	-	-	-
	MA National Security and Intelligence	Fall 2020	-	-	-	-	-
	MS Health Care Management	Fall 2020	-	20	-	-	-
	MEd Educational Leadership	TBD	-	-	-	-	-
	MS Human Services	Fall 2007	-	-	-	-	3
Fairmont State University Totals			257	295	71	88	1298
Shepherd University	MA Curriculum & Instruction	Fall 2003	10	15	5	0	113
	MA Student Development & Administration	Fall 2006	25	31	6	11	167
	MAT Teaching	Fall 2005	46	58	6	12	121
	MBA Business Administration	Fall 2005	82	78	28	24	394
	MS Data Analytics and Information Systems	Spring 2018	9	7	2	3	7
	Doctor of Nursing Practice	Fall 2015	26	29	8	3	16
	MA Appalachian Studies	Fall 2018	9	9	1	0	1
	MM Music Education	Fall 2005	-	-	-	-	27
	Note: Terminated Sept 2014						
Shepherd University Totals			207	227	56	53	846
West Liberty University	MA Education	Fall 2008	104	125	17	31	310
	MS Physician Assistant Studies	Summer 2012	37	35	19	16	130
	Master of Professional Studies	Fall 2014	21	22	8	9	98
	MS Criminology	Fall 2015	17	24	4	3	24
	Master of Business Administration	Spring 2016	161	169	48	59	171
	MA/MS Biology	Fall 2017	43	51	29	27	51
	MS Dental Hygiene	Fall 2018	5	10	0	5	5
	MA Clinical Psychology	Fall 2018	6	7	0	0	0
	MS Athletic Training	TBD	-	-	-	-	-
	MS Speech Language Pathology	TBD	-	-	-	-	-
	MA Art Therapy & Counseling	TBD	-	-	-	-	-
	MS Exercise Physiology	TBD	-	-	-	-	-
West Liberty University Totals			394	443	125	150	789
West Virginia State University	MA Media Studies	Fall 2003	7	18	0	1	47
	MA/MS Biotechnology	Fall 2003	14	6	6	9	93
	MS Criminal Justice Administration	Fall 2011	7	11	8	6	50
	Master of Public Administration	Fall 2015	21	19	13	10	31
	MEd Instructional Leadership	Fall 2016	51	56	20	16	56
	MS Sports Studies	Fall 2019	9	23	0	8	8
	MS Computer Science	TBD	2	3	0	2	2
	West Virginia State University Totals			111	136	47	52
OVERALL TOTALS			1,366	1,523	413	432	4,182

**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: New Program Post-Approval Audit

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Sheree “Nikki” Bryant

BACKGROUND:

Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, provides that “all proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received.” A post-audit summary is provided below on the institutional program up for review.

West Virginia State University

Master of Education in Instructional Leadership (MEIL) Program

Commission Approved: April 2016

Program Goals/Mission: This program will provide an opportunity for administrative licensure for school principals, instructional supervisors, and superintendent positions via the successful completion of requirements of the West Virginia Department of Education (WVDE) and beyond. Another potential program, based in Curriculum Studies, was approved by the Education Department and the University Graduate Council in Fall 2020 and is currently under consideration for development.

Curriculum/Mode of Delivery: The MEIL program offers open and rolling enrollment at the beginning of the fall, spring, and summer semesters. Because the program utilizes open enrollment, there are no elective courses—the University offers the same 12 courses in rotating sequence with each course designated as fall, spring or summer semester course offering, with each course three semester hours of credit. The MEIL degree program consists of 36 credit hours of required courses. The MEIL licensure program requires 18 credit hours in addition to the previously earned master’s degree. Students will have the opportunity to complete two courses per eight-week course schedule, and projections are for licensure candidates to complete the program in one to two years and degree stream candidates to complete the program in two to four years.

Enrollment/Graduates: Since the implementation of the program in 2018, the

program's enrollment number has slightly increased each year. The program has produced nine graduates and 31 completers of the licensure program.

Faculty: The Master of Education in Instructional Leadership does not have full-time faculty who only teach graduate courses. There are three full-time faculty members in the education department who teach graduate and undergraduate courses. The program coordinator also serves as the graduate coordinator.

Assessment: Students must complete a capstone internship program; the WVDE requires all candidates complete the Education Leadership Institute (ELI) and pass the Praxis test for licensure as a school administrator, supervisor or superintendent. Currently, programmatic assessments are being revised to address the recently adopted National Educational Leadership Preparation (NELP) standards. A subcommittee of the Professional Development Schools group will be supplemented with additional administrators and assistants for development of programmatic assessments and evaluations to ensure sufficiency criteria. The group will consist of practicing principals, assistant principals, central office staff, a representative from the WVDE, county superintendents and/or an assistant superintendent.

Advisory Committee: The MEIL has a faculty-based advisory committee consisting of the three MEIL faculty members on campus. This committee addresses issues such as course content, transfer credits and other programmatic material. The program coordinator gives monthly updates to the education department in each monthly departmental meeting as well. The MEIL Advisory has consisted of the Professional Development School (PDS) members for the past three years. Presentations were given in-person or Zoom based at each meeting but one in 2020-21. Information consists of the program's content, structure, enrollment graduations and job placements. For 2021-22, the MEIL is developing an independent advisory board consisting of MEIL faculty, local superintendents, WVDE representatives, school administrators, and MEIL graduates.

Financial: The program is financially viable and supported by the University.

Accreditation: The program is currently undergoing review by the Council for the Accreditation of Educator Preparation (CAEP) and is completing the CAEP Self-Study Report.

Recommendation/Comments: The MEIL program is the largest graduate program at the University, on average consisting of more than one third of all University graduate students and approximately 25 percent of the total number of students in the education department.

**West Virginia Higher Education Policy Commission
Meeting of October 4, 2021**

ITEM: Presentation of 2021 Champions of College Access and Success

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Elizabeth Manuel

BACKGROUND:

College for West Virginia (CFWV) coordinates three annual college-planning milestones to help students in West Virginia plan their pathway to education or training beyond high school. High schools that successfully participate in all three of these pathway events will be recognized as a CFWV Champion of College Access and Success.

Principals, counselors and staff from 16 high schools across West Virginia today 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" recognition awards are presented to select schools that go the extra mile to help students and their families plan for college.

CFWV's three college-planning milestone events help support efforts to bridge that educational gap to ensure that West Virginia's workforce remains competitive. For high schools to be considered a Champion of College Access and Success, they must meet certain criteria and participate in the following college-planning milestone events during the school year:

1. College Application and Exploration Week
2. Free Application for Federal Student Aid (FAFSA) Completion Campaign
3. College Decision Day Event

Each of these milestones has specific components to help college-bound students in West Virginia make the transition to college. The Commission provides financial aid and college application information, training and support to high schools, as well as event-planning assistance.

The schools receiving Champion recognition are:

- Bluefield High School, Mercer County
- Bridgeport High School, Harrison County
- Cross Lanes Christian High School, Kanawha County

- Doddridge County High School, Doddridge County
- Heritage Christian School, Harrison County
- John Marshall High School, Marshall County
- Liberty High School, Raleigh County
- Meadow Bridge High School, Fayette County
- Morgantown High School, Monongalia County
- Paw Paw High School, Morgan County
- PikeView High School, Mercer County
- Poca High School, Putnam County
- Scott High School, Boone County
- Tug Valley High School, Mingo County
- Van Junior/Senior High School, Boone County
- Winfield High School, Putnam County