West Virginia Council for Community & Technical College Education

AGENDA

December 8, 2016
9:30 am

Members

Clarence Pennington, Chair
Robert Brown, Vice Chair
William Baker
Bruce Berry
Keith Burdette

Christina Cameron
Kathy D’Antoni
Steve Roberts
John Sorrenti

Sarah Armstrong Tucker, Chancellor
Arriving from the EAST on I-64
(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike (CR-12)
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)

Arriving from the WEST on I-64
(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION

December 8, 2016
9:30 am

Continental breakfast available beginning at 8:30 am

Advanced Technology Center, South Central West Virginia
1201 Science Park Drive
South Charleston, WV 25303

Room 131-132

I. Call to Order

II. Advisory Council of Classified Employees Annual Presentation

III. Approval of Minutes
   A. * October 20, 2016, Meeting Minutes................................................................. pg 6

IV. Finance and Facilities
   A. * WESCO Building Renovation Project at West Virginia Northern Community
      College ......................................................................................................................... pg 12
   B. * Acceptance of Charitable Property Donation from Laurel Lodge Enterprise, Inc.
      to Mountwest Community and Technical College.................................................. pg 18
   C. * Capital Project Priorities FY 2018........................................................................ pg 20

V. Academic Affairs
   A. * Post Audit Reviews and Follow-up Reports ....................................................... pg 26
   B. * Revisions to Legislative Rule, Series 52, Annual Reauthorization of Degree-Granting Institutions ......................................................................................................................... pg 37
   C. * Revisions to Legislative Rule, Series 35, Correspondence, Business, Occupational, and Trade Schools..................................................................................................................... pg 51
VI. General
   A. *Technical Program Development Grant Award..............................................................pg 65
   B. *CTC/CTE Consortia Compacts.................................................................................... pg 67

VII. Information
   A. West Virginia Higher Education Report Card .............................................................. pg 146
   B. 2016 Financial Aid Comprehensive Report................................................................. pg 147
   C. TANF – CTC Expansion Update

VIII. Additional Board Action and Comments

IX. Next Meeting
   Location: Advanced Technology Center – South Central West Virginia
            South Charleston, WV
   Date: January 26, 2017
   Time: 9:30 a.m.

X. Adjournment
A meeting of the West Virginia Council for Community and Technical College Education was held on October 20, 2016, beginning at 9:30 a.m. at BridgeValley Community and Technical College in South Charleston, West Virginia. Council members present were: William Baker, Robert Brown, Clarence Pennington and John Sorrenti. Joining by conference call was Bruce Berry. Council members absent were: Keith Burdette, Christina Cameron, Kathy D’Antoni and Steve Roberts. Also in attendance were Chancellor Sarah Tucker, Council staff, community and technical college presidents, faculty, staff, students and guests.

Call to Order

Chairman Pennington called the meeting to order and noted that a quorum was present.

1. Advisory Council of Students Presentation

William Bell, Advisory Council of Students Chairman, provided an overview of the Advisory Council and highlighted issues and concerns that include:

- Budget cuts from the Legislature
- Fear of future school closures
- Tuition increases as State allocations decrease
- Will financial aid be affected?
- Quality/variety of programs
- Possible budget solutions
  - Other revenue sources
  - Pursuing grant funding
  - Partnering institutions with business and industry
    - Example: Toyota Hall at BridgeValley Community and Technical College
- Student Engagement
- Communication Between Institutions and Students

Mr. Bell thanked the Council for its constant and continued support of students. Chairman Pennington extended his appreciation for the student presentation and thanked Mr. Bell for attending today’s meeting.
2. **Advisory Council of Faculty Presentation**

Mark Goldstein, Chairman of the Advisory Council of Faculty (ACF), provided an overview of the ACF. He congratulated the 2016 West Virginia Professor of the Year, Shepherd University’s Sonya Evanisko. Mr. Goldstein highlighted current issues and concerns including:

- Cuts to the higher education budget
- Salaries considerably below the national average

For the Legislature:
Create a steady stream of increasing revenues for the students of West Virginia and support the work of the West Virginia Council for Community and Technical College Education, the Higher Education Policy Commission and the institutional Boards of Governors.

For the Council, Commission and Institutions:
Promote faculty rights and ethical behavior and include faculty in decision-making processes.

3. **Approval of Minutes**

Mr. Baker moved the adoption of minutes from the August 18, 2016, meeting of the West Virginia Council for Community and Technical College Education. Mr. Sorrenti seconded the motion. Motion carried.

4. **Program Review for 2015-2016**

Mr. Brown moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education accepts the program review actions of the institutional governing boards.

FURTHER RESOLVED, That the Council requests follow-up reports by August 2017, for all programs that exceed the number of hours required for graduation as recommended in Series 11.

Mr. Baker seconded the motion. Motion carried.

5. **Post-audit Review of Occupational Programs**

Mr. Sorrenti moved the adoption of the following resolution:
RESOLVED, That the West Virginia Council for Community and Technical College Education receives post-audit and follow-up reports for occupational programs at Blue Ridge Community and Technical College, New River Community and Technical College, Pierpont Community and Technical College, Southern West Virginia Community and Technical College, and West Virginia University at Parkersburg and recommends that the programs be subject to the recommended actions as noted in the agenda item.

Mr. Brown seconded the motion. Motion carried.

6. Follow-up Program Review at BridgeValley Community and Technical College, New River Community and Technical College, Pierpont Community and Technical College, and WV Northern Community College

At its meeting on October 22, 2015, the Council received a report on program review. As part of the Council's goal to reduce program graduation hours, the Council requested follow-up reports for programs that exceed 30 hours for certificate programs and 60 hours for associate programs. Dr. Mark Stotler, Director of Academic Programming, presented the current status of these programs as summarized in the agenda item.

7. Issue Notice to Revoke Authorization for ITT Technical Institute to Confer Degrees in West Virginia

Corley Dennison, Vice Chancellor for Academic Affairs, provided a detailed report to the Council on multiple issues students are facing due to the closure of ITT Technical Institute and recommended the adoption of the following resolution:

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education issues notice to revoke the authorization for ITT to confer post-secondary degrees in the state of West Virginia.

Mr. Baker seconded the motion. Motion carried.

8. Update on Status of Accrediting Council for Independent Colleges and Schools (ACICS)

On September 22, 2016, the US Department of Education decertified the Accrediting Council for Independent Colleges and Schools (ACICS) as a recognized accrediting agency. Schools accredited by ACICS were given 18 months to find a new accrediting agency. ACICS has appealed the decision. Seven West Virginia schools on 13 campuses are accredited by ACICS.
Corley Dennison, Vice Chancellor for Academic Affairs, informed the Council that he and Chancellor Tucker had met with the affected institutions. According to Series 35, *Correspondence, Business, Occupational, and Trade Schools*, the institutions were instructed that during the appeal and transition process, the West Virginia Council for Community and Technical College Education would consider the authorization to confer post-secondary degrees as valid provided certain conditions, as outlined in the agenda item, were met.

**Finance and Facilities**

9. **Ten-year Campus Development Plan at New River Community and Technical College**

Mr. Brown moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education (Council) approves New River Community and Technical College’s ten-year (2016-2026) Campus Development Plan with the exceptions stated in the resolutions that follow:

FURTHER RESOLVED, That future property acquisitions shall be approved by the Council and be supported by clearly defined programmatic needs; and

FURTHER RESOLVED, That Council staff’s recommendations, as indicated in the agenda item, be implemented by New River Community and Technical College as soon as possible and that staff is directed to work with New River to implement these recommendations.

Mr. Sorrenti seconded the motion. Motion carried.

**NOTE:**

It was noted for the record that Council staff member, Rich Donovan, Senior Director of Facilities, stated that over the past few years, New River has acquired or leased several buildings/facilities that staff thought should have been presented to the Council for approval and New River was so advised. The total cost of acquisition, the initial cost plus the capital cost to renovate them to contemporary standards for community and technical college programs, would have exceed $1 million.

**General**

10. **Statewide College Access and Success Initiatives Report**

The Division of Student Affairs coordinates several projects aimed at assisting students in navigating college processes and pathways. Dr. Adam Green, Vice
Chancellor for Student Affairs, provided an update on upcoming college access and student success initiatives including:

- College Planning Pathway Events
- GEAR UP Federal Grant (2014-2021)
- Office of Veterans Education and Training 5 Star Challenge
- College Counseling Via Text Message.

Executive Session

Mr. Brown moved that the Council go into Executive Session in accordance with WV Code §6-9A-4 to discuss personnel matters. Mr. Baker seconded the motion. Motion carried.

Following Executive Session, the Council reconvened in open session and the following action was taken:

11. Chancellor Contract Renewal

Mr. Sorrenti moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the extension of Chancellor Tucker’s contract for a period of three years.

Mr. Brown seconded the motion. Motion carried.

NOTE: On behalf of the Council, Chairman Pennington expressed his appreciation to Chancellor Tucker for her hard work over the past year and looks forward to many successful years to come.

Additional Board Action and Comments

12. Chancellor Tucker announced that Dr. Adam Green, Vice Chancellor for Student Affairs, had recently been named “GEAR UP Professional of the Year”. The award is given to one or two individuals each year who have demonstrated outstanding work in promoting the goals of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project, a federally funded initiative that provides college readiness services to more than 570,000 students nationwide.

13. Chancellor Tucker announced that the National Association for Community College Entrepreneurship (NACCE), has named Dr. Chuck Terrell, president of Eastern West Virginia Community and Technical College as NACCE’s 2016 Entrepreneurial President of the Year. Eastern has also recently been awarded a total of $50,000 in grant funds for its student run store and new business incubator called the New Biz Launchpad.
Adjournment

There being no further business the meeting was adjourned.

Next Meeting

Location: Advanced Technology Center, South Central West Virginia
South Charleston, WV
Date: Thursday, December 8, 2016
Time: 9:30 a.m.

____________________________________
Clarence Pennington, Chairman

____________________________________
William Baker, Secretary
ITEM: WESCO Building Renovation Project

INSTITUTION: West Virginia Northern Community College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the schematic design for the WESCO Building Renovation and the project budget of $4.7 million.

STAFF MEMBER: Richard Donovan

BACKGROUND:

At its meeting on October 22, 2015, the Council approved purchase of the WESCO building for $205,000. Since that time, Council staff has worked with West Virginia Northern Community College to advertise for architects and through an interview process, hire M&G Architects/Engineers of Wheeling as the project architect. Working with M&G, a detailed building evaluation was performed, the project programmed, and a schematic design and project budget prepared. A subsequent environmental evaluation identified about 2,000 square feet of asbestos-containing floor tile that needs to be abated. No other interior building materials require professional asbestos abatement prior to renovation. Also, no PCBs were detected in or around the building.

The WESCO Building encompasses 26,910 square feet, 19,980 square feet on the first floor and 6,930 square feet on the mezzanine level. The mezzanine level will be used for storage since the ceiling height is too low for instructional space and offices. The two major programs that will be housed in this building on the first floor are the welding and petroleum technology programs. An unfinished area on the first floor has been set aside for future program expansion. The first floor will also provide one large classroom that can be subdivided with an operable partition wall; one small classroom; three faculty offices; a small conference room; a small IT room; a small student lounge; restrooms; circulation and building support spaces. All building systems will be upgraded to contemporary standards or replaced, the existing roof will be replaced with a new roof and insulation, and a new entrance and ramp for ADA access will be built on the south side of the building adjacent to the main parking lot.

The total project budget is $4.7 million as follows and will be paid from West Virginia Northern’s capital fees and reserves:

A/E Fees and Expenses $ 347,738
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>3,545,000</td>
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<tr>
<td>Furniture &amp; Equipment</td>
<td>355,464</td>
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<td>Other Expenses</td>
<td>71,569</td>
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<tr>
<td>Contingency</td>
<td>380,229</td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td><strong>$4,7000,00</strong></td>
</tr>
</tbody>
</table>

This project will make a substantial contribution to the redevelopment of the historic area of Wheeling around the B&O Building. It is sited diagonally across Chapline Street from the B&O Building and south of the Education Center at the corner of 18th and Eoff Streets.

The architect will provide a design presentation at the Council meeting.
ITEM: Acceptance of Charitable Property Donation from Laurel Lodge Enterprise, Inc.

INSTITUTION: Mountwest Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education accepts 6.846 acres being donated to Mountwest Community and Technical College by Laurel Lodge Enterprise, Inc. as a charitable donation.

STAFF MEMBER: Richard Donovan

BACKGROUND:

Laurel Lodge Enterprise, Inc. has offered to donate 6.846 acres adjacent to Mountwest Community and Technical College’s property in Huntington as a charitable donation. The property was appraised in February 2015 at $265,000 by Roston & Company of Charleston. The purpose of this appraisal was to estimate the property’s market value and the intended use of the appraisal is for income tax purposes.

Laurel Lodge Enterprise purchased the property in January 1978 for $52,500. At the time of Roston’s appraisal, the Cabell County Assessor valued the property at $39,600 for property tax purposes. Property tax in West Virginia is assessed at sixty percent of the appraised value which would be $23,760 for an annual property tax assessment of $651.51.

The property is located at the southwestern intersection of Interstate 64 and WV Route 152, Huntington, Cabell County, West Virginia, and is serviced by all utilities. There is approximately one level acre on top of the property adjacent to Mountwest’s parking lot. The remainder of the property slopes down to Route 152. There is a small stream between the site and Route 152 which has a concrete gutter. Drainage is natural and flows into the small stream. The property is located above the 100 year flood elevation as indicated on the Federal Emergency Management Agency National Flood Insurance Rate Map for Cabell County. The property is located in an unincorporated area of Cabell County; therefore, there are no zoning restrictions. There is an abandoned gas well on the property but it does not contribute to the overall value of the land.

This well is currently recorded with the West Virginia Department of Environmental Protection (WVDEP), Office of Oil & Gas, as an abandoned, orphan well. Which means
there is no known operator for this well. The gas well was originally drilled on October 21, 1936. A West Virginia Oil & Gas inspector inspected the gas well on September 19, 2016, and reported several deficiencies: the surface casing has rusted through in two places about three feet above the ground, the two-inch production line has separated from the wellhead and there are holes in the production casing. The inspector also noted that gas well is currently not venting any gases or oil and does not pose a threat to the environment or public health. The total vertical depth of the well is 2,650 feet. WVDEP, Office of Oil & Gas, recognizes that the gas well ownership and responsible party will be the last known owner operator that is recorded in its records. According to the WVDEP, responsibility for the gas well does not revert back to the land owner due to its abandonment status.

In addition to the inspection by the WVDEP’s Office of Oil & Gas, Mountwest hired Triad Engineering to perform a Phase 1 Environmental Assessment. Triad, in their report dated September 30, 2016, concluded that there is no evidence of any recognized adverse environmental conditions in connection with this property. Triad also responded to follow-up questions by Council staff that the WVDEP is responsible for maintaining abandoned gas wells and that this maintenance cost would not fall to Mountwest as the new property owner.

The plat below shows the property boundary in yellow.
ITEM: Capital Project Priorities FY 2018

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the prioritized capital project list in Table 1 for Fiscal Year 2018 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January 2017 as required by state law.

STAFF MEMBER: Richard Donovan

BACKGROUND:

West Virginia Code §18B-1B-4(a)(11) requires the West Virginia Council for Community and Technical College Education to “establish a formal process for identifying needs for capital investments and for determining priorities for these investments.” The Council must also report annually, in January, to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA) on its priorities for capital investment. Id. §18B-1B-4(a)(10)(B).

With respect to the capital appropriation request for Fiscal Year 2018, the request submitted to the State Budget Office on September 1, 2016, included one-time funding of $10 million for high priority code compliance and deferred maintenance projects. If this appropriation is authorized, it will be distributed between the two systems, 80 percent for Higher Education Policy Commission’s institutions ($8 million) and 20 percent for the WV Council for Community and Technical College Education’s institutions ($2 million). Consistent with prior practice, institutions will be required to match the Council’s (state’s) capital investment with institution or private funds on a 60/40 match.

For the most part, staff used the code compliance and deferred maintenance projects from the institutions’ capital appropriation requests to prepare the proposed high priority capital project list in Table 1. Approximately $3.3 million in projects have been identified. If approved by the Council, this list of prioritized projects will be submitted to LOCEA in January as required by state law.

Table 2 contains the entire capital appropriation request from the institutions. Major E&G projects, large renovations, additions, and new facilities have been funded in
recent years by Lottery Revenue Bonds, or a combination of Lottery bond proceeds and institution E&G capital fees. Council staff, at opportune times, continues to engage key members of the Legislature in discussions about authorizing another capital project bond issue for the Community and Technical College System; although, the prospect for receiving a capital allocation in FY 2018 is remote given the projected revenue shortfalls this year and perhaps for the next several years.
## TABLE 1

COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA  
CAPITAL PROJECT PRIORITIZED FOR FISCAL YEAR 2018  
December 8, 2016

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>INSTITUTION PRIORITY</th>
<th>PROJECT</th>
<th>ESTIMATED PROJECT COST</th>
<th>INSTITUTION MATCH</th>
<th>COUNCIL MATCH</th>
<th>RUNNING TOTAL FOR COUNCIL’S MATCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRCTC</td>
<td>2</td>
<td>TURNING LANE FOR WV ROUTE 45 &amp; CAMPUS IMPROVEMENTS</td>
<td>$495,000</td>
<td>$198,000</td>
<td>$297,000</td>
<td>$297,000</td>
</tr>
<tr>
<td>BVCTC</td>
<td>3</td>
<td>MONTGOMERY CAMPUS - DAVIS HALL EXTERIOR SAFETY UPGRADES</td>
<td>$250,000</td>
<td>$100,000</td>
<td>$150,000</td>
<td>$447,000</td>
</tr>
<tr>
<td>BVCTC</td>
<td>5</td>
<td>SAFETY/EMERGENCY NOTIFICATION SYSTEM IN ALL CLASSROOMS</td>
<td>$100,000</td>
<td>$40,000</td>
<td>$60,000</td>
<td>$507,000</td>
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<tr>
<td>EWVCTC</td>
<td>2</td>
<td>DEFERRED MAINTENANCE HEADQUARTER BUILDING &amp; TECHNOLOGY CENTER</td>
<td>$134,334</td>
<td>$53,734</td>
<td>$80,600</td>
<td>$587,600</td>
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<td>MCTC</td>
<td>1</td>
<td>NORTH TERRACE RENOVATION</td>
<td>$500,000</td>
<td>$200,000</td>
<td>$300,000</td>
<td>$887,600</td>
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<tr>
<td>NRCTC</td>
<td>1</td>
<td>NICHOLAS COUNTY CAMPUS TECHNICAL EDUCATION FACILITY - ROOF</td>
<td>$300,000</td>
<td>$120,000</td>
<td>$180,000</td>
<td>$1,067,600</td>
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<tr>
<td>PCTC</td>
<td>4</td>
<td>ADVANCED TECHNOLOGY CENTER-3RD FLOOR COMPLETION</td>
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<td>$300,000</td>
<td>$450,000</td>
<td>$1,517,600</td>
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<td>WYOMING MINOR HVAC IMPROVEMENTS</td>
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<td>SWVCTC</td>
<td>28</td>
<td>WYOMING FIRE TANK &amp; PUMP INSTALLATION</td>
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<td>$150,000</td>
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<td>WVNCTC</td>
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<td>WVUP</td>
<td>9</td>
<td>SEWER LINE REPLACEMENT</td>
<td>$150,000</td>
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<td><strong>TOTAL</strong></td>
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<td>COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA</td>
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<td>1 STEM BUILDING</td>
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<td>BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE</td>
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<td>2 MONTGOMERY CAMPUS - TECHNOLOGY BUILDING</td>
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<tr>
<td>3 MONTGOMERY CAMPUS - DAVIS HALL EXTERIOR SAFETY UPGRADES</td>
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<td></td>
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<tr>
<td>4 SOUTH CHARLESTON CAMPUS - APPLIED TECHNOLOGY BUILDING</td>
<td>9,000,000</td>
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<tr>
<td>5 SAFETY/EMERGENCY NOTIFICATION SYSTEM IN ALL CLASSROOMS</td>
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<td>2 PARKING LOT RESURFACE</td>
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<tr>
<td>3 HQ RENOVATIONS-WELLNESS CENTER- STUDENT UNION</td>
<td>400,000</td>
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<td></td>
</tr>
<tr>
<td>4 VET TECH CENTER</td>
<td>600,000</td>
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<tr>
<td>NEW RIVER COMMUNITY AND TECHNICAL COLLEGE</td>
<td>$ 4,270,000</td>
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<tr>
<td>1 NICHOLAS COUNTY CAMPUS TECHNICAL EDUCATION FACILITY - ROOF</td>
<td>300,000</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 GREENBRIER VALLEY CAMPUS TECHNICAL EDUCATION FACILITY</td>
<td>1,195,000</td>
<td></td>
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<tr>
<td>3 PURCHASE MERCER COUNTY INSTRUCTIONAL AND TECHNICAL FACILITY</td>
<td>80,000</td>
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<tr>
<td>4 USDA BUILDING FURNITURE AND IMPROVEMENTS</td>
<td>2,695,000</td>
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<td>PIERPONT COMMUNITY AND TECHNICAL COLLEGE</td>
<td>$ 33,750,000</td>
<td></td>
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<tr>
<td>1 MORGANTOWN FACILITY CLASSROOM SPACE</td>
<td>8,500,000</td>
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<td>2 ADMINISTRATION HEADQUARTER/ACADEMIC FACILITY</td>
<td>20,500,000</td>
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<td>3 VET TECH/EARLY LEARNING AND CHILDCARE FACILITY EXPANSION</td>
<td>4,000,000</td>
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<td>4 ADVANCED TECHNOLOGY CENTER-3RD FLOOR COMPLETION</td>
<td>750,000</td>
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<td>SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE</td>
<td>$ 28,720,170</td>
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<td>1 LOGAN CAMPUS BUILDING A REPLACE SPRINKLERS</td>
<td>403,000</td>
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<td>2 LOGAN CAMPUS BUILDING A UPGRADE LIGHTING</td>
<td>1,209,000</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3 LOGAN CAMPUS BUILDING A CEILING RENOVATION</td>
<td>503,750</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4 LOGAN CAMPUS BUILDING HVAC REPLACEMENT</td>
<td>3,224,000</td>
<td></td>
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<td></td>
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<tr>
<td>5 LOGAN CAMPUS BUILDING A REPLACE FIRE ALARM SYSTEM</td>
<td>205,500</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6 LOGAN CAMPUS BUILDING A REPLACE DATA/SECURITY SYSTEM</td>
<td>503,750</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>7 LOGAN CAMPUS PARKING LOT IMPROVEMENTS</td>
<td>653,950</td>
<td></td>
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<tr>
<td>8 LOGAN CAMPUS SITE IMPROVEMENTS</td>
<td>501,100</td>
<td></td>
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</tbody>
</table>
# TABLE 2

## COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA
### INSTITUTION CAPITAL APPROPRIATION REQUESTS
#### FOR FISCAL YEAR 2018
##### December 8, 2016

<table>
<thead>
<tr>
<th>INSTITUTION PRIORITY</th>
<th>PROJECT</th>
<th>ESTIMATED PROJECT TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>WILLIAMSON MAIN BUILDING REPLACE SPRINKLER SYSTEM</td>
<td>291,209</td>
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<tr>
<td>10</td>
<td>WILLIAMSON MAIN BUILDING UPGRADE LIGHTING</td>
<td>873,626</td>
</tr>
<tr>
<td>11</td>
<td>WILLIAMSON MAIN BUILDING CEILING RENOVATION</td>
<td>364,011</td>
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<tr>
<td>12</td>
<td>WILLIAMSON MAIN BUILDING HVAC REPLACEMENT</td>
<td>2,329,669</td>
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<tr>
<td>13</td>
<td>WILLIAMSON MAIN BUILDING FIRE ALARM SYSTEM</td>
<td>145,604</td>
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<tr>
<td>14</td>
<td>WILLIAMSON MAIN BUILDING NEW DATA/SECURITY SYSTEM</td>
<td>364,011</td>
</tr>
<tr>
<td>15</td>
<td>LOGAN CAMPUS BUILDING A IMPR PAINTING &amp; FLOORING</td>
<td>750,000</td>
</tr>
<tr>
<td>16</td>
<td>WILLIAMSON MAIN BUILDING DOORS AND WINDOWS</td>
<td>750,000</td>
</tr>
<tr>
<td>17</td>
<td>WILLIAMSON MAIN BUILDING EXTERIOR IMPROVEMENTS</td>
<td>400,000</td>
</tr>
<tr>
<td>18</td>
<td>LOGAN CAMPUS BUILDING A ENTRY IMPROVEMENTS</td>
<td>500,000</td>
</tr>
<tr>
<td>19</td>
<td>LOGAN CAMPUS BUILDING A STUDENT SUCCESS CENTER</td>
<td>1,100,000</td>
</tr>
<tr>
<td>20</td>
<td>LOGAN CAMPUS BUILDING A INFILL PIT</td>
<td>200,000</td>
</tr>
<tr>
<td>21</td>
<td>WILLIAMSON MAIN BUILDING (PAINTING &amp; FLOORING)</td>
<td>672,020</td>
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<tr>
<td>22</td>
<td>WILLIAMSON MAIN BUILDING IMPROVEMENTS</td>
<td>250,000</td>
</tr>
<tr>
<td>23</td>
<td>WILLIAMSON MAIN BUILDING CREATE STUDENT SUCCESS CENTER</td>
<td>1,000,000</td>
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<tr>
<td>24</td>
<td>WILLIAMSON PARKING LOT IMPROVEMENTS</td>
<td>278,320</td>
</tr>
<tr>
<td>25</td>
<td>WILLIAMSON SITE IMPROVEMENTS</td>
<td>240,250</td>
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<tr>
<td>26</td>
<td>WYOMING MINOR HVAC IMPROVEMENTS</td>
<td>104,000</td>
</tr>
<tr>
<td>27</td>
<td>WYOMING BUILDING IMPROVEMENTS</td>
<td>627,400</td>
</tr>
<tr>
<td>28</td>
<td>WYOMING FIRE TANK &amp; PUMP INSTALLATION</td>
<td>250,000</td>
</tr>
<tr>
<td>29</td>
<td>WYOMING PARKING LOT IMPROVEMENTS</td>
<td>100,000</td>
</tr>
<tr>
<td>30</td>
<td>BOONE REPLACE ROOF</td>
<td>504,000</td>
</tr>
<tr>
<td>31</td>
<td>BOONE UPGRADE LIGHTING</td>
<td>336,000</td>
</tr>
<tr>
<td>32</td>
<td>BOONE REPLACE ROOFTOP UNIT (80 TONS)</td>
<td>280,000</td>
</tr>
<tr>
<td>33</td>
<td>BOONE REPLACE FIRE ALARM SYSTEM</td>
<td>156,000</td>
</tr>
<tr>
<td>34</td>
<td>BOONE BUILD NEW FACILITY</td>
<td>8,650,000</td>
</tr>
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</table>

### WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>INSTITUTION PRIORITY</th>
<th>PROJECT</th>
<th>ESTIMATED PROJECT TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EXPANSION/ADDITION TO WEIRTON CAMPUS</td>
<td>4,000,000</td>
</tr>
<tr>
<td>2</td>
<td>ELECTRICAL CONTRACTORS SUPPLY BLDG ACQUISITION AND RENOVATION</td>
<td>825,000</td>
</tr>
<tr>
<td>3</td>
<td>RENOVATION TO THE EDUCATION CENTER</td>
<td>250,000</td>
</tr>
<tr>
<td>4</td>
<td>RESURFACING OF PARKING LOT</td>
<td>250,000</td>
</tr>
<tr>
<td>5</td>
<td>REPAIR ATC PARKING LOT</td>
<td>100,000</td>
</tr>
<tr>
<td>6</td>
<td>RENOVATION OF B&amp;O COURTYARD</td>
<td>200,000</td>
</tr>
<tr>
<td>7</td>
<td>ACQUISITION &amp; RENOVATION OF WESCO BUILDING</td>
<td>3,500,000</td>
</tr>
<tr>
<td>8</td>
<td>REPLACE ROOF AT NEW MARTINSVILLE CAMPUS</td>
<td>300,000</td>
</tr>
<tr>
<td>9</td>
<td>REPLACE ROOF AT WEIRTON CAMPUS</td>
<td>400,000</td>
</tr>
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</table>

### WEST VIRGINIA UNIVERSITY AT PARKERSBURG

<table>
<thead>
<tr>
<th>INSTITUTION PRIORITY</th>
<th>PROJECT</th>
<th>ESTIMATED PROJECT TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SCIENCE LAB RENOVATION AND HEALTH SCIENCE SPACE</td>
<td>200,000</td>
</tr>
</tbody>
</table>
## Table 2

**Community and Technical College System of West Virginia**  
**Institution Capital Appropriation Requests**  
**For Fiscal Year 2018**  
December 8, 2016

<table>
<thead>
<tr>
<th>Institution Priority</th>
<th>Project Description</th>
<th>Estimated Project Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Safety Infrastructure Sprinklers, Key Access, Elevators</td>
<td>870,000</td>
</tr>
<tr>
<td>3</td>
<td>Roof Replacement - Activities Center &amp; Library</td>
<td>550,000</td>
</tr>
<tr>
<td>4</td>
<td>Parking Lot Renovations</td>
<td>390,000</td>
</tr>
<tr>
<td>5</td>
<td>Library Renovation - Technology Improvements</td>
<td>100,000</td>
</tr>
<tr>
<td>6</td>
<td>Main Building HVAC Replacement</td>
<td>1,800,000</td>
</tr>
<tr>
<td>7</td>
<td>Elevator Replacement</td>
<td>400,000</td>
</tr>
<tr>
<td>8</td>
<td>3rd Floor Classroom Renovations</td>
<td>250,000</td>
</tr>
<tr>
<td>9</td>
<td>Sewer Line Replacement</td>
<td>150,000</td>
</tr>
<tr>
<td>10</td>
<td>Process Control Unit - Chemical, Oil &amp; Gas Industries</td>
<td>209,000</td>
</tr>
</tbody>
</table>
ITEM: Post Audit Reviews and Follow-up Reports

INSTITUTIONS: Mountwest Community and Technical College
              New River Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education receives post-audit and follow-up reports for occupational programs at Mountwest Community and Technical College and New River Community and Technical College, and recommends that the programs be subject to the recommended actions as noted.

STAFF MEMBER: Mark Stotler

BACKGROUND:

Series 11 of the Council for Community and Technical College Education rules, Degree Designation, General Education Requirements, New Program Approval, and Discontinuance of Existing Programs, includes the following provisions:

- New occupational programs at community and technical colleges may be implemented without approval by the Council.
- Three years after the date of implementation of the occupational program, the Council will conduct a post-audit review of the program.
- After completion of the post-audit review, should there be a recommendation for discontinuance of the program, the Chancellor shall make such recommendation to the Council for action.

Seven full post-audits were submitted for review and all are recommended for continuation. Follow-up reports have been requested for four of the programs. The post-audit summaries that follow provide the rationale for the follow-up requests.

In addition, three follow-up reports were submitted and the recommendation is that they all be accepted. It should be noted that Mountwest has recommended the termination of the AAS in Dental assisting. Enrollment is not sufficient to sustain the program.

The post-audit reports are designed to discern if the programs are academically sound, viable and addressing documented needs. The post-audits and follow-up reports with accompanying recommendations follow.
CAS Assistant Teacher

**Goals/Objectives:** The program prepares individuals to assist lead teachers in a variety of early childhood programs including but not limited to Pre-K, Preschool Special Needs, and Kindergarten. One of the program objectives is to meet the requirements and need for West Virginia Early Childhood Classroom Assistant Teacher Authorization as outlined in West Virginia code.

**Curriculum/Mode of Delivery:** The majority of major courses are taught face to face. Many general education courses are available online. Nine hours of specific coursework are designed to align with the needed courses for the Assistant Teacher Certificate through the WV Department of Education. The remaining hours provide students with the needed coursework to apply for WV Pre-K Permanent Authorization. The program is 34 credit hours in length. The post-audit report indicated that the goal is to reduce the total number of hours to 30. The college curriculum also contained six hours of required communication courses and three hours of math.

**Enrollment/Graduates:** Seventeen students have earned the certificate. Fifteen went on to earn an AAS degree in Early Childhood. Six students are currently enrolled in baccalaureate programs. Ten students are currently employed. Enrollment has ranged between one and six students per semester.

**Assessment:** A key assessment tool is the clinical experience faculty observations completed for EDUC 270 and EDUC 275. Faculty are able to evaluate student educational learning outcomes in an actual classroom setting and continue the reinforcement of learning outcomes across the program. Every course is assessed through the college wide SIR II student learning survey.

**Faculty:** Major courses are taught by one full-time member and three adjunct faculty members. All faculty hold a master's degree in an appropriate field.

**Advisory committee:** The program is served by an advisory committee that meets bi-annually. The committee provides guidance and advice on program development, curriculum as well as give input on workforce needs and requirements.

**Financial:** The program was identified as low cost since it is embedded in the AAS degree program in Early Childhood. No additional resources are needed to offer the CAS Degree.

**Accreditation:** No accreditation is available.
Recommendation/comments: It is recommended that the program be continued with a follow-up report due by December 1, 2017. The report should address the status of efforts to reduce the numbers hours required for graduation.

AAS Criminal Justice

Goals/Objectives: The program is designed to serve students who wish to use the degree as a stepping stone to an advanced degree and for individuals already in the criminal justice field who wish to enhance their credentials. The program is a merger of two programs: Police Science and Public Safety. Police Science was specifically for individuals attending the State Police Academy. All courses were taught at the Academy. Budget cuts resulted in the elimination of funding for troopers to take courses that were not part of the Academy’s training. The new merged program stills provides trooper candidates with the opportunity to receive criminal justice credits.

Curriculum/Mode of Delivery: The 60 hour curriculum includes 30 hours of required criminal justice courses and 11 hours of criminal justice electives. In addition, the curriculum includes six hours of communications and three hours of math. A minimum reading level has been established for all criminal justice courses. All courses are taught in a lecture-classroom format. Efforts are underway to make some courses available online or through a hybrid format.

Enrollment/Graduates: Enrollment has averaged 50 students per semester. The audit reports that the program has produced 53 graduates. While the merged program was becoming fully implemented, the college continued to serve students in Public Safety and Police Science. Of the 43 students that graduated 2014-2016, 62.7 percent were employed in field. Twelve percent were pursuing baccalaureate degrees. The job placement rate approaches 90 percent. The program has one 2+2 articulation degree in Criminal Justice with Ohio University and in discussion with Marshall University to develop a second articulation agreement.

Assessment: Measurable objectives have been established for each of the four program goals. In addition, every course has specific learning outcomes. To demonstrate appropriate knowledge and skills, students must successfully complete one of four internship courses.

Faculty: There are no full-time faculty members assigned to the program. A full-time faculty member in the Paralegal program has been provided three hours release time to serve as program coordinator. The program averages five to six adjunct faculty members each semester. The audit provided information for eight adjunct faculty members. Three adjuncts held law degrees, two held master’s degrees, two held baccalaureate degrees and one held an associate degree. The audit indicated that as the program continues to grow, there will be a need to hire a full-time faculty member.
Advisory Committee: The program has an advisory committee that meets each semester to evaluate the program and its curriculum. The committee has been active in providing input into long-term sustainability and in program marketing. The committee is currently reviewing a request by the State Corrections Academy to create a corrections option.

Financial: The program is currently relying exclusively on revenues generated through collection of tuition and fees. This funding source generated $61,000 in 2015-16 and covered program expenditures of $26,000.

Accreditation: There is an accreditation process available through the Academy of Criminal Justice Sciences; however, the requirements are unrealistic to pursue given the program’s limited resources. Nationally, thirteen schools have attained accreditation. None of these programs offer associate degrees.

Recommendation/Comments: The program is recommended for continuation.

➤ AAS Machinist Technology

Goals/Objectives: The program is jointly delivered with the Robert C. Byrd Institute (RCBI). It was originally developed as an area of emphasis under the AAS in Technical Studies. The program is offered in Huntington and Bridgeport.

Curriculum/Mode of Delivery: Technical courses are delivered by RCBI since it has the equipment and qualified instructors. Mountwest delivers the general educations courses to fulfill degree requirements. The curriculum is comprised of 61 hours including six hours of communication and three hours of math. Due to their hands-on nature, all technical courses are delivered on-campus. General education courses are available through a variety of methods. The program adheres to the standards of the National Institute for Metalworking Skills (NIMS).

Enrollment/Graduates: This is a selective admission program. An interview is designed to ensure students understand that the program is run very similar to a business setting with limited acceptance for tardiness and absences. In addition, applicants must take a mathematics assessment exam. Enrollment has averaged 23 students. The audit reports that the program has produced 40 graduates. The job placement rate approaches 90 percent.

Assessment: NIMS credentials are the primary assessment tool. Students are required to complete at least three individual credentials in the first year and two in the second year. Special attention is also given to the program completion rate and placement rate. The program is periodically reviewed by NIMS.

Faculty: The audit identified two full-time faculty two part-time faculty members. Each of the faculty members holds an associate degree with a machinist specialization.
Advisory committee: The program has an advisory committee that meets twice a year. The committee has recommended curricular revisions and regularly reviews retention and completion rates.

Financial: The average three-year program cost is $228,333. This cost figure includes equipment, tools, supplies and instructor salaries. The program is fully funded by tuition and fees. Per contractual agreement between RCBI and Mountwest, the college reimburses RCBI 75 percent of tuition and 100 percent of course fees per enrolled student.

Accreditation: The program is accredited by NIMS The Huntington site was renewed in 2015 and the Bridgeport is expected to be renewed in November 2016.

Recommendation/comments: The program is recommended for continuation.

AAS Welding Technology

Goals/Objectives: The program is jointly delivered with the Robert C. Byrd Institute (RCBI). The program is an industry-driven, hands-on program that prepares individuals to meet the rigorous demands of the welding sector. Students learn a variety of welding methods.

Curriculum/Mode of Delivery: Technical courses are delivered by RCBI since it has the equipment and qualified instructors. Mountwest delivers the general educations courses to fulfill degree requirements. The curriculum is comprised of 60 hours including six hours of communication and three hours of math. Due to their hands-on nature, all technical courses are delivered on-campus. General education courses are available through a variety of methods.

Enrollment/Graduates: This is a selective admission program. An interview is designed to ensure students understand that the program is run very similar to a business setting with limited acceptance for tardiness and absences. Enrollment has averaged 29 students. The audit reports that the program has produced 15 graduates. More emphasis need to be made on degree completion. All students can gain employment starting the end of the first year and as such the program experiences significant attrition. In order secure promotions into managerial positions, a degree is required. This may bring some students.

Assessment: Industry certifications are the primary assessment tool. Each specialized welding course has a corresponding industry recognized certification that is administered at the end of each semester. Students are performing exceedingly well in their welding courses. Industry employees semi-annually report on the employment skills of graduates and provide suggestions for improvement.

Faculty: The audit identified two part-time faculty members. Each faculty member holds a high school diploma and numerous welding certifications. An additional experienced welder serves as a program consultant.
**Advisory committee:** The program has an advisory committee that meets twice a year. The committee has recommended curricular revisions and regularly reviews retention and completion rates.

**Financial:** The average three-year program costs is $162,846. This cost figure includes equipment, tools, supplies and instructor salaries. The program is fully funded by tuition and fees. Per contractual agreement between RCBI and Mountwest, the college reimburses RCBI 75 percent of tuition and 100 percent of course fees per enrolled student.

**Accreditation:** No accreditation is available.

**Recommendation/comments:** The program is recommended for continuation.

- **CAS/AAS Transportation Technology**

**Goals/Objectives:** The program is designed to provide transportation workers with the opportunity to participate in higher education. Workers in this field have a high degree of volatility in their work schedules. The program provides a specialized distance-learning education and primarily serves students who are currently employed in the transportation field. A degree is necessary for upward mobility in their current field/company of employment. Mountwest was one of the first institutions to offer an associate degree in transportation.

**Curriculum/Mode of Delivery:** The online and life-experience curriculum is designed to support a drop-in/drop-out lifelong learning philosophy of continuing education. The program is designed to accept related credit equivalency from any academic, vocational or industry training program to include documented life-long training skills, test-out exams, industry-recognized certifications and continuing education units. Transportation courses area taught in an 8 week format rather than the traditional 16 week format. Students indicated that this allowed them to focus on fewer classes at a time and complete the degree program faster. The AAS degree offers seven concentrations: Railway, Maritime, Roadway, Transit, Aviation, Intelligent Transportation Systems and Intermodal Management. The Certificate program offers Transportation or Railway. With the exception of Aviation, which is 62 hours, all AAS concentrations are 60 hours in length. The CAS degree requires 30 hours for graduation.

**Enrollment/Graduates:** Enrollment has averaged nearly 71 students annually. The program has produced 94 graduates. Approximately 56 percent earned the associate degree. Due to the nature of enrollees, job placement is high. Students reported high satisfaction with the program.

**Assessment:** The assessment program is multi-faceted and includes the assessment of both the assessment of course learning outcomes and program outcomes. A Program Outcomes Map has been developed that details the
program outcomes and the assessment of the outcomes in each transportation course. Student surveys have been utilized and led to program improvements.

**Faculty:** The audit identified one full-time faculty member who serves as program coordinator. Part-time support is provided by the current and past coordinators for the Geospatial Science and Technology program. The faculty are responsible for teaching 101 transportation courses identified in the audit to support the seven concentrations.

**Advisory committee:** The program is served by a 28 member advisory committee that met bi-annually during program development and the first few years of the program. In addition to providing advice on curricular issues, committee members have assisted with marketing and recruiting efforts.

**Financial:** The annual average for program expenditures was $106,102 while revenue averaged $335,035. The program was aided by grant funding. When grant funds are depleted it is expected that tuition revenue will continue to provide sufficient support to maintain program operations.

**Accreditation:** There is no accreditation available.

**Recommendation/comments:** The program is recommended for continuation with a follow-up report to be submitted by March 15, 2017. The report should address the number of courses necessary to support the program and its seven concentrations. The audit identified 101 courses while the catalog lists approximately 30 courses. The follow-up report should address how faulty resources are able to support the offering of coursework for seven concentrations. Finally, the report should indicate the required courses for each concentration and indicate how often they were offered in the past four years including the faculty of record.

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**New River Community and Technical College**

➢ **CAS Medical Insurance Billing and Coding**

**Goals/Objectives:** The mission of the program is to prepare graduates for employment as medical insurance specialists and/or medical coders in physician’s offices, hospital billing offices, out-patient departments and insurance companies. Job duties may include both specializations of insurance and coding or employees could specialize in either area.

**Curriculum/Mode of Delivery:** The 30-hour curriculum includes three hours of math and three hours of English. Courses are available in a variety of delivery modes: traditional classroom delivery, IVN and through the Virtual Campus.
Enrollment/Graduates: Enrollment numbers are provided for the 2009-2012 period. Enrollment averaged 78 students for the four-year period. That same period produced 81 graduates. The audit indicated that certification and licensure examination pass rates and employment are not currently tracked or documented.

Assessment: The audit presented limited details regarding program assessment. There is evidence that curricular changes have been made and that employer surveys are used to measure the success of the program. The results of these surveys were not provided.

Faculty: The program is served by three adjunct faculty members. Two of the adjuncts have certifications in this area of health care. The other adjunct is a licensed RN. A program coordinator is not identified.

Advisory committee: The program is served by an advisory committee that consists of the three adjuncts and one student. There is no documentation of the frequency of meetings or how the committee has been utilized.

Financial: In the 2014-15 academic year the program had income of $98,540 which came entirely from tuition and fees. Expenditures totaled $13,985. Costs are low since the program has no full-time faculty. The program’s positive revenue offsets other allied health programs where expenses may exceed revenue.

Accreditation: No specialized accreditation is available for the program.

Recommendation/comments: It is recommended that the program be continued, but that a follow-up report be provided by November 1, 2017. The follow-up report should address the following:

- The latest data for enrollment and graduates was 2012-13. The follow-up report should provide updated numbers. It was noted that system data does not reflect any graduates in the program. The report should address this discrepancy between institutional and system data.
- College plans to track student success and job placement. If a certification exam is available in the field it should be identified.
- The report should address how the advisory committee could be expanded to include individuals outside the program. There needs to be documentation on the frequency of meetings and how the committee is utilized for program improvement.

CAS Automotive Maintenance and Light Repair / AAS Automotive Service Technology

Goals/Objectives: The CAS program prepares students for the AAS program or for employment as an entry level maintenance and light repair technician. The AAS program is designed to prepare individuals seeking employment as automotive service technicians.
**Curriculum/Mode of Delivery:** The CAS program requires the completion of 30 hours for graduation while the AAS program requires 60 hours. Both programs have appropriate hours in general education to support communication and computational skills. Both programs are aligned with the current National Automotive Technician Education Foundation 2012 accreditation standards. The programs utilize traditional classroom lectures as well as laboratory settings for conducting hands-on projects.

**Enrollment/Graduates:** Enrollment in the AAS program has averaged 15 students over the past three years. There have been two AAS graduates. Students who enroll in the AAS program are encouraged to enroll and complete the requirements for the CAS after the first year of the program. Most students defer some of their general education requirements until after completing all of the automotive courses requirements. This prevents students from being able to secure the CAS degree. Efforts are being made to encourage students to complete the CAS program while pursuing the AAS program. The audit indicates that the program has a low retention rate. There is no data to indicate what happens to those who withdraw.

**Assessment:** The programs have developed a mapping of assessment measures to intended student learning objectives. Data collected along with inputs and feedback from advisory boards drive improvements in curriculum, delivery and teaching. Standards of the National Automotive Technician Education Council are used to align the learning outcomes to industry standards. Students completing the program are prepared to successfully complete the Automotive Service Excellence technician certifications exams. There audit does not indicate if either of the two graduates successfully passed the exam.

**Faculty:** The program is served by one full-time faculty member. The audit indicates that this is sufficient at the time. When the maximum number of eighteen students per cohort is reached, a lab tech or adjunct instructor will be required.

**Advisory committee:** The program is served by a seven member advisory committee. There is no documentation on how frequent the committee meets or how the committee has been utilized.

**Financial:** In the 2014-15 academic year the program had income of $114,350 which came entirely from tuition and fees. Expenditures totaled $101,021.

**Accreditation:** There is no specialized accreditation available for this program. The program is aligned with 2012 ASE/NATEF standards.

**Recommendation/comments:** It is recommended that the program be continued, but that a follow-up report be provided by November 1, 2017. The follow-up report should address the following issues:

- Is there a need for the CAS program? If the CAS program is continued, the report should address efforts to encourage students to complete CAS requirements after the first year.
Given the low retention rate, the report should address efforts to improve retention. The college is encouraged to discern the status of students who have withdrawn from the program.

The report should provide documentation on the frequency of meetings of the advisory committee and how the committee is utilized.

**POST-AUDIT FOLLOW-UP REPORTS**

*Mountwest Community and Technical College*

- **AAS Dental Assisting**

  **Council request:** Indicate the outcome of discussions on whether to retain or terminate the program.

  **College response:** After a careful review, Mountwest has determined that with the very low enrollment numbers, the program is no longer viable. The program will be terminated. Students completing the Dental Assisting program at a career and technical center may apply those credits to either the AAS in Health Science or AAS in Technical Studies degrees.

  **Recommendation:** Accept the follow-up report.

- **CAS Allied Health Occupations**

  **Council request:** Provide, 1) number of certificate graduates who enroll into an associate degree program, 2) specific admission numbers for each associate degree, 3) job placement rates for students with only a certificate, 4) examples of specific employment opportunities for certificate holders, 5) information on who is reviewing the curriculum to discern that it is meeting student/employer needs (in the absence of an identified advisory committee), and 6) information on whether students are initially admitted into the certificate program or an associate degree program.

  **College response:** 1) approximately 90 percent of the students complete the certificate and enroll into an associate degree program. 2) CAS completers have enrolled in nine different associate degree programs. The most popular programs have been Medical Assistant, Health Information Technology, Pharmacy Technology and Radiologic Technology. 3) The college does not have an adequate system to monitor employment of all graduates. The college will continue to work on a plan to strengthen data collection strategies. 4) The intent of the CAS program has been to package fundamental skills into a limited set of courses. Students enrolled in an associate degree, who do not complete that degree would have the skills necessary for entry into employment. This was a relatively new exercise. The college will begin to market the CAS program. 5) Existing Allied Health Program Advisory Committee provide input on the CAS curriculum. 6) Typically, students are not admitted into the certificate program; however, since
2012 59 students have chosen to enroll in the CAS program initially. The majority of students have earned the CAS as an intermediate step to earning an AAS degree.

**Recommendation:** Accept the follow-up report.

- **AAS Health Science**

  **Council request:** Provide, 1) primary need for program, 2) reasons for no graduates since 2013, 3) information on program assessment strategies, 4) information on who is reviewing the curriculum to discern if it is meeting student/employer needs (in the absence of an advisory committee) 5) information on the status of plans to explore the possibility of creating concentration that will not require industry certifications for students who are not accepted into a selective admission program.

  **College response:** 1) The degree provides a pathway for students who are interested in applying to one of the selective admission allied health programs. It give the college an organizing mechanism for connecting students with counselors and appropriate faculty so that students can receive quality advising. 2) The program has produced one graduate in 2015 and one in 2016. 3) Since the degree path is largely a feeder for other health science programs, assessment efforts are focused on the destination degrees. 4) Since the degree pathway is multi-disciplinary, the program is reviewed by Allied Health Advisory Committee members for relevancy. 5) The development of a new concentration is a topic of discussion. The intent is to explore it further during the coming school year with the different advisory committees.

  **Recommendation:** Accept the follow-up report.
ITEM:  
Revisions to Legislative Rule, Series 52, Annual Reauthorization of Degree-Granting Institutions

INSTITUTIONS:  
All

RECOMMENDED RESOLUTION:  
Resolved, That the West Virginia Council for Community and Technical College Education approves the proposed revisions to Series 52, Legislative Rule, Annual Reauthorization of Degree-Granting Institutions, to be filed with the Secretary of State for the thirty-day public comment period.

Further Resolved, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER:  
Corley Dennison

BACKGROUND:

With the collapse of ITT Technical Institute and the US Department’s decertification of the Accrediting Council for Independent Colleges and Schools (ACICS), annual reauthorization of degree granting institutions has taken on a more prominent role with both the Council and the Commission. In order to better serve the students of higher education in West Virginia, it has become necessary to make revisions to Series 52, Legislative Rule, Annual Reauthorization of Degree-Granting Institutions and to close specific loopholes in the current policy.

The primary revision to Series 52 comes in Section 4, Exemptions. Initial authorization for institutions in West Virginia fall under Series 20, Initial Authorization of Degree-Granting Institutions or under Series 35, Correspondence, Business Occupational, and Trade Schools. Series 20 is for institutions intending to offer associate degrees while Series 35 is intended for business or trade schools such as barber academies. Series 20 has an involved vetting process to approve degrees to be offered by the institution while Series 35 has a pro-forma template process to secure a permit to operate in the
state.

Once an institution is approved under Series 35, as currently written, no additional approval or review is required for that institution to begin offering new degrees at the associate's level as those institutions "shall be considered exempt."

Key revisions to Council Series 52 include the following:

- Revise Section 4.1 to delete exemptions.
- Delete Section 4.3 to remove specific exemptions.
- Revise language in Section 5.1 to conform to deletions in Section 4.
§135-52-1.  General.

1.1. Scope. --This rule establishes the policy regarding annual reauthorization of degree-granting institutions which offer degrees not above the associate level.

1.2. Authority. --West Virginia Code §18B-4-7

1.3. Filing Date. May 16, 2013

1.4. Effective Date. June 16, 2013

1.5. Sunset Date. –This rule will sunset five years from the effective date.

§135-52-2. Purpose.

2.1. The West Virginia Council for Community and Technical College Education (Council), through a process of granting authorization and annual reauthorization of education institutions operating in West Virginia that provide instruction up to and including the associate degree level, has the responsibility of protecting consumers and ensuring students are offered quality education by postsecondary providers to West Virginia residents. An institution authorized by the Council shall be required to operate in accordance with fair consumer practices to ensure that students can make appropriate decisions concerning their investment of time and money.

2.2. Fair consumer practices means honesty, fairness, and disclosure to students in the areas of recruitment, admission, contractual agreements, student financial assistance, obligations to repay student loans, placement assistance and job placement rates, advertising, refund policies, the meaning and recognition of different types of accreditation, the transferability of the institution’s credits to other postsecondary institutions, the offering of quality instructional programs, and other appropriate performance measures.

2.3. Authorization is required for all postsecondary providers that offer certificates, degrees, or instruction at the associate degree level or below, and entities that use the term “academy,” “college,” “institution,” “university” or similar title, hereafter referred to as “institution,” unless otherwise exempt.

2.4. The Council is responsible for the annual reauthorization of any private, proprietary, or out-of-state postsecondary institution that has physical presence in West Virginia and offers degree programs at or below the associate degree level. The process of conferring reauthorization by the Council includes the monitoring of standards for degrees awarded, the collection and dissemination of pertinent institutional data, the conduct of certain reviews and audits, and the imposition of certain sanctions including revocation of degree-granting authority.

2.5. Existing institutions of higher education authorized to operate in West Virginia prior to the effective date of this rule are subject to the reauthorization provisions of this rule and shall report annually to the Council on all items related to reauthorization prescribed in this rule.
2.6. While the provisions of this rule apply directly to the annual reauthorization of any private institution in West Virginia which offers degrees at or below the associate level, the criteria for annual reauthorization also apply to public higher education institutions that offer degrees at or below the associate level in the state, and are under the purview of the Council.

2.7. The Council shall make available information on institutional performance of all public institutions located in West Virginia on the Council’s website and through other appropriate venues.

2.8. Institutions that are exempt from the provisions of Series 20, Initial Authorization of Degree-Granting Institutions, for initial state authorization shall be exempt from the provisions of this rule.


3.1. “Accreditation” means a status attained by the institution through voluntarily meeting standards set by a nongovernmental entity recognized by the U.S. Secretary of Education.

3.2. “Authorization” means the status attained by the institution that allows the institution to offer programs and courses within the State of West Virginia. This status is granted by the Council for Community and Technical College Education when the institution demonstrates compliance with the requirements for such status.


3.4. “Council” means the West Virginia Council for Community and Technical College Education.

3.5. "Degree" means any earned award conferred by a higher education institution which represents satisfactory completion of the requirements of a program at the associate level, or course of study, or any instruction beyond or apart from the secondary level of greater duration than eleven months of full-time study.

3.6. "Distance education" means the delivery of any course or degree programs by synchronous or asynchronous technology. Asynchronous or synchronous technology via distance delivery includes all forms of internet, electronic, digital, online, video, and any other technology driven delivery system.

3.7. "Institution" means any person, firm, corporation, association, agency, institute, trust or other entity of any nature whatsoever offering education beyond the secondary level which:

3.7.a. offers courses or programs of study or instruction which lead to or which may reasonably be understood to be applicable toward an associate or other specialized certification/degree designation at or below the associate level; or

3.7.b. operates a facility as a college or university or other entity in the State of West Virginia which offers degrees or other indicia of a level of educational attainment beyond the secondary school level; or

3.7.c. uses the term "college" or "university," or words of like meaning, in its name or in any manner in connection with its academic affairs or business.

3.8. “Physical presence” means an actual presence in the state, online or on-site, for the purpose of conducting activity related to: a postsecondary educational institution; educational service; dissemination of educational credentials; enrollment, solicitation or advertising. Physical presence as further outlined for purposes of authorization shall include but not be limited to:

3.8.a. An instructional site within the state.
3.8.b. Dissemination of an educational credential from a location within the state.

3.8.c. An agent, whether compensated or not, who is utilized for the purpose of administering, coordinating, teaching, training, tutoring, counseling, advising, recruiting, or any other activity on behalf of the sponsoring institution.

3.8.d. Advertising, promotional material or public solicitation in any form that targets West Virginia residents through distribution or advertising in the state.

3.8.e. Instructional delivery that receives assistance from any other organization within the state in that delivery.

3.8.f. Clinical experiences, internships, or other similar curricular requirement.

Activities exempt from this definition include: online instructors residing in West Virginia but having no direct, in-person contact with students and individuals participating in college fairs coordinated by the Council and local school districts.

3.9. “Reauthorization” is the process by which an institution annually renews its status as an institution authorized to offer programs and courses for West Virginia residents. This status is granted by the Council when the institution demonstrates compliance with the requirements for such status.

3.10. “Religious, theological, or faith-based institution” means a postsecondary institution that offers no degree programs other than those specifically related to the institution’s doctrine. Institutions that offer general degree programs cannot be exempted by this rule as religious, theological, or faith-based.

3.11. “Unearned tuition” means the anticipated amount of tuition revenue minus refunds that will be generated within a one-year time frame of the institution’s authorized operation in West Virginia. “Unearned tuition” for the application of annual reauthorization is the amount of tuition revenue minus refunds that was received during the previous year.

§135-52-4. Exemptions.

4.1. Institutions that clearly qualify as exemptions under the provisions of Series 20, Initial Authorization of Degree-Granting Institutions, and after Council staff review, shall be considered exempt from reauthorization. Institutional exemption is subject to annual review and/or revocation any time the activity deviates from the original determination factors for exemption. An institution which claims to be exempt under the provisions of this section must submit such information as may be required by the Council to determine whether the institution is exempt from reauthorization.

4.2. Any institution fully authorized to operate in West Virginia prior to the effective date of this rule is subject to the provisions of this rule pertaining to reauthorization.

4.3. Correspondence, business, occupational and trade schools which offer nothing higher than a specialized associate degree or associate degree, and are regulated under West Virginia Code provisions §18B-2B-9 on correspondence, business, occupational and trade schools shall be exempt from the provisions of this rule regarding annual reauthorization but are not exempt from the data reporting requirements in section 5.

4.4. The following institutions shall be exempt from the provision of this rule:

4.43. a. Out-of-state institutions:
4.43 a.1. offering courses through brokering or other collaborative arrangements with a West Virginia public institution of higher education and which support programmatic offerings of the state institution;

4.43 a.2. offering a short course or seminar in which the instruction for the segment takes no more than twenty classroom hours, and is not for college credit;

4.43 a.3. offering courses or programs on a military installation solely for military personnel or civilians employed on such installation;

4.43 a.4. offering courses or programs at a location in West Virginia by the authority of the Council for a designated period of time; or

4.43 a.5. offering online courses or programs with Council approval for a specified period of time.

4.43 b. Non-Degree granting institutions whose programs are designed primarily for job entry or upgrading of skills and are described in clock (contact) hours. These programs typically prepare individuals for employment and do not require courses beyond those specific to the job or its field with program length sufficient to effect outcomes.

4.43 c. A religious, theological, or faith-based institution which meets the criteria for exemption outlined in Series 20, Initial Authorization of Degree-Granting Institutions, and offers no degree programs other than those specifically related to the institution’s doctrine.

§135-52-5. Annual Reauthorization.

5.1. All authorized institutions authorized by the Council at the associates level, except those previously exempted in section 4.3 of this rule, must annually submit a reauthorization application report in a format prescribed by Council staff. The annual reauthorization year will be from July 1 through June 30, with the 2012-2013 year being the initial reporting year. The annual application is due each November 1 and must be accompanied by an annual fee as provided in section 9 of this rule.

5.2. Reauthorization applications postmarked after November 1 or other due date will be assessed a late renewal fee as prescribed in section 9 of this rule.

5.3. Upon request by the Council, authorized institutions must provide documentation necessary to assess the performance of the institution.

5.4. The reauthorization application must include the following:

5.4.a. Name and address of the institution of higher education.

5.4.b. Chief executive officer’s name, title, address, phone number, fax number, and email address.

5.4.c. Institutional liaison’s name, title, address, phone number, fax number, and email address.

5.4.d. Verification of current accreditation status and copy of latest annual HLC/NCA Institutional Update Report or other USDE-recognized regional accrediting agency.

5.4.e. Full and part-time student enrollments of resident and non-resident students for each term and/or period of instruction during the most recent reporting year.
5.4.f. A current schedule of fees and charges for tuition.

5.4.g. First to second year retention rates for first-time, full-time certificate and degree-seeking students for the most recent year.

5.4.h. Graduation rates for undergraduate degree-seeking first-time, full-time students for the most recent graduating three-year cohort year.

5.4.i. Data on student transfers in to and out of the institution for the most recent year.

5.4.j. Licensure pass rates for completion of all professional programs, e.g., allied health, for the most recent year.

5.4.k. Student loan cohort default rates for the most recent year available.

5.4.l. Campus crime statistics for the most recent reporting year available.

5.4.m. Number of student, staff, and faculty grievances filed during the most recent reporting year.

5.5. The Council shall provide definitions of requested data elements. When appropriate, prior data submissions may be utilized to fulfill specific data requirements. Guidance will be provided by Council staff.

5.6. Upon receipt of the annual reauthorization application, Council staff shall convene a compliance review committee to review the submitted documentation. The compliance review committee shall be composed of:

5.6.a. Persons who are qualified by academic training or professional experience to verify the institution’s compliance with Council standards for authorization.

5.6.b. Persons who are representative of both public and private institutions.

5.6.c. Members of the Council staff. The Vice Chancellor for Academic Affairs or designee shall serve as chair of the committee.

5.7. Upon review of documentation and recommendation of the compliance review committee, institutions that are found to be in compliance with generally accepted parameters of operation are recommended to the Council for reauthorization.

5.8. If the compliance review committee finds, after review of required documentation, that the institution is not in compliance with generally accepted parameters of operation, the committee may request additional documentation for review.

5.9. Each institution shall provide, at the request of the compliance review committee, all information the committee considers necessary to assess the performance of the institution and determine whether the institution continues to meet the minimum standards for conferring certificates and degrees. Information may include but is not limited to the following:

5.9.a. Institutional information.

5.9.a.1. Copies of articles of incorporation, charter, constitution, and by-laws for the initial reporting year, and changes only for reporting in subsequent years.
5.9.a.2. Copy of any articulation agreement the institution has with a West Virginia higher education institution entered into or changed within the last year.

5.9.a.3. Copy of the institution’s current mission and goals statement for the initial reporting year, and changes only for reporting in subsequent years.

5.9.a.4. Copy of the current institutional catalog.

5.9.a.5. Copies of current promotional and recruitment materials and advertisements provided or distributed to West Virginia residents.

5.9.b. Accreditation information.

5.9.b.1. If the institution is accredited by a regional accrediting agency, verification of the accreditation status, including any correspondence within the last year.

5.9.b.2. If the institution is accredited by a national accrediting agency or any of its academic programs is accredited by a program accrediting agency, verification of the accreditation status.

5.9.c. Program information.

5.9.c.1. A list of current degree and certificate programs offered in West Virginia by the institution.

5.9.c.2. Results of any external degree program evaluation during the last year, if any.

5.9.c.3. A list of any degree or certificate programs that have ceased to be offered during the previous year.

5.9.c.4. Identification of methods used to assess student achievement.

5.9.c.5. Results of the most recent assessment of student achievement.

5.9.d. Faculty information.

5.9.d.1. A list of current full-time and part-time faculty with highest degree held, degree field(s), and institution conferring highest degree.

5.9.e. Financial information.

5.9.e.1. The latest financial statement for the most recent fiscal year compiled or audited by an independent certified public accountant, including any management letters provided by the independent auditor.

5.9.f. Facilities information, if applicable.

5.9.f.1. Verification of compliance with all applicable local, state, and federal safety and fire codes.

5.9.g. Student information.

5.9.g.1. The institution’s policies about student admissions, evaluation, suspension, and dismissal
for the initial reporting year, and changes only for reporting in subsequent years.

5.9.g.2. A current schedule of fees, charges for tuition, required supplies, student activities, and all other student charges.

5.9.g.3. The institution’s policy about tuition and fee refunds and adjustments for the initial reporting year, and changes only for reporting in subsequent years.

5.9.g.4. The institution’s policy about granting credit for experiential learning, including prior education, training, and experience for the initial reporting year, and changes only for reporting in subsequent years.

5.9.g.5. The institution’s policy on post-graduation placement, if any, and data on placements for the most recent year.

5.9.g.6. A list of all student grievances for the most recent year as well as the nature and disposition of each.

5.9.h. Other information.

5.9.h.1. Information related to compliance with federal or state laws and regulations that require reporting to the public, students, employees or federal or state agencies.

5.9.h.2. Information on how the institution ensures accuracy in its usual publications such as the catalog and institutional brochures and fair representation by recruiters and agents.

5.9.i. The Council shall provide definitions of requested data elements. When appropriate, prior data submissions may be utilized to fulfill specific data requirements. Guidance will be provided by Council staff.

5.10. On-site review.

5.10.a. The compliance review committee, at its discretion, may conduct on-site reviews to assess institutional compliance with the minimum standards for conferring degrees as outlined in Series 20, *Initial Authorization for Degree-Granting Institutions*. The committee may evaluate maintenance of adequate academic and performance standards, conduct financial audits, or require the institution to perform such audits and provide detailed data to the committee. The visit will be scheduled at a time which is mutually convenient to the institution and the committee. The institution shall pay the reasonable expenses associated with the compliance review visit.

5.10.b. Following review of submitted documentation and/or site visit, the compliance review committee will prepare an analysis of the findings.

5.10.c. A draft of a staff report prepared in accordance with this section will be provided to the institution for correction of factual errors and comment. The institution may provide the Council a response to the report within ten (10) working days of receipt of the report. The institutional comments will be included with the compliance review committee report presented to the Council.

5.10.d. The compliance review committee will develop a recommendation for the Council regarding the institutional reauthorization application. Only those institutions which meet generally accepted higher education state standards of quality will be recommended for reauthorization.
5.10.e. An institution which is not found to meet the generally accepted higher education state standards of quality will be recommended to the Council for denial of reauthorization. Once reauthorization is denied, the institution is subject to the authorization requirements, process and review in Series 20, *Initial Authorization of Degree-Granting Institutions*, in order to seek authorization to operate within West Virginia.

5.10.f. An institution submitting an annual reauthorization report adjudged by the Council as meeting the standards for reauthorization shall retain its authorized status for the current year.

§135-52-6. Public Institutions and Annual Reauthorization.

6.1. All public institutions under the purview of the Council shall apply for annual reauthorization and shall meet the conditions for reauthorization as provided in section 5 of this rule.

6.2. The Council shall make available to the public information on matters of institutional performance for all public institutions under its purview, as provided in section 2 of this rule.

§135-52-7. Dissemination of Institutional Information.

7.1. The Council shall make available to the public, information on matters of institutional performance that are not confidential and not restricted by federal or state laws or regulations. Such information may be posted on the Council’s website or disseminated through other appropriate venues.

7.2. The Council office shall maintain a list of institutions authorized to grant certificates and degrees and shall make such list available to the public.


8.1. Authorization of an institution terminates at the time when a change in ownership resulting in a change of control of the institution changes from that indicated on the institution’s most recent reauthorization application unless the institution files an application within ten (10) business days after the change of ownership that resulted in a change of control. Such institution shall submit an application reflecting the change in ownership and control and a fee of $500.

8.1.a. If an institution files an application requesting approval of a change of ownership and control more than ten (10) business days after the change of ownership resulting in a change of control takes effect, the authorization terminates and such an application will be considered as an application for authorization and the institution shall pay the fees specified in Series 20, *Initial Authorization for Degree-Granting Institutions*.

8.1.b. An authorized institution shall notify the Council of any anticipated change in ownership that results in a change of control at least thirty (30) days prior to the change in ownership and control.


9.1. A non-refundable fee of $500 shall accompany the submission of the annual application report for reauthorization.

9.2. Failure to file the annual report or to pay the report fee shall be sufficient grounds for denial of reauthorization, suspension, or revocation of degree granting authority. An institution filing a report that is postmarked after the November 1 due date will be assessed a late fee of $300.

9.3. The annual fee and annual report requirements shall be applicable for all years of authorization through the Council. The Council may adjust all fee charges as deemed necessary.
9.4. Public institutions located in West Virginia are exempt from the requirement of payment of reauthorization fees as provided in this section.


10.1. Intermediate sanctions.

10.1.a. If an institution fails to comply with the provisions for reauthorization in this rule, the Council may progressively impose one or more of the following sanctions.

10.1.a.1. Require the submission and implementation of an improvement plan to address or correct problems identified by the Council.

10.1.a.2. Suspend the ability of an institution to enroll students for one or more of the approved programs offered by the institution.

10.2. Termination of state authorization.

10.2.a. An institution shall provide the Council with a copy of any notice of warning, suspension, revocation or other adverse action received from any national or regional accrediting agency within five (5) business days of receipt of such notice.

10.2.b. The Council may for good cause, suspend, withdraw or revoke the authorization of an institution to generate or solicit students within the state, place an institution on probation, order refunds to students, forfeit the institution’s surety bonds, revoke an institution’s degree granting authority, or take any other appropriate action per Series 20, Initial Authorization of Degree-Granting Institutions.

10.2.c. The Council may terminate state authorization if the institution fails to submit an acceptable annual reauthorization application or an incomplete or unsatisfactory reauthorization application, as determined by Council staff and referenced in Section 5 of this rule.

10.2.d. The Council shall revoke the authority of an institution to confer degrees at any time when the institution’s governing body, chief executive officer, or both have done any one or more of the following:

10.2.d.1. Failed to maintain the minimum standards for conferring degrees.

10.2.d.2. Refused or willingly failed to provide information to the Council in a manner and within a reasonable timeframe as established by the Council.

10.2.d.3. Willfully provided false, misleading or incomplete information to the Council.

10.2.e. An institution authorized as a religious, theological or faith-based college that fails to continue to meet the criteria for a religious institution shall have its authorization terminated. The institution shall be so notified in writing. A phase-out period of not more than one additional academic term shall be permitted. An appeal to the Council may be filed within ten (10) business days. In the absence of a timely appeal, the termination shall be final.

10.3. Notification to Cease Offering Degrees or Degree Credits

Institutions that are not authorized but offer degrees and/or degree credits in West Virginia shall be notified by certified mail that they shall cease immediately to offer degrees and/or degree credits. The
Council shall initiate appropriate legal action if institutions fail to comply.


11.1. If an authorized institution, branch campus, or extension program of an authorized institution discontinues operation in this state, its chief executive officer shall notify the Council of the date of discontinuance and the name and address of the agency where records will be maintained.

11.2. Records shall be permanently maintained and copies may be obtained by authorized parties. Such records shall include but not be limited to information pertaining to the admission of each student and former student and the educational record of each student and former student.

Financial aid records of each student and former student shall be retained consistent with state and federal regulations.

11.3. When an institution decides to cease postsecondary education operations, it must assist students to find alternative means to complete their studies with a minimum of disruption, and inform the Council of the following:

11.3.a. the planned date of termination of postsecondary education operations;

11.3.b. the planned date for the transfer of student records;

11.3.c. confirmation of the name and address of the organization to receive and hold the student records; and

11.3.d. the official at the organization receiving the student records who is designated to provide official copies of records or transcripts upon request.

§135-52-12. Notification: Appeals:

12.1. Once the Council has received and verified the accuracy of information constituting any of the grounds identified in section 10 of this rule, the Council shall notify the institution and its owner in writing of its intent to recommend denial or suspension of reauthorization or other adverse action and the grounds for such recommendation.

12.1.a. The owner of the institution may, within ten (10) business days of receipt of such notice, request a hearing upon the recommended action. Such hearing, if requested, shall be commenced within twenty (20) business days of such request at the Chancellor’s office or at such other location convenient to the parties and witnesses as may be designated by the Chancellor.

12.1.b. The hearing shall be conducted by the Chancellor or his/her designee, pursuant to the procedures set forth in Chapter 29A, Article 5 of the Code of West Virginia.

12.1.c. The Chancellor or his/her designee may continue the hearing at the request of the institution for good cause shown. Continuance shall not be granted as a matter of right.

12.1.d. If the owner or a representative of the institution does not request a hearing within the requisite time period, the recommendation of the Chancellor or his/her designee shall be deemed unchallenged by the institution and reported to the Council for final action.

12.2. During the hearing, the grounds for denial, suspension, withdrawal, or revocation of authorization to
operate the institution or other adverse action must be established by clear and convincing evidence.

12.3. Irrelevant, immaterial, or unduly repetitious evidence may be excluded from the hearing. Formal rules of evidence as applied in civil cases in the circuit courts of this state shall not be applied. When necessary to ascertain facts not reasonably susceptible of proof under those formal rules evidence not admissible there under may be admitted, except where precluded by statute, if it is a type commonly relied upon by reasonably prudent persons in the conduct of their affairs.

12.4. The rules of privilege recognized by the law of this state shall be followed.

12.5. Objections to evidentiary offers shall be noted in the record. Any party to the hearing may vouch the record as to any excluded testimony or other evidence.

12.6. Any party to a hearing may appear with witnesses to testify on his or her behalf; may be heard in person, by counsel or both; may present such other evidence in support of his or her position as deemed appropriate by the Chancellor or his/her designee; and, may cross-examine witnesses called by the Council in support of the charges.

12.7. The hearing shall be open to the general public.

12.8. A record of the hearing, including the complaint(s), if applicable, the notice of hearing, all pleadings, motions, rulings, stipulations, exhibits, documentary evidence, evidentiary depositions and the stenographic report of the hearing, shall be made and a transcript thereof maintained in the Council’s files. All recorded materials shall be transcribed. The Council shall have the responsibility to make arrangements for the transcription and provision of the reported testimony and evidence to the parties. Upon request, a copy of the transcript shall be furnished to any party at his or her expense.

12.9. Documentary evidence may be received in the form of copies or excerpts or by incorporation by reference.

12.10. The Council may call witnesses to testify in support of charges and may present such other evidence to support its position; and, may cross-examine witnesses called by the charged party in support of its position.

12.11. All parties shall have the right to offer opening and closing arguments.

12.12. Hearings may be continued or adjourned to a later date or different place by the Chancellor or his/her designee by appropriate notice to all parties.

12.13. All motions related to a case set for hearing, except motions for continuance and those made during the hearing, shall be in writing and shall be received in the office of the Chancellor at least ten (10) business days before the hearing. Pre-hearing motions shall be heard at a pre-hearing conference or at the hearing prior to the commencement of testimony.

12.14. Any party may submit proposed findings of fact and conclusions of law at a time and manner designated by the Chancellor or his/her designee.

12.15. At any time prior to the hearing or thereafter, the Chancellor or his/her designee may hold conferences for the following purposes:

12.15.a. To dispose of procedural requests, pre-hearing motions or similar matters;
12.15.b. To simplify or settle issues by consent of the parties; or,

12.15.c. To provide for the informal disposition of cases by stipulation or agreement.

12.16. The Chancellor or his/her designee may cause such conferences to be held on its own motion or by the request of a party.

12.17. Evidentiary depositions may be taken and read or otherwise included into evidence as in civil actions in the circuit courts of this state.

12.18. Subpoenas to compel the attendance of witnesses and subpoenas duces tecum to compel the production of documents may be issued by the Chancellor pursuant to West Virginia Code §29A-5-1(b).

12.19. Written requests by a party for the issuance of subpoenas duces tecum as provided in section 12.18 of this rule must be received by the Council no later than ten (10) business days before a scheduled hearing. Any party requesting the issuance of subpoenas duces tecum shall see that they are properly served in accordance with West Virginia Code §29A-5-1(b).

12.20. Any final order entered by the Council following a hearing conducted pursuant to these rules shall be made pursuant to the provisions of West Virginia Code §29A-5-3. Such orders shall be entered within sixty (60) days following the submission of all documents and materials necessary for the proper disposition of the case, including transcripts, and shall contain findings of fact and conclusions of law unless good cause exists to extend such time or by agreement of the parties.

12.21. Findings of fact and conclusions of law shall be recommended to the Council by the Chancellor or his/her designee and must be approved by a majority of the Council by vote at a regular meeting, before a final order is entered. A copy of the final order approved by a majority of the Council shall be served upon the institution and/or his or her attorney of record, if any, within ten (10) business days after entry by the Council by personal service or by registered or certified mail.

12.22. The final order may suspend, withdraw or revoke the authorization of the institution; place an institution on probation; order refunds to students; order forfeiture of the institution’s surety bond and disbursement of the funds forfeited disbursed to students injured by the institution’s violation of this rule or its enabling statute; or order any other action deemed appropriate by the Council, up to and including payment of loans, interest and other charges in connection with institution loans caused a student by the institution’s violation of this rule.

12.23. All proceedings pursuant to this rule shall be conducted pursuant to and comply with applicable statute, including, but not limited to, West Virginia Code §29A-5-1, et seq.

12.24. Any relief a student believes he or she was not rightfully awarded by the Council pursuant to this rule may be pursued in any other appropriate forum.
ITEM: Revisions to Legislative Rule, Series 35, Correspondence, Business, Occupational and Trade Schools

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the proposed revisions to Series 35, Legislative Rule, Correspondence, Business, Occupational, and Trade Schools, to be filed with the Secretary of State for the thirty-day public comment period.

Further Resolved, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action at the conclusion of the comment period if no substantive comments are received.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Series 35, Correspondence, Business, Occupational, and Trade Schools, was written in 1995 with a scope defined as a “Rule regarding issuance, renewal and revocation of permits to correspondence, business, occupational and trade schools.” Series 52, Annual Reauthorization of Degree-Granting Institutions, was written in 2013 with a scope to establish “policy regarding annual reauthorization of degree granting institutions which offer degrees not above the associate’s level.” Series 35 schools were exempted from annual reauthorization. Over time, it has become apparent that Series 35 schools routinely offer associate’s degrees and a loophole exists allowing a Series 35 school to be permitted as a diploma school (below associate level) then begin offering associate degrees with no further notification or further review.

As a means of protecting the students of higher education in West Virginia, these revisions are being made with the intent of ensuring institutions offering degrees are subject to proper review as intended in Legislative Rule, Series 52, and are providing a sound curriculum being taught by properly credentialed faculty.
Key revisions to Series 35 include the following:

- Change the title, deleting Correspondence as this term is archaic.
- Delete Section 2.6 to conform to title change.
- Add a new Section 5, Approval to Offer Degrees, to clarify the appropriate review process for those institutions offering the associate's degree.
- Other changes are technical edits to conform to renumbering, deletions or title change.
SECTION 1 §133-35-1. General.

1.1. Scope. -- Rule regarding the issuance, renewal, and revocation of permits to correspondence, business, occupational, and trade schools.

1.2. Authority. -- West Virginia Code §18B-2B-9

1.3. Filing Date. -- August 24, 2011

1.4. Effective Date. -- August 24, 2011

1.5. Sunset Date. -- This rule will sunset five years from the effective date.

SECTION 2 §133-35-2. Definitions.

2.1. Accredited School
A school that is accredited by a regional or national accrediting agency that is recognized by the United States Department of Education.

2.2. Associate Degree
A degree that may be awarded by accredited schools pursuant to a program of not less than two (2) academic years as authorized by West Virginia Code 18B-2B-9.

2.3. Council
The West Virginia Council for Community and Technical College Education.

2.4. Campus
A permanent facility where instruction takes place, or a facility where courses are taught for more than ten (10) days per calendar year.

2.5. Chancellor
The Chancellor of the West Virginia Council for Community and Technical College Education or his or her designee.

2.6. Correspondence School
An educational organization which, for a consideration, profit, or tuition, teaches or instructs in any subject that prepares an individual for employment solely through the medium of correspondence between the student and the school, and by which the school transmits to or exchanges matter with the student via printed material, video tapes, cassette tapes, telecommunications, or other means.

2.6. Financially Sound
Meeting two of the following: a current ratio of at least 1:1 regarding total current assets compared to total current liabilities, positive total equity, or current year profitability.

2.7. Immediate Family
Spouse, parent, sibling, child, or grandchild.

2.98. Ownership Change
   When the change of ownership results in a change in control of the school outside the immediate family.

2.109. Person
   Any individual, group of individuals, partnership, association, organization, business, trust, corporation, or other business entity.

2.110. Business, Occupational, or Trade School
   An institution, organization, or entity no matter how titled, maintaining or conducting classes or instruction for a consideration, remuneration, or tuition, designed to prepare an individual for employment or enhance employment skills.

2.121. Representative
   Any person representing a school, whether such school is located within or outside of the State of West Virginia, or acting as an agent, solicitor, procurer, broker, or independent contractor to produce students or enrollees for any such school by solicitation in any form at any place in this state.

2.132. School
   Business, occupational, or trade school.

2.143. Specialized Associate Degree
   Degree that may be awarded by accredited schools pursuant to a degree program of not less than two (2) academic years.

2.154. State
   The State of West Virginia.

2.167. Terms
   Regularly established divisions of the academic school year, each with an established starting and ending date, which is normally referred to as modules, quarters, trimesters, or semesters.


3.1. For the purpose of this rule, the following are not defined as a correspondence, business, occupational, or trade school:

   3.1.4a. Any school or person licensed or approved to offer education or training by any other statutory licensing or accrediting agency pursuant to statutes of the West Virginia Code other than 18B-2B-9.

   3.1.2b. Any school or organization whose courses of instruction offered are solely for the purpose of teaching preparation of tax returns.

   3.1.3c. Any school conducted by any person, solely on a contractual basis with private or governmental organizations where obtaining a permit is not a condition of the contract and students are not charged tuition or other fees, and no advertisement of courses takes place.

   3.1.4d. Any training or apprenticeship program conducted by a company, union, or other organization in which students, members, or employees enrolled in the training or educational programs are not charged tuition or other fees.
3.1.5e. Schools that offer courses which are conducted solely for personal development or information, do not prepare or represent themselves as preparing, an individual for a career or enhancing employment opportunities, are not offering sequential courses comprising an entire program and are not offering courses for more than twenty-four (24) weeks per calendar year.

3.1.6f. Tutorial instruction given in a private home or elsewhere as supplemental to regular classes for students enrolled in public or private schools.

3.1.7g. Non-profit independent colleges, universities, and other non-profit entities that are accredited by a regional accrediting agency recognized by the United States Department of Education.

3.1.8h. Public colleges, universities, and schools under the jurisdiction of the West Virginia Council for Community and Technical College Education, or the West Virginia Board of Education.


4.1. Unless exempted as defined in Section 3 of this rule, no person or corporation shall solicit students or operate any correspondence, business, occupational, trade school, or branch campus in the state without first applying for or obtaining a permit issued by the Council. A permit shall be issued authorizing the solicitation of students and/or authorizing the operation of a school if all conditions of the laws and regulations of this state pertaining to correspondence, business, occupational, and trade schools are met.

4.2. If a person as defined in Section 2 of this rule wishes to operate or continue to operate a school or branch campus or to solicit students in the state, that person shall submit an original application for a permit to do so on forms provided by the Council.

4.3. As a condition of the issuance of a permit, a school shall submit with the application:

4.3.4a. A copy of the curriculum and description of courses for each program being offered;

4.3.2b. A copy of the student enrollment contract;

4.3.3c. A copy of the school's tuition refund policy and schedule;

4.3.4d. A fully executed surety bond in the appropriate amount;

4.3.5e. The appropriate permit fee;

4.3.6f. A list of all representatives of the school who will be soliciting students; and

4.3.7g. If accredited, documentation from the accrediting agency regarding accreditation status.

4.4. Persons shall not be deemed to have submitted an initial application for a permit to operate a school or solicit students in this state unless a properly completed application, the application fee, the required surety bond, and all other information and documentation required by this rule has been submitted to the Council and the following has been provided:

4.4.4a. A listing of the individual's or organization's prior school operation history in this state, other states, or other countries.

4.4.2b. Information detailing the involvement in, or relationship to, any school that lost its
accreditation, lost its authorization to operate because of violation of state or federal laws, was terminated from participation in the federal financial aid programs, closed without arranging a teach-out for students or arranging refunds, or other discharge of the school's contractual obligation to the student.

4.4.3c. Proof at the time of filing an initial application that adequate facilities are available and ready for occupancy and that all instructional equipment, books, supplies, and personnel are in place and ready for operation and verified by an on-site visit by a representative of the Council.

4.5. As a condition of permit renewal, all schools shall make annual reports to the Council on forms furnished by the Council.

4.6. In addition to the requirements set forth above, all out-of-state schools shall annually provide evidence of authority to operate or accreditation by the regulatory agency of each state in which the school is located or conducts business.

4.7. A permit shall be valid for one year corresponding to the effective date of the surety bond as required herein.

4.8. Any information of a confidential or proprietary nature provided to the Council by a school for the purpose of obtaining or renewing a permit, and exempted from public disclosure pursuant to the terms of West Virginia Code §29B-1-4, shall not be disclosed for any purposes inconsistent with this rule or statute.

§133-35-5. Approval to Offer Degrees.

5.1. All schools planning to offer a degree at the specialized associate’s degree, associate’s degree, or higher must receive approval from the Council and/or the West Virginia Higher Education Policy Commission prior to offering the degree. Schools seeking approval to offer the degree shall submit the following for review:

5.1.a. All degree requirements and the course curriculum

5.1.b. Faculty credentials and experience

5.1.c. A description of all available student support services

5.1.d. A description of available library and instructional materials

5.1.e. A description of program learning objectives and assessment methodology

5.2. Once a school is approved to offer the degree, that school is subject to annual reauthorization as provided in Legislative Rule, Title 135 (Council) or 133 (Commission), Series 52, Annual Reauthorization of Degree-Granting Institutions.

SECTION 5 §133-35-6. Permit Application Fee.

§6.1. Any person applying for a permit to solicit students or operate a school, as defined by this rule, or branch campus in this state shall submit an initial application fee in the amount of two thousand dollars ($2,000) with the application.

§6.2. Any person applying for renewal of a permit shall submit an annual fee of five hundred dollars ($500) with the renewal application for each campus operated by the school.

§6.3. Any person submitting a permit renewal application and surety bond more than sixty (60) days after
the last effective date of the applicant's previous surety bond shall be considered a new applicant for the purpose of paying the initial application fee.


67.1. A school located in the state shall submit with its initial or renewal application, the original fully executed continuous surety bond written by a company authorized to do business in this state in the sum of fifty thousand dollars ($50,000) unless required otherwise by a provision of this section.

67.2. Any school which has its physical facilities located in this state and has operated in this state under the present ownership, or ownership control within the immediate family, for at least ten (10) years as of June 10, 1994, is required to submit with its renewal application the original copy of a fully executed continuous surety bond written by a company authorized to do business in this state in the sum of thirty-five thousand dollars ($35,000).

67.3. Schools having branch campuses within this state shall provide one fully executed surety bond in the appropriate amount providing coverage for all campuses.

67.4. In the event of notice of cancellation of the surety bond by a bonding company, the school shall furnish a fully executed replacement to the Council within sixty (60) days of the school's receipt of the notice of cancellation. But in no event may a school solicit or enroll new students until the appropriate surety bond is in effect.

67.5. The termination of a school's surety bond coverage shall be grounds for revocation of its permit if the school fails to replace the bond within the required time.

67.6. A school whose physical facilities are located outside this state, and which applies for a permit to solicit students in this state, shall submit a fully executed surety bond in the sum of fifty thousand dollars ($50,000).

67.7. The Council may increase the bond requirement of any school to one hundred fifty thousand dollars ($150,000) if the school has its accreditation terminated or its institutional eligibility under the Higher Education Act of 1965, as amended, is terminated for cause.

67.8. If, in accordance with the standards of the American Institute of Certified Public Accountants, the school's audited financial statements are qualified because the school's continued financial viability as an ongoing concern is in doubt, and the school is not financially sound as defined in Section 2 of this rule, the Council may require the surety bond be increased up to an amount not to exceed four hundred thousand dollars ($400,000) if the Council determines an increased bond is reasonably necessary to protect the financial obligations legally due to the students then enrolled at the institution.

67.9. Confidentiality Statement - any financial information submitted to the Council by a school covered under this rule shall be used by the Council only for purposes of this rule.


7.1. A school shall maintain records at a central location and have them available for inspection by a representative of the Council.

7.2. A school shall maintain academic records suitable for transcript purposes for each student for fifty (50) calendar years after the student has departed the school, or until the student becomes 65 years of age. The records shall include, as a minimum:
78.2.1a. The name and address of the school;
78.2.2b. The full name and address of the student;
78.2.3c. The starting and completion or separation dates;
78.2.4d. The course of instruction or subject;
78.2.5e. The amount of credit, if any;
78.2.6f. The grade for each subject; and
78.2.7g. A statement indicating whether the student graduated or completed the course.

78.3. A school shall develop and enforce security measures to protect student records from damage or destruction for the required period of time.


89.1. A school must notify the Council at least thirty (30) days in advance of the change of ownership control. Within thirty (30) days of such notification, the Council will notify the school of permit status.

89.2. When a school is located in this state and has a change of ownership control and the new ownership control is outside of the immediate family of the previous owner, the school may continue to operate under the present permit. However, before the solicitation of students can continue, the school shall submit to the Council the following:

89.2.4a. A fully executed surety bond in the amount of fifty thousand dollars ($50,000).
89.2.2b. The names, addresses, and corporate titles of all persons or other entities having a financial interest in the school, and the names and addresses of any other schools in which these persons or entities have or have had a financial interest.
89.2.3c. A revised listing of all programs to be offered if changes were made with new ownership.
89.2.4d. An application for each representative of the school who will be soliciting students.

89.3. If the school is located outside this state, the school must show evidence of compliance with the laws and regulations in the state where the school is located. In addition, before the solicitation of students continues in this state, the school must submit the following:

89.3.4a. A fully executed surety bond in the amount of fifty thousand dollars ($50,000);
89.3.2b. An application for each representative of the school that will be soliciting students in West Virginia;
89.3.3c. A revised listing of all programs to be offered if changes are made with new ownership; and
89.3.4d. The names, addresses, and corporate titles of all persons or other entities having a financial interest in the school.
SECTION 9. §133-35-10. School Closing.

910.1 A school which is closing, either voluntarily or involuntarily, shall:

910.1.4a Inform the Council of this action immediately by certified mail;

910.1.2b Supply the Council with the name, address, and telephone number of the person responsible for closing arrangements;

910.1.3c Supply the Council with the name, address, telephone number, and the course of study for each student who has not completed his or her course of study;

910.1.4d Supply the Council with information on the dates of enrollment, the amount of class time left for each student to complete the course, and the amount of entitled refund, if any, for which each student is eligible;

910.1.5e Inform currently enrolled students by written notice of the appropriate procedures they are to follow to secure refunds due if suitable teachouts have not been arranged, or to continue their education and supply the Council with a copy of this notice; and

910.1.6f Inform the Council and currently enrolled students of plans to store the permanent student records and the procedure to obtain copies.


101.1 Before the schooling begins, all students shall receive a completed, signed and dated enrollment contract specifying both the school’s and student's legal rights and obligations. The agreement may incorporate into the contract by reference information in the school's catalog, student handbook, or other school publication without printing such information or publication in the contract itself. The enrollment contract must contain, but is not limited to, the following:

101.1.4a The name and address of the school;

101.1.2b The name of the course of study or program, including the number of credit or clock hours of classroom instruction, home study lessons, or other study units required;

101.1.3c The total cost of the course, term or program for which the student is obligated under the contract including tuition, fees, books, and any other charges the student will incur shall be clearly stated;

101.1.4d The school's cancellation and refund policy including an explanation of the procedures a student will follow to cancel the contract or enrollment agreement; and

101.1.5e The signature of the student applicant, a parent or other sponsor if the student is under the age of eighteen (18), and the appropriate school officials, plus the date signed.

101.2 An application for admission is not to be construed as binding on the student, therefore limiting total student financial obligation to the payment of an application fee.

101.3 The school shall provide the student with a copy of the completed enrollment agreement that is signed and dated.

101.4 Those schools that are accredited by an national or regional accrediting agency recognized by the United States Department of Education may adhere to the accrediting agency's criteria regarding student
enrollment contracts to satisfy the requirements of this section. However, in the event that enrollment contracts are not addressed by accrediting agency criteria, the provisions of this section must be followed.


14-2.1. To obtain a permit a school shall have a cancellation and refund policy that incorporates the following provisions:

14-2.1.1a. A statement relative to the unused portion of tuition, fees, and other charges if the student does not begin classes, withdraws, or is dismissed.

14-2.1.2b. All fees and payments remitted to a school by a prospective student shall be refunded, minus any stated application fee not to exceed fifty dollars ($50), if the student is not admitted due to ineligibility.

14-2.1.3c. An admitted student applicant may cancel, by written notice, his or her enrollment any time prior to the first class day of the session for which the application was made, and the school shall refund all tuition paid by the student minus an application fee not to exceed fifty dollars ($50).

14-2.1.4d. For the purposes of refund calculations, an individual's status as a student shall be considered terminated by the school not later than seven (7) calendar days after the last day on which the student actually attended the school. Termination may be effected earlier by proper notification. A home study program of instruction shall be terminated if a school does not receive a lesson or an appropriate response from the student within six months after receipt of the last lesson, and the date of withdrawal shall be the date of the last lesson received. The date of withdrawal initiated by a student shall be the date a letter is postmarked or proper notification is given. The school shall provide a receipt for the letter or withdrawal notice received.

14-2.1.5e. Schools are required to submit refunds to individuals or the appropriate agency within twenty (20) days after receipt of a proper notification of termination from a student.

14-2.1.6f. The student refund policy for withdrawals and terminations for schools not accredited by an accrediting agency recognized by the United States Department of Education must at a minimum comply with the following:

14-2.1.6f.1. A student who begins a term and withdraws after completing up to one (1) week or ten percent (10%) of the term is entitled to a refund of ninety percent (90%) of the charges less the application fee.

14-2.1.6f.2. A student who begins a term and withdraws after completing more than ten percent (10%) through twenty-five percent (25%) of the term is entitled to a refund of seventy-five percent (75%) of the charges less the application fee.

14-2.1.6f.3. A student who withdraws after completing more than twenty-five percent (25%) through fifty percent (50%) of the term is entitled to a refund of fifty percent (50%) of the charges less the application fee.

14-2.1.6f.4. A student who withdraws after completing more than fifty percent (50%) of the term is not entitled to a refund.

14-2.2. Refunds shall be calculated for a specific term as defined in Section 2 of this rule, or the total cost of programs not exceeding one year. In the event that students are financially obligated for a year-long program, the refund policy shall be on a weekly prorata basis through the first sixty percent (60%) of the program. The student's financial commitment shall not be for more than one year at any given time.
2.3. Those schools that are accredited by a national or regional accrediting agency recognized by the United States Department of Education, may use the accrediting agency's refund policy to meet the requirements of this section. However, student refunds must be made within twenty (20) days after receipt of a proper notification of termination.

2.4. Those schools having their physical facilities located outside this state must comply with the cancellation and refund policies of their home state. If there is no state cancellation and refund policy in their home state, Section 11 of this policy must be followed.


3.1. Each school and its representatives shall not make or cause to be made any oral, written, or visual presentation in connection with the offering or publicizing of a subject or course of instruction which is false or misleading.

3.2. In its advertising, a school shall:

3.2.1a. Limit reference to its authority to operate to "Permit to Operate Issued by the West Virginia Council for Community and Technical College Education;

3.2.2b. Disclose that it is a home study school if it provides such instruction;

3.2.3c. Advertise starting or average salaries of its former students only if these claims can be documented for the most recent twelve- (12) month period preceding the advertisement for more than fifty percent (50%) of the graduating class.

3.3. In its advertising, a school shall not:

3.3.4a. Advertise that it is "supervised," "recommended," "endorsed," "approved," or "accredited" by the Council;

3.3.2b. Describe its courses of instruction and subjects in a misleading manner.

3.3.3c. Use photographs or other illustrations in ways which misrepresent the size and location of the school, its equipment and facilities for the career for which the student is being trained;

3.3.4d. Represent that it is endorsed by or affiliated with a college or university, unless such statements can be documented;

3.3.5e. Advertise or indicate in any manner the transferability, or possibility of transferability, of its credits to colleges and universities unless it has written evidence on file of current acceptability of such credits from said colleges or universities;

3.3.6f. Advertise that it is endorsed by manufacturers, business establishments, or organizations engaged in the line of work for which the school gives training unless written documentation regarding the endorsement is on file;

3.3.7g. Advertise accredited status unless such status has been received from an accrediting body currently listed as recognized by the United States Department of Education and such accrediting body must be named if used in any advertisement or promotional material;
123.3.8h. Advertise as an employment agency, or under the same or similar name as such an agency, or advertise training courses in the "Help Wanted" section of any newspaper;

123.3.9i. Advertise any tuition, fees, or other charges in amounts other than those currently on file in the chancellor's office or advertise them without showing the total costs;

123.3.10j. Falsely guarantee job placement or employment at a certain wage; or

123.3.11k. Use endorsements, commendations, or recommendations by students without their written consent.

123.4. A school eligible to offer a course of instruction or program leading to an associate degree or specialized associate degree shall, in any advertisement, promotional material, or the school catalogue refer to this degree designation as an "Associate Degree" or a "Specialized Associate Degree."

123.5. Those schools that are accredited by a national or regional accrediting agency recognized by the United States Department of Education may adhere to the accrediting agency's criteria regarding advertising to satisfy the requirements of this section. However, in the event that advertising is not addressed by accrediting agency criteria, the provisions of this section must be followed.


134.1. A school shall attempt to resolve student complaints promptly and fairly and shall not subject a student to punitive action as a result of a written complaint having been filed with the school or Council.

134.2. The school shall have written procedures that describe in detail how a student may register a complaint with the school and Council, and how the school will investigate and attempt to resolve the complaint.

134.3. The Council will begin the investigation of a written complaint within thirty (30) days of the date of receipt of the complaint unless it is a complaint regarding a matter over which the Council has no jurisdiction or it is intrinsically not credible. The initial investigation should be completed within sixty (60) days of the filing of the complaint.

134.4. The school shall provide all enrolled students with a written copy of the student complaint procedures and make prospective students aware that such procedures exist and provide copies upon request.

134.5. Each school that is being investigated, as a result of a written student complaint, will be notified by the Council that such an investigation is being conducted, and a copy of the written complaint will be forwarded to the school. The name of the complainant may be withheld if so requested.

134.6. The school being investigated must respond to any inquiry by the Council relating to the investigation within ten (10) work days of its receipt of the inquiry.

134.7. Any school refusing to cooperate with an investigation of a written student complaint by the Council or any other governmental agency shall have its permit to operate or solicit students in West Virginia revoked in accordance with the due process provisions of Section 14 of these rules.

134.8. The Council, upon completion of the investigation of a written student complaint, will supply the school by certified mail with a written report of the findings and any proposed corrective action. The school will have twenty (20) work days to reply to the Council before any action may be taken.
134.9. The school has a right to request a hearing regarding any findings or action proposed by the Council resulting from an investigation involving student complaints.

134.10. The Council may forward any information pertaining to a written complaint found to have merit involving student financial aid to the United States Department of Education.

SECTION 14. §133-35-15. Warning, Suspension, Withdrawal, or Revocation of Accreditation, License, and/or Approval To Operate.

145.1. A school shall provide the Council with a copy of any notice of warning, suspension, revocation, or other adverse action received from any national, regional, or state accrediting and/or approval agency or the United States Department of Education within five (5) days of receipt of such notice. The school shall at the same time inform the Council in writing of activities being taken to correct the deficiencies.

145.2. The Council may for good cause, suspend, withdraw, or revoke the authorization of a school to operate within this state or to solicit students within the state. Good cause shall consist of:

145.2.1a. Loss of accreditation by a nationally or regionally recognized accrediting agency;

145.2.2b. Cancellation of the school's bond by the bonding company and failure to secure a replacement in accordance with this rule;

145.2.3c. A final determination that the school has engaged in conduct prohibited by this rule, and the conduct warrants suspension, withdrawal, or revocation of the approval to operate a school or solicit students in this state, and corrective action has not been taken within the required time;

145.2.4d. Closure of the school without adequately providing for the completion of students' classes or course work, without refunding students' unearned tuition or otherwise discharged the institutions contractual obligations to the students;

145.2.5e. Conviction of the owner of a school for a felony or crime involving administration of the school or involving Federal Student Assistance programs; or

145.2.6f. Refusal to cooperate with an investigation pursuant to Section 13 of this rule.

145.3. Upon receipt by the Council of information constituting any of the above grounds for suspension, withdrawal, revocation, or other adverse action, the Council shall notify the school and its owner in writing of its intent to recommend suspension, withdrawal, revocation, or other adverse action and the grounds for such recommendation.

145.3.1a. The owner of the school may, within ten (10) work days of receipt of such notice, request a hearing upon the recommended action. Such hearing, if requested, shall be commenced within twenty (20) work days of such request at the chancellor's office or at such other location convenient to the parties and witnesses as may be designated by the chancellor.

145.3.2b. The hearing shall be conducted by the Chancellor of the West Virginia Council for Community and Technical College Education or the chancellor's designee, pursuant to the procedures set forth in Chapter 29A, Article 5 of the Code of West Virginia.

145.3.3c. The chancellor or the chancellor's designee may continue the hearing at the request of the school for good cause shown. Continuances shall not be granted as a matter of right.
If the owner or a representative of the school does not request a hearing within the requisite time period, the recommendation of the chancellor shall be deemed unchallenged by the school and reported to the Council for final action.

At the hearing, the grounds for suspension, withdrawal, or revocation of authorization to operate the school or other adverse action must be established by clear and convincing evidence.

The owner of the school or its designated representative may appear to defend the interests of the school, may present witnesses and evidence on behalf of the school, and may cross-examine witnesses against the school. The school may retain legal counsel to represent its interests at the hearing.

The Council does not have the power to issue subpoenas, but the chancellor or the school may request the appearance of witnesses at the hearing, who shall be notified of such request by the chancellor or the chancellor's designee with the date, time, and location of the hearing in writing.

The rules of evidence shall not strictly apply, and evidence may be admitted if it is of a type commonly relied upon by reasonably prudent people in the conduct of their affairs. Objections to evidence offered by either party shall be ruled upon by the chancellor or the chancellor's designee who conducts the hearing.

The hearing shall be recorded by mechanical means or by a certified court reporter retained by the chancellor.

The chancellor shall make written findings of fact and conclusions of law as to whether or not the school or its representative has committed acts in violation of the law or these rules which would justify the suspension, withdrawal, or revocation of its authorization to operate. Such findings and conclusions shall be reported to the Council, and a copy of same shall be provided to the school on the same date it is filed with the Council and placed upon its agenda for action.

The Council shall act upon the report at its next regularly scheduled business meeting to accept or reject the findings of the chancellor or the chancellor's designee, and to suspend, withdraw, or revoke the authority of the school or its representative to operate and/or solicit students within this state. Notification of the Council's action shall be given to the school and/or its representative in writing within two (2) business days following such action of the Council, by certified mail, or by personal delivery. For good cause shown in the minutes of the Council’s, action upon the chancellor's report may be deferred to a date not later than the next regularly scheduled business meeting of the Council.

A school or its representative may appeal an adverse action of the Council to a court of competent jurisdiction within the time period specified by state law.
ITEM: Technical Program Development Grant Awards

INSTITUTIONS: Blue Ridge Community and Technical College and Southern West Virginia Community and Technical College

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the Technical Program Development grant awards as proposed.

STAFF MEMBER: Sarah Tucker

BACKGROUND:

Technical Program Development funding in the amount of $1.89 million was allocated in the Council’s FY 2017 budget.

Each community and technical college had an opportunity to submit a proposal and request up to $220,000 per program development. A committee comprised of Council staff reviewed the proposals and made recommendations as detailed in the following chart.
## TECHNICAL PROGRAM DEVELOPMENT GRANT AWARDS

**FY 2017**

### NEW PROPOSAL RECOMMENDED FOR APPROVAL

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
<th>Institution</th>
<th>Enrollment Per Year</th>
<th>Recommended Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Engineering</td>
<td>AS</td>
<td>Blue Ridge CTC</td>
<td>10-15</td>
<td>220,000</td>
</tr>
<tr>
<td>Applied Laboratory Technology</td>
<td>AS</td>
<td>Blue Ridge CTC</td>
<td>36</td>
<td>220,000</td>
</tr>
<tr>
<td>Power Sports Technology</td>
<td>AS</td>
<td>Southern WV CTC</td>
<td>45</td>
<td>220,000</td>
</tr>
</tbody>
</table>

**Total Amount of Recommended Awards:**

$660,000

### PROPOSALS NOT RECOMMENDED FOR APPROVAL:

<table>
<thead>
<tr>
<th>Program</th>
<th>Institution</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
ITEM: CTC/CTE Consortia Compacts

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the CTC/CTE Consortia Compacts pending recommended revisions.

STAFF MEMBER: Keri Ferro

BACKGROUND:

Senate Bill 436 establishes mandatory connections between public K-12 and higher education to ensure that all students enrolled in career-technical education will be successful in higher education and the workforce. This Bill, established in 2012, requires that community and technical colleges and career-technical education work collaboratively through their CTC/CTE consortia districts to ensure the success of students and that success is measured in a meaningful data-driven way. Each year, the consortia districts are required to provide the Council with a report on the progress of their work to meet these goals.

Following are nine consortia compacts that meet the intent of the Bill’s objectives. It is recommended that the compacts be approved by the Council pending proposed revisions.
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education
and
West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY

DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

a. Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Construction Trades
2. CTE Program(s): Construction Trades
3. CTC Program(s): Construction Management, AAS
4. What cluster and pathway does this Career Pathway fit:
   a. Cluster(s): Manufacturing, Architecture, and Construction Clusters
   b. Pathway(s): Construction: Carpentry, Electrical Technician, Masonry, Plumbing Design/Pre-Construction: Drafting Production: Welding

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?


   In addition, Advisory and Craft Councils from both the CTEs and BridgeValley were actively engaged in guiding and supporting the pathway to insure that it addresses skilled workforce priorities.

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: OSHA 10, CPR- First Responder, NCCER certifications, Retaining Wall Certification, Excavating, Fork-truck, off-road fork truck available depending on cluster/pathway,
   b. Post-secondary level: OSHA 30

3. Were the credentials validated with business/industry? ☒ Yes ☐ No

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: Simulated workplace plus real world technical skills, e.g. houses, outdoor kitchens, picnic tables, and retaining walls;
   b. Post-secondary level: Internship and capstone course projects
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved. (see below)

   Faculty from the Manufacturing, Architecture, and Construction Clusters at all of the CTEs in Advantage Valley East, plus their respective administrative leaders were involved.
   - Clay County: Clay Comprehensive High School
   - Fayette County: Fayette Institute of Technology, Valley Comprehensive High School
   - Kanawha County: Ben Franklin CTE, Carver CTE
   - Nicholas County: Nicholas CTE
   - Putnam County: Putnam CTE
   - Raleigh County: Academy of Careers and Technology

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students? Passing NCCER, NOCTI in future

   ☑ Yes ☐ No

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BDAC 103 Principles of Building Construction I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*SBLT 101 Sustainable Design and Construction</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*BDAC 105 Principles of Building Construction II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>*BDAC 107 Site Analysis and Development</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

   See table below listing the WVEIS course numbers.

For the CTE/trade areas below, a NCCER course or non-NCCER course can replace one asterisked course above. Determination of course replaced will be in consultation with program adviser.

<table>
<thead>
<tr>
<th>WVEIS NCCER</th>
<th>BRIDGEVALLEY PROGRAM</th>
<th>WVEIS Non-NCCER</th>
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<tbody>
<tr>
<td>1774</td>
<td>1775 1776 1777</td>
<td>1801 1803 1805 1605</td>
</tr>
<tr>
<td>1756</td>
<td>1757 1758 1759</td>
<td>1763 1764 1765 1767</td>
</tr>
<tr>
<td>2485</td>
<td>2486 2487 2488</td>
<td>— — — —</td>
</tr>
<tr>
<td>1842</td>
<td>1843 1844 1845</td>
<td>1823 1825 1827 1829</td>
</tr>
<tr>
<td>— — — — —</td>
<td>Drafting</td>
<td>1721 1725 1727 1729</td>
</tr>
<tr>
<td>1752</td>
<td>1753 1754 1755</td>
<td>1601 1603 1605 1607</td>
</tr>
<tr>
<td>1846</td>
<td>1847 1848 1849</td>
<td>1911 1913 1917 1919</td>
</tr>
<tr>
<td>— — — — —</td>
<td>Machine Tool</td>
<td>1903 1905 1907 1909</td>
</tr>
<tr>
<td>2081</td>
<td>2082 2083 2084</td>
<td>2142 2143 2144 2145</td>
</tr>
<tr>
<td>1862</td>
<td>1863 1864 1865</td>
<td>— — — —</td>
</tr>
</tbody>
</table>
4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.

Students will demonstrate competence by passing associated assessments - NCCER, NOCTI, electrical licensure, journeyman apprenticeship, AWS certification.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.

**Marketing and Recruitment Plan**

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

- CTE will market to middle school students.
- CTC will market to CTE students.
- Utilize counselors, CTE directors and EDGE coordinator to help get the information to the students.
- Each level will work with the level below to develop and implement outreach strategies emphasizing the potential value that pathways have for every student.
- Superintendents, executive cabinets, school boards, high school principals, CTE directors and community leaders will be encouraged to actively support the pathway and to serve as visible and public champions conveying to stakeholders the importance of working together for a common goal.
- BridgeValley will offer 1st Year Experience in all CTEs in their service region and, wherever possible, dual enrollment/credit options
- Pathway leaders will collaborate to devise ways for middle school students to “experience” a pathway during the summer, an intersession, or through a middle school pre-pathway program.
- Develop a coordinated, sequenced series of career exploration activities for the middle school students that may include career speakers, worksite visits, job shadows, videos, informational interviews, and career investigations.
- To the degree possible, integrate middle school career exploration activities into a standards-based curriculum or an advisory period, rather than treating them as an “add-on”.
- Establish equitable, randomized procedures to ensure that most, if not all, students can enroll in their first or second choice of pathways.
- Devise procedures that allow students to change pathways at least once if they discover that their initial selection is not a good match.
Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2016-17

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?

   Working together, the CTEs and BridgeValley will regularly review several types of evidence, including (1) performance-based measures of pathway-specific student learning outcomes; (2) information on students' level of performance; (3) individual student growth in performance, both on pathway-specific learning outcomes and on transcript-based measures; (4) students' success after high school in postsecondary education and employment; and (5) trends over time in all these measures for the path-way students as a group. This data will be used on an annual basis to revise/update the pathway.

Specific metrics will include: completer/graduate status; licensure passage rate; placement in Skills USA competition(s); course passage rate; passage rate of next higher course; matriculation rate; classroom observation of CTE/BridgeValley faculty; student evaluation of faculty; evaluation of course syllabi and course objectives; peer assistance and review; and establishment of professional learning communities.

The CTEs will use standards-aligned grade-level, course, and project outcomes to organize the pathway's program of study and guide assessment, curricular, and instructional planning. They will use performance assessment tasks with common rubrics to assess, monitor, and support every student's progress toward mastery of the pathway learning outcomes. Both the CTEs and BridgeValley faculty will regularly engage in professional learning, evidence-based inquiry, and reflection to continuously improve.
Career Pathways Map

Students must complete all core requirements for 9th-12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English 11</td>
<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Civics or AP Gov’t &amp; Politics</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11th Grade CTE

Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDAC 101 Fundamentals of Design</td>
<td>3</td>
</tr>
<tr>
<td>GNET 123 OSHA 30</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115 Technical Math</td>
<td>3</td>
</tr>
<tr>
<td>GNST 102 First Year Experience</td>
<td>1</td>
</tr>
<tr>
<td>BDAC 103 and SBLT 101 from CTE</td>
<td>6</td>
</tr>
</tbody>
</table>

Certifications
OSHA 30

Milestones
MATH 115, BDAC 101

Job Title
Helper
Avg. Salary
$9.00/hr.

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDAC 106 Print Reading</td>
<td>2</td>
</tr>
<tr>
<td>CMGT 106 intro to Construction Management</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 English Comp</td>
<td>3</td>
</tr>
<tr>
<td>BDAC 105 and 107 from CTE</td>
<td>6</td>
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</table>

Certifications
CSI – CDT

Milestones
CMTG-109

Job Title
Construction Assistant
Avg. Salary
$9.00/hr.

Semester 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDAC 205 or CMGT 150 Internship</td>
<td>3</td>
</tr>
<tr>
<td>BDAC 210 BIM Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 208 Construction Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 100 Applied Physics</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 230 Business Communications and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Certifications
CSI – CDT

Milestones
BDAC 210

Job Title
Jr. Project Manager
Avg. Salary
$12.00/hr.

Semester 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDAC 203 Mechanical &amp; Electrical Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 223 Construction Estimating</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 215 Project Delivery</td>
<td>3</td>
</tr>
<tr>
<td>BDAC 211 BIM Management</td>
<td>3</td>
</tr>
<tr>
<td>CSCT 103 Critical and Creative Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

Certifications
CSI – CDT

Milestones
CMTG 215, BDAC 211

Job Title
Jr. Project Manager
Avg. Salary
$18.00/hr.
COMMITMENT

As co-chairs of the Advantage Valley East District Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortium membership.

Eunice Bellinger  
Consortium Co-Chair  
10/25/16  
Date

Barry Crist  
Consortium Co-Chair  
10/28/16  
Date

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel. Email: heckel@wvctcs.org on or before November 1, 2016
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education
and
West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Therapeutic Services
2. CTE Program(s): Health Science Track
3. CTC Program(s): Medical Assisting AAS
4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Health Sciences
   b. Pathway: Therapeutic Services

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   The Mountwest Medical Assisting Advisory Committee has numerous representatives of the local health sciences community – School instructors will be invited to sit on the advisory committee
2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: none
   b. Post-secondary level: CMA AAMA
3. Were the credentials validated with business/industry? X Yes ___ No
4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: none
   b. Post-secondary level: Clinical practice is required for the AAS degree
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved.
   a. Kellie Cyrus, Mountwest Community and Technical College
   b. Medical Terminology Instructors: Tanya Cail, Katheryn Rutherford, and Lisa Monteville
   c. Foundations of Health Science Instructors: Lisa Templeton, Kayla Holtzapfel, Katheryn Rutherford, and Lisa Monteville

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   _X_ Yes  _NO_

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
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<tbody>
<tr>
<td>HE0711</td>
<td>Careers in Health Care AH 100</td>
<td>3</td>
</tr>
<tr>
<td>HE0721</td>
<td>Medical Terminology AH 151</td>
<td>3</td>
</tr>
<tr>
<td>HE1141</td>
<td>Intro to Computers</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.
   Transcripts will be reviewed by the MCTC registrar and Medical Assisting program coordinator.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

Students will be encouraged to participate in College Day Medical Assisting classes at Mountwest CTC. Program brochures will be provided to these students. Notices of participation in College Day activities will be sent to parents and guidance counselors.

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2017-2018

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?

We will monitor the number of students participating in college day and matriculating into the Medical Assisting program at Mountwest through our regular admissions application process. Student course and program completion of the program will be assessed and monitored through the MCTC advisory committee.
Career Pathways Map

Students must complete all core requirements for 9th -12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

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<td>No science, if earned 3 lab</td>
<td>Civics or AP Gov’t &amp;</td>
</tr>
<tr>
<td></td>
<td>Transition English</td>
<td>Transition Math</td>
<td>science credits</td>
<td>Politics</td>
</tr>
</tbody>
</table>

11th Grade CTE – Foundations of Health Science

12th Grade CTE – Medical Terminology, Business Computer Applications I

Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>AH 151</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>ENL 111</td>
<td>Written Communication</td>
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<tr>
<td>EME 105</td>
<td>First on Scene</td>
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<tr>
<td>IT 101</td>
<td>Fundamentals of Computers</td>
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<tr>
<td>MAT</td>
<td>Math Elective</td>
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<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>AH 220</td>
<td>Basic Nutrition</td>
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<tr>
<td>BIOL 257</td>
<td>Intro to Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>COM 112</td>
<td>Oral Communications</td>
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<tr>
<td>IT 150</td>
<td>Application to Spreadsheets</td>
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<tr>
<td>PSYC 215</td>
<td>Lifespan Psychology</td>
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</table>

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<thead>
<tr>
<th>Semester 3</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 204</td>
<td>Legal &amp; Ethical Issues in Healthcare</td>
</tr>
<tr>
<td>MA 201</td>
<td>Medical Assisting Techniques I</td>
</tr>
<tr>
<td>MA 204</td>
<td>Physician’s Office Med. Coding</td>
</tr>
<tr>
<td>MA 206</td>
<td>Medical Office Procedures I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 216</td>
<td>Basic Pharmacology</td>
</tr>
<tr>
<td>MA 202</td>
<td>Medical Assisting Techniques II</td>
</tr>
<tr>
<td>MA 203</td>
<td>Medical Lab Techniques</td>
</tr>
<tr>
<td>MA 205</td>
<td>Medical Medical Office Procedures II</td>
</tr>
<tr>
<td></td>
<td>Summer Term</td>
</tr>
<tr>
<td>MA 210</td>
<td>Medical Office Practicum</td>
</tr>
</tbody>
</table>

Certifications Milestones

9 Credits, AH151, IT 101 already completed, American Heart Association Health Care Provider Card

30 Credits/CAS

46 Credits/CAS

Allied Health Occupations

65 credits, AAS Degree, completed practicum, CCMA National Certification exam and job placement
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the Advantage Valley West Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

[Signatures and dates]

Consortium Co-Chair  Date  Consortium Co-Chair  Date

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel.
Email: heckel@wvctcs.org on or before November 1, 2016
WV CAREER PATHWAY PROGRAM OF STUDY - 2016
West Virginia University @ Parkersburg

Program Description

1. Career Pathway Title: Information Technology

2. CTE Program: Computer Systems Repair Technology

3. CTC Program: Computer Information Technology

4. Career Pathway:
   a. Cluster: Information Technology
   b. Pathway: Information Support and Services Pathway

Business/Industry Involvement

1. What businesses/industries were involved in the pathway development?
   Chemours, BSSI, Woodcraft, Caretech Solutions

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: Comptia & Testout
   b. Post-secondary level: Comptia, Microsoft, & Cisco

3. Were the credentials validated with business/industry?  X  Yes   ___ No

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: N/A
   b. Post-secondary level: CIT Learn & Earn with Woodcraft and Chemours

Pathway Development Process

1. Attach a list of all faculty involved.
   Secondary faculty involved: Scott Ash & Pier Bochinni (Wood Co Tech Center), Jerry Toler & Ryan Haught (MOVTI), Terry Gump & Ben Cummings (Roane/Jackson Tech)
   Postsecondary faculty involved: Doug Rhodes, Jared Gump
2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?  

   X Yes  ___ No

3. List the college courses and credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title</th>
<th>College Course Title</th>
<th>College Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Systems Repair</td>
<td>CIT 101</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CIT 102</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CIT 130</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.

   WVUP's Registrar's Office oversees the process for requesting EDGE Credit for students completing the Computer Systems Repair program out of district. For students wishing to request credit for coursework or work experience, they will work with the Professional Advising Center. Another option for students is to complete an in-house exam for course credit. These are administered within each academic division.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.

   *Attached

**Marketing and Recruitment Plan**

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

   WVUP's marketing department has developed marketing materials specifically designed for promoting STEM programs of study. In addition, it has been highlighted in radio spots, TV commercials, and print materials. The department will continue to develop materials as needed by admissions counselors, in addition to materials already developed for distribution.
WVUP's Center for Student Services has hired an admissions counselor position specifically for STEM programs. This position will develop and coordinate the strategies for IT, including:

- Host WVUP Campus Tours for CTE's
- Developing a presence at each CTE
- Coordinating IT faculty visits and shared lectures at CTEs
- Host Guidance Counselor workshops
- Promote Early College, EDGE, In-house exams, and other credit offerings
- Assist the marketing department with ideas for developing materials to promote IT

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2017-18
2. How do you to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?

The CIT program at WVU-Parkersburg is housed in the Caperton Center. The Joint-Advisory Committee for the Caperton Center will monitor all aspects of implementing the CIT Career Pathway.
Career Pathways Map

Students must complete all core requirements for 9th – 12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

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</tr>
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<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
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<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Civics or AP Gov't &amp; Politics</td>
</tr>
</tbody>
</table>

11th Grade CTE

12th Grade CTE

Apply for college admission
Submit Transcripts.

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

Semester 1

REFER TO WVUP’S ACADEMIC MAP ON THE NEXT PAGE

Semester 2

Semester 3

Semester 4

Certifications Milestones

Jobs

Certifications Milestones

Jobs

Certifications Milestones

Jobs

Certifications Milestones

Jobs

Certifications Milestones

Jobs
# Academic Map

## Computer & Information Technology A.A.S.

### Semester 1

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLL 101—INTRODUCTION TO COLLEGE.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CIT 101—PC MANAGEMENT AND MAINTENANCE.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CIT 105—INTRODUCTION TO NETWORKS</td>
<td>5</td>
<td>Cisco 1</td>
</tr>
<tr>
<td>MATH 125 (or higher) — TECH. MATH (or higher)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 101—Composition 1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101—INTRODUCTION TO PC APPLICATIONS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIT 106—ROUTING AND SWITCHING ESSENTIALS</td>
<td>4</td>
<td>CCENT Cert. / Cisco 2</td>
</tr>
<tr>
<td>CIT 114—WINDOWS OPERATING SYSTEMS</td>
<td>3</td>
<td>Microsoft Cert.</td>
</tr>
<tr>
<td>CIT 130—PRINCIPLES OF INFORMATION SYSTEMS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 121—INTRODUCTION TO PROGRAMMING</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIT 205—SCALING NETWORKS</td>
<td>4</td>
<td>Cisco 3</td>
</tr>
<tr>
<td>CIT 240—INTRODUCTION TO LINUX</td>
<td>3</td>
<td>Linux Cert.</td>
</tr>
<tr>
<td>SOCIETY, DIVERSITY &amp; CONNECTIONS ELECTIVE</td>
<td>3</td>
<td>See Reverse.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Semester 4

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 101—SECURITY FUNDAMENTALS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 206—CONNECTING NETWORKS</td>
<td>4</td>
<td>CCNA Cert. / Cisco 4</td>
</tr>
<tr>
<td>CIT 211—NETWORK INFRASTRUCTURE</td>
<td>3</td>
<td>Microsoft Cert.</td>
</tr>
<tr>
<td>COMM 111—FUNDAMENTALS OF SPEECH</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIT 260—CAPSTONE PROJECT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- The Computer and Information Technology Associate of Applied Science gives students a foundation in computer hardware and operating systems, and provides academic as well as hands-on coursework in network administration through Cisco Networking Academy courses, and systems administration through Microsoft Windows and Linux courses.
- **POTENTIAL CAREERS**
  - Systems Technician IT professional
  - Network Administrator
- **MILESTONE COURSES**
  - These courses are the keys to graduation. Courses should be taken in the recommended semesters to stay on time for completion.
- **CAPSTONE COURSES**
  - A semester-long major networking project that must be taken in the graduation semester. A "C" or better must be earned. Net+ Certification.

### TOTAL HOURS FOR DEGREE

161
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the Mid-Ohio Valley Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

Fletcher Lamkin  
President, WVU-Parkersburg

Ryan Haught  
Director, Mid-Ohio Valley Technical Institute

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel.

Email: heckel@wvtcs.org on or before November 1, 2016
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education
and
West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Interactive Media Pathway (Information Technology Cluster)
2. CTE Program(s): IT 1445 Virtual Simulation and Game Development & IT 1442 Coding, App & Game Design
3. CTC Program(s): Graphics Technology, AAS Degree
4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Information Technology
   b. Pathway: Interactive Media

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?

   CTC and CTE Advisory Board Members

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: Microsoft Office Specialist Exams- Word/PowerPoint/Excel/Access, Adobe Certifications-Dreamweaver, Flash/ Photoshop/ Premier Pro
   b. Post-secondary level: none identified at this time

3. Were the credentials validated with business/industry? x Yes _____ No

   We will be working on defining credentials, evaluating portfolios, and getting more individuals involved before marketing occurs.

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: none identified at this time, need to confirm with individual counties
   b. Post-secondary level: GRAP 2995 Graphics Practicum 3 credit hours
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved, CTC faculty: Kari Coffindaffer, Rachel Beach, Vijay Raol
   CTE faculty: Stacy Ward, Heidi Griffith

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   x Yes    ___ No

Interactive Media Pathway Completer in the area of study with grades of B or better in the Secondary Courses of study

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1431 Digital Imaging/Multimedia I</td>
<td>GRAP 1125 Multimedia Concepts</td>
<td>3</td>
</tr>
<tr>
<td>1455 Web Page Publishing</td>
<td>GRAPH 2280 Internet Publishing</td>
<td>3</td>
</tr>
<tr>
<td>1465 Game Design I Virtual or</td>
<td>GRAP 2255 Introduction to Interactivity</td>
<td>3</td>
</tr>
<tr>
<td>1456 Coding, App &amp; Game Design I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1466 Game Design II Virtual or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1457 Coding, App &amp; Game Design II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.

A portfolio process has not been established, but if possible CTE portfolios would have to follow the specifics of the CTC PLA process and address each learning objective in the CTC courses.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

Develop materials, share with CTE counselors, parents, students, business teachers at meetings, County Career Fairs, tours of technical education centers, provide CTE/Pierpont Graphics Technology Pathway and model schedule, add information to Pierpont and CTE websites with links to each others programs, plan Pierpont campus visitation day for students interested in the Graphics Technology program with interactive sessions, or courses to sit in on.

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2017-2018

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion? Pierpont plans to hire a Consortia Coordinator to facilitate the communication between the CTC/CTE faculty/administration, and students/parents. Some of the consortium budget will be used for marketing, travel, and group meetings. The WVCTCS System has also provided a budget of $3,000 to help with this plan.
Career Pathways Map

Students must complete all core requirements for 9th-12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

<table>
<thead>
<tr>
<th>Grade</th>
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</tr>
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<tbody>
<tr>
<td>11</td>
<td>English 11</td>
<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>12</td>
<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Civics or AP Gov't &amp; Politics</td>
</tr>
</tbody>
</table>

*Complete Interactive Media Pathway and the Courses below with a grade of B or better:

11th Grade CTE Digital Imaging/Multimedia I and Web Page Publishing

12th Grade CTE Game Design I Virtual & Game Design II Virtual or Coding, App & Game Design I and II I

Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

*Apply to Graphics Technology AAS program with Interact Publishing Option

High School - Apply for EDGE Credits

Semester 1
ARTD 1140 Design I: 2D 3
ENGL 1104 Written English I 3
GRAP 1100 Graphics Comm. Processes 3
ENGL 1108 Written English II (PR: ENGL 1104) 3
INFO 1100 Computer Concepts and Apps 3

Semester 2
ARTD 1141 Design II: 3D 3
COMM 2200 Intro to Human Commun. 3
DRFT 2200 Func. Of Auto CAD 3
ENGL 1108 Written English II (PR: ENGL 1104) 3
GRAP 1125 Multimedia Concepts 3
MATH 1207 or above (previously MATH 1107) 3

Semester 3
DRFT 1100 Engineering Graphics 3
PHYS 1100 Physics in Motion 3
GRAP 2230 Graphics Design I 3
GRAP 2240 Photography Concepts 3
GRAP 2255 Introduction to Interactivity 3
OFAD 2250 Desktop Publishing 3

Semester 4
ARTD 1142 Drawing 3
GRAP 2235 Graphics Design II 3
GRAP 2240 Emerging Technologies 3
GRAP 2280 Internet Publishing 3
GRAP 2995 Graphics Practicum 3
Artistic/Creative Expression Elective 3

Certifications | Milestones | Jobs
---|---|---
None at this time | GRAP 1145 |

Certifications | Milestones | Jobs
---|---|---
None at this time | GRAP 1125 |

Certifications | Milestones | Jobs
---|---|---
None at this time | GRAP 2230 | Multimedia Design and Animation, Web/Graphics Design, $46,900-$53,970 nat. median salary

Certifications | Milestones | Jobs
---|---|---
None at this time | GRAP 2235 |
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Criminal Justice
2. CTE Program(s): Law & Public Safety
3. CTC Program(s): AAS Criminal Justice
4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Law, Public Safety Corrections & Security
   b. Pathway: Law Enforcement Services
   c. Specializations: Law Enforcement, Courts & Legal System, Corrections, Strategic Security & Protection

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   Advisory members: Morgantown Police Department, MECCA 911, Michael Yura, WVU Forensics

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: CPR/First Aid, FEMA
   b. Post-secondary level: N/A

3. Were the credentials validated with business/industry?  X  Yes  ___  No

4. Describe the work-based learning opportunities for students, if any:
      Ride-along with Police Officers
   b. Post-secondary level: Day Reporting Center for Marion County and ride-along with officers.
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved. **CTC Faculty: Les Boggess, Keegan App, CTE Faculty: Kevin Clark, Mike Daugherty, Jo Antolock**

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   - X Yes
   - No

   - Must be a “completer”
   - Grades of B or better

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Applications of Public Safety 1039; Fundamentals of</td>
<td>Pathway CRU 1100 Intro to Criminal</td>
<td>3cr hours</td>
</tr>
<tr>
<td>Public Safety Leadership 1225; Ethical Issues in Public Safety</td>
<td>Police Operations</td>
<td></td>
</tr>
<tr>
<td>1226; Seminar in Law Enforcement 1031</td>
<td>Pathway CRU 1101</td>
<td></td>
</tr>
<tr>
<td>Practical Applications of Public Safety 1039; Fundamentals of</td>
<td>Pathway CRU 2206 Intro to Corrections</td>
<td>3cr hours</td>
</tr>
<tr>
<td>Public Safety Leadership 1225; Ethical Issues in Public Safety</td>
<td>Pathway CRU 1101</td>
<td></td>
</tr>
<tr>
<td>1226; Seminar in Corrections 1034</td>
<td>Pathway CRU 1101</td>
<td></td>
</tr>
<tr>
<td>Seminar in Courts &amp; Legal System 1031</td>
<td>Pathway CRU 1101</td>
<td></td>
</tr>
<tr>
<td>Strategic Security &amp; Protection 1037</td>
<td>Pathway CRU 1101</td>
<td></td>
</tr>
<tr>
<td>Forensics Science 6044</td>
<td>Pathway CRU 1101</td>
<td></td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component. **A portfolio process has not been established, but if possible would have to follow the specifics of the CTC PLA process and address each learning objective in the CTC courses.**
5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.

Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

County Career Fairs, tours of technical education centers, pamphlets/literature
Pierpont Criminal Justice model schedule, Pierpont website, Pierpont campus visitation
CTE website links to Pierpont CJ program

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2017-2018

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?

EDGE transfer request---process

Pierpont plans to hire a Consortia Coordinator to facilitate the communication between the CTC/CTE faculty/administration, and students/parents. Some of the consortium budget will be used for marketing, travel, and group meetings. The WVCTCS System has also provided a budget of $3,000 to help with this plan.
Career Pathways Map

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<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
</tr>
<tr>
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<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Civics or AP Gov't &amp; Politics</td>
</tr>
</tbody>
</table>

11th Grade CTE
1031 Seminar in Law Enforcement
1034 Seminar in Corrections
1039 Practical Applications of Public Safety

12th Grade CTE
1225 Foundations of Public Safety Leadership
1226 Ethical Issues in Public Safety

1100.1101.2205 EDGE Pathway to Pierpont CRIU

Certifications Milestones
None at this time CRIU 1100

Jobs

Certifications Milestones
None at this time CRIU2202

Jobs

Certifications Milestones
None at this time CRIU 2212

Jobs

Certifications Milestones
None at this time CRIU 2240

Police Officers, Correctional officers, Security/laws prevention
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the North Central West Virginia District Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

Joy M. Moore  11/10/16
Consortium Co-Chair  Date

John Daniel  11/15/16
Consortium Co-Chair  Date

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel. Email: heckel@wvctcs.org on or before November 1, 2016
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education

and

West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: _______ Welding Technology
2. CTE Program(s): _______ MA 1980 Welding
3. CTC Program(s): _______ Welding

4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: _______ Manufacturing and Construction
   b. Pathway: _______ Welding

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   Arcelor Mittal, PieroFlortini, Tri State Machining, Arrow smith Fabrication, Ziegenfelders, Local
   Unions, Tradesman International

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: _______ NCCER/WV State Welding Certification
   b. Post-secondary level: _______ AWS/ASME/API Welding Certifications

3. Were the credentials validated with business/industry? _______ X Yes ______ No

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: Work based learning experience is offered through local Fabrication and Machine Shops.
   b. Post-secondary level: During the course of the Layout and Fabrication class, students have worked on projects, specific to the needs of a local non-profit community action
agency. Currently there are no specific work-based commitments set up for WVNCC Welding students.

Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved: Dave Raveaux, Jayson Summers, Jim Chappell, and Micah Farmer

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   _X_ Yes  ___No

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1862 Welding I</td>
<td>Weld 101</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Oxyacetylene Welding</td>
<td></td>
</tr>
<tr>
<td>1863 Welding II</td>
<td>Weld 102</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Basic Shielded Metal Arc Welding</td>
<td></td>
</tr>
<tr>
<td>ASME IX, API or AWS</td>
<td>Weld 110</td>
<td>3</td>
</tr>
<tr>
<td>Certification</td>
<td>Intermediate Shielded Metal Arc</td>
<td></td>
</tr>
<tr>
<td>WV State Welding</td>
<td>Welding</td>
<td></td>
</tr>
<tr>
<td>Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1864 Welding III</td>
<td>Weld 202</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Beginning MIG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(GMAW)Welding</td>
<td></td>
</tr>
<tr>
<td>1865 Welding IV</td>
<td>Weld 206</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Beginning TIG</td>
<td></td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-
secondary component. *Evaluate the transcript and Syllabus for the learning institute, meet and talk to the students one on one, only award credits for a "C" or better, and evaluate their confidence level.*

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors. *Middle and High School visits to WVNCC. Students will receive info, have Q & A session, and demonstrations while on their tour. We will continue with our career pathways and consortium collaboration, as well as become involved with one another’s advisory councils.*

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2016-2017

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion. *The Northern Panhandle Consortia, WVNCC and the local high schools have always had a good working relationship. We plan to build on that working relationship and implement career pathways in the Manufacturing and Health clusters. Students will have the opportunity to tour WVNCC and have meaningful interaction with instructors throughout their high school career. With the implementation of serving on one another’s advisory councils, the instructors can insure a vertical alignment with the course content and curriculum as well as instruction. With the implementation of the career pathways, we envision a seamless transition from the local high schools to WVNCC’s Welding Degree Program (enrollment and credits) and the possibility of more students taking advantage of the credits earned in high school.*
Career Pathways Map

Students must complete all core requirements for 9th - 12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English 11</td>
<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>12</td>
<td>English 12 or</td>
<td>Math IV or</td>
<td>No science, if earned 3 lab</td>
<td>Civics or AP Gov't &amp; Politics</td>
</tr>
<tr>
<td></td>
<td>Transition English</td>
<td>Transition Math</td>
<td>science credits</td>
<td></td>
</tr>
</tbody>
</table>

11th Grade CTE 1862 Welding I/1863 Welding II

12th Grade CTE
1863 Welding III/1864 Welding IV

Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

Certifications

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA 30 and Rigpass/Safeland</td>
<td>APT 102 Safety for Industry 3</td>
<td>APT 110 Introduction to Print Reading 3</td>
<td>ENG 115 Technical Writing 3</td>
<td>PSYC 155 Human Relations 3</td>
</tr>
<tr>
<td>Weld 110</td>
<td>HPE 110 CPR and First Aid 1</td>
<td>MATH 100 Fundamentals of Math 2</td>
<td>WELD 202 Beginning MIG 3</td>
<td>WELD 206 Beginning TIG 3</td>
</tr>
<tr>
<td>Weld 112</td>
<td>ASME IX SMAW 6G Pipe</td>
<td>CPR and First Aid 1</td>
<td>WELD 204 Advanced MIG 3</td>
<td>WELD 208 Advanced TIG 3</td>
</tr>
<tr>
<td>HPE 110</td>
<td>Weld 110</td>
<td>HPE 110</td>
<td>WELD 210 Flux Core Welding 3</td>
<td>WELD 220 Layout and Fabrication 3</td>
</tr>
<tr>
<td></td>
<td>Weld 210</td>
<td></td>
<td>WELD 215 Metallurgy</td>
<td>WELD 225 Downhill Pipe Welding 3</td>
</tr>
</tbody>
</table>

Certifications

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWS D1.1 FCAW 3G &amp; 4G Plate</td>
<td>Welder Helper</td>
<td>Structural Steel &amp; Pipe welder in Construction or Manufacturing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weld 210</td>
<td>Laborer</td>
<td></td>
<td>Structural Steel welder in Construction or Manufacturing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pipe Welder, Oil &amp; Gas Pipeline, Aerospace, Precision Welder, Foreman or Supervisor</td>
<td></td>
</tr>
</tbody>
</table>
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the Northern Panhandle Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

Robert Wilson 10/1/16
Consortium Co-Chair

Vicki Y. Role 10/31/16
Consortium Co-Chair

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel. Email: heckel@wvctcs.org on or before November 1, 2016
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Program Description
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1. Career Pathway Title: Microsoft Computer Application Specialist "or" Information Management

2. CTE Program(s): South Branch Career & Technical Center

3. CTC Program(s): 

4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Information Technology Cluster
   b. Pathway: Interactive Media Pathway

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   Grant Memorial Hospital, Bank of Romney, and Summit Community Bank

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: Microsoft Office Specialist
   b. Post-secondary level: AAS Information Technology

3. Were the credentials validated with business/industry?  X  Yes  No

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: Community Services
   b. Post-secondary level: Internship or Capstone in Information Technology
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved. Attached

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   _X__ Yes    ___ No

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1411 &amp; 1413 Business Computer Applications I and II</td>
<td>CIS 114 Intro to Computer Applications &amp; Concepts</td>
<td>3</td>
</tr>
<tr>
<td>1409 Business Communications</td>
<td>BUS 203 Communications in Business</td>
<td>3</td>
</tr>
<tr>
<td>1439 Business &amp; Marketing Essentials</td>
<td>BUS 101 Intro to Business</td>
<td>3</td>
</tr>
<tr>
<td>1696 Security</td>
<td>IT 275 Security Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.

Transcripts go to Dean of Student Access & Success. The Dean compares the classes and WVEIS code (using the Academic Map) to the college courses to see how to transfer the credits to the college.

The Coordinator for EDGE also submits the EDGE transcript to the Dean of Student Access & Success.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.
This Guided Pathway, or Academic Map, is a semester-by-semester listing of courses that is designed for you to complete the requirements for your degree program and, depending on your degree objective, keep you on schedule to graduate in one or two years. The Academic Map also illustrates the industry recognized certifications available as you progress to earning a degree. Milestones are those courses or special requirements necessary for timely progression to program completion. Elective course options are available with the approval of your academic advisor, and any deviation from the defined pathway (or map) without approval of your advisor may result in courses not counting toward your degree requirements.

### Semester 1

<table>
<thead>
<tr>
<th>Course # - Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 114 Introduction to Computer Applications and Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIS 122 Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ENL 101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Math Elective (MTH 121 or higher)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Course # - Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 203 Communications in Business OR ENL 102 English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 121 Database Management Software</td>
<td>(3)</td>
</tr>
<tr>
<td>IT 134 Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>IT 180 PC Repair and Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td>SSC 147 Understanding Human Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>Course # - Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 119 Spreadsheet Software</td>
<td>3</td>
</tr>
<tr>
<td>IT 181 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>Elective: IT 233 Introduction to Web Programming</td>
<td>3</td>
</tr>
<tr>
<td>Elective: IT Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 4

<table>
<thead>
<tr>
<th>Course # - Title</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 133 Introduction to Web Design OR IT 276 IT Capstone</td>
<td>3</td>
</tr>
<tr>
<td>IT 278 IT Internship</td>
<td>3</td>
</tr>
<tr>
<td>Elective: IT 220 Windows Server Administration Fundamentals</td>
<td>(3)</td>
</tr>
<tr>
<td>Elective: IT 275 Security Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Elective: IT 199 Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Programming Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Certifications

- **NCCER:**

- **Comp Support Spec.**
  - Salary: $32,000

- **Database Admin.**
  - Network Admin.
  - Salary: $32,000

- **Job Title**
  - Avg. Salary $\

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**Apply for college admission**

**Meet with program advisor**

**Apply for student financial aid**
1. List of Faculty involved:

Teacher at South Branch Career & Technical Center for Information Technology: Mark Bowman

Division Chair for Business, Computer, & IT: Seyed Mirkhani

Director: Tracy Chenoweth of South Branch Career & Technical Center

Dean of Teaching and Learning: Debra Backus
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

Attached.

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2017-18

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?
   1. Teacher will complete a syllabus for course
   2. Student will complete an IDEA survey for the course. (survey by student without instructor present)
   3. Program Director will observe teacher in classroom setting and complete an evaluation form for that teacher and submit to college.
   4. Learners Support will recruit students who wish to take the classes and will answer any questions regarding the college (transfer of course, how it will matriculated, and about the degree. Also what jobs are available with this degree and average salary)
   5. Book for class will be reviewed by the Book Committee
   6. Courses will be listed on agreement with Career and Technical Center
   7. Transcripts will be checked and confirmed by Dean of Student Access and Success
   8. All EDGE credits will be transcripted by EDGE Coordinator
   9. Grades will be submitted to the college at Mid-term and at completion of the course unless they are EDGE credits.
Marketing and Recruitment Plan

We have a recruitment Plan for Career Pathway for Middle School.

**Target Group: Pre-High School 7\textsuperscript{th}/8\textsuperscript{th} Grades**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Projects for Early Entrance Aid Awareness and Career Planning Classes (i.e. Counselor Workshops, Step Up Nights, Coaching Your Student to Success)</td>
<td>Yearly</td>
<td>Brochures, Handbooks</td>
<td>Program Manager Secondary Schools, Financial Aid Assistant</td>
</tr>
<tr>
<td>2. Participate in various activities at the county schools (i.e. CFWV workshops)</td>
<td>Yearly</td>
<td></td>
<td>Program Manager Secondary Schools, Learner Support Services, Financial Aid Assistant, Workforce Education Department</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in the College Day Programs</td>
<td>yearly</td>
<td></td>
<td>Student Services &amp; Program Manager Secondary School Partnership</td>
</tr>
<tr>
<td>2. Follow-up letters to students who attended College Day /Fair Programs</td>
<td>On-going</td>
<td></td>
<td>Student Services &amp; Program Manager Secondary School Partnership</td>
</tr>
<tr>
<td>3. Provide workshops and informational sessions for county schools (i.e. financial literacy, career planning, specialty)</td>
<td>On-going</td>
<td></td>
<td>Student Services, Academics, and President</td>
</tr>
<tr>
<td>4. Promoting college going workshop for late decision makers and those without a plan.</td>
<td>Spring</td>
<td></td>
<td>Learner Support Services and Academics</td>
</tr>
<tr>
<td>5. Promote EDGE courses in how they work into a college career track.</td>
<td>On-going</td>
<td>Brochures</td>
<td>Program Manager Secondary School Partnership, Learner Support Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Financial Assistance Program</td>
<td>Oct/Nov</td>
<td></td>
<td>Financial Aid Assistant &amp; School Counselors</td>
</tr>
</tbody>
</table>
2. Attend Awards Assembly to present Scholarships, Technical Certificate | May | Financial Aid Assistant, Workforce Education; Program Manager of Secondary Schools

**Target Group: Recent High School Graduates** — these are students that graduated spring

1. Mailing to Early Entrance Students |  | Learner Support Services, Program Manager Secondary School Partnership

2. Mailing to Home School Students; contact local leaders | Spring | Program Manager Secondary School Partnership

**Target Group: Current High School Students Earning College Credit** —

These students maybe receiving dual credit or have escrow credit in the EDGE Program. The goal is to build confidence and then assist them in registering in classes that will complete a Certificate or Associates Degree.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letters to Seniors enrolled in college classes. Include a brochure on financial advantage for attending Eastern.</td>
<td>Spring</td>
<td></td>
<td>Learner Support Services, Program Manager Secondary School Partnership</td>
</tr>
<tr>
<td>2. Continue the College Transition Program implementation and conduct yearly meetings with parents and students</td>
<td>Yearly</td>
<td></td>
<td>Learner Support Services, Program Manager Secondary School Partnership</td>
</tr>
</tbody>
</table>

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CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Industrial Equipment Maintenance
2. CTE Program(s): South Branch Career & Technical Center
3. CTC Program(s): __________________________
4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Manufacturing Cluster
   b. Pathway: Maintenance, Installation, & Repair

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   Grant County Mulch, Dominion Electric, Allegheny Wood Products, American Woodmark, Warrior Run Power Station, & Pilgrim's Pride
2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: Completer in Industrial Equipment Maintenance
   b. Post-secondary level: Electromechanical Technology Certificate
3. Were the credentials validated with business/industry? X Yes No
4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: __________________________
   b. Post-secondary level: Internship plus hands on with equipment
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved. Attached

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   
   _X__ Yes  ___ No

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1873 Fundamentals of Industrial Equipment Maintenance</td>
<td>ELM 217 Industrial Maintenance Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>1875 Hydraulic &amp; Pneumatic Systems</td>
<td>ELM 120 Fundamental of Fluid Power</td>
<td>3</td>
</tr>
<tr>
<td>1871 Electrical Maintenance</td>
<td>WTT 120 DC/AC Circuits</td>
<td>4</td>
</tr>
<tr>
<td>1771 Rotating Devices &amp; Control Circuity</td>
<td>WTT 150 Industrial Motor Controls</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.

Transcripts go to Dean of Student Access & Success. The Dean compares the classes and WVEIS code (using the Academic Map) to the college courses to see how to transfer the credits to the college.

The Coordinator for EDGE also submit an EDGE transcript to the Dean of Student Access & Success.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.
1. List of Faculty involved:
   
   Teacher at South Branch Career & Technical Center for Industrial Equipment: Mike Hipp
   
   Division Chair of General Studies: Curtis Hakala
   
   Director: Tracy Chenoweth of South Branch Career & Technical Center
   
   Dean of Teaching and Learning: Debra Backus
# Guided Pathway
## Wind Energy AAS/Certificate

This Guided Pathway, or Academic Map, is a semester-by-semester listing of courses that is designed for you to complete the requirements for your degree program and, depending on your degree objective, keep you on schedule to graduate in one or two years. The Academic Map also illustrates the industry recognized certifications available as you progress to earning a degree. Milestones are those courses or special requirements necessary for timely progression to program completion. Elective course options are available with the approval of your academic advisor, and any deviation from the defined pathway (or map) without approval of your advisor may result in courses not counting toward your degree requirements.

### Semester 4
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELM 210</td>
<td>Introduction to PLC's</td>
<td>3</td>
</tr>
<tr>
<td>SCC 147</td>
<td>Understanding Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>WTT 230</td>
<td>Supervisory Control and Data Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>WTT 260</td>
<td>Wind Turbine Troubleshooting</td>
<td>4</td>
</tr>
</tbody>
</table>

### Semester 3
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 115</td>
<td>Applied Physics</td>
<td>3</td>
</tr>
<tr>
<td>ELM 218</td>
<td>Maintenance Applications</td>
<td>3</td>
</tr>
<tr>
<td>WTT 210</td>
<td>Wind Turbine Mechanical Systems</td>
<td>4</td>
</tr>
<tr>
<td>WTT 278</td>
<td>Wind Technician Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 2
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MTH 115</td>
<td>Business Math (100 or Higher)</td>
<td>3</td>
</tr>
<tr>
<td>WTT 150</td>
<td>Industrial Motor Controls</td>
<td>4</td>
</tr>
<tr>
<td>WTT 160</td>
<td>Power Generation &amp; Transmission</td>
<td>4</td>
</tr>
<tr>
<td>ELM 217</td>
<td>Industrial Maintenance Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>

### Semester 1
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 108</td>
<td>Computer Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>WTT 101</td>
<td>Introduction to Maintenance Technology</td>
<td>2</td>
</tr>
<tr>
<td>ELM 120</td>
<td>Fundamentals of Fluid Power</td>
<td>3</td>
</tr>
<tr>
<td>WTT 110</td>
<td>Wind Safety and OSHA – 30 Hours</td>
<td>4</td>
</tr>
<tr>
<td>WTT 120</td>
<td>DC/AC Circuits</td>
<td>4</td>
</tr>
</tbody>
</table>

### Wind Energy AAS Degree – 2 Year Degree Milestone
- **Certifications:**
  - PMMI – Industrial Electricity 1 Certification (Exit)
  - PMMI – Programmable Logic Controllers 1 Certification (ELM 210)
- **Milestones:**
  - ELM 210: Introduction to PLC’s
  - WTT 230: Supervisory Control and Data Acquisition
  - WTT 260: Wind Turbine Troubleshooting

### Wind Turbine Technician
- **Average Salary:** $51,000

### Entry-Level Wind Technician
- **Average Salary:** $30,000

### Intermediate-Level Electrician/Technician
- **Average Salary:** $26,000

### Entry-Level Electrician/Technician
- **Average Salary:** $21,000

---

- Apply for college admission
- Meet with program advisor
- Apply for student financial aid
Guided Pathway
Electromechanical Certificate

This Guided Pathway, or Academic Map, is a semester-by-semester listing of courses that is designed for you to complete the requirements for your degree program and, depending on your degree objective, keep you on schedule to graduate in one or two years. The Academic Map also illustrates the industry recognized certifications available as you progress to earning a degree. Milestones are those courses or special requirements necessary for timely progression to program completion. Elective course options are available with the approval of your academic advisor, and any deviation from the defined pathway (or map) without approval of your advisor may result in courses not counting toward your degree requirements.

Semester 1
Course # - Title
CIS 114: Introduction to Computer Applications and Concepts 3
ENL 101: English Composition I 3
ELM 120: Fundamentals of Fluid Power 3
WTT 110: Wind Safety and OSHA - 30 Hours 4
WTT 120: DC/AC Circuits 4

Credit Hours - 17

Certifications:
OSHA - 30 Hours CPR/ First Aid/ AED (WTT 110)
PMMI - Fluid Power 1 Certification (ELM 120)

Milestones:
ELM 120: Fundamentals of Fluid Power
WTT 110: Wind Safety and OSHA
WTT 120: DC/AC Circuits

Intermediate-Level Electrician/Technician
Average Salary: $26,000

Apply for college admission

Meet with program advisor

Apply for student financial aid

Semester 2
Course # - Title
MTH 115: Business Math (100 or Higher) 3
WTT 150: Industrial Motor Controls 4
ELM 210: Introduction to PLC's 3
ELM 217: Industrial Maintenance Fundamentals 3

Credit Hours - 13

Electromechanical Certificate - 1 Year Degree Milestone
Certifications:
PMMI - Industrial Electricity 1 Certification (Exit)
PMMI - Motor and Motor Controls Certification (WTT 150)
PMMI - Programmable Logic Controllers 1 Certification (ELM 210)

Milestones:
WTT 150: Industrial Motor Controls
ELM 210: Introduction to PLC's
ELM 217: Industrial Maintenance Fundamentals

Entry-Level Electrician/Technician
Average Salary: $21,000

Intermediate-Level Electrician/Technician
Average Salary: $26,000
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

Attached.

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: __________ plan is implemented _________________

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?
   1. Teacher will complete a syllabus for course
   2. Student will complete an IDEA survey for the course. (survey by student without instructor present)
   3. Program Director will observe teacher in classroom setting and complete an evaluation form for that teacher and submit to college.
   4. Learners Support will recruit students who wish to take the classes and will answer any questions regarding the college (transfer of course, how it will matriculated, and about the degree. Also what jobs are available with this degree and average salary)
   5. Book for class will be reviewed by the Book Committee
   6. Courses will be listed on agreement with Career and Technical Center
   7. Transcripts will be checked and confirmed by Dean of Student Access and Success
   8. All EDGE credits will be transcripted by EDGE Coordinator
   9. Grades will be submitted to the college at Mid-term and at completion of the course unless they are EDGE credits.
Marketing and Recruitment Plan

We have a recruitment Plan for Career Pathway for Middle School.

**Target Group: Pre-High School 7th/8th Grades**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Projects for Early Entrance Aid Awareness and Career Planning Classes</td>
<td>Yearly</td>
<td>Brochures, Handbooks</td>
<td>Program Manager Secondary Schools, Financial Aid Assistant</td>
</tr>
<tr>
<td>(i.e. Counselor Workshops, Step Up Nights, Coaching Your Student to Success)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participate in various activities at the county schools (i.e. CFWV workshops)</td>
<td>Yearly</td>
<td></td>
<td>Program Manager Secondary Schools, Learner Support Services, Financial Aid Assistant, Workforce Education Department</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in the College Day Programs</td>
<td>yearly</td>
<td></td>
<td>Student Services &amp; Program Manager Secondary School Partnership</td>
</tr>
<tr>
<td>2. Follow-up letters to students who attended College Day /Fair Programs</td>
<td>On-going</td>
<td></td>
<td>Student Services &amp; Program Manager Secondary School Partnership</td>
</tr>
<tr>
<td>3. Provide workshops and informational sessions for county schools (i.e. financial literacy, career planning, specialty)</td>
<td>On-going</td>
<td></td>
<td>Student Services, Academics, and President</td>
</tr>
<tr>
<td>4. Promoting college going workshop for late decision makers and those without a plan.</td>
<td>Spring</td>
<td></td>
<td>Learner Support Services and Academics</td>
</tr>
<tr>
<td>5. Promote EDGE courses in how they work into a college career track.</td>
<td>On-going</td>
<td>Brochures</td>
<td>Program Manager Secondary School Partnership, Learner Support Services</td>
</tr>
</tbody>
</table>

**Activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Financial Assistance Program</td>
<td>Oct/Nov</td>
<td></td>
<td>Financial Aid Assistant &amp; School Counselors</td>
</tr>
</tbody>
</table>
2. Attend Awards Assembly to present Scholarships, Technical Certificate | May | Financial Aid Assistant, Workforce Education; Program Manager of Secondary Schools

**Target Group: Recent High School Graduates** – these are students that graduated spring

| 1. Mailing to Early Entrance Students | | Learner Support Services, Program Manager Secondary School Partnership |
| 2. Mailing to Home School Students; contact local leaders | Spring | Program Manager Secondary School Partnership |

**Target Group: Current High School Students Earning College Credit** –

These students maybe receiving dual credit or have escrow credit in the EDGE Program. The goal is to build confidence and then assist them in registering in classes that will complete a Certificate or Associates Degree.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letters to Seniors enrolled in college classes. Include a brochure on financial advantage for attending Eastern.</td>
<td>Spring</td>
<td></td>
<td>Learner Support Services, Program Manager Secondary School Partnership</td>
</tr>
<tr>
<td>2. Continue the College Transition Program implementation and conduct yearly meetings with parents and students</td>
<td>Yearly</td>
<td></td>
<td>Learner Support Services, Program Manager Secondary School Partnership</td>
</tr>
</tbody>
</table>
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the Potomac Highlands District Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

[Signatures]

Consortium Co-Chair  Date

Consortium Co-Chair  Date

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel. Email: heckel@wvctcs.org on or before November 1, 2016
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education

and

West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: ___________________________

2. CTE Program(s): ___________________________

3. CTC Program(s): ___________________________

4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: ___________________________
   b. Pathway: ___________________________

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   SREB, Berkeley County Board of Education, Proctor & Gamble

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: ___________________________
   b. Post-secondary level: ___________________________

3. Were the credentials validated with business/industry? ______ X ______ Yes ______ No

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: ___________________________
   b. Post-secondary level: ___________________________
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved. Alan Zube, Dave Koritko, Jody Sheeder.

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   ____X____ Yes  ____ No

3. List the college courses & credit hours earned by secondary completers in this pathway.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Integrated Production Technology</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Systems of Advanced Integrated Production Technology</td>
<td>Introduction to Mechatronics</td>
<td>3</td>
</tr>
<tr>
<td>Mechatronic Systems for Advanced Manufacturing</td>
<td>Technical Elective - Mechatronic Systems for Advanced Manufacturing</td>
<td>2</td>
</tr>
<tr>
<td>Designs for Advanced Manufacturing</td>
<td>Integrated Manufacturing Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Technical Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component. N/A

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.

Bold courses are the college credit that will be awarded upon completion of secondary course and passing the end of course assessment. Course in italics would be additional opportunities should they choose to pursue them, through their home school or at Blue Ridge.

MATH 102 Technical Mathematics 3
MECH 101/101L Introduction to Mechatronics 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH 106/106L</td>
<td>Electricity &amp; Electronics</td>
<td>4</td>
</tr>
<tr>
<td>MECH 121</td>
<td>Safety Awareness and OSHA</td>
<td>2</td>
</tr>
<tr>
<td>CAS 111</td>
<td>Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MECH 110</td>
<td>Mechanical Systems I</td>
<td>3</td>
</tr>
<tr>
<td>MECH 120</td>
<td>Fluid Power</td>
<td>3</td>
</tr>
<tr>
<td>MECH 250</td>
<td>Intro to PLC</td>
<td>3</td>
</tr>
<tr>
<td>MECH 201</td>
<td>Systematic Troubleshooting</td>
<td>3</td>
</tr>
<tr>
<td>MECH/CAD or GEN ED Elective</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MECH 102/102L</td>
<td>Technical Physics (Gen Ed Science)</td>
<td>4</td>
</tr>
<tr>
<td>MECH 210</td>
<td>Mechanical Systems 2</td>
<td>3</td>
</tr>
<tr>
<td>MECH 230</td>
<td>Industrial Controls</td>
<td>2</td>
</tr>
<tr>
<td>IT 200</td>
<td>Network +</td>
<td>3</td>
</tr>
<tr>
<td>MECH 255</td>
<td>Adv. PLC and Integrated Automation #</td>
<td>2</td>
</tr>
<tr>
<td>CAD 201</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MECH 260</td>
<td>Process Controls #</td>
<td>2</td>
</tr>
<tr>
<td>MECH 270</td>
<td>Quality Control</td>
<td>3</td>
</tr>
<tr>
<td>MECH 280/280L</td>
<td>Integrated Manufacturing Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Gen Ed. elective</td>
<td>3</td>
</tr>
</tbody>
</table>
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

High School Visits by College recruiters, Parent Orientations, Morning Announcements in High Schools, Collaboration with High School Counselors.

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: _______2016-2017________________

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?

1) By implementation of the standard Program Assessment tools used for all programs at the college.

2) Monitoring end-of-course assessments

3) Annual review by Southern Regional Education Board
Career Pathways Map

Students must complete all core requirements for 9th -12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English 11</td>
<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>12</td>
<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Civics or AP Gov’t &amp; Politics</td>
</tr>
</tbody>
</table>

Introduction to Integrated Production Technology
Systems of Advanced Integrated Production

Introduction to Integrated Production Technology

Mechatronic Systems for Advanced Manufacturing
Designs for Advanced Manufacturing

Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 102*</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110*</td>
<td>3</td>
</tr>
<tr>
<td>MECH 106/106L</td>
<td>4</td>
</tr>
<tr>
<td>MECH 121</td>
<td>2</td>
</tr>
<tr>
<td>CAS 111*</td>
<td>3</td>
</tr>
</tbody>
</table>

Certifications
OSHA 10

Milestones
NA

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH 110</td>
<td>3</td>
</tr>
<tr>
<td>MECH 120</td>
<td>3</td>
</tr>
<tr>
<td>MECH 250</td>
<td>3</td>
</tr>
<tr>
<td>MECH 201</td>
<td>3</td>
</tr>
<tr>
<td>IT 200</td>
<td>3</td>
</tr>
</tbody>
</table>

Certifications
CAS Mechatronics

Milestones
Machine Operator

Semester 3 - Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH 292</td>
<td>2</td>
</tr>
<tr>
<td>MECH 260</td>
<td>2</td>
</tr>
<tr>
<td>MECH 270</td>
<td>3</td>
</tr>
</tbody>
</table>

Certifications

Milestones
Summer Internship

Jobs
• Note This Pathway does not have any specific EDGE credits available at the High School.

CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the _______________________________ Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

[Signatures and dates]

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel.
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education and
West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Welding
2. CTE Program(s): Welding (MA1980)
3. CTC Program(s): Welding Technology
4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Manufacturing
   b. Pathway: Production

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?

2. Identify the industry valued credentials available to the student along the pathway:
   a. Secondary level: OSHA 10, NCCER, AWS (including SMAW, GMAW, GTAW), 6G
   b. Post-secondary level: AWS (including FCAW, SMAW, GMAW, GTAW), ASME

3. Were the credentials validated with business/industry? X Yes ___ No

4. Describe the work-based learning opportunities for students, if any:
   a. Secondary level: Simulated Workplace, cooperative work experience
   b. Post-secondary level: Learn and Earn, Community Projects
Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved.

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   
   X Yes   ___ No

3. List the college courses & credit hours earned by secondary completers in this pathway.
   The intention of the consortium is to work toward an agreement that will award a minimum of 3 credit hours for each CTE course completed.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welding I</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Welding II</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Welding III</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Welding IV</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component. EDGE credit/articulation

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.
Marketing and Recruitment Plan

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

Addition of New River CTC logo and URL to CTE marketing materials (brochures, web sites, etc.) Inviting New River CTC recruiters to county counselor meetings to discuss available pathways

Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2017-18

2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?

   Institutions will:
   1. monitor the number of students enrolling in the career pathway for secondary and post-secondary.
   2. schedule at a minimum biannual meetings for secondary and postsecondary faculty to meet and discuss the career pathway.
   3. monitor the number of Edge credits students are awarded annually.
   4. monitor the number of completers/graduates.
   5. schedule visits for recruiters to parent and student events.
   6. monitor the completion rate of industry standard certifications.
Career Pathways Map

Students must complete all core requirements for 9th -12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
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<tbody>
<tr>
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<td>English 11</td>
<td>Math III</td>
<td>Lab Science</td>
<td>Civics or AP</td>
</tr>
<tr>
<td>12</td>
<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Gov't &amp; Politics</td>
</tr>
</tbody>
</table>

11th Grade CTE
Welding I, Welding II

12th Grade CTE
Welding III, Welding IV

Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Hrs</th>
<th>Certification</th>
<th>Milestone</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL107</td>
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<td>WELD120</td>
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<tr>
<td>WELD130</td>
<td>6</td>
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<td>WELD131</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credit Hrs</th>
<th>Certification</th>
<th>Milestone</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD104</td>
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<td>WELD105L</td>
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<td>WELD230</td>
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<td>WELD136</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Credit Hrs</th>
<th>Certification</th>
<th>Milestone</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD137</td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td>COSC101</td>
<td>3</td>
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</tr>
<tr>
<td>WELD236</td>
<td>6</td>
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<table>
<thead>
<tr>
<th>Semester 4</th>
<th>Credit Hrs</th>
<th>Certification</th>
<th>Milestone</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC155</td>
<td>3</td>
<td>SMAW, GTAW, FCAW, AWS</td>
<td>Associate Degree AAS</td>
<td></td>
</tr>
<tr>
<td>WELD237</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WELD280</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted Elective in HIST</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credentials
OSHA 10, NCCER

Credentials
AWS
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the Southeastern Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

[Signatures and dates]

DEADLINE SUBMISSION: November 1, 2016

Please submit electronically in PDF format with signatures to June Heckel. Email: heckel@wvctcs.org on or before November 1, 2016
SOUTHEASTERN CONSORTIUM
WELDING FACULTY

Academy of Careers and Technology: Richard Gauldin
Fayette Institute of Technology: Roy Neel
Mercer County Technical Education Center: Tim Saddler
Nicholas County – Joseph Hypes
Summers County - NA
Webster County – Mike Gray

New River Community and Technical College: Stephen Bowyer, Gary Holland, and Brad Veneri
WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE/

CAREER AND TECHNICAL EDUCATION

CONSORTIUM COMPACT

West Virginia Council for Community and Technical College Education

and

West Virginia Department of Education

Implementation Period: July 1, 2017 – June 30, 2018
CAREER PATHWAY PROGRAM OF STUDY
DEVELOPMENT FORM

Please complete and submit the following description of the development and implementation plans for each Career Pathway Program of Study.

Program Description
Identify the programs, both secondary and post-secondary, for the proposed pathway that will result in a career in high-demand, high-skill, and high-wage fields.

1. Career Pathway Title: Information Technology

2. CTE Program(s):
   - IT 1450 Information Management
   - IT 1442 Coding, App and Game Development
   - IT 1480 Certified Design
   - AV 1850 Graphic Design
   - IT 2215 Project Lead the Way

3. CTC Program(s): Information Technology(CP), Information Technology(AAS)

4. What cluster and pathway does this Career Pathway fit:
   a. Cluster: Information Technology Cluster
   b. Pathway: Graphics, Web Design and Interactive Media Software Pathway

Business/Industry Involvement
Describe the communication with business/industry and the extent of their involvement in the development process.

1. What businesses/industries were involved in the pathway development?
   Charleston Area Medical Center, XEROX, Coalfield Computer Services, GameStop, Next Connections LLC, WV DHHR, IBEX Global, Gestamp, Manpower, Bulldog Creative Services, One Stop Sys Admin, Pendum

2. Identify the industry valued credentials available to the student along the pathway:
   b. Post-secondary level: Certifications vary based on elective choices. Adobe Certified Associate: Adobe Photoshop, Adobe Premier Pro, Adobe Flash; PC Maintenance Pro, Network+, CompTIA A+; IPV6

3. Were the credentials validated with business/industry? X Yes No

4. Describe the work-based learning opportunities for students, if any:
### Pathway Development Process

Engage appropriate secondary and post-secondary faculty in the review of the curriculum, defining new content, and the completion of the Pathway Illustration Matrix.

1. Attach a list of all faculty involved.
   
   Matthew Payne, Rick Thompson, Carol Howerton, Larry Harshbarger, Doug Martin, Tim Weaver.

2. Do you have an agreed upon process for validating secondary student acquisition of the skills associated with the credit awarded to secondary students?
   
   _X_ Yes  ____No

3. List the college courses & credit hours earned by secondary completers in this pathway.

Courses vary by High School Pathway. List includes all course options for IT 1450: Information Management, IT 1442 Coding, App and Game Design, IT 1480 Certified Internet Webmaster, IT 1440 Microsoft Computer Applications Specialist. Note: CS courses are not counted toward Information Technology program but may be used in other programs.

<table>
<thead>
<tr>
<th>Secondary Course Title(s)</th>
<th>College Course Title</th>
<th>College Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDGE CREDIT OPPORTUNITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1431 Digital Imaging/Multimedia I</td>
<td>IT 145 Adobe Photoshop (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1432 Digital Imaging/Multimedia II</td>
<td>IT 146 Adobe Flash (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1455 Web Page Publishing</td>
<td>IT 155 Web Page Design I (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1456 Coding, App and Game Design I</td>
<td>IT 161 Cross Platform Apps (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1457 Coding, App and Game Design II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1429 Desktop Publishing</td>
<td>TS 151 Vocational Block I (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1796, 1797 CIW Design Methodology and Technology Parts I and II</td>
<td>IT 155 Web Design I (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1798, 1799 CIW Foundations Parts I and II</td>
<td>IT 156 Web Design II (Res. Elective)</td>
<td>3</td>
</tr>
<tr>
<td>1413 Business Computer Applications II</td>
<td>CS 102 Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CS 103 Computer Applications</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>CS 116 Word Processing Concepts</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CS 118 Electronic Spreadsheet Concepts</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CS 125 Electronic Presentations</td>
<td>2</td>
</tr>
<tr>
<td>1433 Microsoft IT Word Expert</td>
<td>CS 116 Word Processing concepts</td>
<td>2</td>
</tr>
<tr>
<td>1453 Microsoft IT Excel Expert</td>
<td>CS 118 Electronic Spreadsheet Concepts</td>
<td>2</td>
</tr>
<tr>
<td>1851 Fundamentals of Illustration</td>
<td>IT 145 Adobe Photoshop</td>
<td>3</td>
</tr>
<tr>
<td>1857 Fundamentals of Graphics Design</td>
<td>IT 147 Adobe Flash</td>
<td>3</td>
</tr>
<tr>
<td>1859 Graphic Design Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1861 Illustration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>IT 2215</td>
<td>Project Lead the Way Core</td>
<td>3</td>
</tr>
<tr>
<td>1418</td>
<td>Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>IT 188</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>170</td>
<td>Fundamentals of Information Security</td>
<td></td>
</tr>
</tbody>
</table>

**DUAL CREDIT OPPORTUNITIES – Varies by school**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12</td>
<td>EN 101 – English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Math 12</td>
<td>MT 130 – College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td>PY 201 – General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Biology 12</td>
<td>Lab Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*AP courses must score 3 or better

4. Describe the process for vetting transcripts/portfolios of secondary students that have completed a similar secondary program outside of the consortia wishing to enroll in the post-secondary component.

Students outside the consortium in courses using the same WVEIS codes may apply for credits using the same methods. Students may also present certifications and transcripts from secondary schools for review by the Southern EDGE Coordinator.

5. Attach the Career Pathway Map clearly highlighting the college credit available to secondary graduates and at what point in the pathway credentials are available.

**Marketing and Recruitment Plan**

Develop a joint marketing and recruitment plan for the Career Pathway, beginning in the middle grades. What recruitment strategies will be used to inform middle-school and high-school students, parents, and counselors?

Joint marketing and recruitment will be handled in a variety of methods:

- Coordinate career fairs and demonstrations with middle schools
- High School Visits
- Joint Career Fair/Job Fair for seniors and college students
- Counselor workshops for training and development (all levels)
- District meetings (all levels)
- College visits and career days
- Printing of pathways brochures and booklets
- Parent nights
- Participation in Advisory Boards
Implementation Plan

Develop a joint implementation plan in order to ensure program completion.

1. Projected school year of implementation: 2016-2017
2. How do you plan to monitor the quality of implementation including student guidance, recruitment, instruction, matriculation, and completion?
   Enrollment, EDGE credits awarded, completion of next level courses. Additional metrics to be reviewed and completed during the 2016-2017 school year.
Career Pathways Map

Students must complete all core requirements for 9th -12th grade to graduate from high school. This academic map outlines the courses, starting with the Career and Technical program, designed to complete the requirements for this career pathway. All EDGE and college credit available through the CTE courses are highlighted. Also included along the pathway are the industry recognized certifications available to you as you complete the program requirements.

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>English 11</td>
<td>Math III</td>
<td>Lab Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>12</td>
<td>English 12 or Transition English</td>
<td>Math IV or Transition Math</td>
<td>No science, if earned 3 lab science credits</td>
<td>Civics or AP Gov’t &amp; Politics</td>
</tr>
</tbody>
</table>

Choose one of the program options – options vary by school

**IT 1450 – Information Management**

11th Grade
- 1411 Business Computer Applications I
- 1431 Digital Imaging/Multimedia I *
  *3 hours EDGE Credits – See list

12th Grade
- 1455 Web Page Publishing *
  Elective Course (1429 or 1432) *
  *6 hours EDGE Credits – See list

Adobe Certified Associate
Microsoft Certified Professional

**IT 1442 – Coding, App and Game Design**

11th Grade
- 1431 Digital Imaging/Multimedia I*
- 1455 Web Page Publishing *
  *6 hours EDGE Credits – See list

12th Grade
- 1456 Coding, App and Game Design I
- 1457 Coding, App and Game Design II*
  *3 hours EDGE Credits – See list

Adobe Certified Associate

Windows Store Developer
HTML 5

**IT 1480 – Certified Internet Webmaster (CIW) Interactive Media Pathway**

11th Grade
- 1796 CIW Design Methodology and Technology Part I
- 1797 CIW Design Methodology and Technology Part II
  *3 hours EDGE Credits – See list

12th Grade
- 1798 CIW Foundations Part I
- 1799 CIW Foundations Part II
  *3 hours EDGE Credits – See list

Certified Internet WebMaster

Continued on next page
Apply for college admission
Submit Transcripts

Apply for student financial

Meet with program advisor

High School – Apply for Edge Credits

Semester 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 104 Using Internet for Research &amp; Prod.</td>
<td>3</td>
</tr>
<tr>
<td>IT 114 Operating Systems &amp; Network Fund.</td>
<td>3</td>
</tr>
<tr>
<td>IT 180 PC Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>IT 182 A+ Lab</td>
<td>2</td>
</tr>
<tr>
<td>EN 101 or EN 101A English Composition I (Dual Credit Avail)</td>
<td>3</td>
</tr>
<tr>
<td>OR 105 Orientation to Technical Programs</td>
<td>1</td>
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<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Certifications

- Windows Fundamentals #349

Milestones

- EDGE Credits awarded
- 6-12 depending on program

Customer Support

Computer Operator

Semester 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 102 Cyber Law, Ethics, &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>IT 181 Advanced PC Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>MT 121 or MT 121A College Math for General Education</td>
<td>3</td>
</tr>
<tr>
<td>SP 103 Speech Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Restricted Elective Programming Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Certifications

- CompTIA A+
- TestOut PC Pro

Milestones

- Certificate Degree
- Computer Repair Skill Set

Computer Repair Technician

Operations and Maintenance Technician

Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science elective (Dual Credit Available)</td>
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<tr>
<td>Restricted Elective IT Specialization Courses (EDGE Credits)</td>
<td>9</td>
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<tr>
<td><strong>Semester Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Note: Students receive EDGE credits in Sem.1. Social Science course can be taken during summer or in Sem. 1 or 2 or as dual credit to graduate a semester early.

Web Developer, WebMaster, Graphics Designer, Graphics Artist, Desktop Publishing

Semester 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 183 Network +</td>
<td>4</td>
</tr>
<tr>
<td>BU 205 Communications in Business</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (AP and Dual Credit Avail)</td>
<td>4</td>
</tr>
<tr>
<td>Restricted Elective IT Specialization Courses</td>
<td>6</td>
</tr>
<tr>
<td>IT 274 Capstone</td>
<td>1</td>
</tr>
<tr>
<td><strong>Semester Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Certifications

- CompTIA Network +
- TestOut Network Pro
- Certifications and Skill Sets Vary based on elective choices*

Milestones

- Associate Degree

Network Assistant, Security Technician, App Developer

Note: IT Restricted Electives allow students to customize career path. Multiple certifications available based on electives taken. In addition to a Certificate program and Associate in Applied Science degree students can earn Skill Set Certificates associated with this pathway utilizing electives and core courses as listed below.

SKILL SET CERTIFICATES AVAILABLE

<table>
<thead>
<tr>
<th>Computer Repair Technician</th>
<th>Graphic Design Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 104 – Using Internet Technology for Research and Productivity</td>
<td>IT 104 – Using Internet Technology for Research and Productivity</td>
</tr>
<tr>
<td>IT 180 – PC Maintenance (EDGE – WVEIS 1664)</td>
<td>IT 145 – Adobe Photoshop (EDGE – WVEIS 1431 or AV 1850)</td>
</tr>
<tr>
<td>IT 180 – Adv. PC Maintenance (EDGE – WVEIS 1665)</td>
<td>IT 146 – Adobe Flash (EDGE – WVEIS – 1432 or AV 1850)</td>
</tr>
<tr>
<td>IT 182 – A+ Lab (Hands-on Test out option available)</td>
<td>IT 147 – Digital Editing</td>
</tr>
<tr>
<td>IT 183 – Network + (EDGE – WVEIS 1694)</td>
<td>IT 155 – Web Page Design I (EDGE – WVEIS 1455 or IT1480)</td>
</tr>
</tbody>
</table>
CONSORTIUM AND COMPACT COMMITMENT

As co-chairs of the Southern Mountains District Consortium, we hereby certify the enclosed Compact goal report and process strategies have been presented to and approved by the full consortia membership.

[Signatures]

Consortium Co-Chair  Date

Consortium Co-Chair  Date

DEADLINE SUBMISSION:  November 1, 2016

Please submitelectronically in PDF format with signatures to June Heckel.
Email:  heckel@wvctcs.org on or before November 1, 2016
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Program/Course Type</th>
<th>Pathway High School Course Name</th>
<th>WVEIS Code(s)</th>
<th>Credit Hours</th>
<th>Corresponding College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT</td>
<td>IT 2215 Computer Science - PLTW</td>
<td>Computer Programming and Software Development Pathway</td>
<td>IT 2215</td>
<td>3</td>
<td>Lincoln: Core: 1408, 1410, 1412 Electives 1 from : 1414, 1416, 1418, 1420 IT 188 - Introduction to Programming Languages. Completion of IT 2215 core courses. (NOTE - needs reactivated)</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Core</td>
<td>Introduction to Computer Science</td>
<td>1408</td>
<td>3</td>
<td>IT 170 Fundamentals of Information Systems Security</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Core</td>
<td>Computer Science and Software Engineering</td>
<td>1410</td>
<td>3</td>
<td>TS 151 No equiv IT course available, use TS course as IT restricted elective</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Core</td>
<td>Computer Science Applications</td>
<td>1412</td>
<td>3</td>
<td>TS 152 No equiv IT course available, use TS course as IT restricted elective</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Elec</td>
<td>Cybersecurity</td>
<td>1418</td>
<td>3</td>
<td>TS 153 No equiv IT course available, use TS course as IT restricted elective</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Elec</td>
<td>Simulation and Modeling</td>
<td>1414</td>
<td>3</td>
<td>TS 151 No equiv IT course available, use TS course as IT restricted elective</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Elec</td>
<td>Artificial Intelligence</td>
<td>1416</td>
<td>3</td>
<td>IT 145 Adobe Photoshop</td>
</tr>
<tr>
<td>IT</td>
<td>IT 2215 Elec</td>
<td>Capstone: Computational Problem Solving</td>
<td>1420</td>
<td>3</td>
<td>IT 146 Adobe Flash</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Information Management</td>
<td>Interactive Media Pathway</td>
<td>IT 1450</td>
<td>3</td>
<td>Lincoln and Mingo Core: 1411, 1431, 1455 Electives 1 from: 1429, 1432</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Core, IT 1440 Core</td>
<td>Business Computer Applications I</td>
<td>1411</td>
<td>None</td>
<td>No Equivalency - Requires completion of Business Comp App II for credit</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Core, IT 1442 Core</td>
<td>Digital Imaging/Multimedia I</td>
<td>1431</td>
<td>3</td>
<td>IT 145 Adobe Photoshop</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Core, IT 1442 Core</td>
<td>Web Page Publishing</td>
<td>1455</td>
<td>3</td>
<td>IT 155 Web Page Design I</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Elec</td>
<td>Desktop Publishing</td>
<td>1429</td>
<td>3</td>
<td>TS 151 No equiv IT course available, use TS course as restricted elective</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Elec</td>
<td>Digital Imaging/Multimedia II</td>
<td>1432</td>
<td>3</td>
<td>IT 146 Adobe Flash</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1442 Coding, App and Game Design (Previous 1445)</td>
<td>Interactive Media Pathway</td>
<td>IT 1442</td>
<td>3</td>
<td>Lincoln, Mingo, Wyoming under previous 1445 Core: 1431, 1455, 1456, 1457</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Core, IT 1442 Core</td>
<td>Digital Imaging/Multimedia I</td>
<td>1431</td>
<td>3</td>
<td>IT 145 Adobe Photoshop</td>
</tr>
<tr>
<td>IT</td>
<td>IT 1450 Core, IT 1442 Core</td>
<td>Web Page Publishing</td>
<td>1455</td>
<td>3</td>
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### Information Technology Cluster - Hardware and Networking Pathway

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### Information Technology Cluster - Support Courses Not included in a Pathway

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## INFORMATION TECHNOLOGY PROGRAM

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**Associate In Applied Science Awarded**
The 2016 West Virginia Higher Education Report Card is an annual accountability report, mandated in WV Code §18B-1D-8, which provides an annual system performance report of higher education statistics. The statistics found in the Report Card are reflective of the goals established in the Council’s Master Plan – Fulfilling the Vision: 2015 - 2020. The statewide goals are:

1. Improve the success of students by increasing college completion.
2. Meet the workforce demands of employers and enhance economic development efforts in West Virginia.
3. Provide access to affordable community and technical college education in all regions of the state.
4. Ensure fiscal stability to effectively deliver comprehensive community and technical college education.

A presentation of the highlights from the report will be presented at the meeting.
West Virginia Council for Community and Technical College Education
Meeting of December 8, 2016

ITEM: 2016 Financial Aid Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

In accordance with West Virginia Code §18C -1-1e, this report represents the eighth annual Financial Aid Comprehensive Report. It contains (a) descriptions of and changes to West Virginia aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with its two supplements on institutional aid at public institutions, and federal aid and student loans, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. It should be noted that the data presented are for the 2014-15 academic year; financial aid data for the 2015-16 academic year are currently being submitted by institutions and are not available at the time of publication.

Changes in West Virginia

The Higher Education Student Financial Aid Advisory Board met twice in 2014-15 and made recommendations to the West Virginia Higher Education Policy Commission regarding the academic criteria necessary to receive the Providing Real Opportunities to Maximize In-State Student Excellence (PROMISE) Scholarship, the PROMISE award amount, and the Higher Education Grant Program (HEGP) award structure. The West Virginia Higher Education Policy Commission expanded statewide a 2013-14 pilot project to share with public high schools student-level Free Application for Federal Student Aid (FAFSA) completion data in 2014-15 known as the FAFSA Data Share. This initiative allows authorized personnel in public high schools to provide direct assistance and counseling to those students who have not filed the FAFSA. During 2015-16, additional high schools were signed up to use the FAFSA Data Share and counselors were trained on how to utilize this new tool.

The PROMISE Scholarship has enjoyed several years of stability with the academic criteria necessary to receive the award having not changed since 2007-08. However, the future fiscal outlook of the state requires the Higher Education Student Financial Aid Advisory Board to review policy options going forward.
The HEGP has been able to increase the maximum award over the last four years from $2,100 in 2010-11 to $2,600 in 2015-16. While this is still below the maximum award amount of $3,300 in 2009-10, the HEGP has been able to serve almost twice as many students each year since the award amount was decreased. For 2014-15, the HEGP was able to serve students with an Expected Family Contribution (EFC) of up to 10,000. There was also a five percent allocation for non-traditional first-time HEGP recipients, namely adults 25 years and older who filed their FAFSA by July 1, with a secondary deadline of July 31. The five percent allocation was able to serve all of the non-traditional students who met these criteria. The HEGP has been able to increase the award amount and serve more students because the Legislature appropriated an additional $4 million for the 2011-12 academic year and maintained that funding through the 2015-16 academic year. State financial aid programs have been held harmless amid several years of state budget cuts.

In May 2015, the U.S. Department of Education changed the way students sign the FAFSA from the FSA PIN to a FSA username and password. Consequently, a number of students and parents experienced difficulty digitally signing the FAFSA, resulting in a three-fold increase in the number of incomplete FAFSA applications. In response, the West Virginia Higher Education Policy Commission increased its outreach services in 2015-16 by conducting more financial aid nights and FAFSA workshops to help families with the financial aid process and prepare families for Early FAFSA, when the FAFSA for 2017-18 will become available 3 months earlier on October 1, 2016.

Data Highlights

PROMISE Scholarship Program

- The number of PROMISE recipients increased from 9,782 in 2010-11 to 10,094 in 2014-15.

- The total cost of the scholarship decreased from $47.0 million in 2010-11 to $45.7 million in 2014-15. Although the $4,750 block award was implemented on January 1, 2010 for new scholars, pre-existing scholars still received full tuition and fees in 2010-11, 2011-12, and 2012-13. From 2013-14, all scholars were subject to the new block award.

- Public community and technical colleges accounted for 3.2 percent of PROMISE scholars in 2014-15 with just over one-third of these attending West Virginia University at Parkersburg. Over the five-year period, the share attending community and technical colleges was lowest in 2014-15.

- The proportion of enrollment at two-year public institutions that is made up of PROMISE scholars has slightly increased from 1.0 percent in 2010-11 to 1.3 percent in 2014-15. PROMISE scholars were the highest percentage of enrollment in 2014-15 at WVU at Parkersburg (3.1 percent) and Southern West Virginia Community and Technical College (2.5 percent).
The proportion of first-year students who were PROMISE scholars in two-year public institutions increased from 2.4 percent in 2010-11 to 2.8 percent in 2014-15.

In 2014-15, the share of incoming freshmen PROMISE scholars with family adjusted gross income of less than $30,000 was 15.0 percent. Approximately 18.6 percent had a family income of $30,000 to $59,999, while 21.6 percent had income of $60,000 to $89,999, 19.2 percent had income of $90,000 to $119,999, and 25.7 had income of $120,000 or more.

The percentage of students receiving both PROMISE and the Higher Education Grant has increased from 33.8 percent in 2010-11 to 39.1 percent in 2014-15.

The proportion of PROMISE scholars who keep the scholarship into the fall semester following their initial freshman enrollment was 79.8 percent for the 2010-11 fall cohort and has risen since then to 81.8 percent for the 2014-15 fall cohort.

The proportion of PROMISE scholars keeping their scholarship into the third fall semester increased from 65.0 percent in 2010-11 to 66.1 percent in 2013-14.

The proportion returning with the scholarship in their fourth fall semester decreased from 57.7 percent for the 2010-11 cohort to 57.1 percent for the 2012-13 cohort.

Higher Education Grant Program

- The number of HEGP recipients decreased each year during the five-year period, from 20,791 in 2010-11 to 18,348 in 2014-15.

- The total amount awarded increased from $37.1 million in 2010-11 to $40.5 million in 2014-15, an increase of 9.1 percent.

- The average HEGP award increased from $1,786 in 2010-11 to $2,208 in 2014-15.

The proportion of PROMISE scholars who keep the scholarship into the fall semester following their initial freshman enrollment was 79.8 percent for the 2010-11 fall cohort and has risen since then to 81.8 percent for the 2014-15 fall cohort.

The proportion of first-time, full-time PROMISE scholars at two-year public institutions that transfer within two years to a four-year public institution was 16.0 percent for the 2009 cohort and decreased to a five-year low of 14.3 percent for the 2013 cohort. The rates for PROMISE scholars are considerably higher than the rates for all first-time, full-time freshmen which remained constant at 5.7 percent between the 2009 and 2013 cohorts.
• Public community and technical colleges accounted for 22.2 percent of HEGP awardees in 2014-15 with the largest percentage being at WVU at Parkersburg (3.5 percent). The share attending community and technical colleges decreased from 24.2 percent in 2010-11 to 22.2 percent in 2014-15.

• The proportion of enrollment at two-year public institutions that was made up of HEGP awardees increased slightly from 16.0 percent in 2010-11 to 16.4 percent in 2014-15. Southern West Virginia Community and Technical College had the largest HEGP share of enrollment in 2014-15 with 24.6 percent. Southern West Virginia Community and Technical College also experienced the most growth in share of HEGP students in the two-year sector, increasing more than 8 percentage points over the five-year period.

• The proportion of first-time freshmen that were HEGP recipients at two-year public institutions declined from 28.8 percent in 2013-14 to 24.6 percent in 2014-15, a one-year decline of 4.2 percentage points. Southern West Virginia Community and Technical College had the highest proportion of first-year freshmen enrollment made up of HEGP recipients (33.7 percent).

• In 2014-15, 28.3 percent of HEGP recipients were classified as freshmen; 26.6 percent as sophomores; 17.9 percent were juniors; and 26.1 percent were seniors. The higher share of freshmen is likely due to the elimination of a separate state application for this program in 2009-10. Filing a FAFSA and claiming West Virginia residency is all students must do to apply for this program.

• The adult (age 25 and up) share of HEGP recipients decreased from 27.8 percent in 2010-11 to 21.5 percent in 2014-15.

• Nearly three-fourths (72.7%) of first-time recipients in 2014-15 were freshmen; this was appreciably higher than the 65.4 percent figure in 2010-11. This was due to the elimination of the separate state application for the program in 2009-10. All students who filed a FAFSA claiming West Virginia residency, had an eligible expected family contribution, and designated an eligible institution were awarded. Needing only a FAFSA for eligibility makes it less likely that a student will receive the award for the first time after their freshman year.

• In 2014-15, the share of all HEGP recipients with family adjusted gross income of less than $30,000 was 51.8 percent. Another 28.9 percent had family income of $30,000 to $59,999; 15.8 percent had income of $60,000 to $89,999; 3.2 percent had income of $90,000 to $119,999; and 0.3 percent had income of $120,000 or more.

• Compared to 2010-11, the proportions of students in the two lowest income brackets have declined while the proportions in the highest income brackets have increased.
• The proportion of HEGP recipients who maintained the grant into the fall semester following their initial freshman enrollment was 47.9 percent for the 2010-11 fall cohort and increased to 52.6 percent for the 2014-15 fall cohort.

• Two-, three-, and four-year associate’s degree rates were generally higher for HEGP students than for all students. This is noteworthy given that they are low-income students who historically have tended to have lower outcomes than their more affluent peers.

• The proportion of first-time, full-time HEGP recipients that graduate within two years reached a five-year high with the 2013 cohort at 9.5 percent.

• The proportion of first-time, full-time HEGP recipients at two-year public institutions that transfer within two years to a four-year public institution declined from 4.2 percent for the 2009 cohort to a five-year low of 3.7 percent for the 2013 cohort.

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

• The number of HEAPS recipients decreased from 3,273 in 2010-11 to 3,057 in 2014-15.

• The total amount of awards was approximately $3.1 million in 2014-15, an increase of 6.3 percent over the roughly $2.9 million disbursed in 2010-11.

• The average award increased from $895 in 2010-11 to $1,019 in 2014-15.

• In 2014-15, 51.4 percent of HEAPS Part-Time Enrollment Component recipients were enrolled at two-year public institutions.

• The institution with the largest share among two-year public institutions was Blue Ridge Community and Technical College (9.9 percent).

• Over half of 2014-15 HEAPS recipients (58.3 percent) earned $20,000 or less in income. About 21 percent earned between $20,000 and $40,000, while 20.5 percent earned over $40,000. From 2010-11 to 2014-15, the proportion making $40,000 or less has declined slightly while the proportion making more than $40,000 has increased slightly.

• About 21.4 percent of HEAPS recipients received awards of $500 or less in 2014-15, while 17.5 percent received awards of $501 to $750, 22.9 percent awards of $751 to $1,000, and 20.2 percent awards of $1,001 to $1,500. About 18.1 percent received awards over $1,500.

• Less than half of students (47.4%) in the HEAPS program in 2014-15 were seeking an associate’s degree. The second most popular credential sought was a
bachelor’s degree by 40.3 percent of recipients. Students seeking certificates accounted for 12.4 percent of recipients.

HEAPS Workforce Development Component

- The number of students awarded increased slightly from 1,149 in 2010-11 to 1,185 in 2014-15, while the actual dollars awarded declined from $1.5 million to $1.3 million. The average award decreased from $1,342 to $1,132.

- About 65.5 percent of HEAPS Workforce recipients were enrolled in two-year public institutions in 2014-15. Public vocational/technical centers accounted for 33.3 percent of recipients while 1.3 percent attended independent, for-profit institutions.

- Overall, Eastern West Virginia Community and Technical College had the largest number of recipients in 2014-15 at 271, followed by Blue Ridge Community and Technical College (177) and BridgeValley Community and Technical College (162).