

## **INTENT TO DIRECT AWARD**

### **Common Course Numbering Services**

The WV Community & Technical College System (CTCS) recently completed Phase One of a common course numbering initiative (CCN). This initiative created a common set of student learning outcomes and a unique numbering system for 25 high-enrollment courses that are frequently transferred from community and technical colleges (CTCs) to universities. This follows work in 20 other states to create some form of common course numbering system for general education courses, either statewide or within a given system.

Student-Ready Strategies, the vendor for this work, successfully delivered on all aspects of the original proposal and completed the full scope of work. We have decided based on this success to take on another set of courses, up to 25 in total, inclusive of all courses that are offered by four or more of our nine system CTCs.

Given the relationship established with Student-Ready Strategies and the momentum established through our nine-month engagement with fulfillment of all promised deliverables, and because of our past history of vendor bid responses and due to the very restricted timeframes, the Commission intends to contract with STUDENT READY STRATEGIES LLC unless another service provider objects.

A potential bidding document has been created. Any vendor who would desire to bid for these services would need to meet the criteria as described. The sample bidding document follows.

If after reviewing the required criteria, a vendor wishes to be given the opportunity to bid for these services, they must notify the Commission by April 24. Please contact:

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**WV HIGHER EDUCATION POLICY COMMISSION**  
**SAMPLE REQUEST FOR PROPOSAL**  
**COMMON COURSE NUMBERING SERVICES**

**I. INTRODUCTION**

1.1 Introduction: The West Virginia Council for Community and Technical College Education (Council) seeks proposals from qualified consultants to continue development of a common course numbering system for its nine member institutions. This work will build on recent efforts that created a common set of student learning outcomes and a unique numbering system for 25-high enrollment courses that are frequently transferred from community and technical colleges into universities. This initiative aims to simplify and streamline the transfer of credits within the community and technical college system and to public four-year institutions, enhancing academic alignment and improving student success. The project will involve close collaboration with campus stakeholders, including faculty, academic leadership, advisors, registrars, and central office personnel, under the guidance of the Vice Chancellor for Academic Affairs.

**II. SCOPE OF SERVICES**

The Commission seeks to contract with a vendor experienced in developing common course numbering systems across institutions and statewide, including integration of the common courses into institutional and statewide transfer and articulation frameworks. The scope of work is to include the following:

**Development of a Second Round of Common Courses**

Build on previous efforts and expand the common course inventory by identifying and developing a second round of common courses. Building on the approach used during the initial phase of the work, facilitate a streamlined process that includes:

- Identifying up to 25 potential courses for inclusion in the next round of CCN development.
- Collecting relevant course information from institutions.
- Developing draft common learning outcomes for selected courses.
- Facilitating faculty review and feedback on the proposed outcomes.
- Finalizing outcomes and course materials (including course descriptions) for inclusion in the expanded CCN inventory.

Continue work from the first phase of the effort by:

- Facilitating a faculty task force to finalize the learning outcomes for one or more courses in Quantitative Literacy (e.g., Math for the Liberal Arts).
- Developing standardized course descriptions for all 26 courses included in the initial CCN

inventory.

- Developing a communications and launch plan for the new common courses, including shared language and branding to support consistent messaging across institutions, to help facilitate course articulation, smooth transfer from 2-year to 4-year institutions, and facilitate construction of 60+60 pathways.
- Developing recommendations related to science course sequences (Biology, Chemistry, Physics, and Anatomy & Physiology), including considerations for whether the CCN inventory should include separate courses designed for STEM majors and non-STEM majors.

### **Specific deliverables are to include the following:**

#### **Facilitate Faculty Task Force to Finalize Quantitative Literacy Outcomes**

*Within two months of project execution*

Virtually facilitate the final stage of faculty collaboration to complete the common learning outcomes for the Quantitative Literacy course. CTCS will be responsible for recruiting the task force members. Building on prior discussions and draft materials from the initial CCN process, vendor will support these faculty in reviewing, refining, and reaching consensus on the final set of outcomes. The process will ensure alignment with existing general education expectations while maintaining clarity and transferability across institutions.

#### **Deliverables**

Facilitation plan and meeting materials for up to 2 virtual faculty task force sessions

Finalized set of Quantitative Literacy common course learning outcomes

Summary memo documenting final decisions and any implementation considerations

#### **Develop Standardized Course Descriptions for the 26 Common Courses**

*Within two months of project execution*

Develop standardized catalog descriptions for each of the 26 courses included in the first round of the Common Course Numbering (CCN) inventory. These descriptions will align with the agreed-upon learning outcomes, reflect common expectations across institutions, and remain adaptable to institutional catalogs. Vendor will vet these common course descriptions with the CTCS and faculty in the aligned discipline, then make intentional edits to produce a final version for use.

#### **Deliverables**

Draft course descriptions for all 26 CCN courses

One round of revisions based on CTCS and faculty feedback

Final set of standardized course descriptions for system use

#### **Develop Recommendations for Science Sequences**

*Within two months of project execution*

Analyze current science course structures and, in collaboration with CTCS stakeholders and selected science faculty members, develop recommendations on the inclusion of science courses in the CCN inventory. As part of this process, vendor will research science course sequences and learning outcomes in other states that have common course numbering. This work will focus on the Biology,

Chemistry, Physics, and Anatomy & Physiology sequences and will consider whether separate courses should be offered for STEM and non-STEM majors.

### **Deliverables**

Brief recommendation memo outlining:

Summary of current science course structures across institutions and examples from other states

Recommendations regarding the inclusion of science courses in the CCN inventory

Considerations for majors vs. non-STEM course pathways

Proposed next steps

### **Develop a Communications Plan for the Launch of the Common Courses**

*Within four months of project execution*

Vendor will work with CTCS leadership to develop a communications strategy to support the rollout of the new CCN courses. The goal of this work is to ensure clear, consistent messaging across institutions regarding the purpose, benefits, and structure of the common courses. Vendor will vet the draft communications plan with the CTCS before finalizing the material.

### **Deliverables**

Digital toolkits for both 2-year and 4-year institutions:

Unified messaging and standard communication strategy

Slide deck for vetting with campus constituents

Social media copy and images

Website copy

FAQs customized by institution-type

Contact information for questions

Written CCN communications plan, including:

Website copy for HEPC/CTCS

CCN Infographic for various uses

CCN one-page information sheet for HEPC/CTCS to provide to key constituents, like the Board and the legislature

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### **Development and Vetting of a Second Round of Common Courses**

#### **Facilitate Process to Develop a Second Round of Common Courses**

*Within four months of the conclusion of Round 1 Finalization and Launch*

Vendor will support the CTCS in expanding the CCN inventory by guiding a structured process to identify and develop additional common courses. Vendor will replicate the work conducted to develop the first set of common courses.

This includes:

Collecting course information from institutions

Developing a course database, to include student learning outcomes, based on institutional submissions

Applying the vendor's Transfer Pathways Design Framework to analyze the database and group similar courses

Identifying courses with the greatest alignment to inform the selection of an additional 25-30 common courses

Then, vendor will:

Recommend those courses for CTCS review and approval

Develop a draft common course number package that includes the following for each approved course:

Recommended course name

***Recommended course description*** (new addition to the package, based on learning from Phase 1 of the CCN work)

Common course number

Standardized learning outcomes

Local course equivalents across institutions

### **Deliverables**

Approved list of courses for Round 2 development

Compiled institutional course information for selected courses

Draft common learning outcomes for each course

Draft CCN package that includes the name, number, description, learning outcomes, and local equivalents for each course

### **Solicit feedback on the second draft of the CCN package**

*Within two months of completing draft CCN package*

Vendor will customize a survey for faculty in each discipline associated with the common courses to solicit relevant feedback. Vendor will analyze this feedback and edit the CCN package as appropriate to finalize each CCN course. The package will be vetted and approved by the CTCS team.

### **Deliverables**

Survey design

Email language for survey distribution

Survey analysis

Updated, final CCN package

## **Refresh the CCN Communications Plan**

*Within one month of the survey close date*

Based on the survey feedback, vendor will update the CCN communications plan to include the new courses.

### **Deliverables**

Refreshed CCN Communications Plan and associated collateral.

Email language for distribution

## **Develop and present a four-year focused CCN Webinar**

*Within one month of completing the refreshed communications plan, or at a later date, if preferred by leadership and institutions*

Vendor will develop appropriate content and aligned slides to present to representatives from four-year institutions on the Common Courses. This webinar will help ensure understanding, build buy-in, and share resources, including the communications kit. Vendor will work with HEPC and CTCS to identify the appropriate participants, then vendor will draft the invitation language and develop the agenda and content. HEPC and CTCS will vet the content prior to the webinar.

### **Deliverables:**

Suggested participant roles/titles

Email invitation language

Webinar agenda

Slide Deck

Presentation of the webinar

## **CCN Knowledge and Skills Taxonomy**

*Within two months of the survey close date*

Vendor will aggregate the common course learning outcomes by general education category and then identify the knowledge and skills common across those outcomes. These will be used to develop an editable taxonomy that uses workforce- and employer-focused language. HEPC and CTCS will be able to add to the taxonomy if more common courses are created in the future and use it to inform future efforts, such as microcredentials and skills modules.

### **Deliverables:**

Aggregate list of common learning outcomes for the CCNs

Editable taxonomy of knowledge and skills