Hot Jobs
Health care is the hottest industry, while energy and engineering degrees also attract many employers’ attention.
Page 7

Cash Flow
Scholarships are more plentiful than you may think. Find out where to look and what questions to ask.
Page 17
When you’re reaching for the stars,
remember those who gave you a great educational foundation

Your final year in high school will be filled with excitement and expectation – for what lies ahead will be the result of choices you have made, and will make today and tomorrow.

At Arch Coal, we particularly admire the excellent classroom teachers, who like your parents, have guided, challenged, demanded and influenced you along the way. And given you the education you’ll need to succeed.

In fact, that’s why we sponsor our annual teacher achievement awards program. We believe that excellent classroom teachers play a critical role in ensuring that students learn at the highest levels, are challenged in their studies and in their decision-making, and become good citizens.

So, as you reach for the stars this year, also look back and thank those teachers who helped you. Nominate a great teacher for an Arch Coal Teacher Achievement Award at www.archteacherawards.com.

We wish all of this year’s seniors the best of luck.
MORE MAJORS
More than 75 academic programs from which to choose. An Honors Program, independent study opportunities, and study abroad.

MORE INDIVIDUAL ATTENTION
One professor for every 20 students. Even the president of the university holds open office hours.

MORE HANDS-ON EXPERIENCE
Hundreds of research and other projects on campus and right off campus at national laboratories and parks, artistic and folk festivals, and historical sites.

MORE CULTURE AND HISTORY

MORE INTERNSHIPS
Thousands of regional, national, and international organizations, businesses, and nonprofits within an hour of campus. Many internships lead to job offers.

MORE COMMUNITY
A small, friendly campus opening onto a classic college town. Scores of community service and social awareness efforts.

MORE OUTDOOR RECREATION
The 185-mile C&O Canal towpath just off campus. Vast national parks, forests, and surrounding mountains for everything from white-water rafting to skiing to the Appalachian Trail.

MORE CHAMPIONSHIPS
One of the top small-college sports programs in the nation. Twelve NCAA Division II varsity athletic teams. The most football championships in the West Virginia Conference.

MORE FUN
Hundreds of campus events and activities. Shepfest with hip-hop, rock, go go, and country headliners. Dozens of student-run clubs.

MORE POSSIBILITIES
Most alumni employed or in graduate school within six months of graduation. Artists, fitness experts, scientists, choreographers, teachers, community and business leaders throughout the nation and the world.
High school is a springboard to the future. It allows students to build a strong foundation for their future in their workplace and communities. Students face decisions that will affect them for a lifetime. Compass is a guide to help West Virginia high school students and their families make those important decisions.

The people of West Virginia and the state’s institutions of higher education are committed to providing students with opportunities to learn and prepare for the future. The success of those students will benefit all of West Virginia. Compass includes information that can help students and their families decide what and where to study and how to reach their goals. It shows that West Virginians support their young citizens and are eager to help them find their way to success.

Compass is a publication of The State Journal. The State Journal is a publication of West Virginia Media. West Virginia Media owns The State Journal and television stations WOWK (Charleston-Huntington), WBOY (Morgantown-Clarksburg), WTRF (Wheeling) and WVNS (Beckley-Bluefield).
Higher Education Offers Us a Brighter Future

Higher education is the lifelong ticket to West Virginia's future. It is our responsibility to excite and encourage our youth to continue their education beyond high school so they can become a part of the next great generation of West Virginians.

Higher education is about the professor who believes in the power of positive influence and in recognizing the great potential of a student.

Higher education is about the student who is the first in his or her family to go to college, the opportunity to pursue a college degree — a reality that was only a dream for many West Virginians in previous generations.

Higher education is about the need to stay focused on providing a learning environment for motivated students, but it also is about creating a thriving and successful atmosphere for them to enter and graduate. Providing these resources will make it appealing to stay in our great state, and benefit us with their talents and skills.

My primary concern is the fiscal year 2009 education budget are financial aid and research. These two areas are vital in leading us into a successful future. With help from the Legislature, we have made the largest investments in research and financial aid in this state's history.

By supplying more money for financial aid, we are boosting access for students who otherwise may not be able to go to college. By pumping more money into research, we are strengthening the talent and infrastructure of West Virginia colleges and universities to do work that will improve our lives and our economy, as well as help our students to become national player in these scientific fields.

Financial Aid: The Open Door

In fiscal year 2009, we will spend nearly $83 million on financial aid.

This includes more than $34 million for the West Virginia Higher Education Grant program, which is on financial need and helps access higher education for students who couldn't otherwise afford it. This average. This grant assists the hardworking students who desire the chance to go to college and to create opportunities for their future.

This year, we are dedicating more than $41 million toward the merit-based PROMISE Scholarship program.

This initiative was designed to keep some of our best high school graduates in West Virginia colleges and universities, and it has inspired thousands of students to work hard in high school and go on to college or university.

We will spend $6 million this year for the Higher Education Adult Part-Time Students grant program, or HEAPS. This program targets non-traditional students who have left high school for a few years but who want to go back and complete their high school degrees.

HEAPS helps older students realize that they need to return to school and earn a college degree.

We also have smaller, more-targeted financial aid programs, such as the Engineering, Science and Technology Scholarship program that encourages top high school students to attend a major in these high-tech fields. Then there is the Underwood-Smith Teacher Scholarship that provides money for students who want to come to teach one of the most important professions in our state.

We are fortunate to have a variety of institutions — public and private — that give our students a range of options when it comes to picking a college or university.

One size does not fit all in financial aid, and I am proud that West Virginia is a national leader in creating and funding a balanced approach that serves different populations.

Research: Shaping the Future

As with financial aid, we have a variety of investments in research. Our research grants are in fields such as energy, biometrics, forensic science and nanotechnology. These fields share the common bond of helping push West Virginia to the forefront of modern scientific research and education.

If West Virginia wants to compete in the global economy, we have to invest in these fields. By building our research infrastructure, we will attract leading scientists and institutions to move to our state and our country.

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If West Virginia wants to compete in the global economy, we have to invest in these fields. By building our research infrastructure, we will attract leading scientists and institutions to the state and create job opportunities that will help us hold on to the best and brightest of our own promising graduates in the fields of science, technology, engineering and math.

Bucks for Brains is an exciting new initiative that was made possible with support of the Legislature and higher education officials. This program provides a $50 million trust fund for Marshall University and West Virginia University, our two research institutions.

This fund makes an unprecedented investment in our research enterprise that will stimulate world-class research and development, and attract venture capital. Eventually, these efforts will lead to jobs in emerging high-tech, high-wage industries.

Perhaps the best thing about the Bucks for Brains program is that for Marshall University and West Virginia University to receive the funding, they must raise a dollar-for-dollar match from private sources, including business and industry. This matching requirement challenges our universities to establish public-private partnerships for research and will result in a substantial financial resource that will strengthen our most promising research departments.

Ultimately, I believe this investment in research will lead to business spin-offs, new patents and jobs.

As a state, we are in a unique position in that the natural resources defined our past now provide an opportunity to enhance our future. Coal has been a major part of West Virginia's history, and with advancements in clean-coal technology and modern research, it can continue to move our state and our country forward.

A recent report from the National Research Council asked for an escalated increase in federal support for coal research and development. Thanks to the National Research Center for Coal and Energy at WVU and the National Energy Technology Laboratory, we are in the position to compete for and win some of those extra research dollars as we expand our coal research to serve the nation's needs.

In addition, we are looking at innovative ways to use hydrogen, carbon and other elements derived from coal. West Virginia is building on its international reputation in biometrics and forensic science. Many universities have made steps in nanotechnology, but West Virginia has made great strides in the molecular and biometric applications of these technologies.

Looking ahead for each one of these projects, there are new products that will be generated and new jobs and companies that will be formed. These are the very products, jobs and companies that will directly benefit West Virginia's future.

Every successful instance of regional high-tech economic development in the United States in the past 50 years has had a vigorous research university or university system at its nucleus.

Stanford and the University of California at Berkeley helped create Silicon Valley. Duke, North Carolina State and the University of North Carolina at Chapel Hill fostered the Research Triangle. Harvard and MIT were the initial backbone of Route 128 in Massachusetts.

We are beginning to build this type of atmosphere in West Virginia, and we are already seeing results.

Our People, Our Strength

From CEOs to exchange students, people across the country and around the world say the people of West Virginia are what make this state special. I could not agree more.

While a lifetime in business and public service has taught me a great deal, there is one chief lesson I have learned: The best investment is an investment in the lives and in the futures of people. This is the greatest strategy for long-term success.

By investing in higher education and working to ensure we create more opportunities for our children than we had ourselves, we are lighting the way to a brighter future for all of West Virginia.

Joe Manchin is the governor of West Virginia.

Gov. Joe Manchin and first lady Gayle Manchin greet summer interns from across the state at the Governor's Mansion in Charleston.
Today's American teenagers aren't afraid to surf the World Wide Web. In fact, the Pew Internet & American Life Project shows that 17 million youth ages 12 to 17 use the Internet. That's 73 percent of their age bracket.

Parents and teens agreed in the study, published in 2008, that teens know more about the Internet than their parents. So what better way to link West Virginia's young people with information about college? A few years ago, the West Virginia Higher Education Policy Commission began a project to do just that through a Web site. The mission is to get West Virginians involved in secondary and post-secondary education.

"Going to college should be a simple process, but unfortunately it's complicated," said Brian Noland, chancellor of the commission. "A whole lot of organizations in West Virginia are working to get more students to go to college. This is a better bang for our buck."

Project Coordinator Daniel Crockett explained that the site has been successful in creating a "one-stop shop" for contact information from academic institutions in West Virginia. Here are a few other things teens can learn by visiting the Web site:

- Preparing for college, getting ready for the real world and what you should be doing now;
- How to take tests and apply online for college;
- Financial aid myths and truths: Many students think their parents make too much money or that their grades have to be perfect. That's not the case, and the site explains how financial aid works and how to get it;
- How to apply for scholarships and what scholarships are available;
- How to connect with schools and find information about them.

The four goals of the new site:

- Aid: Connect teens with financial aid resources and increase the number of kids applying.
- Match: Help match students with assistance and help them easily find which campuses best meet their needs and interests.
- Prepare: Address academic preparation issues by hooking them up with standardized test resources that will result in more students taking those exams.
- Streamline: Cut back on red tape by streamlining the admission and financial aid procedures using pre-populated, online applications reducing both time and effort.

For information, visit the Web addresses above or call the office in Charleston at (304) 688-2101.
High school students who want to be in high demand after college can look to the health care professions, engineering and other sciences, computers and business.

Almost 10 million of the 15 million new jobs to be added to the U.S. economy by 2016 will be professional or service-related, according to the Bureau of Labor Statistics, and they are the opportunities coming from today's shifts in the economy and the rising wave of baby boomers nearing retirement.

And the hottest industry is health care.

That includes all health professions for all levels of training, according to David L. Durham, director of the Career Services Center at West Virginia University: not just doctors and the entire range of nurses, but physical and occupational therapists, for example, and dental hygienists as well as dentists.

Anita Davis, director of the Career Services Center at Marshall State University, agreed. Davis mentioned strong demand coming up for the evolving field of physician assistants.

"They're trained more than a four-year degree — they have a master's degree but not an M.D. degree," she said. "Demand for them is on the rise because there aren't enough doctors to go around."

Denise Hogsett, director of career services at West Virginia University, also sees strong need coming up in personal care services for senior citizens.

"When you think of retiring Baby Boomers, there's a whole industry in senior care, assisted care — going into people's homes and helping them continue to live independently. It may be light housekeeping, fixing meals, making sure they're taking their medications," Hogsett said. "That might be along the lines of a two-year medical assisting type of certification."

For those interested in health care, energy is a hot possibility.

"Energy-related jobs are going to be huge," Durham said — both nationwide and here in West Virginia. "There are so many oil and gas companies moving into West Virginia now. Everybody I talk to in that industry says, 'We plan to double this,' or, 'We plan to triple that.'

"Companies in energy hire engineers as well as geologists, geologists and other scientists, Durham pointed out.

"Engineering related to infrastructure also is headed into a period of growth."

"Construction, not residential but things like city systems and water treatment systems — systems in the eastern U.S. are becoming antiquated so there are a lot of civil engineering jobs coming up," Durham said.

Another job area that's growing is the environment.

"Everybody's greening everything up," Durham said. "There's going to be an entire group of 'green collar' jobs coming up, primarily in architecture, engineering and construction," said MSU's Davis, "but also in environmental sciences."

These jobs can range from designing more efficient building systems to constructing wind turbines, measuring vehicle emissions and rehabilitating wetlands.

"For students who don't take a hard sciences approach to life, the business professions remain strong career choices," Davis said.

"Accounting is a very highly sought-after degree," she said, along with its older cousin, forensic accounting. "Since everybody works at some point in their lives, they need this sort of training. If you don't have a business degree, you need this," said Davis.

And while Davis sees value in considering careers where hiring is expected to grow, she also offered a bit of what she called "cheesy" advice.

"Follow your heart, and don't be afraid to try new things. That's what configuration is all about," she said. "But if there's not a path for you, it's probably not a straight path, if you stick to your interests, you'll be better off in the long-run."

**Report Finds Work Opportunities in Health Care, Education**

MORGANTOWN — A report that examines work participation and wage rates for recent public college and university graduates finds that health care and education graduates are more likely to work in the state.

The report, "West Virginia Work and Wages by Major, Gender, and Race 2006," was issued in August by the West Virginia Higher Education Policy Commission and the West Virginia University College of Business and Economics.

According to the most recent data, 46.4 percent of graduates of West Virginia's public colleges and universities during the past decade worked in West Virginia in 2006.

A study analysis reveals that education and health-care graduates tend to have relatively high work participation rates, according to David L. Durham, director of the Career Services Center at West Virginia University.

"Education graduates tend to post high work participation rates across all degree levels, both associate and bachelor degrees. Health professions also generate relatively high work participation rates, including those for bachelor's and professional degrees."

Areas of concentration with high annualized wages tend to be those related to technical, health, and business degrees, including engineering ($51,418), health ($51,199) and legal professions ($49,834).

"Participation and Wages by Major"

For graduates during the past decade, 50.6 percent of female graduates were working in the state in 2006 compared to 40.9 percent of male graduates.

Annualized wages in 2006 for men hit $43,182 in 2006 compared to $33,088 for women.

"Work participation differences between men and women vary by degree with the largest gaps found for master's (men 14.5 percent, women 5.1 percent) and bachelor's (men 7.9 percent, women 4.4 percent)."
“She became a citizen of the world.”

Vital Stats:
- Honors College
- Debate Team
- Mountain Honorary
- Congressional Intern

At WVU, Emily Renzelli “went from being a sheltered young girl to a confident woman prepared to take on what the world has to offer.” A double major in political science and philosophy, she studied abroad in South Africa and received an honorable mention on the USA Today All-USA College Academic Team. Inspired by her time in Africa, Emily created a malaria awareness campaign called “Bite Back” that won a national contest. She’s returning to Africa to study poverty in Malawi. “WVU has helped me start a career as a global advocate.”
Experts: Do Not Stress Out Over Admissions Tests

By WALT WILLIAMS
For Compass

For any student heading to college, the ACT and SAT are common buzzwords. One can even sound intimidating: The SAT Reasoning Test. The ACT test. It seems cruel that all one’s hopes and dreams of getting into that big-name university may boil down to just two tests.

The study shows:

■ 13.8 percent of all students who plan to attend college intend to attend a West Virginia institution;

■ 87.4 said they would attend college with or without the PROMISE scholarship;

■ 91.5 percent of students in the $30,000 to $60,000 income level said they would not attend college without a PROMISE scholarship;

■ 6.3 percent said they would not attend college without the PROMISE scholarship;

■ 7 percent of students receiving PROMISE scholarships said they intend to major in the natural or physical sciences, making it the most common major.

Although the survey yielded results that are of interest to HEPC and other state officials, they don’t expect to take any actions based on the findings any time soon, Anderson said.

“We need to have three to five follow-up surveys before we can really talk about anything about trends,” he said. “We’ll be able to break down the data at the student level.”

When the HEPC has data from several surveys, it will be able to make better-informed decisions to improve access to higher education in the state, he said.

The report is available online at www.wvhepc.org

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State Survey Shows Senior Class Views About Education

By PAUL DARST
For Compass

The West Virginia Higher Education Policy Commission wants to know what high school seniors are thinking. This past year, the commission conducted the Preliminary SAT/National Merit Scholarship Qualifying Test, or PSAT/NMSQT. The test prepares students for the SAT by quizzing their knowledge in writing, math and critical reading. The results give students feedback about how they may perform on the SAT. It is also necessary for students who want to qualify for National Merit Scholarship Corp.’s scholarship programs.

Gilman said it is best for high school students to take the tests during their senior year, which gives them plenty of time to take the tests again. There is good reason to do so: 55 percent of students who take the ACT more than once get a higher score than they did the first time, according to ACT Inc.

So how much do colleges and universities rely on ACT and SAT scores in admissions? That depends on the institution, Gilman said.

“It is one part of the admissions process; it is a rather big piece of the puzzle,” she said.

Still, it generally isn’t the largest piece. Surveys conducted by the National Association for College Admissions Counseling show that admissions test scores generally rank third in importance among the factors that colleges take into consideration when deciding whether to enroll new students. More important to many college administrators is the strength of the student’s high school curriculum and how well that student did in college-prep courses.

“I think admissions officers would say it is the most direct measure,” said Melissa Clinedinst, assistant director of research at NACAC. “How you perform in college-prep courses is the most direct method of predicting your performance in college-level courses.”

That doesn’t mean that students shouldn’t prepare for the ACT or SAT. Admissions counselors still consider them more important than most other factors. Luckily, both have Web sites that point students to help.

The College Board produces the SAT and maintains a Web site on the test at www.collegeboard.com. Internet users can purchase preparation material from the site and even take an online practice test.

PROMISE scholarship; students can use the site to purchase preparation material, view practice questions, look up information about financial aid and even view and send test scores to colleges after they’ve taken the test.

Any student or parent wanting a broader overview about preparing for college can get a free copy of “Guiding the Way to Higher Education: Families, Counselors and Communities Together” by downloading it from the NACAC Web site. The guide has more than 100 pages of advice for families sending their children to college. It is available at www.nacacnet.org under “products and services” and “publications.”
Take the Fast Track to Success

High-Wage, High-Demand Technical Jobs are Waiting

Are you a high school senior and not sure about college? Did you know that not all of today's “hot jobs” require a four-year degree? That's right, you can train for a high-wage, high-demand technical career in two years or less at one of twenty-two West Virginia Community and Technical College campuses near you. A high-quality, affordable community and technical college education can help you get the skills that employers demand. What's more, flexible class schedules are sure to fit your lifestyle, so you'll save time and money.

Financial aid is available to those who qualify, so don't wait another moment. A high-wage, high-demand job could be waiting for you. Get the hands-on training that'll get you hired. Call 1-866-TWO-YEAR today and take the “fast track” to success!
Fairmont State is enough distance from home that I feel independent, but still close enough that I can go home on the weekend if I want. I like the class sizes, the quality teachers and the exceptionally friendly people.

Laura Evert
Major: B.A. in Art Education

come visit us...

Call us at (800) 641-5678 to arrange a campus tour and make an appointment to see an Admissions Counselor, Financial Aid Counselor, faculty member or others on campus.

www.fairmontstate.edu
**Pick the Perfect School:**

**Tour Campuses and Take Notes**

By ANN ALI  
For Compass

Just like a potential spouse, when you see the right college, you just know, according to West Virginia's Coordinator of School Counseling, Barbara Blackburn-Ashcraft.

"Students usually told me that once they found their fit, they just knew that it felt right for them," Blackburn-Ashcraft said. At least at the beginning of the junior year (of high school), probably the sophomore year, counselors talk with students about how to make their college visit.

Blackburn-Ashcraft said students should start out making a list of the factors that are important to them and what they’re looking for, whether it is the location, a certain program accreditation, the staff-to-student ratio, the availability of scholarships and aid, an athletic program, a student center or technology.

She said many companies produce forms that students can use to guide them in their decisions. Places such as www.collegeboard.com, the College Summit, ACT and SAT, the West Virginia Education Planner and Roads to Success offer worksheets and tips for preparing to select a school.

Students then should visit campuses, preferably with their parents, and try to hit the streets while school is in session.

"We recommend they attend while school is in session so they can really get a feel for the campus," Blackburn-Ashcraft said. "Different campuses have different personalities. Some might be a little more proper; some might be more casual." Blackburn-Ashcraft said students also should try to attend a few campus activities during a visit to get even more of an idea of what life would be like at that school.

But most important, she said, is taking notes.

"Rate on a scale of maybe one to five how you feel when you’re on campus and everything is fresh," Blackburn-Ashcraft said. "When you start visiting a bunch of colleges, you’ll forget which one has that great new athletic complex, so it starts getting confusing if you don’t take some kind of guide or take notes.

Blackburn-Ashcraft said students also should ask about things such as rules and regulations so they won’t be surprised if they’re required to live on campus, are prohibited from having a car or can’t eat dining hall foods on Sundays.

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**Safety Matters When Students, Families Scout Schools**

By ANN ALI

For Compass

Safety is a top concern among parents when looking at schools. Marshall University in Huntington requires every student in the introductory University 101 class to receive a lesson on ways to stay safe on campus.

**MORE info**

**Safety Features to Look for on Campus:**

- Low-cut shrubbery
- Safety call boxes throughout campus
- Law enforcement officers
- Security systems for campus buildings
- Video cameras
- Lighting

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**Pack It!**

Going to College: What You’ll Need

Residence halls typically provide beds with mattresses, desks and desk chairs and closets. Beyond that, most colleges and universities provide lists of items students should take and should not take with them.

Marshall University recommends that students consider asking their college to put them in touch with two coffee makers, two TVs, two stereos and so on, "the college notes on its Web site.

"Deciding what to bring with your roommate will depend on their future roommate so they can talk about shared items students should take and should not take with them.

Blackburn-Ashcraft notes that students should start out making a list of the factors that are important to them and what they’re looking for, whether it is the location, a certain program accreditation, the staff-to-student ratio, the availability of scholarships and aid, an athletic program, a student center or technology.

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More W.Va. Students Taking Advanced Courses

More West Virginia high school students are taking the benefits of rigorous AP courses and the college credits awarded from the AP exams. According to the 2008 AP Report to the Nation, West Virginia’s class of 2007 took at least one AP exam, and the most popular exams were Biology and English Language. Nearly 25 percent of high school students nationwide took at least one AP exam.

Among West Virginia’s public high school class of 2007, 5 percent earned a three or higher on one or more AP exams.

The 37 AP courses span 22 subject areas, and every student may enroll in the classes. Students then may take the Advanced Placement exam at the end of the course, and scores of three or higher are awarded with college credit for the class.

The AP Report to the Nation claims that earning a three or higher on an AP exam is one of the very best predictors of college performance, with AP students earning higher college grades and graduating from college at higher rates.

High school instructors teach AP courses after they receive certification from the Center for Professional Development.

The number of certified instructors is up, and so is the number of students taking the college-level courses.

Karen Linville, Advanced Placement director for the Center for Professional Development, said 402 teachers were certified in 2005 and 442 were certified in 2006. She said she expects even greater increases.

“The College Board’s AP Report to the Nation 2007 found the number of West Virginia public high school students taking AP courses nearly has doubled since 2001.”

Krissey Back, director of academic affairs with the Higher Education Policy Commission, said he’d like to see those numbers even higher.

“Sometimes they don’t perform so well on the AP exams,” Flack said. “It’s helpful to know yourself well enough to know it’s not going to be this or that,” she said. “After finding your interests, another great thing to do is really talk to people who are out there in your field, because people really like to talk about themselves and are happy to say what their own job experiences have been.”

— Kathy Kinser, director of curriculum and instruction for Roads to Success

Teens Learn to Map Life Paths With Roads to Success

Not everyone knows what they want to be when they grow up, and most people change their minds. But the Roads to Success program tries to get students thinking about career paths at an early age.

Kathy Kinser, director of curriculum and instruction for Roads to Success, said middle-school children need to nail down a career path, but it’s good to start early because it helps make the connection between learning in school and what comes next.

“The average person has three to five careers—not just jobs in their life—before they get to college,” Kinser said. “So people will research and figure out what they want to do, and, once they get a little experience, kind of massage that into something similar.”

Roads to Success is a four-year-old, nonprofit program that teaches adolescents in West Virginia, Pennsylvania and New York schools about college and career preparedness.

It recently expanded in West Virginia in 2007 from a pilot program in Monroe County to other parts of the state.اري

Kinser said students study the four jobs and pitch to their classmates which jobs they want and why they would be a good fit.

“It’s putting it back into a really practical context so they can see it,” Kinser said. “The facilitators are supposed to step in as infrequently as possible, so if the kids four kids were not in agreement with who gets a job, they had to come to terms with it themselves.”

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— Kathy Kinser, director of curriculum and instruction for Roads to Success

DRAFT TO 19


2006 report says West Virginia public higher education institutions contribute large numbers of graduates to the state work force.

According to the report “From Higher Education: West Virginia 2006” released by the West Virginia Higher Education Policy Commission, the report estimates that more than 300,000 graduates from public institutions of higher education have been employed during the past decade, 49,436 earned a master’s degree or higher during the 1995-96 to 2004-05 period were on the payrolls of state establishments for at least one quarter of the year.”

Graduates with associate degrees had the highest West Virginia work participation rates, followed by graduates with bachelor’s degrees, first professional degrees, bachelor’s degrees and doctoral degrees.

“Some study marks the first in our series of reports that examines the impact of public higher education on the state’s economy,” said Brian Noland, HEPC chancellor. “The results demonstrate the contribution of public higher education for both the students and the state.”

The data analyzed in the report were provided by the HEPC and cover graduates from state public institutions of higher education during the academic years from 1995-96 to 2004-05.

Contribute Greatly To State Work Force

Contribute Greatly To State Work Force

Contribute Greatly To State Work Force

Contribute Greatly To State Work Force

Contribute Greatly To State Work Force

Contribute Greatly To State Work Force
What I Wish I Had Known Before I Started College

Tiffany Weaver
MULLENS SENIOR MOUNTAIN STATE UNIVERSITY RADIOLOGY TECHNOLOGY

“How hard it would be to finish my education with a family. It’s a lot more difficult than I thought.”

Alex Bessinger
ELKINS SOPHOMORE DAVIS & ELKINS COLLEGE RECREATION MANAGEMENT AND TOURISM

“The biggest thing is how financially demanding it is. It’s just very expensive. I wasn’t properly prepared with how much money exactly I was going to need. There’s a loan or grant for anything and everything. Apply for everything you can possibly apply for. Get as much money as possible.”

Mandi James
NORMANTOWN SENIOR GLENVILLE STATE COLLEGE ACCOUNTING

“The biggest thing for me is time management and being able to separate work study from classes and from fun time. It’s a lot of work, but as you get older you have more to do. Work keeps coming and coming.”

Casey Tyree
ROMNEY SENIOR SHEPHERD UNIVERSITY PSYCHOLOGY

“I wish I had known that there’s a group of friends here for everyone. There’s no way you’ll come here and be completely out of place.”

R.J. Cook
BECKLEY SENIOR GLENVILLE STATE COLLEGE MUSIC EDUCATION

“The fact that you have to be responsible for yourself is a thing that a lot of high school students don’t know. You have to set your own bed times and get yourself up in the mornings.”

David Cumberledge
CLARKSBURG SENIOR WEST VIRGINIA UNIVERSITY AT PARKERSBURG ELEMENTARY EDUCATION

“(I’d want them to know) how much fun it is. There are a lot of opportunities to get involved with organizations. I’ve been part of student government, the Earth and Sky Club and Phi Beta Kappa.”

Elijah Davis
SILVER SPRING, MD. FRESHMAN SHEPHERD UNIVERSITY SPORT COMMUNICATION

“How hard it would be to get all your information, like FAFSA, done with on time.”

Kasey Teegardin
PALM CITY, FLA. SENIOR UNIVERSITY OF CHARLESTON ACCELERATED MASTER’S OF BUSINESS ADMINISTRATION

“Before I came to college, I wish I would have known how to manage my time wisely. Between academics, athletics and an active social life, time management is a key ingredient in surviving college.”

Alicia Hess
HUNTINGTON JUNIOR MARshall UNIVERSITY FINANCE

“There are a few different things that I wish that I knew about college when I was in high school, but I think the most important is that college allows you to become who you really want to be. I think that nearly everyone changes when they come to college, and as a high school student, it’s important to know that you will change and that it will be hard initially. College offers so many opportunities that you don’t have access to in high school, so it is natural that you will find new interests.”

Just a few years ago, current college students from throughout the state were in the same position as you — trying to pick a college or university to attend, considering different majors and looking forward to the freedom that comes from leaving high school and home and starting down the path to the rest of their lives.

But once they arrived on campus, these students realized there was still a lot they didn’t know — about life, about studying and about how to balance classwork with a social life.

Here’s what they wished someone would have told them about college when they were still in high school:
Jillian Kesner

ROMNEY
SENIOR
SHEPHERD UNIVERSITY
MASS COMMUNICATIONS

“Nothing. It’s just been an experience learning as you go along. It enhances the college experience.”

Sean Hornbuckle

HUNTINGTON
GRADUATE STUDENT
MARSHALL UNIVERSITY
BUSINESS

“Before coming to college, I always heard that its about ‘who you know, not what you know,’ and I believed it. After graduating and beginning my master’s program, I now fully understand that in the sense that you have to get out there and market yourself. As an incoming freshman, one should do everything to go out and meet important people, such as professors, deans, alumni, anybody already established in the ‘real world,’ and even other students. Doing this can potentially give you the benefit of doubt on borderline grades, admission to higher education and great networking for possible career opportunities.”

Joel Turley

JEFFERSON COUNTY
SENIOR
DAVIS & ELKINS COLLEGE
BUSINESS AND ECONOMICS

“When I came to school, I tried to do everything. I wish I would have researched a little about the clubs and organizations, picked three and gone for that my whole career and tried to really impact those few instead of trying to get everything onto my resume, because when I came in I thought it was ‘get as much as you can’ but really it’s ‘do a few things’ — and it’s about what you did in those things.”

Demir Doğru

FAIRFAX, VA.
SENIOR
DAVIS & ELKINS COLLEGE
ENGLISH

“Time management. There’s two aspects to college: There’s the social side, and there’s the academic side. Obviously you’re there to excel academically and get your work done or you wouldn’t be paying the money. At the same time, it’s an opportunity to grow and expand—new ideas, new people. You need to know how to balance those two things. To make it blunt, if you have an 8 a.m. class and you’re out having a good time until 4, you’re not going to make it to that class.”

Carrie Pultz-Williams

BUNKER HILL
SOPHOMORE
SHEPHERD UNIVERSITY
SOCIAL WORK

“Knowing how to get involved in more activities through the school. It’s hard to get your foot in the door.”

Lynzee Cobb

PAGE
SENIOR
MOUNTAIN STATE UNIVERSITY
RADIOLOGY TECHNOLOGY

“How much studying you have to do. It’s so much different than in high school. There’s a lot more studying involved.”

Jenn Gallienne

SHARPSBURG, MD.
JUNIOR
SHEPHERD UNIVERSITY
SOCIAL WORK

“Learning how to balance academic courses and extracurricular activities. I’m involved in a lot on campus, and sometimes it takes away from my actual classes.”

Jillian Kesner

ROMNEY
SENIOR
SHEPHERD UNIVERSITY
MASS COMMUNICATIONS

“Nothing. It’s just been an experience learning as you go along. It enhances the college experience.”

Darrell Johnson

HUNTINGTON
FRESHMAN
SHEPHERD UNIVERSITY
PSYCHOLOGY

“How much it can change you — sometimes for the good. It helps you find yourself.”

Dustin Crutchfield

BURNSVILLE
SENIOR
GLENVILLE STATE COLLEGE
MARKETING

“Probably that 8 o’clock classes aren’t for everyone. Eight o’clock means 8 o’clock. That’s when it starts. If you can’t be there at that time, try a 10 o’clock class.”

Sean Hornbuckle

HUNTINGTON
GRADUATE STUDENT
MARSHALL UNIVERSITY
BUSINESS

“Before coming to college, I always heard that its about ‘who you know, not what you know,’ and I believed it. After graduating and beginning my master’s program, I now fully understand that in the sense that you have to get out there and market yourself. As an incoming freshman, one should do everything to go out and meet important people, such as professors, deans, alumni, anybody already established in the ‘real world,’ and even other students. Doing this can potentially give you the benefit of doubt on borderline grades, admission to higher education and great networking for possible career opportunities.”

Jessica Jaffre

GLENVILLE
SENIOR
GLENVILLE STATE COLLEGE
EDUCATION

“I think every student should be given a planner. I didn’t have one my first year, and it was hard to juggle work and classes.”
Students Have Options for Improving Academic Areas

By PAM KASEY
For Compass

With a little planning and enterprising high school students can bring weak academic areas up to speed or add impressive coursework to their transcripts.

Before taking achievement tests and applying to college and even after being accepted, students can take action to be better prepared for college, according to Jamie Dickenson, a certified educational planner in Charleston. Dickenson has helped hundreds of high school students prepare for, obtain acceptance at and pay for college.

Using Summers Wisely

Summer after the sophomore and junior years are a great time for students to make real changes in their academic preparation, Dickenson said.

For those who are finding themselves a little behind, “You can go to a community college during the summer and take some basic math or college algebra to get yourself beefed back up,” Dickenson said.

For those who want something extra, Dickenson suggests a university language immersion program—she mentioned the University of Chicago—to work on foreign language skills.

“Being bilingual is really hot these days,” she said.

Summer also is a good time to prepare for college by taking an ACT or SAT achievement test preparation course, visiting college campuses or even looking more deeply into a possible major.

“Maybe you’re thinking about majoring in architecture,” Dickenson said.

“Summer is a good time to do a pre-college or summer college program, where you spend some time on a college campus and get immersed in architecture and see if you really like it before you commit four years to it.”

Tutoring

There’s nothing like a tutor for help getting caught up.

Dickenson sends her students to Sylvan Learning Centers, which have facilities in Charleston, Clarksburg, Huntington, Morgantown and Parkersburg.

“We do a preliminary test with each student who comes to us,” said Shirley White, director of education at Sylvan in Charleston. “We want to know if there are holes in that child’s particular academic program.”

Sylvan’s primary programs are in reading and in math, White said, and the organization also offers one in writing.

“We can have a student with a 4.2 GPA, and they get ready to take the ACT and their reading comprehension might be behind,” she said. “We have an academic reading program that goes back and fills in those holes.”

Programs in math and writing do the same.

For students who are performing well but want a boost, a study skills program helps with organization, time management, research and test-taking, and an advanced reading program increases reading speed while maintaining comprehension.

ACT and SAT preparatory courses also are available.

“Students preparing for college often begin looking into Sylvan in the sophomore year, White said, and enroll during the summer or during their junior year, but they can also be helped in the senior year.”

WEB Links

Sylvan Learning Centers: http://tutoring.sylvanlearning.com

Sylvan Learning Centers: http://sylvanlearning.com

Certified Education Planner Jamie Dickenson: www.jamiedickenson.com

Students preparing for college, fulfill some of your own schools.

Also available to high school students online is the possibility of taking courses for college credit, Dickenson said.

Marshall University, for example, offers online college courses in the high schools.

“Taking online courses while you are still in high school can help you to prepare for college, fulfill some of your prerequisites, save you money and improve your college application profile,” the program’s Web site points out.

World history, computer programming, psychology and a wide range of other courses are offered.

Students interested in the special High School Application for Early College Credit. Once accepted, they paid $360 per course in 2007-08—a substantial discount from the regular tuition of about $500 for West Virginia residents.

The program is geared toward students in their junior and senior years of high school, although sophomores may be considered.
The costs of higher education can be high, but scholarship help is available for students and parents who look in enough places.

**Use the Internet**

“There’s a Web site to look at, Fastweb.com,” said Jack Toney, director of the Financial Aid Office at West Virginia Higher Education Policy Commission. “There’s a general list of scholarships there, and it will make a big difference.”

The Internet is home to many scholarship search sites, such as Broke Scholar and FastAID. Even the U.S. Department of Education’s Web site contains scholarship information at www.studentaid.ed.gov.

But simple Google or Yahoo searches may uncover more scholarships, too. “If you’re in a special field like nursing, you can just type that in and find scholarships that way,” said Donna Dyer, a counselor at the financial aid office at Alderson-Broodus College. "Those are legitimate, and you can find a lot of others using your major name.”

Dyer also recommended FastWeb because it matches a student’s interests and even background with available scholarships. However, such scholarships may not be listed with FastWeb, so students and families should look for scholarships in many places on the Internet.

**Ask Your Counselor**

Most organizations with scholarships take the applications to high schools, so asking a guidance counselor about available scholarships may uncover a wealth of available funds that can help with expenses, such as books, tuition, fees, gasoline money or a dorm refrigerator.

“Some guidance counselors are very good at letting their students know, but other times if the counselor isn’t as industrious, the student simply has to go and ask,” Dyer said. “The scholarships are there but, you’ve got to do the legwork.”

Guidance counselors also are familiar with local community organizations for universities and their requirements, so they can help students keep an eye on opportunities, deadlines and formalities.

**Beware Scholarship Scams**

Toney said the National Association of Student Financial Aid Administrators issued a few guidelines to help students steer clear of financial aid services that are too good to be true.

- Be wary of financial aid advisors who advertise on Web sites, TV commercials or in the Yellow Pages.
- Avoid companies or Web sites that require you to send money to get information.
- Companies that claim to have a “guaranteed” or “100 percent” chance of winning a scholarship are probably scams.
- Always verify the source of the information. Check out the address and phone number associated with the claim. If it looks like a scam, it probably is.

The NASFAA also advises that a financial aid consultant cannot guarantee financial aid.

“Students need to mail the FAFSA forms themselves even if a consultant has prepared the FAFSA forms on their behalf. NASFAA also says never sign a blank form and never agree to pay a fee that is based on the percentage of aid that that is received.”

**Catholics Graduates Obtain More Than $14.5 Million In Scholarships**

Members of the class of 2008 from West Virginia’s Catholic high schools received more than $14.5 million in scholarships.

Grades of Madonna High School in Weirton; Bishop Donahue Memorial High School in McMechen; Central Catholic High School in Wheeling; Notre Dame High School in Clarksburg; and Saint Joseph Central Catholic High School in Huntington; Parkersburg Catholic High School; and Charleston Catholic High School received a wide range of scholarships to many different denominations, so they might have a scholarship posted there.”

Categories of scholarships can include:

- Academics
- Athletics
- Local organizations
-Miscellaneous

Dyer said she also advises students to keep their grades up because ACT scores and GPAs are rising, and even students with high GPAs are getting knocked out of the running for some academic scholarships.

Some community organizations, such as Rotary or the Eastern Star, offer scholarships to local students who just ask, and even banks can lend a hand in the form of trusts and scholarships. Poca Valley Bank was founded in 1908 in Walton, so the bank now offers a scholarship to a Roane County High School student who attended Walton Elementary or middle school after the school closed, so they might have a scholarship posted there.”

**Involves the Whole Family**

Dyer said searching for scholarships requires a lot of work.

“Look at the bulletin boards at places where you shop,” she said. “A lot of places have a magazine for employees, so they might have a scholarship posted there.”

**Community Foundations Reach Out for Education**

By ANN ALI

For Compass

Students preparing for college have many lists to check off, and scholarship possibilities are numerous, but community foundations certainly shouldn’t be overlooked.

West Virginia has about 26 community foundations, said Cathy Spencer, assistant superintendent of diocesan Catholic schools, and each has a variety of scholarships to many different denominations, so they might have a scholarship posted there.”

A student that these students are not only

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College Transition Program Targets Neglected Majority

By ALEXIS McDaniel
For Compass

State education officials hope to increase the number of college graduates and create a stronger work force by encouraging the “neglected majority” of high school students to take part in a College Transition Program.

Kathy D’Antoni, vice-chancellor of the Community & Technical College System of West Virginia, said the program targets disadvantaged or low-achieving students who make grade point averages between 2.2 and 2.7 and who typically don’t go to college after graduation.

The College Transition Program is considered a “bridge” program that is intended to lead high school students to a community or technical degree. Basically, school employees work with at-risk students to begin taking college classes and earning credit while they are still in high school. That gives them confidence and the financial incentive to keep going after they have their high school diplomas in hand.

The West Virginia Financial Aid Information and Resources, using data from the 2000 Census, reports that West Virginia has the lowest education attainment rate among the adult population (those 25 and older) at 15.3 percent for bachelor degrees. That trails the nation by about 10 percent.

National studies indicate that those who enroll soon after high school completion are more likely to successfully finish the college process, according to reports from the Community & Technical College System of West Virginia. D’Antoni said the Legislature funded the College Transition Program with $81 million, and it began two years ago with 20 classes across the state. Now there are about 50 classes, she said.

“This is our third year. It’s caught on so well,” D’Antoni said.

She said the program does not have conclusive data because the first batch of students who entered the program will be seniors this fall.

D’Antoni said College Transition Program students are identified at the end of the ninth grade. Teachers or counselors can recommend a student as long as he or she is a first-generation college-going student and has a grade-point average of 2.2 or higher. The students have to sign a “contract of intent” for the program.

“These are the students who fall through the cracks,” D’Antoni said.

As sophomores, they take a year-long college orientation class with an emphasis on study skills, career pathways, and exploration and assessment and diagnosis. That class provides students with three college credits.

From there, they are funneled into career-building pathways over a series of semesters, each time earning more credits toward a degree. The goal is for the students to spend the majority of the senior year earning college credits. Since it is tuition free, the financial benefits are great for the disadvantaged in the state, she said.

Students who are diligent will have one year remaining of college courses to obtain an associate’s degree, D’Antoni said.

She said the feedback has been positive so far from students, teachers and counselors.

Financial Aid Timeline

This is a general progression of events related to the financial aid process. It begins with a student’s senior year of high school; however, some students also have completed some of these steps during their sophomore or junior years.

AUGUST
- Request applications and information from colleges.
- Visit school campuses throughout the fall.

SEPTEMBER
- Mark your calendar for college fairs and admissions representatives’ visits.
- Consider meeting with the school counselor to develop a college admissions plan.
- Register for the SAT or the ACT. Investing in a preparation course for either test may help you to become more comfortable with the testing process and perform better on the exam.

OCTOBER
- Create a schedule of admissions and financial aid deadlines.
- Begin completing college applications and essays.
- Request transcripts and letters of recommendation.
- Explore college/scholarship information or apply online.

Source: American Education Services

My name is Ally

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Community College: A Smart Step for Many Students

By ALEXIS McDaniel

Education officials and teachers may be focused on getting students into college, but not everyone makes it. In fact, one recent study showed that seven of 10 students don’t want to attend college at all — and others who do are looking for something less expensive and less demanding.

In between, there are undecided students, who Nardelli said could use a “five-year high school” or who just want a less formal setting to explore career options. They may not have the finances to attend a four-year college, but they do want to learn and make progress toward a degree.

“Community college is a good stepping stone for kids who are not sure what they want to do and who want to bridge the gap,” Nardelli said. “Unless you are solid and have the finances, it’s a great option.”

The tuition prices at community colleges are much less than at most four-year institutions. That makes community college a safer decision for many students, because they can try out courses and career options without the pressure of taking on a full-time commitment.

“Now that we have more choices, we can afford to take our time,” Nardelli said.

For example, school officials can help students set up a specific articulation agreement in which any courses taken at WVNC will be recognized when they transfer to the four-year school.

For students with scheduling issues and too few technology specialists, nearly 40 percent of students said they would like to see more technology into their lesson plans. About half also said they want to see more hands-on, experiential learning.

Students overwhelmingly said their ideal school would be one that helps them develop the academic and soft skills they need to succeed in the 21st century.

“They see they are doing well, love their new skills back to their home schools and want to help other teachers implement the new technology,” Paine said.

In West Virginia, the Department of Education has awarded $18 million to prepare students for college. The grants are part of its 21st Century Learning initiative. The department is training teachers in search-based instructional strategies, 21st century learning, while the Teach for America program selected, he said. Health teaching is popular choices, he said.

For more information, contact the West Virginia Department of Education’s Office of Communications at (304) 558-2699.

Compiled from The American Association of Community Colleges, from data available as of January 2008.

HEPC Awarded $18 Million Grant to Prepare Students for College

The West Virginia Higher Education Policy Commission has awarded a $18 million in funding for a six-year program to help middle and high school students prepare for and pursue college education, state officials said.

The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant, which is expected to serve 67,000 students, was awarded to 23 West Virginia districts.

West Virginia students who have been identified as being at risk of not pursuing an education past high school will receive special academic and financial incentives for students to attend college. The project will include programs aimed at increasing parent-guardian involvement in the education and educational aspirations of students.

“The funding also will be used for financial aid and career awareness programs for students, parents and schools to help remove the cultural barriers that keep students from pursuing their educations,” said Brian Noland, HEPC chancellor.

“GEAR UP’s emphasis on improving the academic preparation of our students, as well as its goal of increasing the awareness and interest of students and the importance of higher education, will make a real difference in the lives of West Virginians for generations to come.”

Category: Community College: A Smart Step for Many Students

Keywords: West Virginia, community college, students, education, funding, grants, GEARK UP, higher education, career awareness, parental involvement.
## PUBLIC AND INDEPENDENT INSTITUTIONS IN WEST VIRGINIA

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<td>26023</td>
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<td>Single-Discipline Professional School</td>
<td>Charleston, WV</td>
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<td>Elkins, WV</td>
<td>26241</td>
<td>(304) 387-1295</td>
<td><a href="http://www.davisandelkins.edu">www.davisandelkins.edu</a></td>
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<td>Glenville State College</td>
<td>Single-Discipline Professional School</td>
<td>Glenville, WV</td>
<td>26728</td>
<td>(304) 442-3000</td>
<td><a href="http://www.glenvillestate.edu">www.glenvillestate.edu</a></td>
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<td>1,536</td>
<td>ACT or SAT (4)</td>
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<td>Marshall University</td>
<td>Public and Independent Institutions</td>
<td>Huntington, WV</td>
<td>25755</td>
<td>(304) 692-3150</td>
<td><a href="http://www.marshall.edu">www.marshall.edu</a></td>
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<td>1,548</td>
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<td>P.O. Box 8823</td>
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<td>26101</td>
<td>(304) 485-5336</td>
<td><a href="http://www.salem.edu">www.salem.edu</a></td>
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<td>26726</td>
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<td>25304</td>
<td>(304) 349-2475</td>
<td><a href="http://www.mdwc.edu">www.mdwc.edu</a></td>
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Sources: West Virginia Higher Education Policy Commission, West Virginia Independent Colleges & Universities, the colleges and universities, West Virginia Council for Community & Technical College Education, College, University, and CTC Web Sites.
DEGREE DEFINITIONS

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<tr>
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PROGRAM CLUSTERS

1. Agricultural Business/Production
2. Agricultural Sciences
3. Architecture/Related Programs
4. Area/Ethnic/Cultural Studies
5. Biological/Life Sciences
6. Business/Related Technologies
6a. Business Management
7. Communications
7a. Communications Technologies
8. Computer/Information Sciences and Technologies
9. Conservation/Renewable Resources
10. Construction Trades
11. Education
12. Engineering
13. Engineering-related Technologies
14. English Language/Literature/Letters
15. Foreign Languages/Literature
16. Health Professions/Related Sciences
17. Home Economics
18. Law/Legal Studies
19. Liberal Arts/Humanities
21. Mathematics
22. Mechanics/Repair
23. Multi/Interdisciplinary Studies
24. Parks/Recreation/Fitness Studies
25. Personal/Miscellaneous Services
26. Philosophy/Religion
27. Physical Sciences
28. Precision Production Trades
29. Pre-Professional Programs
30. Protective Services
31. Psychology
32. Public Administration/Services
33. Science Technologies
34. Social Studies Sciences/History
35. Theological Studies
36. Transportation/Materials Moving
37. Visual/Performing Arts
38. Vocational Home Economics

FIRST PROFESSIONAL DEGREES

39. Chiropractic (DC)
40. Dentistry (DDS or DMD)
41. Law (JD)
42. Medicine (MD)
43. Optometry (OD)
44. Osteopathic Medicine (DO)
45. Pharmacy (BPharm or PharmD)
46. Podiatry (DPM)
47. Theological Professions (BDiv, MDiv, Rabbinical or Talmudical)
48. Veterinary Medicine (DVM)

KEY
C — Certification (1 yr.)
A — Associate (2 yrs.)
B — Bachelor (4 yrs.)
M — Masters
D — Doctorate
P — Professional

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Advantage are so important to West Virginia. That's why programs like Youth Advantage, these Virginia and Youth Advantage, these students found a way to get the education and skills they need to suc-

Josh Eden

Josh Eden also attended Parkersburg High. But he did not graduate from the school. He, along with his brother, dropped out while experienc-

Ashley Goff

Ashley Goff needed Youth Advantage’s help to create a plan that would help her complete her secondary education.

Youth Advantage

Youth Advantage’s help was critical to earning her GED. She used the program to get her GED, I did.

William Monterosso, Director for Ross IES, the Operator of the One Stop Career Center in the Ohio Valley Region of WORKFORCE West Virginia, said agreements with Okes. "Our youth programs are the foundation for bridging the gap and improving the quality of life for West Virginians," he said. "They operate from the perspective of 'looking at youth for what they can become.' An atmosphere of responsi-

Eden

Eden is now majoring in criminal justice at WVU-P, where he is main-

Students Can Find Ways to Save on Books for College

Here are five tips to cut costs for books.

Shop early and buy used books.

The best quality used books will be sold first, so once you get your list of required textbooks, find them at some online store. Options include Amazon, half.com, or campusbooks.com. Look for the best deal, or ask your professor if there is a used copy available.

Shop around.

Avoid buying a new book for a class you have already taken. Compare prices at different stores (including online) and find the best deal for your specific textbooks.

Discounts at campus stores.

Many college campuses offer discounts on textbooks through their own bookstore. You can save up to 40% or more on new books by checking the bookstore’s website or asking a bookstore employee.

Rent books online.

Renting textbooks online is another way to save money. Websites like Chegg and Rent-A-Book allow you to rent textbooks for a fraction of the cost of buying them outright.

Reach out for help.

If you are finding it difficult to afford textbooks, talk to your professor or academic advisor. They may be able to help you find affordable alternatives, such as accessing open educational resources or using a different textbook entirely.

Use library resources.

Many college libraries offer access to free or low-cost electronic versions of textbooks. Check with your library to see if they have any resources available.

Remember, the goal is to find books that fit your needs and budget. Don’t spend more money than you need to complete your courses. With careful planning and research, you can save money on textbooks and succeed in your classes.
A Tale of Two Families:

THE SMITHS ARE GETTING AN EARLY START SAVING FOR COLLEGE; THE JONESES HAVE A CHILD IN HIGH SCHOOL AND ARE JUST GETTING STARTED

By PAUL DARST
For Compass

Next-door neighbors the Smiths and the Joneses are keeping busy these days, for different reasons.

The Smith family just had a baby boy, while the Joneses are busy trying to help their high school junior daughter choose a college.

Although their stories are different, there is one issue prominently on the minds of both families: saving for college.

The Smiths have a bigger income than the Joneses did when they started having children. As a result, they will be able to start saving for higher education immediately.

Because the Joneses had their own student loans to pay, lower income jobs early in their careers and some financial problems, they have been unable to save.

So what options does each family have? Plenty, said Craig Dean, vice president and investment specialist with Huntington Bank in Charleston.

Options for the Smiths

The Smith family will have about 18 years to save for their son's college education and, therefore, have more and better options, Dean said.

One option is investing in mutual funds, which normally is done with the help of financial advisers, he said. Although mutual funds usually are not specifically aimed at college savings, those who make wise investments in the market can save substantial money that way. If the Smiths choose that route, the mutual funds will be subject to capital gains and other taxes, Dean said.

Another option is the Coverdale Education Savings Account, Dean said. Formerly called the education Independent Retirement Account, Coverdale ESAs are tax-deferred accounts created by the federal government. Contributions to such an account are tax-deductible as long as withdrawals are used for educational expenses. But Coverdale ESAs have income limitations.

The biggest concern for the Smiths is that Coverdale ESAs have annual contribution limits of $2,000. The couple believes they will be able to contribute more than $2,000 a year.

Luckily, they have a third option — one that offers the flexibility they desire. The Smiths believe their best option is a 529 plan. All states offer their own versions of 529 plans, each with different fees and taxes. West Virginia's plan is the Smart529.

"The money that goes in is tax deferred," Dean said. "If when you withdraw it and use it for educational expenses, it's tax free.'

Options for the Joneses

Although the Jones family has only about a year until its daughter leaves for college, the parents still have a number of options available, Dean said.

"At that point, I would encourage them to look at three options: grants and scholarships, loans of various types, depending on their particular situation and financial aid, like work-study programs," Dean said.

After doing a little research, the Joneses' daughter found some scholarships for which she applied. Some scholarships are local and not well known, Dean said. The Joneses' daughter received a $500 scholarship offered to students at her school.

Student loans normally have lower interest than other kinds of loans and are underwritten by the federal government, making them easier to obtain for those with little or no credit history. And they have plenty from which to choose. Most commercial banks offer such loans today. The also can turn to the federal government's Stafford Loan, PLUS Loan and Federal Family Education Loan Programs, all of which are available through the U.S. Department of Education's William D. Ford Federal Direct Loan Program.

If the Joneses still come up short, they also can take out an additional mortgage on their home, Dean said. "That might be an attractive option if you can get a good interest rate," he said.

Because the Joneses' daughter is likely to earn a lot more money with a college degree than without, the family will benefit from its efforts in the long run, Dean said.

"No matter how much you have to borrow, it's worth every penny," he said.

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Study Calculates High Costs Of Dropping Out of High School

If high school dropouts from West Virginia’s class of 2007 had instead earned diplomas along with their classmates, the state’s economy could have benefited from an additional $1.3 billion in wages over these students’ lifetimes, according estimates from the Alliance for Excellent Education in Washington, D.C.

The Alliance’s “The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools” updates calculations the Alliance made regarding lost wages for the class of 2006.

The average annual income for a high school dropout in 2005, according to the U.S. Census Bureau, was almost $10,000 less than for a high school graduate. Graduating all students, therefore, increases overall earnings potential, making lost wages for the class of 2006.

The average annual income for a high school dropout in 2005, according to the U.S. Census Bureau, was almost $10,000 less than for a high school graduate. Graduating all students, therefore, increases overall earnings potential, making lost wages for the class of 2006.

The Alliance’s brief argues that dropouts drain the state and nation’s economy by lowering tax revenues and increasing the cost of social programs. High school graduates, on the other hand, make higher wages, are healthier, and live longer. They are less likely to be teen parents, commit crimes or rely on government health care.

“Each class of high school dropouts damages the economy,” said Bob Wise, president of the Alliance for Excellent Education and former governor of West Virginia. “In its current form, the No Child Left Behind Act does little to address the crisis in America’s high schools, and Congress must take action to support states and districts put reforms into place that will allow all students, at all levels, to receive the assistance they need to be successful in school and graduate. The economic future and security of the nation depends on it.”


The Alliance for Excellent Education is a policy, research and advocacy organization that works to make every child graduate, prepared for postsecondary education and success in life.

More Counties to Add Chinese Instruction

CHARLESTON — The College Board has selected five additional West Virginia counties to host Chinese teachers next school year, bringing the total number of counties teaching Chinese to nine.

State education officials said the expansion of Chinese into West Virginia schools is part of the state Department of Education’s effort to promote global awareness and 21st Century Learning. “Providing our children with the opportunity to understand the Chinese language and culture will give them a better chance of succeeding in the 21st century,” said state Superintendent of Schools Steve Paine. “If our children are to be competitive in today’s global society, studying foreign languages, especially Chinese, is essential.”

A total of seven teachers will be added in Harrison, Mason, Monongalia and Wood counties. A teacher for Putnam County is pending. Other programs are in Barbour, Cabell, Kanawha and Lincoln counties.

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Think Carefully Before Driving a Car to Campus

By WALT WILLIAMS
For Compass

So you plan to live on campus but still own your own car? You’re not alone.

According to a 2004 survey by Harris Interactive, nearly three of four college students between 18 and 30 years old owned their own cars or at least had access to one for personal use. More than one in eight students expected to buy a vehicle within a year of the survey, spending a combined $14.8 billion on automobiles.

Life these days without an automobile may seem next to impossible. And it can be tough, particularly if you live on a campus where food and work are far away. But before you dive into a decision about whether to take a car with you, remember it may not always be worth the expense.

Young drivers, of course, pay much higher insurance rates than older drivers. A 2008 automobile insurance survey conducted by the West Virginia Insurance Commissioner’s Office show that an 18-year-old man with a clean driving record most likely will pay annual premium ranging from $1,100 to $2,000 for just the most basic of coverage in the Morgantown area. Women drivers the same age will likely pay only a little less.

Both figures were derived from estimates using a four-door 2003 Toyota Camry, and insurance rates can range dramatically depending upon which region of the state you live in and what insurance carrier you have. There isn’t much young people can do to get their insurance rates down, according to Michelle Brocious, insurance agent for the American Automobile Association.

Still, she has a couple suggestions.

The first is simply to have good grades in schools. Some insurance carrier offer “good-student” discounts that cut 10 to 30 percent off their rates if students have a grade point average 3.0 or higher, she said.

The other is obvious: Be a good driver.

“I would say that the good-student discount and keeping a clean driving record are of the utmost importance,” she said.

Young people have higher insurance rates because they are more likely to cause crashes, according to the insurance survey. Thirty-nine percent of all deaths for 15- to 20-year-olds are the result of automobile accidents. Also, young people are more likely to be at fault in crashes, more likely to be speeding, more likely to drive at night and more likely to drive smaller vehicles than older people.

Young people can lower their insurance payments if the vehicle is in the parents’ name and under their parents’ insurance policy. The flipside of that is if the students are involved in crashes, insurance carriers will raise their parents’ insurance rates, Brocious said.

One thing many students or their parents don’t look at before they purchase a vehicle is how much insurance will cost them.

“They buy these vehicles first, then ask questions later,” Brocious said.

Insurance rates are partly determined by what type of vehicle a student drives. There are no hard-and-fast guidelines to follow, but some general rules of thumb is that insurance rates on four-door vehicles usually are less than rates on two-door vehicles, and vehicles loaded with safety features such as air bags typically have lower rates than those without them.

Students do not want to find themselves unable to make a payment and end up having a gap in insurance coverage, Brocious said.

That could come back to haunt them in higher rates in the future.

Another thing students should keep in mind is where they are going to park their vehicles. Parking policies vary from campus to campus, and parking permits can easily cost $200 or more per year with no guarantees that parking will actually be available. Most universities have information about parking on their Web sites.

Also, keep in mind that many universities offer bus services and other forms of public transportation. Many also have plenty of bike racks and bike trails that students can use to get around on their bicycles.
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Off-Campus Programs, North
Phone: (304) 367-4199
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Off-Campus Programs, South
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Students Have Choices About Living Arrangements

By PAM KASEY
For Compass

Moving away from home can be one of the more exciting aspects of heading off to college. Colleges small and large want students to feel at home, and they offer a variety of living arrangements to help.

Shepherd University in Shepherdstown, in the Eastern Panhandle, offers three styles of residence halls.

“We have our traditional residence halls, which are generally two persons to a room with a hall bathroom and common areas,” said Richard Stevens, director of residence life at Shepherd.

“And then we also have suites, which are four-person units, two bedrooms with two students in each bed, and they have private common area spaces and private bathrooms,” Stevens continued.

“Then we have apartments. These are for six-person units with two people to each bedroom and common areas and private bathrooms, and these halls are generally two persons to a bedroom,” Stevens said.

Students can request to be roomed together or be matched according to life-style preferences they express on their applications. “Students get excited because they’ll know what room they’ll have,” she said. “And the students prefer a substance-free residential floor. Some halls so they can help, and College of Engineering faculty will attend a lot of those sessions.”

Applications to the residential colleges complete forms expressing their interest in, for example, supporting planned social activities and joining or initiating interest groups. But each of WVU’s halls offers a unique experience.

Applicants to the residential colleges complete forms expressing their interest in, for example, supporting planned social activities and joining or initiating interest groups. But each of WVU’s halls offers a unique experience.

“Students may prefer to live downtown or on the Evansdale campus, depending on their classes,” she said. “Some halls are academically based, and others have diverse faculty involved in them.”

Students applying in October stand the best chance of getting the hall of their choice, Cendana said, while February applicants may not be so lucky.

WVU is moving to an online room selection process. “It will make the selection process easier for students,” she said. “And the students get excited because they’ll know what room they’ll have.”

Taking a Car

Every college is different when it comes to students and cars. Some have plenty of parking, others very little; some discourage freshmen from taking cars, while others charge high prices for parking and offer a high level of public transportation.

“We have a shuttle bus so students can get around campus,” said Stevens at Shepherd University.

The local grocery and drug store are within walking distance, Stevens said, and purchases can be transported with a wheeled cart.

For transportation to the local bus or train station, enough students bring cars to make it easy for someone to find someone to help out, he said.

But, he added, “On our campus, first-year students can have a car.”

Parking permits cost $65 for the academic year, according to the campus police office, which handles parking.

At WVU, having a car can be difficult for students, Cendana said.

“Parking is very limited,” she said.

“There are a couple of residence halls that have some parking, but it’s usually for upper-class students.”

The university has increased the amount of public transportation available to students during the past couple of years.

Besides the on-campus Personal Rapid Transit system, Cendana said, “We’ve contracted with Mountain Line, the county bus system, so students can go to the mall and other areas with their student IDs.”

Fewer freshmen are bringing cars than in the past, she said, probably because of the improved transportation options and, in part, the high price of gasoline.
Whitewater rafting, hiking through the national forest, camping near a waterfall. Those may sound like fun excursions and activities to fill some spare time. They are, but these mini-adventures also are part of a movement at colleges and universities to use outdoor activities to keep students in school, helping them bond with others while appreciating the beauty of the outdoors.

At some schools, students even can earn classroom credit for taking part. That’s the case at West Virginia University’s Mountaineer Adventure Program.

“West Virginia University has the largest wilderness orientation program at a public institution in the country,” said Greg Corio, program director.

WVU’s program began in 2003, and while it reaches all ages of students, the freshmen program is an option to the required University 101. First-year students must take University 101 or an alternative course, such as Adventure WV.

Freshmen who opt for the adventure can select one of several summer programs, ranging from five to seven days. Corio said the class is filled on a first-come, first-served basis and is equally divided among men and women.

The trips are led by trained upperclassmen, and while the new students hike and camp out, they learn valuable information about classes, social outlets and even the peer pressure of drinking alcohol and dorm life.

First-year students typically are moving out on their own and have new freedoms, Corio said. “The focus is on student development and keeping kids in school,” he said.

Along the way, Corio said, there’s a “bonus” in a shift of the perception of West Virginia. The students end the course with a new appreciation of nature and the beauty of the Mountain State, he said. They have the option of meeting up with their summer adventure friends again in the fall for other events.

Davis & Elkins College in Elkins also has a wilderness program for freshmen. Called the Woods Orientation, it’s part of the Connections Weekend that takes place each Labor Day. Incoming freshmen have the option of going into the woods or taking part in other activities planned as part of the weekend.

Kevin Stitzinger is the outdoor resource specialist at Davis & Elkins. Since 1972, D&E has offered some variation of this outdoor experience. It started as a way for faculty to build a connection with new students, he said. Today, the orientation takes place in conjunction with the global organization Mountain Institute, which has a field office close to Spruce Knob.

D&E welcomes between 100 and 150 new students each year, Stitzinger said, so it’s a close-knit group, but the school doesn’t want anyone to fall through the cracks.

“They get a chance to know each other,” he said.

Usually, about 30 students opt to take part in the weekend adventure. The freshmen are split into two groups, each led by two guides who are upperclassmen. They begin at the Mountain Institute facility and then head off for caving or hiking and camping, then end at the facility again.

D&E’s program is similar to WVU’s program. While outdoors, freshmen are encouraged to talk about their goals and expectations during their college years and address their concerns. At times, faculty join the discussion to go over any questions students may have about homework, exams and other issues related to course work.

The D&E adventure is paid for through student orientation fees. Following orientation weekend, students can join the Wilderness Co-op, a student-led outing club that organizes several trips per semester.

Visit www.adventurewv.wvu.edu or click on student life section of www.davisandeelkins.edu for information.
For the past three years, 97% of UC graduates have been in graduate school or employed in their fields of study within six months of graduation.

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Coping With Homesickness/

By PAUL DARST
For Compass

For most incoming college freshmen, the past 18 years have been spent in the comforts of home. Leaving those familiar surroundings can be stressful, said Linda Stockwell, counselor at the Marshall University Counseling Center. “Students don’t tend to come to counseling for homesickness when it’s in its early stages,” she said. “They usually put it off. When we see homesickness, it’s later in the fall. It’s pretty severe by then.”

For most students, homesickness is something that passes relatively quickly during the hustle and bustle of classes and other activities, she said. When that doesn’t happen, however, it must be taken seriously. “Homesickness looks, tastes and feels like depression,” she said. “There’s deep sadness and longing for something that isn’t with them anymore.”

But homesickness isn’t exactly what the name would suggest, Stockwell said. “It’s not actually being sick for home,” she said. “It’s a general term that can be used for missing a boyfriend or mom and dad.”

During their first semester of college, students are undergoing a tremendous number of changes, Stockwell said. From living in a new place to studying new topics to meeting new people, it sometimes is difficult to make the necessary adjustments. But there is help, said Carla Lapelle, associate dean of student affairs at Marshall. “I think the resident advisers on each floor see a lot … and we see some in the counseling center,” she said.

The center has a staff of licensed psychologists who can help students with a variety of issues, including homesickness. All colleges and universities have similar services for students, Stockwell said. At Marshall, counseling center staff members introduce themselves to students during freshman orientation, Lapelle said.

The university also tries to help students adjust to their new lives in other ways, she said. All incoming freshmen are required to take the University 101 class, which is a seminar class designed to introduce students to college life. But the university wants new students to do more than just go to class, Stockwell said. “There are literally hundreds of activities, clubs and organizations for students to get involved in,” she said. “There’s one for just about any interest.”

It is important for students to become involved in at least one, she said. For most students who experience it, homesickness ends within the first few weeks of classes, Stockwell said. To make that happen, students need to take it one day at a time, she said. Don’t focus on trying to make it through your first year of college. “You should first make a commitment to yourself to stay for at least a semester,” Stockwell said. “It doesn’t feel as overwhelming that way.”

But it’s not all up to the students, Lapelle said. Parents also must learn to adjust to college life, too. “Don’t turn your child’s room into a sewing room right away,” she said. “It’s nice for them to know they have a place to come back to.”

Parents can play important roles in helping their children adjust to college life, Stockwell said. Sending care packages is always a nice touch and phone calls are, too. “Parental visits are good,” she said. “They can do that a couple of times a semester.”

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Higher Education Is Accessible in West Virginia

Deciding to pursue an education beyond high school is one of the most critical choices you will make during your lifetime. Without question, the value of a college degree is more important today than ever before. A college degree will open your mind to endless possibilities and discoveries. But just as important, a degree will provide you with the skills and knowledge necessary to obtain a job with a competitive salary.

With a college degree, you will earn more than twice as much over a lifetime of work as those who completed only high school. Those additional earnings amount to at least $1 million. It is clear that education does, in fact, pay.

West Virginia has 10 public colleges and universities, 10 community and technical colleges, and a number of independent institutions. With such a variety of options, you have the opportunity to pursue education after high school in whatever location best suits your needs. Our institutions are not only geographically diverse; they also differ greatly in the size of the student body. For instance, our institutions range in size from more than 27,000 students at West Virginia University to fewer than 1,500 students at Glenville State College.

Furthermore, our institutions offer an array of academic degree programs that range from traditional liberal arts majors to cutting-edge forensic and biometric science majors. Each campus also provides career counseling services for students like you, who may be unsure about their career paths. Regardless of the institution you choose to attend, you can be assured that a West Virginia postsecondary education will equip you with the knowledge and skills necessary to compete and succeed in the 21st century economy.

Once you have made the decision to pursue an education beyond high school, you naturally will wonder, “Can I afford to pay for college?” The good news is that college is affordable for everyone. In fact, through a combination of merit- and need-based financial aid programs, a West Virginia postsecondary education is among the most affordable in the country. For example, the need-based West Virginia Higher Education Grant Program offers awards of up to $3,000 annually and served about 13,000 students last year. Another significant source of financial aid available to West Virginians is the PROMISE Scholarship Program, which provides free tuition at public institutions and a comparable amount at independent institutions. The PROMISE Scholarship is awarded to rising college freshmen who meet the educational standards.

Other state student financial aid sources include the Engineering, Science and Technology Scholarship Program, the Higher Education Adult PartTime Student (HEAPS) Grant Program, the Robert C. Byrd Honors Scholarship Program and the Underwood-Smith Teacher Scholarship Program. In addition to these state programs, nationally there are more than one million scholarships worth billions of dollars available to students. For more information about financial aid opportunities available in West Virginia, visit our Web site at www.wvhep.org. Additional information about student financial aid programs sponsored by the U.S. Department of Education can be obtained at www.ed.gov.

Remember that in West Virginia, a college degree is affordable, accessible and available to everyone. I challenge you to take advantage of the opportunities before you.

I wish you every success in meeting and surpassing your educational goals.

Good luck!

Dr. Brian Noland is chancellor of the West Virginia Higher Education Policy Commission, Charleston.

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Hold the Key to Today’s High-Wage, High-Demand Technical Jobs

Gov. Joe Manchin and the West Virginia Legislature have invested heavily in community and technical colleges to fill employee shortages in a number of high-technology fields; about $10 million has been appropriated to expand and implement new technical programs at West Virginia’s community and technical colleges.

Gov. Manchin and the Legislature understand that technical programs are vital to improving West Virginia’s workforce and the overall business climate in West Virginia. The reasons are simple. Community and technical colleges produce highly skilled employees for positions in high demand and do it in far less time than traditional colleges.

In addition to the major impact community and technical colleges have on the West Virginia workforce and economy, the impact they can have on the individual student may be greater. Many West Virginia high school seniors are hesitant to embark on a college education, and many feel they are prepared to enter the work force upon graduation from high school only to find they lack the skills required to capture high-wage jobs. By choosing a community and technical college, students can get those skills affordably and efficiently.

One of the greatest benefits of the community and technical college system is its adaptability; today’s economic environment requires flexibility in education and training. When a manufacturer moves to the area, community and technical colleges immediately begin programs to fill the company’s need for employees. Many of these positions require high-level technical skills, and if students are to be considered for these jobs, they must acquire the necessary skills by attending a community and technical college.

The state’s recent investment in community and technical colleges will provide additional opportunities for students to pursue a high-technology field; allied health specialists, biotechnology, mechatronics and automotive technology represent a few of the new programs developed. When students complete these programs, they can expect to step into the high-wage positions that lead to a financially rewarding career.

Through the Robert C. Byrd National Aerospace Education Center at Bridgeport, Pierpont Community and Technical College offers an aviation maintenance program to fill a growing need in one of West Virginia’s fastest growing regions. The combination of certification and an associate degree in aircraft maintenance is the ticket to become an experienced aircraft maintenance technician with potential earnings of $25 per hour.

New River Community and Technical College is implementing a new program in mechatronics at Princeton. Mechatronics is the application of the latest techniques in precision, control theory, and electronics to the design process to create more functional and adaptable products. The manufacturing and fabrication industries in southern West Virginia — and nationally — are in need of employees skilled in mechatronics. The beginning salary range is $27,000-$42,000 annually, and students who learn mechatronics can work in a wide range of industries — from major power utilities to small manufacturing firms.

With 10 community and technical colleges and 22 campuses in the state, there is something to fit anyone’s interest while attending classes near home. The flexible scheduling afforded by community colleges allows students to work and attend classes simultaneously, which is becoming even more necessary during difficult economic times.

When thinking about a career, think about the advantages of enrolling in a technical program at a local community and technical college.

James L. Skidmore is the chancellor of the Community and Technical College System of West Virginia.

Look What’s New for Fall 2008 at Southern

Boone Campus
Associate Degree Program
Accounting (Evening Class)
LPN to RN
Pending approval from the West Virginia Board of Examiners for Registered Professional Nurses.
Survey Technology
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Surveying

Logan Campus
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Certificate Programs

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Can I Afford to Attend a Private School?

To select a college where you are the most likely to succeed, you need to take several things into account, including size, location, academic program and affordability. Often students fail to consider private schools because they assume these colleges are far too costly. Let’s dispel the most common myth about private schools—that they’re unaffordable. The fact is that 92 percent of students at West Virginia’s independent schools and universities receive financial aid, and 41 percent are classified as needy. The average financial aid package is $18,412.

Here’s what students are saying about financial assistance at their private schools:

ALDERSON-BROADUS COLLEGE, PSYCHOLOGY MAJOR, MAIER FOUNDATION SCHOLAR

“I greatly appreciate the generosity of each Circle of Vision donor for their continued support. This scholarship is important to me because it gives me an opportunity to further my education and achieve my goals. Students, such as myself, are lucky to have the chance to receive scholarships to help pay for college.”

APPALACHIAN BIBLE COLLEGE, BIBLE/MIS- SIONS MAJOR, OGDEN NEWSPAPERS SCHOLAR

“ABC has the best program for ministry preparation, and it’s close to home. I can work on campus plus receive financial aid. My scholarship was such a relief for my family. I’ve come to appreciate even more that ABC is not just a college, it’s an awesome family.”

BETHANY COLLEGE, ELEMENTARY EDUCATION AND POLITICAL SCIENCE MAJOR, MOUNTAINEER RACE TRACK & GAMING RESORT SCHOLAR

“Without the scholarship that I have received thanks to Mountaineer Race Track & Gaming Resort, I would not be able to have the financial security that I need to be an active member of the school community. Therefore, I wish to thank Mountaineer for this scholarship and for allowing me to pursue my academic career as well as be an active participant in the college community.”

DAVIS & ELKINS COLLEGE, BIOLOGY MAJOR, BERNARD MCDONOUGH FOUNDATION SCHOLAR

“Getting a college degree is the first step toward fulfilling my lifelong dream of becoming a veterinarian. I am the second person in my family to go to college and the first to attend a private college. If it weren’t for my scholarships, I wouldn’t be here.”

OHIO VALLEY COLLEGE, ENGLISH MAJOR, PHILIP E. CLINE SCHOLAR

“I would like to thank Mr. Philip E. Cline for the generosity he has shown me in my college career. For two years in a row he has helped to give me the tools needed for my course of study.”

UNIVERSITY OF CHARLESTON, ATHLETIC ADMINISTRATION MAJOR, MAIER FOUNDATION SCHOLAR

“I am very grateful for the scholarship I have received. Without this scholarship, I would not have been able to attend the University of Charleston and receive the great education that I have acquired from this private institution.”

MOUNTAIN STATE UNIVERSITY, NURSING MAJOR, LEWIS N. MCMANUS MEMORIAL SCHOLARSHIP

“This scholarship has helped me to achieve my lifelong dream of becoming a nurse. It has helped to fund my education by covering the cost of tuition, books, uniforms and hospital supplies. The Lewis N. McManus Memorial Scholarship has given me endless motivation and encouragement and, in the future, will help me give back to a community that has so strongly supported me.”

WEST VIRGINIA WESLEYAN COLLEGE, ENGLISH MAJOR, UPS FOUNDATION SCHOLAR

“I am deeply appreciative of the opportunity I have been given by this scholarship. I have always believed in doing my best, working hard and making a difference in the world. I am so glad that my opportunities do not have to be limited by my financial status. I am very thankful that companies like UPS have a desire to help young people dare to reach higher and go farther. I extend my deep gratitude to the UPS Foundation and the Circle of Vision Scholarship Program for their generous support in furthering my education.”

WHEELING JESUIT UNIVERSITY, NURSING MAJOR, BB&T SCHOLAR

“The BB&T Circle of Vision Scholarship allowed me to attend Wheeling Jesuit and accomplish my dream of giving back to my community by becoming a nurse. Thank you for supporting my dream and for this opportunity.”

You cannot judge affordability by sticker price. Generous financial aid makes private colleges more affordable than you might think. Read about West Virginia independent colleges and universities by going to www.wvicu.org

Rita Ray retired in November 2007 after 13 years as executive director of West Virginia Public Broadcasting. She became the executive director of the West Virginia Independent Colleges and Universities on July 1, replacing Paul Chevening.

Can I Afford to Attend a Private School?

At our member schools:

- 92% of our students receive financial aid.
- We offer a unique, personal approach to education.
- Students are more likely to graduate than students who attend a public institution.
- We have small classes and an average student to faculty ratio of 13:1.
- Students can participate in a variety of activities including intramural sports, performing arts, intercollegiate athletics, community service, and travel abroad.
- More than 60% of our students are state residents.
- More than 11,000 students currently attend a West Virginia private college or university.

West Virginia Independent Colleges & Universities

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To champion independent higher education in West Virginia
“We are moving into a transition period in which we'll need to replace the experience of retiring workers. We'll also need additional employees to operate and maintain new environmental control equipment at many of our plants. We will need people with a basic understanding of power plant operations, who can come in and hit the ground running.”

Mark McCullough
AEP Vice President, Baseload Generation Assets
at the September 22, 2004, introduction ceremony for West Virginia State Community and Technical College’s Associate Degree in Power Plant Technology program.

AEP is proud to partner with WVSCTC in supporting this program.

A $1.1 billion scrubber construction project is now under way at AEP’s John E. Amos Plant near Winfield.

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College Summit Inspires Students to Change Lives

In just one short weekend, College Summit changed my life. College Summit has changed thousands of lives since its establishment in 1993, and I had the opportunity to be one of those students and to witness first hand the impact the program has on students at a critical time in life. The summer before my senior year at Riverside High School, I attended a College Summit workshop at Marshall University, and my life was changed forever.

I was not necessarily one of those students who needed to be told I was college material; I knew I was going to college, but the where and how were still problems. My family encouraged me to attend college, but I needed more of a push than they could provide.

At Riverside, I felt supported by my counselor, but as in most schools, the counselors have only so much time for individual students. Riverside did, however, more than compensate for this lack by providing its seniors with College Summit, a comprehensive college access partnership.

My counselor singled me out as someone who would benefit from the summer workshop experience. As a result of attending the Marshall workshop, I would return to Riverside my senior year as a College Summit peer leader; I would help my fellow seniors navigate the college admissions process and share the knowledge I gained over the summer.

At the Marshall workshop, I had a four-day, mini-college experience. I learned my way around the campus, ate in the cafeteria, lived in a dorm with people I had never met and came to realize that college was not so scary after all.

More importantly, in four not-so-short days, I learned that money was available for me to pay for college, I learned to complete the endless stacks of forms to apply, and I learned to research the various schools that had majors that interested me.

I met one on one with a professional college counselor, who helped me find colleges that would meet my needs. My time at Marshall definitely convinced me that college was accessible to me and students like me, and, as a peer leader, I was determined to return to Riverside and help my classmates with their college plans.

What was my challenge at Riverside? I had to convince my classmates of four truths about college access:

1) You are college material;
2) You can get help with the mountains of paperwork;
3) There is money available to you to pay for college; and
4) College Summit is an invaluable tool you can use to make your way through the maze of college admissions.

Riverside students are fortunate that our school district has partnered with College Summit for several years now. As a result of this partnership, college enrollment rates have risen considerably since the program began.

When I returned from the workshop, I began working within the College Summit program at Riverside to spread the word that college was a real possibility for students at our school—many of whom never thought of college or who had no college graduates in their families.

With College Summit, students are guided through the entire admissions process through a comprehensive curriculum taught as a for-credit advisory class during the senior year. Students are lucky to receive help every step of the way to college or other postsecondary education or training programs.

Additionally, I had to convince my peers that they had to tap into the millions of dollars worth of scholarships that go unclaimed every year. They had to do the research to find scholarships for their particular interests and talents. Sports, clubs, occupations and majors all provide opportunities for college scholarships, and we had to focus on available money and go after it.

Several states offer a special scholarship for students who meet certain grade and test guidelines. In West Virginia, we have the PROMISE Scholarship. For those who don’t qualify for scholarships based on grades, there are many loan and grant programs as well as work study opportunities.

Using good time management skills, many students also are able to maintain part-time jobs to help pay for college expenses. It was rewarding to use the information I learned at the Marshall workshop to help my peers see that they could afford college.

As I mentioned, after graduating from Riverside, I now work with College Summit as an alumni leader. I am happy that I can now prep the incoming peer leaders to make a difference at their schools using a program that not only helps with admissions but also emphasizes listening, understanding and compassion.

Amy Fauber is a 2004 peer leader and will graduate from college in 2009.

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**TOP REASONS TO ATTEND**

**Blue Ridge Community and Technical College**

- Get a jumpstart on your education—earn college credits while you’re in high school
- Credits transfer to four-year colleges statewide
- Affordable tuition and financial aid available for those who qualify
- Tuition for high school students is currently offered at a reduced cost of regular instate tuition
- Day, evening and online courses mesh with your busy schedule
- New programs: Electrical Distribution Technology—a partnership with Allegheny Energy, Cisco Certified Network Associate, Medical Assistant, and Homeland Security

![Apply Now!](image)
### Two-Year Associate Degrees

- Administrative Assistant Technology
  - Executive Option
  - Legal Option
  - Medical Option
  - Medical Transcription Option
- Banking and Finance
- Board of Governors
- Clinical Assistant
- Dental Laboratory Technology
- Early Childhood Education
- Electronics Technology
  - Biomedical Technology
  - Electronics Option
- Health Information Technology
- Hospitality Management
  - Culinary Arts Option
  - Hotel/Lodging Management Option
- Information Technology
  - Animation and Game Developer
  - Geospatial Studies Option (GIS, GPS, RS)
  - Network Systems Administration Option (MCSE)
  - Network Systems Security Option (CISCO and MCSA)
  - Program Developer Option
  - Web Developer Option
- Interior Design
- Legal Assistant
- Management Technology
  - Accounting Option
  - Accounting Dual Degree
  - Business Management Option
  - Call Center Supervision Option
  - Management Dual Degree Option
  - Industrial Management Option
- Massage Therapy
- Medical Assistant
- Occupational Development
  - Building and Construction
  - Trades Option
  - Child Development Specialist
  - Fire Fighter Option
  - Law Enforcement
  - Specialty Option
  - Mine Inspection Option
  - Painting and Allied Trades Option
  - Social Work Assistant Option
- Paramedic Science
- Physical Therapist Assistant
- Police Science
- Public Library Technology
- Radiologic Technology (Allied)
- Respiratory Therapy
- Technical Studies
  - Agricultural Science Option
  - Air Conditioning/Refrigeration Option
  - Automotive Technology Option
  - Dental Assistant
  - General Building Construction Option
  - Graphic Design/Graphic Communications Option
  - Machinist Technology Option
  - Maritime Training Option
  - Surgical Technology
  - Welding Option
- Associate in Arts – General/Transfer Studies

### One-Year Certificate Programs

- Accounting/Bookkeeping
- Certified Coding Specialist
- CISCO Certified Network Associate
- Clinical Assistant
- Culinary Arts
- Dental Laboratory Technology
- Medical Transcription
- Microsoft Certified Systems Engineer (MCSE)
- Paramedic Science
- Police Science
- Public Library Technology
- Technical Studies
  - Agricultural Science
  - Graphic Design/Graphic Communications
  - Machinist
  - Maritime Training

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Classes are designed to help working adults complete their degree quickly and conveniently, with little interference to their professional responsibilities.

→ Call today to talk to an advisor!

### Contact Information

866-N-ROLLED | www.mctc.edu
The PROMISE Scholarship is a merit-based financial aid program. As the program enters its seventh year in 2009, about 25,000 of West Virginia's best and brightest students have been recognized with scholarship awards.

The PROMISE Scholarship is awarded on the basis of student achievement. The scholarship eligibility standards that high school graduates are stated in the chart.

Deadlines
- **Dec. 13, 2009**: Last date to take the ACT (national test) and receive qualifying score. Scores for 2009 high school graduates will not be accepted for ACT tests taken after this date.
- **Jan. 15, 2010**: Last date to take the SAT (reasoning test) and receive a qualifying score. Scores for 2009 high school graduates will not be accepted for SAT tests taken after this date.
- **March 1, 2009**: The West Virginia Application for State Level Financial Aid Programs must be submitted by this date. You can apply online or print a paper copy to mail. www.wvapply.com. Students who submit this application late will not be eligible for the PROMISE Scholarship.

To renew the PROMISE Scholarship, scholars must maintain a 2.75 GPA in their first year and complete 30 credit hours. All subsequent years, the scholar must maintain a 3.0 overall GPA and complete 30 credit hours each academic year to renew the scholarship. Only college coursework completed while the student receives the PROMISE will factor into the overall GPA for renewal.

For more information, please visit www.promisescholarships.org or call toll free (877) 987-7664.

### HEAPS: Grants for Part-Time Students

The West Virginia Higher Education Policy Commission offers grants to eligible students attending part-time educational institutions.

#### W.Va. Offers Many Financial Aid Programs for College Students

The state of West Virginia makes significant investments each year in financial aid programs.

The West Virginia Higher Education Policy Commission offers several financial aid programs for West Virginia public schools and provides many instances may be supplemented with federal, institutional or private financial aid.

Additional information about these programs and application processes can be found on the West Virginia Higher Education Policy Commission Web site, www.wvhepc.org, or by calling toll free (877) 987-7664.

**PROMISE Scholarship**: This scholarship is designed to encourage academically able and motivated West Virginia high school seniors who are academically eligible, and meet all requirements and deadlines. This scholarship pays full tuition at a West Virginia public college or university, or an equivalent dollar amount at an independent institution in West Virginia.

**Underwood-Smith Teacher Scholarship**: The Underwood-Smith Teacher Scholarship Program is designed to enable and encourage students to pursue teaching careers in West Virginia public schools at the preschool, elementary, middle or secondary school level. Undergraduate and graduate scholarships, not to exceed $5,000 per academic year, are awarded to college juniors, seniors and graduate students on the basis of academic qualifications and interest in teaching.

**Engineering, Science and Technology Scholarship**: The goal of the West Virginia Engineering Science and Technology Scholarship Program is to enable and encourage academically talented students to pursue West Virginia careers in the fields of engineering, science and technology. Scholarships, not to exceed $3,000 per academic year, are awarded on the basis of academic qualifications and interest in the fields of engineering, science and technology.

**Robert C. Byrd Honors Scholarship Program**: The Robert C. Byrd Honors Scholarship Program is designed to promote student excellence and achievement, and to recognize exceptionally able students who show promise of continued excellence. These $1,500 scholarships are awarded to incoming college students from each of the state's congressional districts on the basis of merit. Recipients may apply for renewal consideration for a total of four years of assistance.

**West Virginia Higher Education Grant Program**: This program provides need-based grants of up to $3,000 annually to qualified undergraduate students who require financial assistance to attend a public higher educational institution in West Virginia or Pennsylvania. Grants may be renewed until the course of study is completed, not to exceed three years, three years beyond the initial award.

**Higher Education for Adult Part-time Students Grant (HEAPS)**: The purpose of the HEAPS Grant Program is to encourage and enable needy West Virginia students who desire to continue their education on a part-time basis at the post-secondary level. Awards are limited to tuition and mandatory fee charges.
The PROMISE Scholarship is a merit-based financial aid program. As the program enters its seventh year in 2009, more than 25,000 of West Virginia’s best and brightest students have been recognized with scholarship awards.

The PROMISE Scholarship is awarded on the basis of student achievement. The scholarship eligibility standard for high school graduates are stated in the chart.

**Deadlines**
- **Dec. 13, 2008**: Last date to take the ACT (national test) and receive qualifying score. Scores for 2009 high school graduates will not be accepted for ACT tests taken after this date.
- **Jan. 13, 2009**: Last date to take the SAT (reasoning test) and receive qualifying score. Scores for 2009 high school graduates will not be accepted for SAT tests taken after this date.
- **March 1, 2009**: Students must file the 2009-2010 Free Application for Federal Student Aid (FAFSA) online or print a paper copy to mail to www.wvuapply.com by this date. The 2009-2010 FAFSA will be available Jan. 1, 2010, online. Paper copies are available for download at www.federalstudentaid.ed.gov. Students who submit the FAFSA late will not be eligible for the PROMISE Scholarship.

■ **March 1, 2009** — The West Virginia Application for State Level Financial Aid Programs must be submitted by this date. You can apply online or print a paper copy to mail to www.wvuapply.com. Students who submit this application late will not be eligible for the PROMISE Scholarship.

To renew the PROMISE Scholarship, scholars must maintain a 2.75 GPA in their first year and complete 30 credit hours. All subsequent years, the scholarship must maintain 3.0 overall GPA and complete 30 credit hours each academic year to renew the scholarship. Only college coursework completed while the student receives the PROMISE will factor into the overall GPA for renewal.

For more information, please visit www.promisescholarships.org or call toll free (877) 987-7664.

**2009 MINIMUM STANDARDIZED TEST SCORES**

<table>
<thead>
<tr>
<th>ACT (national test only)</th>
<th>SAT (reasoning test only)</th>
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<tbody>
<tr>
<td>Composite</td>
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<tr>
<td>Math</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
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</table>

**2009 MINIMUM GRADE POINT AVERAGES**

<table>
<thead>
<tr>
<th>Core</th>
<th>Cumulative or GED</th>
<th>Home-schooled</th>
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</thead>
<tbody>
<tr>
<td>3.0</td>
<td>3.0</td>
<td>2.50</td>
</tr>
</tbody>
</table>

**PROMISE Outlines Requirements, Standards for 2009 Graduates**

The西 Virginia Higher Education Policy Commission offers grants assistance to eligible students attending post-secondary education determine both two- and four-year institutions, with federal, institutional or private financial aid programs. The PROMISE Scholarship is to encourage and enable needy West Virginia students who desire to attend college within their state to pursue their course(s), students may then apply for the grant through the institution's financial aid office or directly to the West Virginia Higher Education Policy Commission by downloading the application from the West site www.wvhepc.org. However, the application does include a section that must be completed by the institution. Therefore, students are encouraged to apply through their respective institution’s financial aid office, HEPC officials said.

Awards are limited based on the cost of the course and the student’s demonstrated need with a maximum of $2,000 in a single academic year. The student is encouraged but not required for the Workforce Development Component to file a Free Application for Federal Student Aid to determine need. The HEAPS Workforce Application has an abbreviated income section that must be filled out if the student does not have an appropriate FAFSA on file.

**HEAPS: Grants for Part-Time Students**

The state of West Virginia makes significant investments each year in financial aid programs.

The West Virginia Higher Education Policy Commission offers several financial aid programs for West Virginia students, and many instances may be supplemented with federal, institutional or private financial aid.

Additional information about these programs and application processes can be found on the West Virginia Higher Education Policy Commission Website, www.wvhepc.org, or by calling toll free (877)987-7664.

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