

# WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

June 26, 2020 | 9:00 a.m. | By Zoom Conference

*1-646-558-8656 and enter meeting ID 380-987-909*

## AGENDA

- I. **Call to Order**
- II. **Chairman's Report**
  - A. Nominating Committee Report and Election of Officers
  - B. 2021 Meeting Dates (**Page 3**)
- III. **Chancellor's Report**
- IV. **Updates from Constituent Groups**
  - A. Advisory Council of Classified Employees
  - B. Advisory Council of Faculty
  - C. Advisory Council of Students
- V. **Update from Council of Presidents**
- VI. **Approval of Minutes (Pages 4 - 11)**
- VII. **Ascendium Foundation Grant Update (Pages 12 - 13)**
- VIII. **Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues**
  - A. Chancellor Search
  - B. Approval of Presidential Compensation at Bluefield State College (**Page 14**)
  - C. Confirmation of Presidential Appointment and Approval of Presidential Compensation at Glenville State College (**Page 15**)
- IX. **Update on Efforts to Identify Efficiencies and Improve Data-Driven Decision Making in Response to the COVID-19 Pandemic (Page 16)**
- X. **Presentation of the New College-Going Rate of 2019 West Virginia Public High School Graduates (Pages 17 - 19)**
- XI. **Approval of Fiscal Year 2021 Division of Science and Research Spending Plans (Pages 20 - 22)**
- XII. **Approval of Appointments to the Higher Education Student Financial Aid Advisory Board (Page 23)**

**XIII. Approval of Provisional Reauthorization of Wheeling University (Pages 24)**

**XIV. Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions (Pages 25 - 33)**

**XV. Approval of Master of Business Administration (Pages 34 - 73)**

**XVI. Approval of Master of Arts in Art Therapy and Counseling (Pages 74 - 105)**

**XVII. Approval of Administrative Exemption for Shepherd University (Pages 106 - 108)**

**XVIII. Review of Institutional Tuition and Fees (Pages 109 - 129)**

**XIX. Approval of Proposed Series 63, Emergency and Legislative Rules, Mental Health Loan Repayment Program (Pages 130 - 137)**

**XX. Additional Board Action and Comment**

**XXI. Adjournment**



## Higher Education Policy Commission 2021 MEETING SCHEDULE AND DUE DATES

Meeting Date	Agenda Items Due*	Meeting Location
February 5, 2021	January 8, 2021	Regional Technology Park, South Charleston
April 30, 2021	April 2, 2021	Regional Technology Park, South Charleston
June 11, 2021	May 14, 2021	Regional Technology Park, South Charleston
October 1, 2021	September 3, 2021	Regional Technology Park, South Charleston
December 3, 2021	November 5, 2021	Regional Technology Park, South Charleston

\*Institutional items must be received by Commission staff at least four weeks before the meeting date to allow sufficient time for staff review and preparation for publication of agenda materials. Agendas are posted on the Commission website at least one week prior to the meeting.

## **DRAFT MINUTES**

### **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**April 17, 2020**

#### **I. Call to Order**

Chairman Michael J. Farrell convened a meeting of the West Virginia Higher Education Policy Commission on April 17, 2020, at 9:00 a.m., by conference call. The following Commission members participated: Robert L. Brown, Ex-Officio; Clayton Burch, Ex-Officio; Michael J. Farrell; Diane Lewis Jackson; Dale Lowther; Donna L. Schulte, and Andrew A. Payne. Absent was Commissioner James W. Dailey. Others participating included state college and university representatives, Interim Chancellor Sarah Armstrong Tucker, and Commission staff.

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

#### **II. Chairman's Report**

Chairman Farrell commended the higher education community for their efforts to overcome the problems created by COVID-19. He thanked Interim Chancellor Tucker for maintaining communication with members of the Legislature, congressional representatives, and members of the Governor's Office to secure the necessary fiscal funding for higher education to overcome the losses as a result of the virus quarantine. Additionally, Chairman Farrell praised the institutional presidents for their collaboration with each other and staying united during this process. He recommended the reading of an article that recently appeared in The Chronicle of Higher Education which analyzes what campuses should be and could be; and concluded by stating that the Higher Education Policy Commission is positioned to continue its mission.

#### **III. Chancellor's Report**

Interim Chancellor Sarah Tucker commented on the very challenging decisions the institutional presidents are having to make related to the COVID-19 crisis; particularly how to offer classes during the upcoming fall semester. From the outbreak of the pandemic and the need to quarantine, the institutions are delivering all classes online. She announced that the Commission has contracted with a firm to develop a survey to gather student and parental opinions on the best approach to offer classes during the upcoming fall semester. She added that U.S. Senators Shelly Moore Capito and Joe Manchin have been very instrumental in procuring financial funds from the U. S. Department of Education for West Virginia's higher education institutions to cope with the pandemic; as of yet, the Department of Education has not issued guidelines as to how to spend the funds.

Interim Chancellor Tucker reported that the mental health of students is of primary importance during the pandemic. The Commission, through its Behavioral Health Programs Division of Health Sciences, will work with the institutions to assist as needed. She mentioned the collaboration of the West Virginia National Guard with the institutions to assist them in several areas related to the pandemic.

Interim Chancellor Tucker reported that the Commission continues to offer webinars covering financial aid programs, and is considering adjustments to the PROMISE Scholarship as a result of delays in testing results for the SAT and ACT, which are required to qualify for the scholarship.

Chancellor Tucker introduced Dr. Cynthia Persily as the new director of the Commission's Division of Health Sciences.

#### **IV. Updates from Constituent Groups**

##### **A. Advisory Council of Faculty**

Dr. Roy Nutter reported on behalf of the Advisory Council of Faculty. Dr. Nutter stated that faculty members have been meeting with legislative leadership to share the need to support funding for their institutions for the upcoming year and the difficulties faced by faculty and students in planning for the fall semester, as a result of the COVID-19 pandemic. He also stated that teaching courses online has caused problems for students whose homes do not have good internet reception, and with classes that require use of laboratories as the students do not have the equipment to practice.

Chairman Farrell confirmed the willingness of the Commission to assist the institutions in developing efficient ways to offer online courses. He asked the presidents to share their ideas with Interim Chancellor Tucker so that the programs can be put together.

##### **B. Advisory Council of Students**

Mr. Andrew Wallace, Vice Chairman, reported on behalf of the Advisory Council of Students. Mr. Wallace reported on the challenges that COVID-19 has presented to the students including the adjustment to online learning, the inability to obtain on the job experience as required of students in some of the technical fields, and the cancellation of physical graduation ceremonies, among others. Mr. Wallace thanked the Commission's Student Affairs staff for their assistance in creating social media messages for the students broadcasting the need to register for the Census 2020.

#### **V. Update from Council of Presidents**

Dr. Mirta Martin, President of Fairmont State University and Chair of the Advisory

Council of Presidents, reported that the presidents have been working together to develop best practices that will help their institutions to better serve their students, faculty and communities. They now have a united voice when contacting the Legislature to share the contributions and needs of their institutions. They discussed the CARES (Corona Virus Aid, Relief, and Economic Security) Act package which Congress approved in March. They are waiting for further guidance from the U. S. Department of Education on how to allocate the funds. Dr. Martin extended the appreciation of the presidents to the Commission, Chancellor Tucker and staff for their support during the pandemic.

## **VI. Approval of Minutes**

Commissioner Schulte moved to approve the minutes of the Commission meetings held on February 7 and March 20, 2020. Commissioner Lewis Jackson seconded the motion. Motion passed.

## **VII. Approval of Chancellor Search Procedure**

Mr. Matthew Turner, Executive Vice Chancellor for Administration, provided an overview of the proposed chancellor search procedure.

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Chancellor Search Procedure and authorizes the Chairman to instruct staff to conduct the search.

Commissioner Payne seconded the motion. Motion passed.

## **VIII. Approval of Amendments to the West Virginia Higher Education Retirement Plan**

Ms. Patricia Humphries, Vice Chancellor for Human Resources, provided an overview of the proposed amendments to the West Virginia Higher Education Retirement Plan.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves implementation of the provisions of the CARES Act for the Qualified 401(a), 403(b) and 457(b) Plans of the West Virginia Higher Education Retirement Plan and delegates authority to the Finance Committee to implement other compliant flexibility provisions as may be necessary through expiration of the CARES Act on December 31, 2020.

Commissioner Lewis Jackson seconded the motion. Motion passed.

## **IX. Approval of Modification to National Testing Requirement for the PROMISE Scholarship**

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

Commissioner Schulte moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves suspension of requirement that an eligible standardized test score must come from a national test and extension of the testing deadline to qualify for the PROMISE Scholarship.

Commissioner Lowther seconded the motion. Motion passed.

#### **X. 2020 Census Update**

Vice Chancellor Turner updated the Commission on the agency's teaming with the institutions to inform their students of the need to register with the census 2020. Mr. Turner noted that due to the disruptions caused by the corona virus and the subsequent need to quarantine, the Commission was unable to distribute the funds awarded by the Benedum Foundation to assist the institutions in the coordination of events to advertise the need for the census registration. He added that the student government organizations have been instrumental in disseminating the census information through the campuses, and the institutions have posted it on their websites. He asked the faculty to continue stressing to their students the need to complete the census questionnaire, and the fact that if they live out-of-state but spend most of their time in their institution, they need to register as residents of West Virginia.

#### **XI. Confirmation of Shepherd University Campus Facilities Master Development Plan**

Dr. Edward Magee, Vice Chancellor for Finance and Facilities, provided an overview of the proposed campus facilities master development plan, as submitted by Shepherd University.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission confirms the updated Shepherd University Campus Facilities Master Development Plan.

Commissioner Schulte seconded the motion. Motion passed.

#### **XII. Approval of Institution Capital Assessments for Fiscal Year 2021**

Vice Chancellor Magee provided an overview of the proposed institution capital assessments for Fiscal Year 2021.

Commissioner Burch moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the institution capital assessments for Fiscal Year 2021.

Commissioner Schulte seconded the motion. Motion passed.

**XIII. Approval of Conveyance by Deed of Roads within the West Virginia Regional Technology Park to the City of South Charleston**

Ms. Kristin Boggs, General Counsel, provided an overview of the proposed conveyance by deed of roads within the West Virginia Regional Technology Park to the City of South Charleston.

Commissioner Lewis Jackson moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves execution of the Deed that conveys to the City of South Charleston certain roadways within the West Virginia Regional Technology Park and delegates authority to the Chancellor to approve the final documents and execute the Deed on behalf of the Commission.

Commissioner Lowther seconded the motion. Motion passed.

**XIV. Confirmation of Interim President at West Virginia State University**

General Counsel Boggs provided an overview of the proposed confirmation of the interim president as submitted by the West Virginia State University Board of Governors.

Commissioner Payne moved approval of the following resolution:

*Resolved*, that the West Virginia Higher Education Policy Commission confirms the appointment by the West Virginia State University Board of Governors of Dr. R. Charles Byers as Interim President of West Virginia State University.

Commissioner Schulte seconded the motion. Motion passed.

**XV. Approval of Chancellor's Contract**

Chairman Farrell explained the particulars regarding the need to extend the Chancellor's contract.

Commissioner Lewis Jackson moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission delegates to the Chairman the authority to enter into a six-month extension of its current contract with Sarah Armstrong Tucker to serve as Interim Chancellor through October 31, 2020 consistent with the terms and conditions communicated to the Commission, and to formalize a salary allocation agreement with the West Virginia Council for Community and Technical College Education.

Commissioner Lowther seconded the motion. Motion passed.

#### **XVI. Additional Board Action and Comments**

There were no additional board action items or comments.

#### **XVII. Adjournment**

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

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Michael J. Farrell, Chairman

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Diana Lewis Jackson, Secretary

## DRAFT MINUTES

### WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

May 18, 2020

#### I. Call to Order

Chairman Michael J. Farrell convened a special meeting of the West Virginia Higher Education Policy Commission at 2:00 p.m. by zoom and conference call. The following Commission members participated: Robert Brown, Ex-Officio; Clayton Burch, Ex-Officio; Michael J. Farrell; Diane Lewis Jackson; Dale Lowther; and Andrew A. Payne. Others participating included state college and university representatives, Interim Chancellor Sarah Armstrong Tucker and Commission staff.

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

#### II. Approval of License and Work Agreement and Right of Entry Agreement with the City of South Charleston

Ms. Kristin Boggs, General Counsel, provided an overview of the proposed License and Work Agreement and Right of Entry Agreement with the City of South Charleston.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves execution of the License and Work Agreement and the Right of Entry Agreement with the City of South Charleston and delegates authority to the Chancellor to approve and execute the final documents on behalf of the Commission.

Commissioner Lewis Jackson seconded the motion. Motion passed.

#### III. Approval of Presidential Compensation

General Counsel Boggs gave an overview of the proposed compensation for the interim president of West Virginia State University.

Commissioner Lewis Jackson moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the compensation of Interim President R. Charles Byers as proposed by the West Virginia State University Board of Governors.

Commissioner Lowther seconded the motion. Motion passed.

#### **IV. Approval of Appointments to the Chancellor Search Committee**

Mr. Matthew Turner, Executive Vice Chancellor for Administration, gave an overview of the work of the Chancellor Search Committee and listed its proposed members, as shown below:

Dr. Kendra Boggess, President, Concord University  
Mr. Robert L. Brown, Chairman, Community and Technical College Education System  
Ms. Jordyn Bryson, Student Representative  
Mr. W. Clayton Burch, State Superintendent of Schools  
Dr. Lisa Di Bartolomeo, Professor, West Virginia University  
Mr. Michael J. Farrell, Chairman, Higher Education Policy Commission  
Ms. Diane Lewis Jackson, Member, Higher Education Policy Commission  
Dr. Mirta Martin, President, Fairmont State University  
Ms. Mary Beth Myers, Representative, Advisory Council of Classified Employees  
Mr. Andrew Payne, Member, Higher Education Policy Commission

Commissioner Lowther moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the appointments to the Chancellor Search Committee.

Commissioner Lewis Jackson seconded the motion. Motion passed.

#### **V. Additional Board Action and Comments**

There were no additional board action items or comments.

#### **VI. Adjournment**

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

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Michael J. Farrell, Chairman

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Diana Lewis Jackson, Secretary

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Ascendium Foundation Grant Update

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Chris Treadway

**BACKGROUND:**

In partnership with Philanthropy West Virginia, the Commission recently applied for and received a \$750,000 grant from the Ascendium Foundation to support four projects aimed at improving the affordability and accessibility of higher education for rural students. In this presentation, Commission staff will be joined by the Director of Philanthropy West Virginia and a Senior Program Officer with the Ascendium Foundation to discuss the evolution of this unique partnership between state government and local and national philanthropy, along with an overview of the key initiatives funded through the grant, and an update on the development and implementation of those initiatives, which include:

1. Implementing a statewide open educational resources (OER) initiative that encourages faculty to adopt course materials available to students through the internet at no cost;
2. Creating an emergency grant program to offer financial assistance to students when certain unexpected expenses arise that might interfere with their ability to remain in school;
3. Building the infrastructure for a financial aid program called *Tools of the Trade*, that will turn private donations into grant awards to offset the cost of equipment or materials, such as tools, stethoscopes, and uniforms, in high-cost programs for students with demonstrated financial need;
4. Working directly with three pilot institutions to improve their front-facing student support services, including admissions, financial aid, registration, and academic advising. An outside consultant with expertise in assessing and improving customer experiences will work alongside institutional teams to tailor intensive professional development to each campus's unique needs. Ideally, these institutions would then serve as learning labs for other public institutions.

Each of these activities, or the changes we plan to implement, will continue to serve students, faculty and staff long after any outside financial support ends. Three of these – OER, emergency grants, and Tools of the Trade, focus on building a sustainable infrastructure that can be supported in future years with a combination of public funding, institutional revenue and private donations. The OER initiative, for example, is focused on building a digital online platform to connect faculty and students with free learning

materials, similar to Georgia's [www.affordablelearninggeorgia.org](http://www.affordablelearninggeorgia.org), implementing a mechanism for administering micro-grants to faculty who choose to convert courses to free materials, and training faculty on the availability and use of these resources. Similarly, the emergency grant and Tools of the Trade activities will result in widely recognized, branded programs that can turn private or corporate donations into small-dollar financial supports for some of our most needy students. Across all of our proposed activities, targeted training and professional development will ensure that the changes we facilitate in the coming years will last and spread. A comprehensive marketing strategy will be woven throughout these initiatives to promote brand recognition and attract additional partners.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Presidential Compensation

**INSTITUTION:** Bluefield State College

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

**STAFF MEMBER:** Kristin Boggs

**BACKGROUND:**

Pursuant to West Virginia Code § 18B-1B-4(a)(18), the Commission must approve the total compensation package from all sources for presidents of institutions under its jurisdiction proposed by institutional governing boards.

**Bluefield State College**

At its meeting on May 14, 2020, the Bluefield State College Board of Governors (Board) voted to extend President Capehart's appointment as President of Bluefield State College for five years, to June 30, 2025 and ratified, subject to the approval of the Commission, the total compensation package for President Capehart.

President Capehart's base salary would be increased from \$175,000 to \$200,000, a 14.2percent increase and his health insurance stipend would increase from \$5,400 to \$7,200, a 33percent increase. However, his deferred compensation would decrease from a mandatory award of \$25,000 to a discretionary award of no more than \$20,000 (or ten percent of his base salary), and his vehicle allowance would decrease from \$2,000 to reimbursement for actual incurred mileage, supported by the appropriate documentation. Overall, the Board's proposal reflects a reduction in the value of President Capehart's total compensation from \$220,400 to \$210,200, a 4.6 percent reduction.

This request falls within the provisions and guidelines of the Commission's rule, Series 5, Legislative Rule, *Guidelines for Governing Boards in Employing and Evaluating Presidents*; therefore; it is recommended that the Commission approve the proposed compensation package as submitted.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

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

**INSTITUTION:** Glenville State College

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission confirms the appointment of Dr. Mark A. Manchin as President of Glenville State College and approves his compensation as proposed by the Glenville State College Board of Governors.

**STAFF MEMBER:** Kristin Boggs

**BACKGROUND:**

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

**Glenville State College**

The Glenville State College Board of Governors (Board) approved, subject to confirmation by of the Commission, the appointment of Dr. Mark A. Manchin as its president. The Board also approved, subject to approval of the Commission, the total compensation package for President Manchin, which includes an annual base salary of \$195,000 and a one-time payment of \$2,500 to be used as needed to facilitate President Manchin's move to Glenville. The College will provide President Manchin with both a vehicle and housing during his term as President, and he will be provided all the leave, health/life insurance, and retirement benefits commensurate with State employment per the rules of the Commission. The contract term commences on July 1, 2020 and extends through June 30, 2022.

It is recommended that the Commission confirm Dr. Manchin's appointment as President of Glenville State College and approve his compensation package as presented.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Update on Efforts to Identify Efficiencies and Improve Data-Driven Decision-Making in Response to the COVID-19 Pandemic

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Chris Treadway

**BACKGROUND:**

In this presentation, Commission staff will provide an overview and status report on a new initiative aimed at providing campus leaders with data on Fall 2020 and Spring 2021 course schedules and registrations, and consultative services to help campuses identify opportunities for improving efficiency as they develop course schedules for the Spring 2021 semester. The project is funded entirely by the Commission and the West Virginia Council for Community and Technical College Education (Council).

To date, the following twelve institutions across the two- and four-year systems have elected to participate:

**West Virginia Public Four-Year Institutions**

- Fairmont State University
- Glenville State College
- West Liberty University
- West Virginia State University

**West Virginia Public Two-Year Institutions**

- Blue Ridge Community and Technical College
- BridgeValley Community and Technical College
- Eastern WV Community and Technical College
- Mountwest Community and Technical College
- New River Community and Technical College
- Pierpont Community and Technical College
- Southern West Virginia Community and Technical College
- WVU at Parkersburg

Note: West Virginia Northern Community College is not listed as a project participant because the institution has an existing relationship with Ad Astra Information Systems and therefore does not require the services offered through this engagement.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

<b>ITEM:</b>	Presentation of the New College-Going Rate of 2019 West Virginia Public High School Graduates
<b>INSTITUTIONS:</b>	All
<b>RECOMMENDED RESOLUTION:</b>	Information Item
<b>STAFF MEMBERS:</b>	Chris Treadway and Pam Woods

**BACKGROUND:**

The Division of Policy and Planning compiles data on the college-going patterns of recent West Virginia high school graduates in order to calculate the annual college-going rate (CGR). Previous CGR data were derived from various college sectors and high schools based on transcripts and self-reporting. New data available through the P-20 Statewide Longitudinal Data System (P-20 SLDS) – the product of a collaboration between the Commission and Council, the West Virginia Department of Education and Workforce West Virginia – now provides for a more efficient means of studying college-going patterns and a more accurate method for calculating the college-going rate. As a result of this new methodology, current college-going rate data are not directly comparable to those found in previously published reports. However, historical data from the P-20 data system were included in the analysis, enabling us to present comparable trend data derived using the new methodology.

Results of the new college-going rate analysis are available to the public through Explorer – the state’s higher education data portal. In this presentation, Policy and Planning staff will discuss key differences between the old and new CGR methodologies and highlight notable findings from this year’s analysis.

The new college-going rate dashboard may be accessed using the following link:  
<http://www.wvhepc.edu/resources/data-and-publication-center/cgr/>

**College-Going Rate Data Highlights:**

- Approximately 50.5 percent of 2019 West Virginia public high school graduates enrolled in college in the Summer or Fall terms immediately after high school. This represents a slight increase over the previous year’s rate of 50.1 percent.
- Bridgeport High School in Harrison County had the highest college-going rate in the state at 76.1 percent, followed closely by George Washington High School in

Kanawha County at 75.9 percent and Hurricane High School in Putnam County at 67.4 percent.

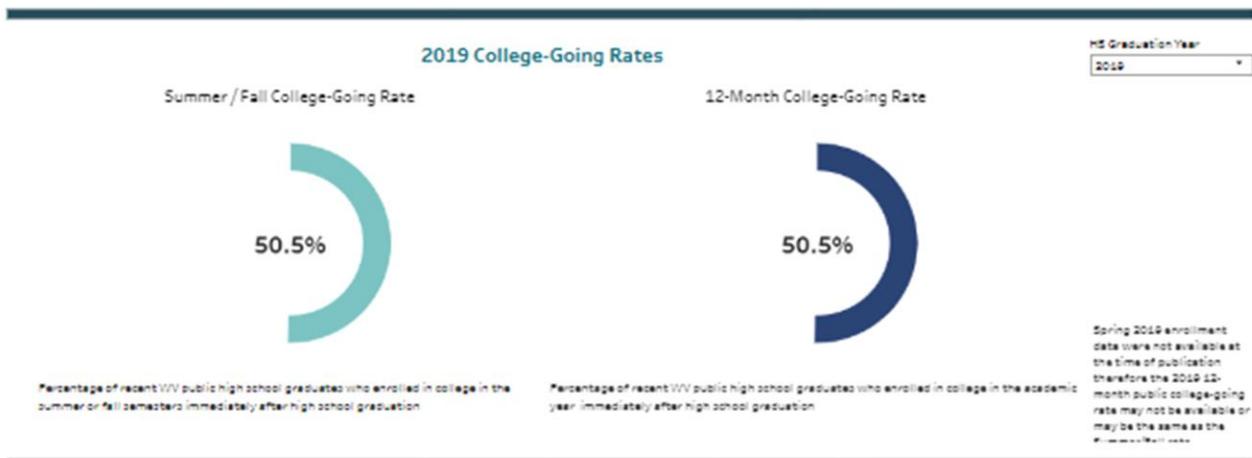
- Meanwhile, the lowest college-going rate in the state was that of Paw Paw High School in Morgan County, with only 17.6 percent of 2019 graduates enrolling in college in the Summer or Fall immediately after high school.
- At a county level, Tucker County boasted the highest college-going rate in the state, at 64.1 percent, followed closely by Putnam County at 61.1 percent. Calhoun County had the lowest rate (27.8 percent).

One of the more significant advantages of deriving college-going rate data from the P-20 data system is our ability to disaggregate data based on certain student demographic and academic indicators such as race or ethnicity, gender, socioeconomic status, and a student's history of enrolling in college-level coursework while still in high school. Educators may use these disaggregated data to identify students who might benefit from additional help preparing for college or navigating the college-going process.

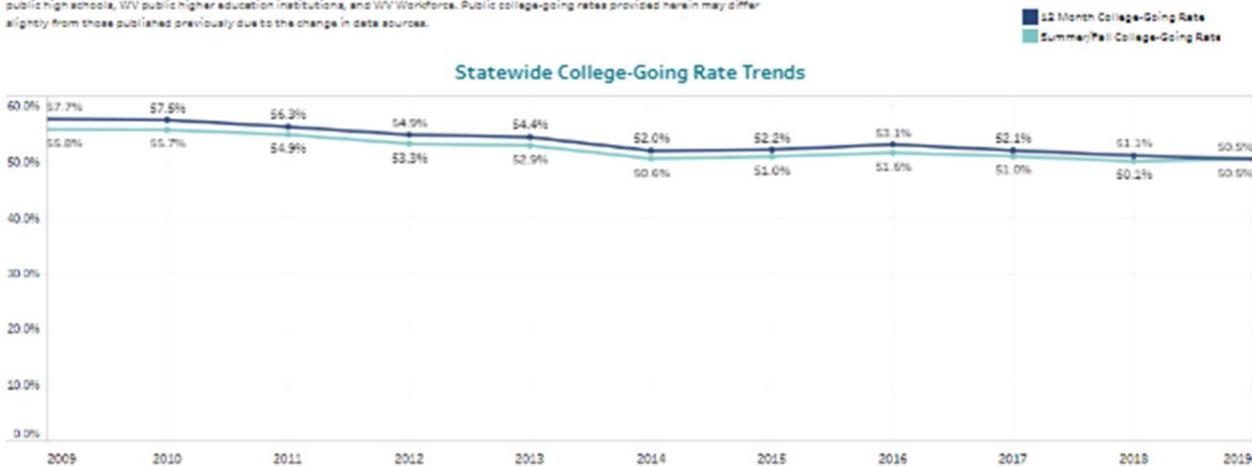
- Statewide, graduates who enrolled in both advanced placement and dual credit college-level coursework while in high school had a college-going rate of 88.1 percent, while those taking only one type of college-level coursework had college-going rates in the 70 percent range.
- Meanwhile, graduates taking no college-level courses in high school had a considerably lower college-going rate of only 28.3 percent.
- High school graduates with a higher socioeconomic status in their senior year had a higher college-going rate statewide at 54.8 percent, while those with a low socioeconomic status in their senior year had a much lower college-going rate (36.9 percent).

### College-Going Rate of WV Public High School Graduates at a Glance

Every year, the West Virginia Higher Education Policy Commission's Division of Policy and Planning compiles data on the college-going patterns of recent West Virginia public high school graduates to calculate the annual college-going rate. The college-going rate uses data from the West Virginia P-20 Statewide Longitudinal Data System and reflects the percentage of recent public high school graduates who enrolled in a college, university, or career technical/vocational school following graduation. This section of Explorer provides current and historical college-going rate data by county, high school and GEAR UP service region. For additional information on the college-going rate, contact Mrs. Pam Woods at (304) 558-1112 or [pamela.woods@wvhepc.edu](mailto:pamela.woods@wvhepc.edu).



Please note that data in these dashboards are derived from the P-20 Statewide Longitudinal Data System which collects data from WV public high schools, WV public higher education institutions, and WV Workforce. Public college-going rates provided herein may differ slightly from those published previously due to the change in data sources.



**West Virginia Higher Education Policy Commission  
June 26, 2020 Meeting**

**ITEM:** Approval of Fiscal Year 2021 Division of Science and Research Spending Plans

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, that the West Virginia Higher Education Policy Commission approves the Fiscal Year 2021 spending plans as recommended by the West Virginia Science and Research Council.

**STAFF MEMBER:** Juliana Serafin

**BACKGROUND:**

Recommendations for programmatic allocations of accrued or awarded funds within the state Research Challenge Fund and the National Science Foundation infrastructure programs are made annually by the West Virginia Science and Research Council to the Commission. As authorized by West Virginia Code §18B-1B-10, the Council is charged with oversight of the Research Challenge Fund and NSF EPSCoR, including annual spending plans proposed by staff. Based on current fund receipts, awards and projections, the Fiscal Year (FY) 2021 spending plan shown below is recommended by the Division of Science and Research pending the vote of the Council on June 18, 2020.

**Research Challenge Fund**

**Purpose:** The Research Challenge Fund (RCF) provides the foundation for many of the competitive grant programs administered by the Division. The fund's establishment in 2004 by the West Virginia Legislature provides support to science and technology research and education. All Science, Technology, Engineering and Math (STEM) disciplines and all institutions are eligible to participate in various competitions for funding. The RCF is funded by lottery proceeds and were deposited directly into the RCF account by statute and as special revenue, and was automatically carried from year to year. In the 2014 Legislative Session, control of the RCF was moved to the Legislature and now funds will need to be appropriated annually. The current spending plan reflects the unrecognized revenue in FY 2020 and the appropriation for FY 2021.

**FY 2021 Spending Plan  
Research Challenge Fund**

<b>Cash Balance 5.27.20</b>	<b>\$2,824,937.49</b>
Unrecognized Revenue FY 2020 (shortfall)	480,204.50
<u>Current Obligations (balances)</u>	
SURE 2020 MU	66,062.00
SURE 2020 WVU	75,000.00

SURE 2020 WVSU	40,000.00
SURE 2020 Wesleyan	35,200.00
SURE 2020 Shepherd	43,060.00
SURE 2020 West Liberty	43,000.00
RCG 2020 - WVU Hu	423,734.00
RCG 2020 - WVU Nasrabadi	635,469.00
RCG 2020 - WVU Damron	270,136.00
STEM 2019-2020 - WVU	203,018.00
STEM 2019-2020 -MU	328,793.00
Oppourtunity Grants FY '20	20,000.00
<b>Total Obligations - current</b>	<b>\$2,183,472.00</b>
<b>Estimated carryforward</b>	<b>\$641,465.49</b>
<b>Budget FY 21</b>	<b>\$1,731,820.00</b>
<u>NEW Awards</u>	
Tech Assistance -New	150,000.00
Innovation Grants -New (2 awards)	80,000.00
Opportunity Grants -New	40,000.00
<b>Total New Awards</b>	<b>\$270,000.00</b>
<u>Reserve for renewals*</u>	
SURE 2021	250,000.00
STEM 2020-2021	250,000.00
RCG 2021	500,000.00
<b>Total Renewals (estimated)</b>	<b>\$1,000,000.00</b>
<u>Administration (including cost share to NSF RII)**</u>	<b>250,000.00</b>
<b>Balance remaining FY 21</b>	<b>\$853,285.49</b>

*SURE program January - December*  
*RCG program January - December*  
*STEM Fellows program - September - August*

\*renewals based on successful project reports and remaining balances of less than 20 percent.  
\*\*reflects partial salaries of director, associate director, administrator and cyberinfrastructure coordinator;  
other administrative costs charged to indirect cost fund

## **National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR)**

Purpose: NSF EPSCoR is a federal grant program that builds research capacity in states to spur competitiveness, scientific discovery and economic development. Below are spending plans for the current Research Infrastructure Improvement (RII) awards from NSF EPSCoR under the direction of the Division of Science and Research.

### ***RII Track 1 Award***

Under the leadership of the Division, West Virginia University, Marshall University and

West Virginia State University developed and submitted a five-year, \$20 million Research Infrastructure Improvement (RII) proposal to the National Science Foundation's EPSCoR Program in 2014. The grant will fund faculty hires, start-up packages, equipment and students as well as research time for existing faculty. The current project began on August 1, 2015 and was initially to end July 31, 2020. However, due to the submission of unsuccessful proposal slated to begin in August 2020, the NSF EPSCoR office extended the current award until July 31, 2021. Spending for this plan remains the same as originally proposed. A supplemental budget in the amount of \$1 million is expected for infrastructure once the existing award's funds are nearly depleted. A spending plan for the supplemental appropriation will be presented to the West Virginia Science and Research Council for approval this fall.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Appointment to the Higher Education Student Financial Aid Advisory Board

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the appointment of Candi Frazier and Katie Cooper to the Higher Education Student Financial Aid Advisory Board.

**STAFF MEMBER:** Brian Weingart

**BACKGROUND:**

The Higher Education Student Financial Aid Advisory Board is a body statutorily charged to provide financial aid expertise and policy guidance to the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) on matters related to federal, state, and private student financial aid resources and programs.

The Higher Education Student Financial Aid Advisory Board consists of seven members. Three members are appointed by the Commission, two members by the Council, one member by the West Virginia Independent Colleges and Universities, and one member by the West Virginia School Counselor Association. According to statute, although original appointments by the Commission were for different term lengths, subsequent appointments shall be for three-year terms. Members are eligible to succeed themselves for one additional consecutive term.

The statute provides that members appointed by the Commission and the Council shall possess a broad knowledge of state and federal higher education student financial aid programs and have experience in administering these programs, preferably at the system or campus level.

The Commission approves membership to this Board. Currently, the three-year term for Candi Frazier, Senior Associate Director of Financial Aid for West Virginia University and for Katie Cooper, Director of Financial Aid and Enrollment Center for West Liberty University, expire on June 30, 2020. Ms. Frazier and Ms. Cooper have each been recommended and are able to serve a second three-year term that begins July 1, 2020.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Provisional Reauthorization of Wheeling University

**INSTITUTION:** Wheeling University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves provisional annual reauthorization for Wheeling University.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

In August 2019, the Commission approved authorization for Wheeling University with the caveat that the institution provide to Commission staff periodic benchmarking information. Wheeling University fulfilled all obligations of this provision. At that time, Wheeling University had just alleviated a budget deficit with a \$2 million unrestricted grant from the Diocese of Wheeling-Charleston. Despite significant cost cutting and staff furloughs, the institution appears to be headed toward reporting another deficit for the upcoming fiscal year. With the COVID-19 pandemic, additional enrollment difficulties could be possible in the coming year adding to financial difficulties. Therefore, it is recommended that in the event of a worst-case scenario and for protection of the students, the Commission again approve a provisional authorization. Reporting requirements include:

- On Friday, July 31, 2020, Wheeling University shall provide to the Vice Chancellor for Academic Affairs, a projected enrollment report for the 2020 fall semester.
- Beginning October 12, 2020, and for each quarter thereafter through the reauthorization period, Wheeling University shall provide quarterly financial reports to the Vice Chancellor for Academic Affairs and the Vice Chancellor for Finance.
- By no later than November 1, 2020, Wheeling University shall enter into a third-party contract with a private vendor to upload all student transcripts electronically to a data base outside of any IT services affiliated with the university.
- On Friday, December 11, 2020, Wheeling University shall provide a projected enrollment report for the 2021 spring semester.

Wheeling University shall copy the Chancellor and the Vice Chancellor for Academic Affairs in all written communication to and from the Higher Learning Commission (HLC). In the event of a sanction or change in status with the HLC, Wheeling University is to immediately notify the Chancellor and Vice Chancellor for Academic Affairs.

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions

**INSTITUTIONS:** Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Catholic Distance University, Davis and Elkins College, Future Generations University, Ohio Valley University, University of Charleston, West Virginia Wesleyan College; American Public University System, Salem University, and Strayer University

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

**STAFF MEMBER:** Sheree Bryant

**BACKGROUND:**

Series 52, Procedural Rule, Annual Reauthorization of Degree-Granting Institutions, establishes a process for the Commission to annually reauthorize degree-granting institutions in West Virginia offering baccalaureate degrees and above. Institutions are required to provide all information “necessary to assess the performance of the institution and to determine whether the institution continues to meet the minimum standards for conferring degrees.” The annual reauthorization “application report” includes such information as verification of current accreditation status, student enrollment data, tuition

and fee information, first to second year retention rates, graduation rates, student transfer information, licensure pass rates, student loan default rates, campus crime statistics, and a Composite Financial Index (CFI) score.

This is the seventh year of data submission which is reviewed by a Compliance Review Committee. The Compliance Review Committee is comprised of Commission staff, external consultants, and representatives from public and private institutions. In addition to the data that is submitted, the Committee may require additional information to assist in making recommendations for reauthorization. The Committee identified concerns and requested institutions to address the concerns in a report prior to submitting this agenda item. Fourteen institutions were requested to address concerns (up from thirteen in the previous year).

In a general comparison to the 2019 review, a few items need to be highlighted:

- Financial health as documented by the CFI score was again cited as a concern for ten institutions which is up from six cited in last year's review.
- After citing only three institutions for enrollment concerns last year, the number increased to seven citations this year.

4-Year Performance  
2019 Reauthorization Review

Institutions	Institution Type	Accreditation Status	Accreditation Date
Bluefield State College	Public	Accredited	20-FEB-12
Concord University	Public	Accredited	04-SEP-08
Fairmont State University	Public	Accredited	21-MAY-13
Glenville State College	Public	Accredited	12-AUG-13
Marshall University	Public	Accredited	14-DEC-15
Shepherd University	Public	Accredited	20-JUN-12
West Liberty University	Public	Accredited	31-JUL-18
West Virginia University	Public	Accredited	12-AUG-14
Potomac State College of WVU	Public	Accredited	12-AUG-14
WVU Institute of Technology	Public	Accredited	12-AUG-14
West Virginia State University	Public	Accredited	26-OCT-15
West Virginia School Of Osteopathic Medicine	Public	Accredited	30-OCT-14
Alderson Broaddus University	Private	Accredited -On Notice	29-JUN-17
Appalachian Bible College	Private	Accredited	27-JUL-15
Bethany College	Private	Accredited	25-JUN-09
Catholic Distance University	Private	Accredited	31-JAN-16
Davis & Elkins College	Private	Accredited	18-APR-11
Future Generations University	Private	Accredited	22-SEP-10
Ohio Valley University	Private	Accredited	12-NOV-13
University of Charleston	Private	Accredited	27-JUL-15
West Virginia Wesleyan College	Private	Accredited	29-APR-10
Wheeling University	Private	Accredited	13-JAN-10
American Public University System	For-Profit	Accredited	26-MAY-06
Salem University	For-Profit	Accredited	27-FEB-14
Strayer University	For-Profit	Accredited	22-JUN-17

Annualized Unduplicated Head Count				
2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
1,867	1,718	1,558	1,605	1,463
3,025	2,954	2,803	2,659	2,490
4,694	4,822	4,677	4,620	4,548
2,237	2,269	2,200	2,086	1,916
17,186	17,613	17,198	16,818	16,452
4,738	4,712	4,641	4,700	4,523
2,530	2,770	2,342	2,253	2,338
33,265	32,464	32,188	31,900	30,914
1,919	1,859	1,732	1,658	1,584
1,423	1,533	1,497	1,634	2,077
3,830	3,769	4,175	4,466	5,105
815	832	847	849	841
1,232	1,241	1,221	1,107	1,055
317	311	295	302	323
997	826	719	708	588
N/A	287	269	282	284
953	918	945	978	919
38	49	31	31	39
485	509	485	625	493
2,831	3,102	3,199	3,331	3,579
1,578	1,534	1,601	1,483	1,366
1,812	1,582	1,470	1,310	1,573
109,214	100,156	91,144	87,489	87,085
946	1,029	1,008	1,177	1,473
338	306	245	287	300

Tuition and Fees				
2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
\$ 6,120	\$ 6,408	\$ 6,728	\$ 7,056	\$ 7,056
\$ 6,902	\$ 7,208	\$ 7,732	\$ 8,211	\$ 8,385
\$ 6,306	\$ 6,950	\$ 6,950	\$ 7,514	\$ 7,950
\$ 6,696	\$ 7,032	\$ 4,390	\$ 6,919	\$ 7,308
\$ 6,814	\$ 7,154	\$ 7,798	\$ 8,128	\$ 8,412
\$ 6,830	\$ 7,170	\$ 7,328	\$ 7,548	\$ 7,784
\$ 6,415	\$ 6,702	\$ 7,380	\$ 7,730	\$ 7,990
\$ 6,960	\$ 7,632	\$ 7,992	\$ 8,376	\$ 8,856
\$ 3,480	\$ 3,864	\$ 4,056	\$ 4,248	\$ 4,488
\$ 6,048	\$ 6,336	\$ 6,648	\$ 6,960	\$ 7,464
\$ 6,662	\$ 6,996	\$ 6,228	\$ 7,712	\$ 4,198
\$ 21,450	\$ 20,650	\$ 21,450	\$ 22,672	\$ 22,672
\$ 24,140	\$ 24,140	\$ 25,350	\$ 26,610	\$ 27,910
\$ 21,940	\$ 14,000	\$ 13,700	\$ 14,290	\$ 15,162
\$ 26,500	\$ 27,638	\$ 28,254	\$ 29,773	\$ 30,666
N/A	\$ 10,175	\$ 10,175	\$ 10,175	\$ 8,405
\$ 27,492	\$ 27,492	\$ 28,842	\$ 29,390	\$ 29,630
\$ 17,500	\$ 12,000	\$ 17,820	\$ 6,440	\$ 4,500
\$ 19,840	\$ 19,840	\$ 21,100	\$ 21,750	\$ 21,900
\$ 19,247	\$ 20,764	\$ 21,200	\$ 21,397	\$ 23,389
\$ 28,058	\$ 28,792	\$ 29,752	\$ 30,752	\$ 31,640
\$ 28,030	\$ 28,110	\$ 28,110	\$ 29,290	\$ 29,200
\$ 6,880	\$ 6,850	\$ 6,880	\$ 6,880	\$ 6,880
\$ 17,700	\$ 14,600	\$ 15,050	\$ 16,700	\$ 16,900
\$ 12,975	\$ 12,975	\$ 12,975	\$ 13,380	\$ 13,380

4-Year Performance  
2019 Reauthorization Review

Institutions	Retention Rates				
	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
Bluefield State College	59.7	58.1	67.8	63.8	64.4
Concord University	67.0	65.0	67.0	64.0	62.0
Fairmont State University	64.0	65.0	69.0	65.0	62.3
Glenville State College	59.0	62.0	62.0	57.5	50.0
Marshall University	73.0	73.0	75.0	72.0	72.0
Shepherd University	68.0	66.0	66.0	64.7	69.7
West Liberty University	66.0	70.0	72.0	71.0	72.0
West Virginia University	76.3	72.4	79.3	79.6	76.0
Potomac State College of WVU	42.0	72.1	40.6	46.1	39.0
WVU Institute of Technology	53.5	53.8	54.0	63.2	56.0
West Virginia State University	58.7	58.1	57.0	59.0	60.4
West Virginia School Of Osteopathic Medicine	98.0	98.6	97.6	98.6	96.0
Alderson Broaddus University	55.0	55.0	55.0	57.0	51.0
Appalachian Bible College	77.9	59.0	63.0	71.0	76.0
Bethany College	70.0	58.0	67.0	68.0	61.0
Catholic Distance University	N/A	0.0	0.0	0.0	0.0
Davis & Elkins College	70.3	64.8	63.3	67.9	68.0
Future Generations University	94.0	92.6	85.2	73.0	79.0
Ohio Valley University	54.0	56.0	62.0	69.0	60.0
University of Charleston	61.3	66.0	66.0	58.2	67.0
West Virginia Wesleyan College	73.0	72.0	70.0	73.6	70.0
Wheeling University	74.0	72.0	71.0	64.0	55.1
American Public University System	76.0	71.0	77.0	95.0	96.0
Salem University	38.0	41.0	46.0	48.0	46.0
Strayer University	0.0	0.0	0.0	0.0	100.0

Bachelor Graduation Rate				
2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
21.5	22.9	18.5	27.6	27.2
34.0	34.0	34.0	35.0	38.0
32.0	30.0	28.0	35.7	41.7
23.0	29.0	44.0	22.6	34.0
44.7	45.0	45.0	45.7	45.0
47.8	46.0	42.0	48.2	48.5
40.0	48.0	43.0	48.0	47.0
56.8	57.2	56.7	59.1	60.4
20.7	20.5	15.7	20.5	21.5
<i>*Note: Associate Grad Rates for PSC</i>				
18.6	21.4	21.1	33.7	21.7
24.5	25.9	29.0	26.0	30.9
0.0	0.0	0.0	0.0	0.0
36.0	36.0	49.0	47.0	34.0
46.0	40.0	51.0	40.0	53.0
47.0	41.0	41.0	50.0	34.0
N/A	0.0	0.0	0.0	0.0
41.5	43.4	47.0	41.2	40.0
0.0	0.0	0.0	0.0	0.0
26.7	30.0	34.0	45.0	45.5
47.0	40.0	49.0	46.5	40.0
58.4	50.0	50.0	48.5	49.0
64.0	57.0	63.0	64.0	21.5
40.0	31.0	29.0	34.0	35.0
15.0	12.0	26.0	26.0	11.0
0.0	0.0	0.0	0.0	0.0

Loan Default Rate				
2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
23.7	19.5	18.2	20.4	19.0
17.6	15.0	14.6	14.4	12.9
14.2	14.2	13.3	10.8	10.9
23.0	16.8	19.7	17.2	17.6
11.7	9.5	10.0	10.5	11.1
7.6	9.5	8.9	7.8	9.7
18.1	10.4	9.0	8.8	9.4
8.5	7.4	8.3	8.5	8.0
8.5	7.4	8.3	8.5	8.0
8.5	7.4	8.3	8.5	8.0
16.6	14.2	15.4	14.9	14.9
0.9	0.0	0.0	1.0	0.0
7.3	8.5	13.1	13.4	13.2
5.7	2.4	0.0	7.5	3.0
17.1	16.2	14.9	13.0	21.2
N/A	0.0	0.0	0.0	0.0
8.6	14.5	11.8	11.2	16.4
0.0	0.0	0.0	0.0	0.0
10.5	13.1	11.9	8.6	8.3
6.6	10.6	8.2	8.2	8.1
7.1	8.0	9.3	5.3	7.3
3.1	5.0	6.0	5.4	4.0
23.3	20.1	23.6	23.8	18.5
20.9	15.4	17.4	18.0	17.0
11.6	11.3	13.2	10.6	10.4

4-Year Performance  
2019 Reauthorization Review

Institutions	% Undergrads Receiving Federal Loans				
	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
Bluefield State College	60.0	55.5	56.5	62.2	52.0
Concord University	75.0	75.0	54.0	52.0	66.0
Fairmont State University	63.0	71.0	61.0	61.3	49.5
Glenville State College	69.0	67.0	73.0	47.6	71.0
Marshall University	59.2	59.0	58.0	56.0	56.1
Shepherd University	60.3	58.7	58.4	57.7	56.4
West Liberty University	82.0	49.0	70.0	56.0	59.0
West Virginia University	51.6	50.7	50.3	48.6	53.5
Potomac State College of WVU	54.7	51.8	46.4	48.6	53.5
WVU Institute of Technology	48.1	48.4	43.5	48.6	53.5
West Virginia State University	42.7	52.0	63.9	64.1	62.4
West Virginia School Of Osteopathic Medicine	0.0	0.0	0.0	0.0	0.0
Alderson Broaddus University	89.0	88.0	85.0	81.0	83.0
Appalachian Bible College	32.0	36.0	36.0	18.0	30.4
Bethany College	85.0	86.0	87.0	80.6	80.0
Catholic Distance University	N/A	0.0	5.0	10.0	8.6
Davis & Elkins College	63.5	65.6	63.0	71.0	67.7
Future Generations University	0.0	0.0	0.0	0.0	0.0
Ohio Valley University	65.8	77.0	66.9	63.3	67.6
University of Charleston	53.7	44.5	46.3	34.7	62.0
West Virginia Wesleyan College	66.3	66.0	66.4	72.0	73.0
Wheeling University	27.7	66.0	72.6	61.0	74.8
American Public University System	34.0	30.0	27.0	25.0	23.4
Salem University	81.0	79.0	81.0	69.0	93.4
Strayer University	68.0	57.0	64.0	81.9	79.0

Institutions	# Students Receiving Federal Loans				
	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
Bluefield State College	724	724	705	679	505
Concord University	731	800	830	846	664
Fairmont State University	1,605	1,527	1,492	1,349	1,219
Glenville State College	446	467	467	389	369
Marshall University	3,290	3,153	3,223	3,155	3,028
Shepherd University	1,014	121	1,140	1,082	1,063
West Liberty University	764	337	765	742	737
West Virginia University	7,215	7,193	7,017	7,427	7,023
Potomac State College of WVU	7,215	7,193	7,017	7,427	7,023
WVU Institute of Technology	7,215	7,193	7,017	7,427	7,023
West Virginia State University	905	801	809	1,000	727
West Virginia School Of Osteopathic Medicine	203	179	167	187	170
Alderson Broaddus University	245	246	288	343	324
Appalachian Bible College	56	41	45	53	33
Bethany College	326	313	274	276	277
Catholic Distance University	N/A	0	1	0	0
Davis & Elkins College	207	240	253	267	256
Future Generations University	0	0	0	0	0
Ohio Valley University	217	176	159	175	169
University of Charleston	422	458	690	621	600
West Virginia Wesleyan College	348	420	385	395	365
Wheeling University	449	472	462	552	474
American Public University System	14,184	17,379	22,640	21,671	16,496
Salem University	578	558	641	516	452
Strayer University	27,802	26,776	27,068	146	112

Institutions	Financial Health				
	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
Bluefield State College	N/A	-1.89	-1.40	-1.94	-1.85
Concord University	N/A	0.09	0.25	0.45	0.27
Fairmont State University	N/A	1.10	0.19	1.12	1.99
Glenville State College	N/A	-0.48	-0.50	-0.85	-0.74
Marshall University	N/A	2.18	2.82	2.74	2.38
Shepherd University	N/A	-0.02	-0.32	-0.76	-0.69
West Liberty University	N/A	0.28	1.10	1.46	0.40
West Virginia University	N/A	0.97	0.23	0.51	0.23
Potomac State College of WVU	N/A	0.97	0.28	0.00	0.23
WVU Institute of Technology	N/A	0.97	0.28	0.00	0.23
West Virginia State University	N/A	-1.41	-1.32	-0.52	-0.89
West Virginia School Of Osteopathic Medicine	N/A	0.00	0.00	0.00	7.19
Alderson Broaddus University	N/A	0.16	0.07	0.03	-0.13
Appalachian Bible College	N/A	2.20	1.44	1.00	0.55
Bethany College	N/A	2.10	2.00	1.70	0.89
Catholic Distance University	N/A	1.80	2.02	2.40	3.00
Davis & Elkins College	N/A	3.00	3.00	2.54	2.32
Future Generations University	N/A	2.90	1.56	1.56	1.77
Ohio Valley University	N/A	-0.26	-0.30	-0.10	-0.10
University of Charleston	N/A	2.93	2.68	2.63	2.78
West Virginia Wesleyan College	N/A	0.70	2.40	2.25	2.67
Wheeling University	N/A	0.00	2.00	1.50	1.30
American Public University System	N/A	3.00	3.00	3.00	3.00
Salem University	N/A	1.80	2.30	2.46	1.73
Strayer University	N/A	2.80	3.00	3.00	3.00

4-Year Crime  
2019 Reauthorization Review

Institutions	Criminal Homicide*					Sexual Assault**					Robbery					Aggravated Assault				
	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
Bluefield State College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Concord University	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1
Fairmont State University	0	0	0	0	0	2	13	5	5	13	0	0	0	0	0	0	2	0	1	0
Glenville State College	0	0	0	0	0	2	1	0	1	1	0	0	0	0	0	0	1	0	0	0
Marshall University	0	0	0	1	0	2	1	4	6	8	1	2	11	16	8	2	0	2	3	2
Shepherd University	0	0	0	0	0	1	5	5	8	7	1	0	0	0	0	0	0	0	0	0
West Liberty University	0	0	0	0	0	2	1	1	2	2	0	0	0	0	0	0	2	4	0	0
West Virginia University	0	0	0	0	0	18	16	13	20	9	1	4	5	6	3	5	9	1	3	6
Potomac State College of WVU	0	0	0	0	0	1	2	0	0	1	1	0	1	0	0	0	0	0	0	0
WVU Institute of Technology	0	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0
West Virginia State University	0	0	0	0	0	1	3	3	2	0	1	0	0	0	0	2	0	1	1	0
West Virginia School of Osteopathic Medicine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alderson Broaddus University	0	0	0	0	0	0	1	3	0	0	0	0	0	0	1	0	1	1	0	0
Appalachian Bible College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany College	0	0	0	0	0	5	1	2	5	2	0	1	0	0	0	2	0	0	2	1
Catholic Distance University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Davis & Elkins College	0	0	0	0	0	0	7	4	3	3	0	0	0	0	0	0	0	0	0	0
Future Generations University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio Valley University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University Of Charleston	0	0	0	0	0	1	0	0	4	4	0	0	0	0	0	0	0	0	0	0
West Virginia Wesleyan College	0	0	3	0	0	4	7	0	6	8	0	0	0	0	0	1	0	0	0	1
Wheeling University	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	1	0	1	1
American Public University System	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Salem University	0	0	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0
Strayer University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* Replaces murder and negligent homicide (values from previous years converted into this category)

\*\* Replaces forcible/non-forcible sex offense (values for those categories from previous years converted to this category)

\*\*\* Items broken out in these categories were previously grouped together in the general Hate Crimes category

4-Year Crime  
2019 Reauthorization Review

Institutions	Burglary					Motor Vehicle Theft					Arson					Hate Crimes (prior to 2018)				
	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data	2014 Data	2015 Data	2016 Data	2017 Data	2018 Data
Bluefield State College	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Concord University	3	2	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Fairmont State University	3	12	7	4	9	0	0	0	0	6	0	0	0	0	0	0	0	0	1	N/A
Glenville State College	8	3	7	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Marshall University	17	5	26	7	11	2	0	3	1	1	1	0	1	0	0	0	0	0	0	N/A
Shepherd University	0	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	N/A
West Liberty University	4	0	5	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	1	N/A
West Virginia University	21	19	22	11	18	4	4	5	3	6	4	2	1	2	1	0	0	0	0	N/A
Potomac State College of WVU	6	13	12	10	6	0	0	0	0	1	1	0	0	0	0	0	0	0	0	N/A
WVU Institute of Technology	6	3	1	1	2	0	0	0	2	0	0	0	0	0	0	0	0	0	0	N/A
West Virginia State University	4	2	6	8	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	N/A
West Virginia School of Osteopathic Medicine	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Alderson Broaddus University	10	17	13	9	14	0	0	0	1	0	0	0	0	0	0	1	0	2	0	N/A
Appalachian Bible College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Bethany College	15	8	8	5	6	0	0	0	0	0	0	0	2	1	0	0	0	0	0	N/A
Catholic Distance University	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Davis & Elkins College	10	9	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Future Generations University	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	N/A
Ohio Valley University	2	4	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
University Of Charleston	1	8	11	15	3	0	0	1	1	0	0	0	0	0	0	0	0	0	0	N/A
West Virginia Wesleyan College	11	4	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	N/A
Wheeling University	9	6	4	4	4	0	0	1	0	0	1	1	0	4	0	0	0	0	0	N/A
American Public University System	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Salem University	3	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	N/A
Strayer University	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	N/A

4-Year Crime  
2019 Reauthorization Review

	Larceny / Theft (new for 2018)***					Simple Assault (new for 2018)***					Intimidation (new for 2018)***					Destruction / damage / vandalism of property (new for 2018)***					Domestic Violence (new for 2018)				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Institutions</b>	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data	Data
Bluefield State College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Concord University	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	2
Fairmont State University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	5
Glenville State College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Marshall University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	4
Shepherd University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	0
West Liberty University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
West Virginia University	N/A	N/A	N/A	N/A	209	N/A	N/A	N/A	N/A	61	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	106	N/A	N/A	N/A	N/A	20
Potomac State College of WVU	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	2
WVU Institute of Technology	N/A	N/A	N/A	N/A	20	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	13	N/A	N/A	N/A	N/A	1
West Virginia State University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
West Virginia School of Osteopathic Medicine	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Alderson Broaddus University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Appalachian Bible College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Bethany College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Catholic Distance University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Davis & Elkins College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Future Generations University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Ohio Valley University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
University Of Charleston	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
West Virginia Wesleyan College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Wheeling University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
American Public University System	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Salem University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0
Strayer University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0

4-Year Crime  
2019 Reauthorization Review

Institutions	Dating Violence (new for 2018)					Stalking (new for 2018)					Illegal Weapons					Drug Law Violations					Liquor Violations				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Bluefield State College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0
Concord University	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	0	0	0	1	0	0	5	7	4	1	11	6	4	1	0	5
Fairmont State University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	17	0	0	0	0	2	8	22	3	9	20	2	1	0	0	35
Glenville State College	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	0	0	0	0	0	0	8	0	1	5	18	3	2	1	5	18
Marshall University	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	2	0	1	3	6	1	36	16	68	56	65	44	47	30	51	61
Shepherd University	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	0	0	0	1	0	0	5	12	3	9	73	19	39	28	33	25
West Liberty University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	1	1	0	0	4	10	7	4	6	21	8	12	14	42
West Virginia University	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	3	3	2	4	3	2	224	229	160	231	169	538	401	485	529	318
Potomac State College of WVU	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	19	20	17	32	18	44	48	25	16	7
WVU Institute of Technology	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	1	0	0	1	4	4	0	1	5	0	5	0	0
West Virginia State University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	1	0	0	1	0	4	0	0	4	0	0	0	0	3	0
West Virginia School of Osteopathic Medicine	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alderson Broaddus University	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	0	0	0	0	1	0	1	5	9	3	38	5	3	4	3	19
Appalachian Bible College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany College	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	2	0	1	0	0	3	2	26	2	1	15	0	36	9	0	8
Catholic Distance University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Davis & Elkins College	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	1	0	0	0	0	23	0	0	0	0	24
Future Generations University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio Valley University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	1	0	0	0	0	3	0	0	0
University Of Charleston	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	N/A	0	0	0	1	0	0	6	3	9	10	3	110	54	50	60	100
West Virginia Wesleyan College	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	N/A	0	0	0	0	0	2	0	0	2	1	32	3	2	0	1	69
Wheeling University	N/A	N/A	N/A	N/A	1	N/A	N/A	N/A	N/A	1	0	0	0	0	0	0	0	3	1	0	0	0	1	1	0
American Public University System	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Salem University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	1	1	0	0	2	0	0	0	0	0
Strayer University	N/A	N/A	N/A	N/A	0	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Master of Business Administration

**INSTITUTION:** Concord University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Business Administration at Concord University for implementation in August 2021. This approval expires two years from the date of Commission approval if the program is not fully implemented.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

The proposed Master's in Business Administration (MBA) at Concord University is a 30-credit hour program scheduled to begin accepting students in the fall semester of 2021 that will offer concentrations in business data analytics, accounting and finance, or recreation and tourism management.

The program is designed for a full-time student to complete the coursework in one calendar year. There are two application cycles each year, one for the fall semester and one for the spring semester. Applicants must have graduated from an accredited institution with an undergraduate degree in business administration. Those students who did not graduate with an undergraduate business degree must complete either 15 credit hours in undergraduate foundation courses or 6 credit hours of MBA foundation courses prior to being fully accepted into the program. In order to graduate, students must complete all coursework with a minimum GPA of 3.0.

No other institution in southern West Virginia offers the MBA. Concord University has the credentialed faculty, the current facilities, and is building their library resources to offer the program. No additional funds are requested to start the program.

Concord University intends to seek the Academy of Collegiate Business Schools and Projects (ACBSP) accreditation for the program. ACBSP requires two years of cohorts and data collection before an application can be made for accreditation.

The following is recommended by the Academic Affairs staff:

- The Master of Business Administration program at Concord University be approved for implementation in August 2021.

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

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

**Master of Business Administration (MBA)  
Degree and Program Proposal**

**Concord University**

**Athens, WV**

**March 2020**



**Prepared by:**

**Susan Robinett, Ph.D  
Logan Browning, Ph.D  
D. William Deck, Ph.D  
Muhammad Islam, Ph.D  
Kenroy Wedderburn, DBA**

Degree  
 Major  
 Specialization  
  
 Undergraduate  
 Graduate



### **New Degree/Major/Specialization Full Proposal**

Name of Institution: Concord University

Location: Athens, WV 24712

Date Category of Action Required: For Program Implementation in Fall 2021

Title: Master of Business Administration (MBA)

Department (location of Degree/Major/Specialization):  
Department of Business and Recreation and Tourism Management

Total Credit Hours: 30 credit hours

CIP Code for this Degree/Major/Specialization (As labeled in the Banner screen STVMAJR):  
Title – Business Administration and Management; CIP Code – 52.0201

Effective date:  Fall  Spring semester of 2021

Signature of Department Chair

*Susan Robnett*

\_\_\_\_\_ Date \_\_\_\_\_

Signature of Dean

\_\_\_\_\_ Date \_\_\_\_\_

Michael J. Farrell, Esq.  
Chair



Sarah Armstrong Tucker, Ph.D.  
Interim Chancellor

**West Virginia Higher Education Policy Commission**

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January 22, 2020

Dr. Kendra Boggess  
President  
Concord University  
Post Office Box 1000  
Athens, WV 24712

Dear President Boggess:

As no concerns regarding the Notice to Plan for the Master of Business Administration program were received, I acknowledge the request from Concord University to initiate the development of the new program.

The proposal for implementation should be prepared in accordance with the language and provisions of Series 11, *Submission of Proposals for New Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs*. While the proposal will need to address the appropriate elements of Series 11, I suggest you work closely with the Higher Learning Commission (HLC) to assure that the HLC will approve the additional graduate degree program at Concord University. Also, I encourage you to closely examine the institutional commitment that will be required to position the necessary resources, both human and financial, to support and sustain the proposed program.

Addressing these issues will facilitate the timely review of your program proposal, once submitted. If you have questions or need assistance, please contact the Academic Affairs Office.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Armstrong Tucker", written over a horizontal line.

Sarah Armstrong Tucker, Ph.D.  
Interim Chancellor

C: Dr. Peter Viscusi, Provost, Concord University  
Dr. Corley Dennison, III, Vice Chancellor for Academic Affairs, Policy Commission

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*Leading the Way: Access. Success. Impact.*

**Department of Business and RTM**  
**Master of Business Administration Degree Proposal**  
**Executive Summary**  
**Presented to Academic Council – March 19, 2020**

The proposed online program is a response to the long felt need and aspiration on the part of the students, community and business leaders, and the populace in general that Concord develop an institutional program to deliver quality graduate level education in Business Administration. While other educational institutions in West Virginia offer online Masters Programs in Business Administration, access to campuses and research are not within easy access of students in the region. It is proposed that an online program be established in our existing undergraduate locations for business studies in Athens and Beckley.

It is important to note that the State of West Virginia's commitment to higher education includes better access to graduate education in Southern West Virginia. Quality in education, especially at the graduate level, requires close interaction among students and their peers, students and instructors, and instruction by full-time faculty who are experts in their disciplines, as opposed to part-time/adjunct instructors with transitory involvement. Quality also requires adequate support services, including libraries, databases, and analytical software programs, which can be better provided within the institutional facility of the proposed program. With the many technological innovations to support online learning, the proposed MBA program has the potential to attract students from West Virginia, as well as those residing outside of West Virginia. We believe that the initiation of the proposed MBA program at Concord University will be a strong step forward towards fulfilling the graduate business education needs in Southern West Virginia, and the region.

## Table of Contents

New Degree/Major/Specialization Full Proposal.....	2
Part I – PROGRAM DESCRIPTION (6.2).....	1
A. Program Learning Outcomes/Objectives (6.2.a) .....	1
B. Program Identification (6.2.b) .....	4
C. Program Features (6.2.c) .....	4
1. Admissions and Performance Standards (6.2.c.1) .....	4
2. Program Requirements (6.2.c.2) .....	6
D. Program Outcomes (6.2.d) .....	15
E. Program Content (6.2.e) .....	15
Part II – PROGRAM NEED AND JUSTIFICATION (6.3) .....	16
A. Relationship to Institutional Goals/Objectives (6.3.a).....	16
B. Existing Programs (6.3.b) .....	17
C. Program Planning and Development (6.3.c).....	18
D. Clientele and Need (6.3.d).....	18
Needs Assessment Surveys Results .....	19
E. Employment Opportunities (6.3.e) .....	21
F. Program Impact (6.3.f) .....	21
G. Cooperative Arrangements (6.3.g) .....	21
H. Alternative Program Development (6.3.h).....	22
Part III – PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS 6.4) .....	22
A. Program Administration (6.4.a).....	22
B. Program Projections (6.4.b) .....	22
C. Faculty Instructional Requirements (6.4.c).....	23
D. Library Resources and Instructional Materials (6.4.d) .....	24
E. Support Service Requirements (6.4.e) .....	24
F. Facilities Requirements (6.4.f) .....	25
G. Operating Resource Requirements (6.4.g).....	25
Part IV - PROGRAM EVALUATION (6.5).....	26
A. Evaluation Procedures (6.5.a).....	26
B. Accreditation Status (6.5.b) .....	27
APPENDIX A -- Program Learning Outcomes and Assessment Rubrics .....	28

APPENDIX B --MBA Proposed Course Syllabi .....	34
APPENDIX C --Required FORM 1 .....	48
APPENDIX D --Required FORM 2 .....	50
APPENDIX E --Projected Program Revenue .....	54
APPENDIX F --Projected Program Expenses .....	59

**Concord University**  
**Master of Business Administration (MBA)**

**Part I – PROGRAM DESCRIPTION (6.2)**

The Master of Business Administration (MBA) program will be a general MBA with 30 hours of course work. We expect that the program to expand and receive visibility within a relatively short period of time primarily due to the absence of a MBA program in Southern West Virginia and the sufficiently high quality of the program that we intend to offer. Once the initial program objective is satisfactorily achieved, we intend to start the second phase of the program i.e. offering concentrations in areas such as Business Data Analytics, Accounting and Finance, or Recreation and Tourism Management by completing an additional 6 hours of concentrated studies. The MBA is designed for candidates who currently hold an undergraduate degree from an accredited institution in business administration. For candidates who are undergraduate non-business majors, completing 15 credit hours of foundation courses (undergraduate business courses) or completing two MBA Foundation courses is required in order to be eligible to seek admission to the MBA program.

The Master of Business Administration (MBA) program will focus on preparing candidates in the knowledge and skills needed to lead organizations in effectively. The general business emphasis curriculum includes graduate level courses in the functional areas of accounting, economics, finance, marketing, organizational theory, quantitative analysis, and strategic management. Additionally, critical perspectives will be emphasized within the program. These include ethical, global, political, social, legal and regulatory, and environmental issues; technology; demographic diversity; and written and oral communication skills. The program can be completed in one year including summer sessions.

**A. Program Learning Outcomes/Objectives (6.2.a)**

Program learning outcomes have been established to meet the needs of both our prospective students and the business community in the region we serve, and in conformance with the learning outcomes put forth by the ACBSP and other accrediting agencies. Our market area includes a variety of “small businesses” with only a limited number of Fortune 500 type organizations. Employers need employees with strong planning, analytic, and communication skills. As such, every MBA graduate will develop a strong foundation in all functional areas of business, beginning with managerial accounting and finance. Each needs to be able to assess the merits of marketing and operational alternatives and communicate their analysis effectively to executive decision-makers.

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community. The overall educational goals for Concord University are:

1. **Knowledge/Mastery of Content** -- Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.
2. **Critical Thinking** -- Students will demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.
3. **Communication** -- Students will demonstrate the ability to communicate clearly and effectively.
4. **Personal, Civic, Cultural, and Global Competence** -- Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

(Concord University online 2019-2020 Academic Catalog,

The proposed educational objectives of the MBA program are tied to the overall University Learning Goals and mission to provide for a quality academic program and accountability of student learning. All program learning outcomes and assessment rubrics are presented in APPENDIX A. Graduates of the proposed MBA program will:

<b>MBA Programmatic Learning Outcome</b>	<b>Learning Goal Objectives</b>	<b>Specific Course(s) Assessment of Learning Outcome</b>	<b>Overall Programmatic Assessment of Learning Outcome</b>
Prepare and present high quality written and oral assignments and projects.	<ul style="list-style-type: none"> <li>• Plan and deliver interactive and formal presentations</li> <li>• Prepare the context and purpose of communication</li> <li>• Apply appropriate and effective communication organization</li> <li>• Assemble and write/speak using appropriate style/mechanics</li> <li>• Compose communication backed up by sources and evidence</li> </ul>	MBA 530 Marketing for Managers	To be assessed in all courses with a required written and/or oral component
Integrate knowledge of business disciplines, the economic environment, and trends for managerial decision making	<ul style="list-style-type: none"> <li>• Synthesize data from all applicable business disciplines in decision making</li> <li>• Evaluate the internal and external economic environments when making managerial decisions</li> <li>• Formulate trends information to be used in managerial decision making</li> </ul>	MBA 510 Accounting for Managers MBA 520 Applied Managerial Finance	Each MBA course will provide at least one assessment related to at least one objective of one goal.
Evaluate real world examples with global and ethical implications	<ul style="list-style-type: none"> <li>• Apply ethical principles to decision making process</li> <li>• Apply knowledge of globalization issues in decision options</li> </ul>	MBA 595 Applied Business Strategy	
Explain the importance of using leadership and emotional intelligence in business	<ul style="list-style-type: none"> <li>• Apply the techniques of emotional intelligence and effective leadership to develop an appropriate response to a real-world challenges in business</li> <li>• Apply principles of leadership and emotional intelligence to understand and implement change</li> <li>• Manage and adapt emotional behaviors that impact leadership in a variety of workplace situations</li> </ul>	MBA 580 Leadership and Emotional Intelligence	
Apply analytical and technical skills to solve problems	<ul style="list-style-type: none"> <li>• Identify and articulate a problem</li> <li>• Apply possible solution strategies for problem solving</li> <li>• Analyze relevant information towards a solution</li> <li>• Evaluate optimality of solution conducted</li> </ul>	MBA 570 Data Analytics II MBA 590 Project Management	

## **B. Program Identification (6.2.b)**

The Master of Business Administration (MBA) Classification of Instruction (CIP) #52.0201 Business Administration and Management, General. <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

## **C. Program Features (6.2.c)**

The Master of Business Administration Program is a 30-hour program for candidates interested in continuing their business education by pursuing graduate education after completing their undergraduate degree in business or in those interested in furthering their career success or changing careers. The program prepares to students with a broad base of knowledge in business concepts from various disciplines and applications while focusing on leadership, communication, and quantitative skills.

The capstone MBA course is application oriented and allows students to integrate functional knowledge to analyze external and internal business environments, and to formulate and implement effective, competitive strategies for organizations. The capstone application results from the summative knowledge and skills from the core courses of the program.

The MBA degree requires the completion of a 30-hour general business curriculum. Candidates who require prerequisite courses may have to complete more credit hours to receive the MBA.

### ***1. Admissions and Performance Standards (6.2.c.1)***

For *unconditional acceptance* into the Master of Business Administration Program applicants must:

- Meet on of the following baccalaureate degree requirements:
  - Hold a baccalaureate degree in business administration with a minimum 2.75 GPA from a regionally accredited institution; OR
  - Hold a baccalaureate degree with a minimum 2.75 GPA from a regionally accredited institution; the MBA candidate will be required to complete the MBA Foundations I and II courses before starting in the MBA coursework and achieve at least a minimum score of 148 on the ETS Major Field Exam which will be administered at the completion of the Foundations courses. As an alternative, MBA candidates may choose to complete undergraduate course work in Accounting Principles I (3 hours); Principles of Microeconomics (3); Business Statistics (3); Principles of Finance (3); and Principles of Marketing (3); OR
  - Hold a baccalaureate degree in business administration with a minimum GPA of 2.5 must complete the MBA Foundations I and II courses and achieve a minimum score of 148 on the ETS Major Field Exam; OR

- Hold a baccalaureate degree with a minimum 2.75 GPA and a minimum of 5 years' professional experience in business and achieve at least a minimum score of 148 on the ETS Major Field Exam;
- Provide official transcripts from all undergraduate institutions (with the exception of Concord University-these are already on file);
- Provide 2 letters recommending admission into the program. At least one letter must be from a professional that is knowledgeable of your content background;
- Complete the Application for Admission and submit the \$30.00 fee.

Application Deadlines – Fall Deadline – April 15; Spring Deadline – November 15

A candidate may apply to the advanced program and take nine (9) credit-hours of courses before all admission requirements must be met. However, application and fee, and transcripts are necessary for conditional acceptance. Failure to complete all admission requirements after nine (9) hours of coursework may result in administrative withdrawal from the courses or credit may not be applied toward graduation in the degree program. Once all admission requirements are met, the student will receive a letter of unconditional acceptance to the MBA program and can then continue coursework.

The following performance standards must be met for successful completion of the Master of Business Administration (MBA) Program:

- Complete the 30 hour MBA program with an overall GPA of 3.00 or above.
- Any grade less than “C” in any graduate course is unacceptable and must be repeated.

## **2. Program Requirements (6.2.c.2)**

The 30 hour MBA program will consist of a general MBA program of study. Developed syllabi for the MBA program core courses are in APPENDIX B.

### ***MBA Program Courses:***

MBA 500 Foundations I	3 hrs
MBA 501 Foundations II	3 hrs
(The above courses are not required for completion of the MBA, but may be required for admission to the program for candidates without an undergraduate business administration degree)	
MBA 510 Accounting for Managers	3 hrs
MBA 520 Applied Managerial Finance	3 hrs
MBA 530 Marketing for Managers	3hrs
MBA 540 Data Analytics I	3 hrs
MBA 550 Operations and Supply Chain Management	3hrs
MBA 560 Managerial Economics	3 hrs
MBA 570 Data Analytics II	3 hrs
MBA 580 Leadership and Emotional Intelligence	3 hrs
MBA 590 Project Management	3 hrs
MBA 595 Applied Business Strategy	3 hrs
<b>Total MBA Program</b>	<b>30 hrs</b>

Course descriptions and course learning objectives for each proposed course for the MBA degree program are included below.

**MBA 500 Foundations I:**

This course is the first of two foundation courses and has been designed to provide the necessary prerequisite foundation principles in the areas of Accounting, Marketing and Economics required for prospective students seeking admission into the MBA program. The Admissions requirement outlines the criteria for students who need to do the foundation courses.

**MBA 501 Foundations II:**

This course is the second of two foundation courses and has been designed to provide the necessary prerequisite foundation principles in the areas of Finance and Statistics required for prospective students seeking admission into the MBA program. The Admissions requirement outlines the criteria for students who need to do the foundation courses. MBA 500 is a prerequisite for this course.

**MBA 510 Accounting for Managers:**

Course Description: This course is an introduction to financial and managerial accounting concepts from a management perspective with an emphasis on the analysis and evaluation of accounting information as part of the managerial processes of planning, controlling and decision making.

Course Objectives:

- Demonstrate working knowledge of the balance sheet, income statement, and statement of cash flows
- Analyze cost behaviors for purposes of managerial decision making
- Apply product and service costing techniques to aid in optimal pricing and product mix decisions
- Assess business decisions using relevant cost information to choose optimal courses of action
- Formulate budgets and evaluate actual results using variance analysis
- Perform cost-volume profit analysis to assess viability of products including break-even and target profit/cost analysis

**MBA 520 Applied Managerial Finance:**

Course Description: This course provides the students with the conceptual framework and application practice using cases, to optimize the financial management decision making process

## Course Objectives:

- Demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions
- Calculate the weighted average cost of capital (WACC) and apply to solving corporate budgeting problems.
- Calculate the value of stocks and bonds using discounted cash flow methods
- Describe the process and considerations involved in various methods of raising financing in capital markets, including private placements, IPOs
- Explain the concepts of risk and return.
- Demonstrate the ability to solve finance problems utilizing Microsoft Excel

**MBA 530 Marketing for Managers:**

Course Description: This course applies strategic branding and marketing management skills needed for marketing professionals to successfully design, implement and manage local, regional, and global marketing brands and plans.

## Course Objectives:

- Apply market-driven and customer-focused information in effective decision-making both in class and in simulations
- Describe: the role of brands, the concept of brand equity and the advantages of creating strong brands in marketing
- Identify the major trends and forces that are changing the marketing landscape
- Define the three main ways to build brand equity including properly choosing brand elements, designing marketing programs and activities, and leveraging secondary associations
- Apply a variety of approaches to the measurement of brand equity and markets
- Describe how to implement marketing and brand equity measurement systems
- Devise brand hierarchies and portfolios that maximize the firm's profitability
- Analyze and apply human motivational and personality research to buying behaviors
- Explore and apply the roles of corporate brands, family brands, individual brands, modifiers, and combine them into sub-brands and strategic offerings
- Strategically model how to plan to adjust branding strategies over time and across international geographic boundaries to maximize brand equity

**MBA 540 Data Analytics I:**

Course Description: This course examines statistical analysis in business decision. Topics include sampling distribution, confidence intervals, hypothesis tests, and business forecasting using multiple regression.

**Course Objectives:**

- The course is designed to enable students to carry out sophisticated statistical analysis using data drawn from various areas of business such as management, finance, marketing and economics

**MBA 550 Operations and Supply Chain Management:**

Course Description: This course will examine the many facets of the ongoing operations of an organization in an economy in which both customers and suppliers are located throughout the world by proper analysis and application of operations management methods.

**Course Objectives:**

- To demonstrate the knowledge of how to successfully manage the ongoing operations of an organization in an economy in which both customers and suppliers are located throughout the world by proper analysis and application of operations management methods.

**MBA 560 Managerial Economics:**

Course Description: With profit maximization as the goal, the course addresses issues such as market analysis, competition and market structure, product pricing, decision making under uncertainty, and strategy using game theory.

**Course Objectives:**

- The course is designed to enable students to carry out sophisticated economic analysis under various circumstances. Theoretical and empirical analysis drawing data from different areas of business will be attempted.

**MBA 570 Data Analytics II:**

Course Description: A course on statistical, mathematical, and business analytical tools to assist in management decision making. Students will get hands on experience using these tools to solve various business problems. In this course, students will learn conceptual, theoretical, and technical skills that will allow them to learn from data, develop professional visualizations, and enable them to accurately communicate their findings.

**Course Objectives:**

- To demonstrate a complete understanding of the topics listed below
  - Data Visualization with Charts including Pareto Charts, Crosstabulation, and Pivot Tables
  - Time Series Analysis and Forecasting
  - Spreadsheet Models including what if analysis
  - Linear and Integer Optimization using solver
  - Descriptive Data Mining with Cluster Analysis
  - Monte Carlo Simulation

**MBA 580 Leadership and Emotional Intelligence:**

Course Description: In this course we will also examine evidence-based research that links leadership and emotional intelligence. A growing body of social science research offers clear evidence that emotional intelligence (EI) plays a crucial role in leadership effectiveness. This course includes an in-depth review of some of this literature with regard to both leadership effectiveness and emotional intelligence

**Course Objectives:**

- Identify how working with emotional intelligence can lead to better outcomes with the people that they are responsible for
- Understand behavioral preferences and how to work with others with different preferences
- Understand their mode and style of leadership and what they need to do to get the most out of difficult situations
- Know the importance of conflict and how they can work with it to build relationships
- Develop and build their social skills and their emotional intelligence
- Enhance their leadership capabilities through the application of emotional intelligence

**MBA 590 Project Management:**

Course Description: This course takes a contemporary, decisive, and business-oriented approach to teaching and learning project management. The course will take a thorough look into the foundational concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project. Topics include strategy and planning, scope, leadership, time and cost management, team building, scheduling, ethics, risk and resource management.

**Course Objectives:**

- Examine the life cycle of a project and the benefits of project management
- Organize a project into manageable parts
- Develop project budgets and schedules
- Plan for and predict the risks in project management
- Explain how a project is monitored and reported to key stakeholders
- Apply concepts related to organizational workflow including the staffing process, project planning elements, and the project plan contents and project communications
- Demonstrate several basic project scheduling techniques including WBS, CPM, PERT, GANTT CHARTS, and resource constrained scheduling
- Explain related concepts of organizational forms, conflict resolution, and issues related to leadership and task management in a project environment

**MBA 595 Applied Business Strategy:**

Course Description: This course is the capstone course for Concord University's MBA program. The application oriented nature of this course requires students to integrate functional knowledge from the core courses in this program to analyze the external and internal environments, and formulate and implement effective, competitive strategies for organizations.

**Course Objectives:**

- Demonstrate the ability to access, analyze, and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions
- Explain the fundamental concepts, principles and practices associated with strategy formulation and implementation.
- Analyze and Evaluate a firm's strategic choices in the context of its industry and the larger environment.
- Assess the managerial activities required to create sustainable competitive advantage for their companies.
- Analyze and evaluate real life company situations and develop creative strategic management solutions.

Candidates may complete the Master of Business Administration Program in one year, including summer sessions, as indicated in the schedule below. If courses are taken out of sequence, it may add additional time to program completion. A 12-month and 14-month full-time program completion models are presented, as well as a 2-year part-time program completion model.

<b>MBA Program 12- month Model</b>		
<b>Full-time Coursework</b>		
<b>completing 12 hours per semester and 6 hours per summer session</b>		
<b>Fall Semester – Students attending full-time should plan to start in the fall semester</b>	<ul style="list-style-type: none"> <li>• Accounting for Managers</li> <li>• Data Analytics I</li> <li>• Marketing for Managers</li> <li>• Managerial Economics</li> </ul>	12 hours
<b>Spring Semester</b>	<ul style="list-style-type: none"> <li>• Applied Finance*</li> <li>• Data Analytics II*</li> <li>• Leadership and Emotional Intelligence</li> <li>• Project Management</li> </ul>	12 hours
<b>Summer Session I – Full-time students may consider starting Summer I term</b>	<ul style="list-style-type: none"> <li>• Operations and Supply Chain Management</li> </ul>	3 hours
<b>Summer Session II</b>	<ul style="list-style-type: none"> <li>• Applied Business Strategy*</li> </ul>	3 hours
<b>Degree Completion</b>		<b>30 hours</b>
If foundation courses are needed, candidate will need to complete two summer sessions prior to beginning the degree program in the Fall semester		
Summer Session I	MBA Foundations I	3 hours (P/F credit)
Summer Session II	MBA Foundations II Completion of ETS Major Field Test with a minimum score of 148	3 hours (P/F credit)

\*Prerequisites required for these courses.

While 9 hours is considered full-time for graduate studies, we are proposing a 4+1 for students completing the undergraduate business administration degree program, where they can earn the degree in one additional year by completing two 12-hour terms and 6 hours in summer.

<b>MBA Program 14- month Model</b>		
<b>Full-time Coursework</b>		
<b>completing 9 hours per semester and 6 hours per TWO summer session</b>		
<b>Summer Session I -- Students attending full-time should plan to start in the first summer term</b>	<ul style="list-style-type: none"> <li>Marketing for Managers</li> </ul>	3 hours
<b>Summer Session II</b>	<ul style="list-style-type: none"> <li>Project Management</li> </ul>	3 hours
<b>Fall Semester –</b>	<ul style="list-style-type: none"> <li>Accounting for Managers</li> <li>Data Analytics I</li> <li>Managerial Economics</li> </ul>	12 hours
<b>Spring Semester</b>	<ul style="list-style-type: none"> <li>Applied Finance*</li> <li>Data Analytics II*</li> <li>Leadership and Emotional Intelligence</li> </ul>	12 hours
<b>Summer Session I – Full-time students may consider starting Summer I term</b>	<ul style="list-style-type: none"> <li>Operations and Supply Chain Management</li> </ul>	3 hours
<b>Summer Session II</b>	<ul style="list-style-type: none"> <li>Applied Business Strategy*</li> </ul>	3 hours
<b>Degree Completion</b>		<b>30 hours</b>
If foundation courses are needed, candidate will need to complete two summer sessions prior to beginning the degree program in the Fall semester		
Summer Session I	MBA Foundations I	3 hours (P/F credit)
Summer Session II	MBA Foundations II Completion of ETS Major Field Test with a minimum score of 148	3 hours (P/F credit)

\*Prerequisites required for these courses.

This schedule allows for completion in 14-months by going two summer terms. Financial analysis of the program proposal is fully explained in section 6.4 of this document. In evaluating both options for full-time attendance, 9 credit hours versus 12 credit hours, there was little difference in the revenue generated if students are allowed to take 12 hours per semester. In addition, we must consider that we may lose students who want to complete more quickly by limiting their credit hours to 9.

<b>MBA Program 24- month Model</b>		
<b>Part-time Coursework</b>		
<b>Fall Semester 1</b>	<ul style="list-style-type: none"> <li>Accounting for Managers</li> <li>Marketing for Managers</li> </ul>	6 hours
<b>Spring Semester 1</b>	<ul style="list-style-type: none"> <li>Applied Finance</li> <li>Project Management</li> </ul>	6 hours
<b>Summer I</b>	<ul style="list-style-type: none"> <li>Operations and Supply Chain Management</li> </ul>	3 hours
<b>Fall Semester 2</b>	<ul style="list-style-type: none"> <li>Data Analytics I</li> <li>Managerial Economics</li> </ul>	6 hours
<b>Spring Semester 2</b>	<ul style="list-style-type: none"> <li>Data Analytics II</li> <li>Leadership and Emotional Intelligence</li> </ul>	6 hours
<b>Summer Session II</b>	<ul style="list-style-type: none"> <li>Applied Business Strategy</li> </ul>	3 hours
<b>Degree Completion</b>		<b>30 hours</b>
If foundation courses are needed, candidate will need to complete two summer sessions prior to beginning the degree program in the Fall semester		
Summer Session I	MBA Foundations I	3 hours (P/F credit)
Summer Session II	MBA Foundations II Completion of ETS Major Field Test with a minimum score of 148	3 hours (P/F credit)

Future expansion of the degree program may include providing areas of concentration as resources become available for the expansion. The 30-hour general program may be changed to a 21-hour general MBA core and 9-hours of concentration courses in the proposed areas of Accounting, Finance, Management, Marketing, Human Resources, Business Analytics, and Cybersecurity Management. These areas of study were identified as the top areas of interest in a recent survey conducted regarding offering an MBA degree at concord University.

#### **D. Program Outcomes (6.2.d)**

The program intends to produce graduates that demonstrate:

- a comprehensive foundation level knowledge in all areas of business
- to minimally serve a business at supervisory capacity after graduation (leadership)
- competency to evaluate and use business trend
- competency in data analytics
- strategic management and leadership skills
- effective communication skills.

In addition, program outcomes will provide candidates:

- with professional skills to work collaboratively, especially with colleagues, clients, or any interest group to which the company have strategic business interests.
- with the tools to grow in knowledge, skills, and dispositions to succeed at a senior management level.

#### **E. Program Content (6.2.e)**

The MBA programmatic content is consistent with the mission of Concord University to provide graduate and undergraduate programs in the University's regional area. The proposed MBA may serve as a 4+1 program for the existing baccalaureate degree in business administration, providing current students with a more accessible option to matriculate from their undergraduate program into a graduate program. The proposed MBA program will also serve to reach the regional business community which is within the purview of the mission of the University.

The proposed MBA program meets the requirements for a master's program to be 30 semester credit hours beyond the bachelor's degree. Our proposed program will be a 30-hour general MBA program that can be completed in one-year of full-time studies.

Concord University currently utilizes the Blackboard Learning System as the online course management system for graduates courses. The MBA Program will be delivered mainly through an online asynchronous instruction. In addition, various synchronous instruction can be facilitated using other relevant technology available through current instructional resources. *\*Graduate tuition and fees will cover the delivery of the MBA Program.*

## Part II – PROGRAM NEED AND JUSTIFICATION (6.3)

### A. Relationship to Institutional Goals/Objectives (6.3.a)

Concord University's mission is to provide "quality, liberal arts based education, to foster scholarly activities, and to service the regional community. Concord's graduate and undergraduate programs lead students to assume leadership and professional roles in a multicultural society and prepare students to face the challenges of globalization." Therefore, development of Masters of Business Administration (MBA) program within the purview of the mission of the university.

Additionally, Concord University's current strategic plan includes our shared strategic vision of:

- Concord University will be a distinctive institution serving a larger and more diverse body of students.
- With a commitment to continued quality, the University will define success in terms of lifelong student success, with a focus on outcomes such as graduation rates and degree production and the achievement of student career, educational and life goals post-graduation.
- Programs and services will be offered from a more vibrant main campus, but also from a broader virtual and off-site presence.
- Advantageous strategic partnerships will be forged to offer quality programs and services.
- Finally, Concord will be more financially self-sufficient, able to properly support its high quality programs and services, and to generate resources for investments in its future. (Concord University website, <https://www.concord.edu/About/History-Future/Strategic-Plan.aspx>, 2020)

The proposed Masters of Business Administration (MBA) program aligns with all of the University's shared strategic vision. With an online MBA program, we will

- serve a larger and diverse body of students;
- improve graduation rates through articulation with our undergraduate business administration program;
- provide a more vibrant virtual presence;
- develop strategic partnerships with local, regional, and national institutions through career placement of MBA graduates; and
- increase revenues through enrollment in the MBA degree placing Concord in a better financial self-sufficient position.

The relationship between the Learning Goals of Concord University and the proposed MBA programmatic goals have previously been addressed in the Program Objectives (section 6.2.a) and Program Outcomes (Section 6.2.d).

The proposed program is fully consistent with the University's mission and strategic vision. In fact, it is a major development in furthering and accomplishing these goals.

## **B. Existing Programs (6.3.b)**

Concord University will serve candidates located in Southern West Virginia as there is no institution in this area of the state offering an MBA program. While there are other online programs, again access to the campus is difficult for potential students in this service region. Our student enrollment is not limited to just Southern West Virginia, but

The following public and private institutions in West Virginia offer MBA programs:

1. **Fairmont State University:** Offers a Master of Business Administration for both business and non-business undergraduate majors with students on the fast track completing the 36 credit hour program in a period of 15 months (May-August).
2. **Marshall University:** Offers a Master of Business Administration with 36 credit hours and 15 credit hours of foundational business prerequisites. This traditional MBA program is offered on campus as well as online. Other master's programs include a Master of Accountancy, Masters of Health Care Administration, and Masters of Human Resource Management.
3. **Shepherd University:** Offers a 36-42 hour Master of Business Administration (depending on the concentration) with concentrations in Health Administration, Public Management, and Sport Management. The degree can be completed in as little as two years while still working full time.
4. **University of Charleston:** Offers a 32-hour hybrid and online MBA. Optional concentrations in Business Analytics, Healthcare Management, and Management are available.
5. **West Virginia University:** Offers several options for a Master of Business Administration. A one-year 37-hour MBA is designed for students pursuing a graduation degree immediately after completing an undergraduate program. Other programs include a Masters of Professional Accountancy; Master of Science in Finance; Master of Science in Industrial and Labor relations; and an Online MBA program that is offered to working adults with experience.
6. **West Liberty University:** Offers an online and residential 30-hour Master of Business Administration.
7. **West Virginia Wesleyan:** Offers a 36 hour on-campus Masters of Business Administration along with five different concentrations in Health Care Administration, Human Resource Management, Labor and Law, Nonprofit Management, and Customized Concentration.

### **C. Program Planning and Development (6.3.c)**

Faculty in the Department of Business and RTM (formerly the Division of Business) have discussed the possibility of developing a graduate program in business since the late 1990's. For various reasons, the development of the program was not realized until this past academic year. The Intent to Plan a Masters of Business Administration degree program was completed and presented through the internal process of the University ended with final approval at the November 2019 Board of Governor's meeting. The Intent to Plan was then submitted to the HEPC for external comments and approvals. We received notice on January 22, 2020 that our Intent to Plan an MBA degree program was approved by the HEPC.

No additional monetary resources were used in the planning and development of the program proposal. The five-member faculty committee dedicated to developing the program proposal had an investment of time related to committee meetings to plan and write the proposal and development of and distribution of a needs assessment instrument to stakeholders for input. Committee members and other faculty volunteered their time to develop proposed program courses and course syllabi.

The faculty utilize their Departmental personal computer equipment to complete all work related to the proposal. No further equipment is needed to facilitate the planning, development, and delivery of the MBA program.

We anticipate that at a minimum two additional faculty members would be needed by the beginning of the second year of offering the program to effectively facilitate the MBA degree program, as well as the continuation of the undergraduate business administration degree program. The additional faculty members will be essential to offering areas of emphasis within the MBA degree as indicated in **Section 6.2.c.2**.

### **D. Clientele and Need (6.3.d)**

Two needs assessment surveys were conducted to justify the need for an MBA program at Concord University. The first survey was developed for stakeholders outside of the University community including alumni and business/industry leaders. The second survey was developed and distributed to students currently enrolled in the undergraduate business administration degree program at Concord University.

**Methods:** The needs analysis reviewed data from multiple sources, including two original surveys developed for Concord University business administration students and alumni and for outside stakeholders including alumni and business/industry employees/leaders. Secondary analysis of the literature related to developing and implementing an MBA degree program was reviewed by faculty and considered in the development of the program proposal.

**Data:** Two electronic surveys were developed in Qualtrics. For the outside stakeholders' survey, the link was published via social media using Facebook and LinkedIn in early January 2020. A hard copy of the survey was administered to a group of community leaders during a January meeting of the Princeton Rotary. The survey for students was distributed via email in early February 2020.

The outside stakeholder survey assessed questions specific to the proposed MBA degree program which included interest and opinions on the structure of the program. Also, asked were opinions regarding the advantages/disadvantages to offering an MBA degree at Concord University and benefits to the region and state to offering and MBA.

The student survey assessed demographics including age range, gender, expected graduation date or graduation date, and education plans. Questions specific to the proposed MBA degree program included interest in the program and opinions on the structure of the program.

***Needs Assessment Surveys Results***

**Outside Stakeholder Survey:** As of 2/14/2020 a total of 99 individuals responded to the survey. The majority of respondents were working in a business related industry (65%) where 74% indicated a need for employees at their company to have an MBA degree. In addition, 59% indicated that salaries are higher for employees with an MBA degree. Only 10% have earned an MBA degree and 58% would consider attending Concord University to earn their and MBA.

**Student Survey:** As of 3/6/2020 a total 85 individuals responded to the survey. The majority of the respondents are currently pursuing their undergraduate degree (60%) with 40% already graduated. Females completing the survey were 66% of respondents, males were 32%, and 2% reported other.

In the tables below are general consensus from each survey regarding program structure and willingness to complete and MBA program at Concord University

Survey opinions on program structure

If an MBA were available at Concord, would you prefer to completed courses in a compressed 8-week course semester or traditional 16-week course semester?		
	Results from Outside Stakeholders	Results from Current Students
Compressed 8-week course	36	38
Traditional 16-week course	7	31
Combination of 8-week and 16-week	17	Did not ask
No Preference	7	Did not ask
If an MBA were available at Concord, would you prefer to take virtual classes or traditional face-to-face classes?		
Virtual classes	32	51
Traditional classes	5	22
Combination of Virtual and Traditional	27	Did not ask
No preference	3	Did not ask

Interest in completing an MBA degree at Concord University

If an MBA were available at Concord, would you be interested in <b>completing</b> that graduate degree?		
	Results from Outside Stakeholders	Results from Current Students
Yes	49	47
No	10	2
Maybe	8	13

The Outside Stakeholder Survey provided very positive insight regarding the development of an MBA program for Concord University and the region served by Concord. The following are comments from respondents related to these questions.

Selected survey opinions on need for an MBA in the region

What are the possible benefits to the region and state from an MBA degree being offered at Concord University?
There are no schools in southern West Virginia offering and MBA program. Hopefully, such a program could attract companies and higher paying jobs to the area.
Better education for employees. Keeping qualified employees in the area. Keeping dollars in the area.
A more qualified workforce is always a benefit to a state/regions, as well as businesses looking for such employees
I believe it will allow us to have a stronger workforce to attract corporations from outside the area. In addition, it will allow employers to telecommute.
More options for people in southern WV. Only options right now are WVU or MU. Went to CU for my undergrad and would like to continue at the same school
Advanced education at a University that is known for preparing students for the workplace and beyond. Concord has built its reputation as a strong hold in southern WV – offering this program would keep those students that are tied to the area and Concord at Concord, instead of forcing them to see other universities for an MBA program.
There is a great amount of opportunity in economic development in southern WV and the state as a whole. This would give CU a great advantage offering another masters program. Many undergraduate students would find this extremely appealing as they would then have the option to obtain a graduate degree without having to consider other Universities. I truly believe this program would be extremely beneficial to prospective and current students as well as alumni. Community members and donors would be extremely pleased to see CU offering this program, which in return would generate great support from these constituents.
Increased employment opportunities and more money to be put into the economy
Available program closer to home and this ease of access to a program from a trusted regional institution. Along with manageable costs to attend without going into debt.

Increase educational level of our community and surrounding area. Affordability. Quality program from quality school.
Potential employment within WV vs. leaving to pursue employment in a neighboring state.

As can be noted from the above comments, there is overwhelming support to offer an MBA degree program at Concord University. This question was optional but 37 of the respondents commented and all but one comment were overwhelmingly positive.

**E. Employment Opportunities (6.3.e)**

Employment opportunities for candidates with an MBA degree are very lucrative and varied. Students with earned MBA degrees have a competitive hiring edge with both small and large businesses in and outside of West Virginia. In small to medium sized businesses, knowledge of accounting and finance such as financial planning, cost of capital, capital budgeting and investment decision, internal rate of return, long term financing decision consistent maximizing owners’ wealth are essential.

From the needs assessment survey conducted for this program proposal, 74% of respondents indicated that the company they currently worked for needed employees with an MBA degree and 59% confirmed that employees with an MBA degree earned higher salaries. An MBA degree is often necessary for promotion to executive level leadership, but also essential for entrepreneurs and success of their businesses. MBA degrees have also become popular with health care professionals to assist in the management of medical offices.

**F. Program Impact (6.3.f)**

The MBA degree program will be impacted by the current undergraduate business administration degree program. These two programs, while independent of each other, will be closely associated. The business administration program will be the primary undergraduate program that will feed current students into the MBA program, ensuring that students have the foundational business knowledge that will be necessary for entering the MBA program.

Students earning either a Business Administration, Human Resources, Entrepreneurship, or Sports Management minor would also be excellent candidates for continuation of their studies by earning the MBA degree. The structure of the Recreation and Tourism Management degree with a Hospitality emphasis already has the business administration minor embedded in the curriculum and these graduates could also easily matriculate into the MBA program.

**G. Cooperative Arrangements (6.3.g)**

As the program being developed does not have an internship requirement, no cooperative agreements have been necessary to explore for delivery of the proposed degree.

### **H. Alternative Program Development (6.3.h)**

As this will be the only MBA program available from an institution in southern West Virginia, which is Concord's main service area, only a local institution such as Concord University is able to provide an on-going cohesive graduate program in business administration in the southern part of the state and the surrounding region.

## **Part III – PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS 6.4)**

### **A. Program Administration (6.4.a)**

There will be no changes from the current program administration at the undergraduate level. The business administration undergraduate program and the MBA will both still be housed in the Department of Business and Recreation and Tourism Management. The current Department Chair intends to remain in the same role currently occupied and faculty will teach both undergraduate and graduate courses.

### **B. Program Projections (6.4.b)**

The financial forms required for this submission include Forms 1 and 2. The financial projections are based on the general program description and estimated enrollment for the first cohort for the program beginning in year 2021 and ending in year 2025.

Form 1 in APPENDIX C, displays the projected program size for the first 5 years. We anticipate that the program will not only begin with projected enrollments, but will most likely increase from the projected numbers. Estimated enrollment is based on the average number of students that can effectively be taught in a course using an online teaching modality. Faculty determined that a class size of 25 is the maximum allowed in a graduate level course. Therefore, all cohorts will start with 25 students. Of course, not all students would finish in a full-time year and there will be fluidity regarding actual full-time cohort numbers.

#### **Headcount, FTE, and total credit hours by Year**

<b>Year</b>	<b>Headcount</b>	<b>FTE</b>	<b>Total Credit Hours</b>
2021	25	25	750
2022	25	27	810
2023	29	29	870
2024	32	32	960
2025	34	34	1,020

Based on the needs assessment survey of our current business administration undergraduate students, there are more than 25 that would graduate in spring 2021 and have expressed an

interest in starting an MBA program in fall 2021. In addition, from the faculty committee’s literature review during the development phase of the program and from the responses of the needs assessment surveys, we strongly see evidence that the program will continue to be viable well after the projected five-year period.

**C. Faculty Instructional Requirements (6.4.c)**

We foresee the following additional resource needs:

- Initially, current faculty will be able to offer the program and fill course coverage needs for the undergraduate courses with faculty overloads and/or adjunct instructors. One new faculty member with a Ph.D. or D.B.A. in appropriate business-related area will be needed within two years of starting the program, in addition to our current 12 full time faculty. As the program grows, we expect the additional faculty positions need to be increased by 2 to a total of 15 faculty members in the Department of Business. In an effort to maintain a high-quality educational program, and to maintain the accreditation standards that are required by ACBSP and HLC, additional faculty are imperative to the successful continuation of this proposed degree program. We have been conservative in estimating our future resource needs.

The following justifies the need for 1 additional faculty within two years after the start the program: 1) only 10 MBA courses are offered each year including summer; 2) each class is offered once in the twelve-month schedule; 3) faculty teaching a graduate class in a semester will be assigned no more than four classes in that semester (accreditation and graduate education standard); and 4) only a general MBA program is offered.

We intentionally recommend that we should start small with 1 faculty to minimize risk, reduce costs, and to provide flexibility as we learn more through the experience of offering a new MBA program. The following table outlines our plan for adding required additional faculty.

<b>Additional Faculty Needs</b>		
<b>Initial 1 Faculty no later than 2<sup>nd</sup> year of offering program</b>	<b>1 additional Faculty</b>	<b>1 Additional Faculty</b>
Each program course offered only once per year	Selectively, courses offered more than once per year	Most courses offered more than once per year
No concentrations available	1-2 concentrations available	Multiple concentrations
Only specified graduate course electives	More selective graduate course electives	Many graduate course electives

Additional budget for faculty overloads and adjuncts to cover selected undergraduate classes in order that full time faculty can support the graduate program will be necessary.

The expenses reported on Form 2 in APPENDIX D indicate an overall net cash increase in programmatic offering based on no additional faculty. While department faculty can offer the MBA program for 5 years without adding faculty, we anticipate that the growth will necessitate the hiring of the three proposed faculty positions.

#### **D. Library Resources and Instructional Materials (6.4.d)**

The J. Frank Marsh Library is continually striving to be in a position to provide adequate information resources to support graduate programs at Concord University. The Library has made use of faculty and staff expertise to foresee what information resources would be necessary to support graduate programs in education at Concord University, and online serial downloads now exceed 14,000 per academic year. The “traditional” collection has been materially improved by special allocations and regular, cyclic collection review and improvement. An additional electronic database has been identified to further enhance online graduate level research, so delivery of graduate-level research materials is assured for both on-site and remote graduate student researchers.

- The graduate MBA would request the library to minimally increase the number of subscriptions to business and industry publications and databases as research will be a component of all MBA course requirement. Specifically, more electronic Library Subscriptions and business research specific databases are needed. More business journals and the purchase of books related to graduate coursework are needed. The library just recently received subscriptions for Business Source Complete through Ebsco Host.

#### **E. Support Service Requirements (6.4.e)**

It is anticipated that normal and past supply lists will have a minimal increase. An estimate of \$3,000 to \$5,000 for an initial addition of equipment and an additional \$500 - \$1,000 annually for supplies and subscriptions may be warranted.

Concord University’s business office will work with the development and financial aid offices to ensure that billing and student fiduciary requirements are met.

Concord University’s Instructional Technology (IT) Department will be responsible for the technology required for the MBA program. The Instructional Technology (IT) Department is staffed with employees who work in broadcasting/media services, instructional technology/design, and networking/computer services. Concord University currently has dedicated employees that deal primarily with Banner and institutional e-mail. Concord University has employed one Instructional Technologist who is responsible for technology training workshops with faculty and staff.

In order to facilitate current business practices and application into the program, additional application and statistical analysis software (we could use open source and free applications) will be required. Also, more computer technology to provide video and audio in online formats, as well as synchronous technology for teaching.

#### **F. Facilities Requirements (6.4.f)**

The MBA program will utilize existing buildings and technology to deliver courses. The courses will be offered online and will not conflict with the traditional undergraduate courses. A computer lab for business administration students is already in existence and will not require further upgrades beyond potential professional software subscriptions of those updates already conducted by the university. Additional office space will be required when the additional faculty are hired.

#### **G. Operating Resource Requirements (6.4.g)**

Form 2 in APPENDIX D, displays the projected program size and operating costs and revenues for the first 5 years. The Program is expected to generate positive cash flows beginning with year 1 and only increasing in revenue based on projections of FTEs.

##### **Projected Income, Expenses/Costs, and Net Increase in Cash**

<b>Year</b>	<b>Income</b>	<b>Expenses/Costs</b>	<b>Net Increase in Cash</b>
2021	318,258	159,612	158,646
2022	353,069	168,212	184,857
2023	379,223	175,459	203,764
2024	418,452	180,859	237,593
2025	444,606	186,418	258,188

Data for the above table was taken from Form 2 in APPENDIX D. APPENDICES E and F provide a detailed calculation of Revenue projection and Expenses Projections respectively.

Revenues are calculated by applying current graduate tuition and fee rates. It is estimated that enrollment will consist of in-state and out-of-state students. Based on historical trends, the financial projections are calculated using the assumption that 80% of the student enrollment will consist of in-state residents and 20% will be drawn from out-of-state.

Tuition and fee revenue per year for graduate students is a flat credit hour price of \$481/credit hour regardless of in-state or out-of-state. While the income calculated will be additional revenue with new students entering the program, the projected costs will be NOT be new. These costs will be incurred as regular costs for operating the undergraduate program. The only new costs would be the possible faculty overloads and/or adjunct pay to cover up to 10 undergraduate courses in an academic year to allow current faculty to teach a graduate course. **This NEW cost would only equate to up to \$20,000 for faculty costs.**

Also, the projected Expenses calculated (APPENDIX F) are mainly expenses already incurred in operating the undergraduate business administration program. We do estimate the increase in accreditation costs as this program begins the process of initial accreditation with ACBSP, the accrediting body for the undergraduate program, and the increase in marketing and supplies will increase when adding a new program. The final increase will be in technology, although most of

the technology cost would also be incurred as standard expenses for the current undergrad program.

#### **Part IV - PROGRAM EVALUATION (6.5)**

##### **A. Evaluation Procedures (6.5.a)**

In addition to HLC accreditation, the undergraduate business administration degree program has earned discipline-specific accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). The MBA degree program is designed to achieve accreditation from ACBSP; therefore, evaluation of the program will be focused on teaching excellence, student learning outcomes, and continuous improvement.

ACBSP requires two update status reports during the 10-year accreditation period, along with the degree program's annual Concord University and 5-year WVHEPC program assessment requirements. These required internal and external reports describe the status of the program, qualifications of related faculty, outcome and benchmark assessment of student learning, modifications and responses, and student retention rates. These assessments will continue for the graduate program as well. Along with the required assessment measures, evaluation of program effectiveness will be solicited from alumni and employers and candidate exit interviews.

A sequential system of assessment for data analyses on candidate performance will be incorporated into the MBA program that includes the following:

- Admission into the MBA Program
- Completion of degree requirements
- Completion of course requirements
- Benchmark demonstration of student learning based on specific assessment instruments
- GPA
- The number of graduates completing the program
- Results from Exiting Student Surveys

The MBA degree program outcomes are grounded in curriculum requirements as stated by accreditation bodies, as well as best practices and contemporary requirements of businesses to ensure successful, knowledgeable graduates. The assessments used by the program, both the initial and advanced levels measure candidates against program outcomes. Initial evaluation of candidates is the admission to the degree program and final evaluation is successful completion of the program. Data for individual candidates at each learning outcome assessment point are collected every semester by faculty, and analyzed by program faculty in order to evaluate candidate

performance. Review and analysis of assessment data provide evidence to faculty of the candidate's ability to successfully complete the degree program.

The MBA degree program will follow the same assessment procedures already in place for the undergraduate business administration program. Data on candidate performance is collected, summarized, and analyzed at the end of each semester by program and at the end of each academic year. The data is also aggregated at the end of each academic year and across multiple years to inform programs and the Unit. Changes and revisions to programmatic assessments, courses, and program are based on these data analyses.

Assessment reports from the program will be completed annually by program faculty and reviewed by Department Faculty, Department Chair, College of Professional Studies Dean, the University Assessment Committee, and the Provost and Vice President of Academic Affairs. Assessment and program review reports are also submitted on an established, regular cycle of review to the CU Director of Institutional Assessment, the CU Board of Governors, the Higher Education Policy Commission, and ACBSP. Decisions regarding changes, additions, deletions, or continuance of programs will be based on the data from the 5-year program review reports.

#### **B. Accreditation Status (6.5.b)**

Concord University is currently accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) through 2028--2029.

Concord University will submit the Master of Business Administration (MBA) proposal and seek program approval by the West Virginia Higher Education Policy Commission (WVHEPC) in June 2020. Following approval from the West Virginia HEPC, Concord will complete the appropriate procedure/process to seek accreditation from the University's regional accrediting body, the Higher Learning Commission (HLC). Once the proposed MBA has been approved and accredited by HLC and the program is in place to begin by the projected fall 2021, the Department of Business will begin the process of initial accreditation for the MBA program with ACBSP. Initial accreditation with ACBSP requires a minimum of two years of data collection related to accreditation standards to apply for accreditation and complete the subscribed accreditation process for a new degree program.

**APPENDIX C –Required FORM 1**

**FIVE-YEAR PROJECTION OF  
PROGRAM SIZE**

	<b>First Year 2021</b>	<b>Second Year 2022</b>	<b>Third Year 2023</b>	<b>Fourth Year 2024</b>	<b>Fifth Year 2025</b>
<b>Number of Students Served through Course Offerings of the Program:</b>					
Headcount	<u>25</u>	<u>27</u>	<u>29</u>	<u>32</u>	<u>34</u>
FTE	<u>25</u>	<u>27</u>	<u>29</u>	<u>32</u>	<u>34</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>750</u>	<u>810</u>	<u>870</u>	<u>960</u>	<u>1,020</u>
<b>Number of Majors:</b>					
Headcount	<u>25</u>	<u>27</u>	<u>29</u>	<u>32</u>	<u>34</u>
FTE majors	<u>25</u>	<u>27</u>	<u>29</u>	<u>32</u>	<u>34</u>
Number of student credit hours generated by courses within the program (entire academic year):	<u>750</u>	<u>810</u>	<u>870</u>	<u>960</u>	<u>1,020</u>
Number of degrees to be granted (annual total):	<u>23</u>	<u>25</u>	<u>27</u>	<u>29</u>	<u>32</u>

**APPENDIX D –Required FORM 2**

FIVE-YEAR PROJECTION OF  
PROGRAM SIZE

	First Year 2021	Second Year 2022	Third Year 2023	Fourth Year 2024	Fifth Year 2025
<b>A. FTE POSITIONS</b>					
1.00 Administrators	0.25	0.25	0.25	0.25	0.25
2.00 Full-time Faculty	1.25	1.25	1.25	1.25	1.25
3.00 Adjunct Faculty	0.25	0.25	0.25	0.25	0.25
4.00 Graduate Assistants	-	-	-	# -	-
5.00 Other Personnel:	-	-	-	-	-
a. Clerical Workers	0.50	0.50	0.50	0.50	0.50
b. Professionals	-	-	-	-	-
<b>Note: Include percentage of time of current personnel</b>					
	2.25	2.25	2.25	2.25	2.25

**B. OPERATING COSTS (Appropriated Funds Only)**

1 Personal Services:						
a. Administrators	20,972	-	21,601	22,249	22,917	23,604
b. Full-time Faculty	95,328	#	98,188	101,133	104,167	107,293
c. Adjunct Faculty	3,500		3,500	3,500	3,500	3,500
d. Graduate Assistants Non-Academic	-		-	# -	# -	-
e. Personnel:	-		-	-	-	-
Clerical Workers	17,212		18,073	18,976	19,925	20,921
Professionals						
Total Salaries	137,012		141,362	145,859	150,509	155,318

*Note: Administrators include .5 FTE for the Administrator and .5 FTE for the Field Coordinators position.*

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FIVE-YEAR PROJECTION OF  
PROGRAM SIZE

	First Year 2019	Second Year 2020	Third Year 2021	Fourth Year 2022	Fifth Year 2023
2 Current Expenses	6,500	9,750	11,500	12,250	13,000
3 Accreditation Costs	8,600	6,600	6,600	6,600	6,600
4 Equipment:	3,000	5,000	5,000	5,000	5,000
5 Nonrecurring Expense					
a Marketing	2,500	3,000	3,500	3,500	3,500
b Clerical Workers	2,000	2,500	3,000	3,000	3,000
c Professionals					
Sub-total	22,600	26,850	29,600	30,350	31,100
Total Costs	159,612	168,212	175,459	180,859	186,418

C. SOURCES

1 General Fund Appropriations (Appropriated Funds Only)					
___ Reallocation ___ New Funds					
2 Federal Government (Appropriated Funds Only)					
3 Private and Other (specify)					
a Tuition & Fees					
In-State FTE	254,606	282,455	303,378	334,762	355,685
Out-of-State FTE	63,652	70,614	75,845	83,690	88,921
Total	318,258	353,069	379,223	418,452	444,606
Total All Sources	318,258	353,069	379,223	418,452	444,606
<b>Net Increase in cash</b>	<b>158,646</b>	<b>184,857</b>	<b>203,764</b>	<b>237,593</b>	<b>258,188</b>

NOTE: Total costs should be equal to total sources of funding.

\*Explain your Method for Predicting the Numbers. (Use additional sheet if necessary.)

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Master of Arts in Art Therapy and Counseling

**INSTITUTION:** West Liberty University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Arts in Art Therapy and Counseling at West Liberty University for implementation in August 2021. This approval expires two years from the date of Commission approval if the program is not fully implemented.

**STAFF MEMBER:** Corley Dennison

**BACKGROUND:**

The Master's in Art Therapy and Counseling is a 60-credit hour program West Liberty University plans to begin offering in the fall of 2021. Obtaining this degree qualifies candidates to pursue certification including state licensure as a licensed professional counselor in the state of West Virginia and in other states.

The program consists of 51 credit hours of coursework, three credits of supervised practicum and six credits of a supervised internship to prepare students for the National Counselors Examination. Program objectives are centered around the core competencies and standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEO), Accreditation of Programs in Art Therapy Education (ACATE) and the Council for Accreditation of Counseling and Related Education Programs (CACREP).

The proposed program provides trained professionals to alleviate a shortage of health care and counseling personnel to address societal needs.

The following is recommended by the Academic Affairs staff:

- The Master of Arts in Art Therapy and Counseling program at West Liberty University be approved for implementation in August 2021.
- If the program is not fully implemented by June 2022, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.
- In the 2024-25 academic year, the Commission will conduct a post-audit review of each program to assess progress toward successful implementation.

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



West Liberty University, West Liberty, WV 26074

**Submission Date: May 2020**

**Effective Date: Fall 2021**

This document supports our request for approval to offer a Master of Arts in Art Therapy and Counseling. Approval of our Intent to Plan was documented in a letter from Carolyn Long, Interim Chancellor, on March 25, 2019. The proposed M.A. in Art Therapy and Counseling is a 60-credit hour degree program that provides a high quality, affordable, and accessible graduate program for qualified students in the northern panhandle, the state of West Virginia, and surrounding areas. The program is intended to provide opportunities for four distinct groups: (a) traditional and non-traditional students seeking certification as an art therapist and licensure as a counselor, (b) undergraduate creative arts therapy students wishing to bridge into a graduate program, (c) mental health practitioners already working in the field who have previously completed their master's degree and are seeking a graduate certification in art therapy to advance in their respective careers, and (d) those wishing to enter a doctoral program in Expressive Arts Therapy or related field.. The proposed master's degree program enables those qualified individuals to advance their knowledge and skills while providing a much-needed service to the West Virginia northern panhandle and surrounding States.

## TABLE OF CONTENTS

<b>6.2. Program Description .....</b>	<b>4</b>
6.2.a. Program Objectives.....	4
6.2.b. Program Identification.....	5
6.2.c. Program Features.....	5
6.2.c.1. Admissions and Performance Standards.....	5
6.2.c.2. Program Requirements.....	7
6.2.d. Program Outcomes.....	18
6.2.e. Program Content .....	19
6.2.e.1. Content and Length .....	19
6.2.e.2. General Education Requirement: N/A.....	20
6.2.e.3. Minimum requirement: N/A .....	20
<b>6.3. Program Need and Justification .....</b>	<b>20</b>
6.3.a. Relationship to Institutional Goals/Objectives .....	20
6.3.b. Existing Programs .....	21
6.3.c. Program Planning and Development.....	22
6.3.d. Clientele and Need .....	22
6.3.e. Employment Opportunities .....	23
6.3.f. Program Impact .....	23
6.3.g. Cooperative Arrangements .....	23
6.3.h. Alternatives to Program Development .....	23
<b>6.4. Program Implementation and Projected Resource Requirements.....</b>	<b>24</b>
6.4.a. Program Administration.....	24
6.4.b. Program Projections .....	24
6.4.c. Faculty Instructional Requirements .....	24
6.4.d. Library Resources and Instructional Materials .....	25
6.4.e. Support Service Requirements .....	25
6.4.f. Facilities Requirements .....	25
6.4.g. Operating Resource Requirements .....	26
6.4.h. Sources of Operating Resources .....	26
<b>6.5. Program Evaluation .....</b>	<b>26</b>
6.5.a. Evaluation Procedures .....	27
6.5.b. Accreditation Status .....	27
<b>Appendix A: CAAHEP Core Education Standards .....</b>	<b>28</b>
<b>Appendix B: CACREP Standards .....</b>	<b>44</b>
<b>Appendix C: Content Areas for Licensed Professional Counselors .....</b>	<b>56</b>
<b>Appendix D: Graduate Core Course Sequence.....</b>	<b>66</b>

**Appendix E: Existing Programs .....72**  
**Appendix F: Intent to Plan Approval Letter and Internal Approvals.....74**  
**Appendix G: Occupational Book Outlook .....79**  
**Appendix H: Support Letters .....82**  
**Appendix I: CAAHEP Resources/Personnel Requirements .....91**  
**Appendix J: Operating Resource Requirements .....101**  
**Appendix K: Sources of Operating Resources .....102**  
**Appendix L: Art Therapy Evaluation.....104**  
**Appendix M: Counseling Evaluation.....107**  
**Appendix N: Readiness for Internship.....115**  
**Appendix O: CAAHEP Accreditation process .....126**

## Master of Arts in Art Therapy and Counseling

### 6.2. Program Description

The Master of Arts in Art Therapy and Counseling is a 60-credit hour degree program which consists of 51 credit hours of coursework, 3 credit hours of supervised practicum and 6 credit hours of supervised professional internship for students who have previously completed their bachelor's degree. This program will qualify graduates to pursue professional certifications such as art therapist registered (ATR) and art therapist board certified (ATR-BC) with the American Art Therapy Association (AATA), certification as a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA), and State licensure as a Licensed Professional Counselor (LPC) in West Virginia and other States.

#### 6.2.a. Program Objectives

The Master of Arts in Art Therapy and Counseling program objectives are organized around the core competencies and standards of the Commission on Accreditation of Allied Health Education Programs Standards (CAAHEP; **Appendix A**) for the Accreditation of Educational Programs in Art Therapy Education (ACATE). The master's program will also incorporate the Council for Accreditation of Counseling and Related Educational Programs (CACREP; **Appendix B**) standards to provide an opportunity for students to seek counseling licensure in their State (**Appendix C**).

Mission: To provide graduate students the opportunity for a high-quality education in the field of Art Therapy and Counseling.

Program Goals:

1. To prepare competent entry level art therapists and counselors in the cognitive (knowledge), psychomotor (skills), and affective (behavior/practice) learning domains to work in a variety of healthcare facilities and educational settings.
2. To produce graduates who can demonstrate the ability to work collaboratively with other healthcare professionals while successfully delivering quality services to clients of various populations.
3. To provide a variety of learning opportunities to assist students in both personal and academic development.

Student Learning Outcomes:

1. Integrate knowledge of historical foundations of art therapy and counseling theory and techniques into practical contemporary professional practice of art therapy as evidenced by coursework and internship evaluations.
2. Distinguish therapeutic benefits of art therapy and counseling as applied to a variety of client bases for promoting growth and well-being as evidenced through coursework and internship evaluations, and art process or therapeutic properties demonstrated in the final art exhibition.
3. Apply analytical, evaluative, integrative, culturally and developmentally appropriate art therapy and counseling skills incorporating knowledge of diagnostic processes in accord with the current Diagnostic and Statistical Manual

- (DSM) and International Statistical Classification of Diseases and Related Health Problem (ICD) as evidenced by coursework and internship evaluations.
4. Identify and respond to all professional circumstances including State licensing and credentialing criteria with appropriate ethical and legal knowledge and action in all levels of practice including the provision of treatment, conducting research, and advocacy as evidenced by coursework and internship evaluations and completion of a Thesis.
  5. Articulate and pursue an ever-evolving personal identity as an art therapist through the engagement of ongoing artmaking for personal growth and self-awareness while incorporating supervision and consultation in an effort to continually inform clinical practice in art therapy and counseling. This will be evidenced by final art exhibit, coursework, and internship evaluations.
  6. Develop appropriate and collaborative therapeutic relationships with clients, implement art therapy and counseling services that consider diverse values, beliefs and actions while realizing the impact of oppression, prejudice, discrimination, and privilege, and develop responsive practices that include collaboration, empowerment, advocacy and social justice as evidenced by internship evaluations and the multicultural research project.

#### **6.2.b. Program Identification**

A graduate degree program that prepares individuals for professional practice as an art therapist and counselor. Courses include the history and development of art therapy including materials and techniques, creativity and metaphor language, counseling theories and techniques, individual and group therapy, human growth and development, professional and career development, ethical and legal issues, psychopathology and diagnosis, research and evaluation, social and cultural foundations, lifestyle and career development. The culminating experience in art therapy and counseling is supervised clinical practice and completion of a Thesis.

#### **6.2.c. Program Features**

Students in the Master of Arts in Art Therapy will complete a minimum of 60 credits which includes 51 credits of graduate level coursework, plus 3 credits (100 hours) of supervised practicum and 6 credits (700 hours) of supervised internship. The coursework and practicum are intended to be completed within three years. A Bridge program will also be developed for undergraduate students in the Creative Arts Therapy program as a 3 + 2-year program in which students can transition into graduate coursework. The coursework, practicum and internship experiences will prepare students to pass the National Counselors Examination (NCE), which is required in West Virginia for graduates to be Licensed Professional Counselors (LPC). In addition, a Graduate Certificate of 18-credits will be offered to master level students from other disciplines (counseling, psychology, social work, education, and related fields) to enhance their knowledge of art therapy in healthcare settings and in the classroom.

#### **6.2.c.1. Admissions and Performance Standards**

Applications to the program are due by May 1st for the Fall semester which starts with a

residency on campus. Application submission does not guarantee acceptance into the program and students are urged to apply early. To apply, all students must complete an online application for the Graduate Admissions Office at West Liberty University. All applicants must provide a complete application file which contains the following items to be submitted in one packet to the Graduate Admissions Office:

- Official transcripts (sent directly to WLU) of any bachelor's degree from a regionally accredited college or university, with a GPA of at least 3.0 on a 4.0 scale.
- Twelve credits in psychology including Introduction to Psychology, Developmental Psychology, Personality Psychology, and Abnormal Psychology with at least a B in each. Other psychology course may be accepted on a case-by-case basis.
- Eighteen credits in studio art including drawing, painting, and three-dimensional work with at least a B in each.
- Two letters of recommendation. Letters should be from professional references who can attest to the applicant's work ethic and performance and ability to succeed in graduate coursework.
- Writing sample Submit a research-based paper of 5-10 pages that was previously submitted in an undergraduate psychology, graduate counseling, or art therapy course or related field. APA style preferred. Include a statement of the applicant's expectations of the graduate program indicating how earning the MA in Art Therapy and Counseling will enhance career goals.
- Art portfolio of 10-15 pieces, slides, or digital copies evidencing proficiency in different media.
- A professional resume or curriculum vitae.

#### International Application Requirements

In addition to the requirements listed above, please submit:

- Proof of English Proficiency: Please submit one of the following test results that has been completed within the past three years: Test of English as a Foreign Language (TOEFL) Minimum acceptable scores 595 (paper test), 195 (computer based test) or 70 (internet test) for graduate study or Michigan English Language Assessment Battery (MELAB) – The minimum acceptable score is 82% for graduate study or a minimum score of 6.5 on the International English Language Testing System (IELTS) for graduate study.
- Credit Certification: Have all your coursework and credits from institutions outside of the United States evaluated by a credential evaluation service provider [e.g., World Education Services (WES), Global Credential Evaluators (GCE), Association of International Credentials Evaluators (AICE), American Association of Collegiate Registrars and Admissions Officers (AACRAO), etc.]
- Proof of Financial Support: Submit adequate documentation of financial support for one academic year (nine months). [e.g., official bank statement, sponsorship award letters, scholarship awards, Affidavit of Support (DHS Form I-134), etc.]
- Copy of your ID page in your passport
- Immunization shot records

Up to 9 credit hours can be transferred from a qualifying graduate program and students will be required to demonstrate mastery of the course content. If provisional acceptance is granted, prerequisites need to be completed no later than 12 months after entering the program

Students should be aware that admission to the graduate program is not guaranteed and is granted on a competitive basis. Students may meet the minimum requirements but may be denied admission based on such factors as program capacity or academic discretion. Continued status in the program requires a minimum GPA of 3.0 and consistent coursework progress. Academic remediation may be required if students fall below the required GPA. All classes, including practicum and internship, must be completed within five academic years. Students who take a leave of absence will join the next available cohort. Reapplication may be necessary if the total leave extends beyond two academic years.

### **6.2.c.2. Program Requirements**

The graduate degree is a 60-credit program which is required for the art therapy credentials and WV counseling licensure. Students in this degree program will complete coursework with a minimum GPA of 3.0 and successfully complete supervised practicum and internships and a graduate Thesis. This program will prepare students for the American Art Therapy Association's credentials (ATR/ ATR-BC), the International Expressive Arts Therapy's Registered Expressive Arts Therapy (REAT) credential, and prepare students to pass the National Counseling Exam (NCE), which is necessary in West Virginia for graduates to be Licensed Professional Counselors. Additional electives (human sexuality, advance internship, spirituality, etc.) will be offered above the 60-credit program to cover any required courses needed for licensure in other states. See course sequence for core classes (**Appendix D**). Students will attend a total of three residencies during the course of study. The annual 5-10 day residency on campus will begin during early Fall, and Spring and Summer classes will be completed online. This hybrid (low residency, online format) is best suited to working professionals wishing to continue further education and professional development.

In addition, a bridge program will be offered to undergraduate students to help them transition into a graduate program. Students registered in the bridge program may take graduate level courses in lieu of undergraduate requirements. However, undergraduate level courses do not count towards the 60 credit graduate degree. Students taking graduate level courses will be charged the graduate rate for these courses. An 18-credit graduate certificate in art therapy will also be offered to professionals in allied fields who have a masters degree.

**Curriculum:** Core coursework includes:

- ATC 501 History and Development of Art Therapy (3 credits)
- ATC 502 Materials and Techniques of Art Therapy Practice (3 credits)
- ATC 503 Creativity, Symbolism, Metaphor, and Spirituality (3 credits)
- ATC 504 Group Dynamics (3 credits)

- ATC 505 Assessment Methods in Counseling (3 credits)
- ATC 506 Assessments in Art Therapy (3 credits)
- ATC 507 Professional Orientation, Ethical, and Legal Issues (3 credits)
- ATC 508 Addictions Counseling (3 credits)
- ATC 509 Marriage & Family Counseling (3 credits)
- ATC 510 Human Growth and Development (3 credits)
- ATC 511 Psychopathology and Diagnosis (3 credits)
- ATC 512 Counseling Theories (3 credits)
- ATC 513 Counseling Techniques (3 credits)
- ATC 514 Research and Evaluation (3 credits)
- ATC 515 Social and Cultural Foundations (3 credits)
- ATC 516 Lifestyle & Career Development (3 credits)
- ATC 517 Thesis (3 credits)
- ATC 518 Supervised Practicum (3 credits; 100 hours)
- ATC 519 Supervised Internship I (3 credits; 300 hours)
- ATC 520 Supervised Internship II (3 credits; 400 hours)

### **Course Descriptions and Learning Objectives**

- ATC 501 History and Development of Art Therapy (3 credits) Prereq None

*Description:* This course will help students to understand the historical development of art therapy as a profession, and theories and techniques as a foundation for contemporary clinical practice. An overview of approaches and theory from related fields will be examined as well as the continuum of art therapy practice, and the development of art therapy as a distinct therapeutic profession.

*Learning Outcomes:* As a result of this course, students will:

- Identify major contributors and contributions that shaped the field of Art Therapy
- Identify the relationship between art therapy approaches and theories from psychology, counseling, and related fields
- Compare and contrast approaches to Art Therapy unique to the field:
  - a) Art psychotherapy
  - b) Art-as-therapy
  - c) Open studio and studio-based approaches
  - d) Art-based clinical theories
  - e) Community-based approaches
- Demonstrate how theory informs art therapy assessment and treatment planning
- Value the historical antecedents to current professional Art Therapy practice

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- ATC 502 Materials and Techniques of Art Therapy Practice (3 credits)

Prereq None

*Description:* This course will provide students with the opportunity to integrate understanding of the safety, psychological properties, and ethical and cultural implications of art-making processes and materials selections in order to design art therapy strategies which address therapeutic goals. Students will incorporate ethical and cultural considerations in materials selection and therapeutic applications. Students will be able to distinguish among the therapeutic benefits of a variety of art processes and

media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families. They will continuously deepen self-understanding through personal growth experiences, reflective practice, and personal artmaking to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.

*Learning Outcomes:* As a result of this course, students will:

- Describe the theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum
- Identify requirements for studio set-up and maintenance
- Identify resources and programs for using technology as it relates to creating artwork
- Develop therapeutic goals and art-based intervention strategies based on the therapeutic effect of art making, including benefits, limitations and contraindications of art materials as well as adapting tools and materials for clients with disabilities
- Develop strategies to effectively manage resistance to creative expression
- Demonstrate understanding of therapeutic utility and psychological properties of a wide range of art processes and materials (i.e., traditional materials, recyclable materials, crafts) in the selection of processes and materials for delivery of art therapy services
- Identify safety issues and incorporate ethical and cultural considerations in materials selection, storage, and therapeutic applications
- Formulate the potential value of and contraindications for public display of client artwork and evaluate the potential appropriateness of various venues

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- ATC 503 Creativity, Symbolism, Metaphor, and Spirituality (3 credits)

Prereq None

*Description:* This course provides students with the opportunity to apply knowledge of creativity, symbolism, metaphor, and artistic language to the practice of art therapy. Such applications include work with individuals, groups, families and/or communities of diverse cultures. Students will recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of artmaking for promoting growth and well-being.

*Learning Outcomes:* As a result of this course, students will:

- Describe theories and models of creativity
- Describe theories and models for understanding symbolism, metaphor, and artistic language
- Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society
- Practice skills for developing awareness and insight into art processes and images
- Demonstrate belief in the value of using artmaking as a method for exploring personal symbolic language
- Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery
- Value the benefits of student/therapist reflective artmaking to inform clinical practice

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- ATC 504 Group Dynamics (3 credits) Prereq None

*Description:* This course will provide students with the opportunity to integrate theory, processes, and dynamics of group work to form and facilitate ethically and culturally responsive art therapy groups that have been designed with a clear purpose and goals for the population served. Principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches, selection criteria, art-based communication and short- and long-term group process will be reviewed. This course also includes theories, practices, methods, dynamics, facilitative skills, and supervised practice.

*Learning Outcomes:* As a result of this course, students will:

- Describe the theoretical foundations of group work with an emphasis on group art therapy
- Explain dynamics associated with group process and development
- List therapeutic factors and how they influence group development and effectiveness
- Identify types of groups and formats
- Develop approaches to forming groups, including recruiting, screening, and selecting members
- Demonstrate characteristics, skills, and functions of an effective group leader
- Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings
- Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups
- Incorporate critical thinking skills and defend rationale of art processes and media selection for the group therapy context
- Evaluate the experience of artmaking on group development and effectiveness
- Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics

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- ATC 505 Assessment Methods in Counseling (3 credits) Prereq ATC 511

*Description:* This course will provide students with the opportunity to select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify individual or familial challenges, strengths, resilience, and resources for treatment planning. Includes individual differences, methods of data gathering and interpretation, individual and group testing, and case study.

*Learning Outcomes:* As a result of this course, students will:

- Demonstrate a basic understanding of the history, development, and purpose of art therapy assessment in the treatment process, including controversies about drawing assessments and their psychometric properties through assessment critique writing.
- Incorporate the use of formal elements, media properties, and the expressive therapies continuum rationales in treatment planning.
- Demonstrate basic art therapy assessment skills as related to identification of psychopathology and the formulation of therapeutic goals.
- Assess developmental stages in artwork including typical, atypical and exceptional characteristics through stages of graphic development in relationship to proper identification in the artworks.

- Discuss parameters of evidence-based assessment including standardization, norm and criterion referenced assessments, and symptom checklists.
- Identify methods to determine validity and reliability within the context of art therapy assessment.
- Articulate ethical, cultural and legal considerations in the selection, and implementation of art therapy assessments.

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- ATC 506 Assessments in Art Therapy (3 credits) Prereq ATC 511

*Description:* This course provides students with the opportunity to become familiar with a variety of art therapy assessments and procedures used in appraisal and evaluation. Additional areas of coverage include the selection of assessments with clients/patients as the basis for treatment planning, establishing treatment effects, evaluating assessment validity and reliability, interpret results to identify individual or familial challenges, strengths, resilience, and resources for art therapy treatment planning. Students will learn how to select culturally and developmentally appropriate assessment and evaluation methods, and administer and interpret results to identify challenges, strengths, resilience, and resources for art therapy treatment planning.

*Learning Outcomes:* As a result of this course, students will:

- Value the historical antecedents to current professional Art Therapy practice
- Discuss definitions and purpose of Art Therapy assessments
- Describe historical development of Art Therapy assessments and current assessments and applications
- Compare and contrast terminology used in Art Therapy assessments such as, but not limited to, tests and assessments that are standardized, non-standardized, norm referenced, criterion referenced, group and individual testing and assessment, behavioral observations, and symptom checklists
- Differentiate between assessment and testing, and appropriate applications of each
- Demonstrate the ability to administer and apply appropriate Art Therapy assessments
- Present purposes of summative and formative assessment in art therapy practice and research
- Assess purposes of Art Therapy assessments to establish treatment goals
- Cite methods to determine validity and reliability of Art Therapy assessments
- Execute methods to interpret data from Art Therapy assessments
- Display ethical, cultural, and legal considerations when selecting, conducting, and interpreting art therapy and related mental health fields' assessments
- Incorporate critical thinking skills when determining the role of assessment in diagnosis and diagnosing in the field of Art Therapy
- Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups
- Identify evidence-based strategies and clinically grounded approaches for assessment and treatment
- Exhibit a basic understanding of art-based indicators of mental disorders/psychopathology in patient/client artwork

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- ATC 507 Professional Orientation, Ethical, and Legal Issues (3 credits)

Prereq None

*Description:* This course will provide students with the opportunity to develop a professional identity as an art therapist which integrates understanding of ethical, professional, and legally principled practices while performing roles and responsibilities in mental health and community-based settings. Additional areas of coverage include the importance of supervision, benefits of professional organizations and credentialing, collaboration, advocacy for the profession and advocacy for clients and their access to mental health services. Includes goals and objectives of professional counseling organizations, codes of ethics, legal standards of preparation, certification and licensing, advocacy. Students will review federal and state laws and professional ethics as they apply to the practice of art therapy and counseling. Students will also recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.

*Learning Outcomes:* As a result of this course, students will:

- Define the professional role and function of an Art Therapist
  - Recognize the ethical principles for practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields (e.g., American Counseling Association)
  - Describe the purpose and goals of supervision, including models, practices, and processes
  - Identify professional organizations and membership benefits, activities, services to members, and current issues
  - Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams and recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration
  - Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)
  - Demonstrate how to apply decision-making models and legal principles to ethical dilemmas
  - Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes
  - Practice conducting a job search, resume writing and professional interviewing skills to prepare for the transition from student
  - Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice
  - Recognize the importance and impact of professional credentialing (e.g., Registration, Board Certification, and Licensure) and the effects of public policy on these issues
  - Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients
  - Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education
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- ATC 508 Addictions Counseling (3 credits) Prereq ATC 511

*Description:* This course will provide students with the opportunity to assess and treat clients with addictive disorders. This course will evaluate assessments, review diagnosis and treatment of addictive disorders, apply risk assessment strategies and tools (danger to self, others), describe theories, assessment, and treatment of addictive behaviors and disorders. Students will be able to recognize cultural, social, and co-occurring issues that affect assessment outcomes, identify culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results.

*Learning Outcomes:* As a result of this course, students will:

- Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice
- Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions
- Display cultural competence in consideration of the unique characteristics of specific populations and settings

- ATC 509 Marriage & Family Counseling (3 credits) Prereq None

*Description:* This course provides an overview of the field of marriage and family therapy. Students will be introduced to family systems theory, explore their own family dynamics and be exposed to a wide range of skills and techniques designed to help couples and families cope with or overcome emotional, relational or behavioral problems. This course will review clinical interventions for the treatment of children, adolescents, adults, couples, and families in a variety of settings including inpatient, outpatient, partial treatment, aftercare; understand a systems approach (family, community, political).

*Learning Outcomes:* As a result of this course, students will:

- Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice
- Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions
- Display cultural competence in consideration of the unique characteristics of specific populations and settings

- ATC 510 Human Growth and Development (3 credits) Prereq None

*Description:* This course provides students with the opportunity to integrate stages of human growth and development in assessment and treatment of typical and atypical client and patient populations. Additional areas of coverage include contextual/ecological factors that impact these groups, recognition that development exists along a continuum and the feasibility of health across the lifespan. Includes the nature and needs of individuals at all developmental levels, following psychological, sociological and physiological approaches. Human behavior (normal and abnormal), personality theory, learning theory, dynamics of stress, and medical/functional implications of disability will also be reviewed. Students will apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

*Learning Outcomes:* As a result of this course, students will:

- Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities
- Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan
- Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups
- Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, etc.
- Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life

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- ATC 511 Psychopathology and Diagnosis (3 credits) Prereq None

*Description:* This course provides students with the opportunity to identify major categories of mental illness using the DSM and/or the ICD, engage in the diagnostic process, understand possible art-based indicators of mental disorders, review commonly prescribed psychopharmacological medications, and to recognize the effects that culture, society, and crisis have on individuals with mental illness. Additional areas of coverage include ongoing conceptual developments in neuroscience. Includes assessment, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior. Students will understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

*Learning Outcomes:* As a result of this course, students will:

- Identify major categories and criteria of mental disorders according to the current Diagnostic and Statistical Manual (DSM) and/or the International Classification of Diseases (ICD)
  - Understand potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
  - Describe basic classifications, indications and contraindications among commonly prescribed psychopharmacological medications for appropriate referral and consultation
  - Understand neuroscience theory as applied to art therapy interventions
  - Apply use of the diagnostic process in treatment planning
  - Exhibit a basic understanding of basic diagnostic process and indicators of mental disorders/ psychopathology in patient/client artwork including differential diagnosis
  - Demonstrate the use of behavioral observations as indicators of mental disorders
  - Describe applications of neuroscience theory and research to art therapy practice
  - Value cultural factors impacting the diagnostic process and concepts of health/illness
  - Critique use of diagnostic categories in treatment and intervention
  - Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses
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- ATC 512 Counseling Theories (3 credits) Prereq None

*Description:* This course provides students with the opportunity to understand major psychological and counseling theories and applications to practice. Includes a study of basic theories and principles of counseling and philosophic basis of the helping relationship. Identifying evidence-based strategies and clinically grounded approaches for assessment and treatment, identifying theories of effective programs in various settings, and strategies for program development and evaluation.

*Learning Outcomes:* As a result of this course, students will:

- Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)
- Apply theory to practice through case analysis or critique of clinical scenarios
- Recognize the implications of applying theoretical foundations to therapeutic practice

- ATC 513 Counseling Techniques (3 credits) Prereq ATC 512

*Description:* This course will review individual counseling practices, methods, facilitative skills, and the application of these skills. Students will learn how to utilize art materials and processes within the context of building the therapeutic relationship, perform interviewing skills, demonstrate case conceptualization skills, and formulate treatment planning/goal setting. Students will also identify the steps of suicide risk assessment, integrate evaluation of treatment. provide examples of referral processes. and accessing community resources. Students will learn how to develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

*Learning Outcomes:* As a result of this course, students will:

- Describe basic tenets of psychotherapy and counseling techniques (including psychodynamic, humanistic, cognitive-behavioral, systemic)
- Apply theory to practice through case analysis or critique of clinical scenarios
- Recognize the implications of applying theoretical foundations to therapeutic practice

- ATC 514 Research and Evaluation (3 credits) Prereq None

*Description:* This course provides students with the opportunity to understand the purposes, methods, and ethical, legal, and cultural considerations of research and demonstrate the necessary skills to design and conduct a research study. Additional areas of coverage include the use of research to assess effectiveness of mental health and art therapy services by becoming an informed consumer of art therapy research. Includes statistics, research design, research proposals and evaluation. Students will recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

*Learning Outcomes:* As a result of this course, students will:

- Recognize foundational purposes of research with emphasis on applications to the field
- Define research methodologies (e.g., quantitative, qualitative, mixed methods) and research design formats used in the field
- Describe art-based research methodologies as related to art therapy

- Understand concepts of validity and reliability and applications to selection and application of assessments and tests
- Apply methods used to conduct a review and critique of the literature on a topic of interest
- Perform basic steps required to design and conduct a research study
- Demonstrate basic statistical concepts such as scales of measurement, measures of central tendency, variability, distribution of data, and relationships among data as applied in research studies
- Recognize ethical and legal considerations used to design, conduct, interpret, and report research
- Recognize cultural considerations used when conducting, interpreting, and reporting research

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- ATC 515 Social and Cultural Foundations (3 credits) Prereq None

*Description:* This course provides students with the opportunity to understand the relevance of cultural competence to strategies for working with diverse communities, understanding of privilege and oppression and reflective thinking in regard to the therapist's own attitudes and beliefs. Includes studies of social change, ethnic groups, subcultures, mores, urban and rural societies, population patterns, use of leisure time, work, and differing life patterns. Students will approach art therapy from a multicultural perspective that takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture. They will recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

*Learning Outcomes:* As a result of this course, students will:

- Identify research addressing characteristics of help seeking behaviors of diverse cultural and social groups and implications for responsive practice
- Demonstrate an understanding of current issues and trends in a multicultural society
- Describe cultural and social diversity theories and competency models including AATA's Multicultural and Diversity Competencies and display a professional commitment to these competencies
- Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination
- Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences
- Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice
- Value strategies for collaborating with and advocating for wellness within diverse communities
- Justify the role of arts in social justice, advocacy, and conflict resolution

- Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases

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- ATC 516 Lifestyle & Career Development (3 credits) Prereq None

*Description:* This course provides students with the opportunity to develop knowledge and skills considered essential in enabling individuals and organizations to positively affect career development and aptitude. This course will also review methods of assessment and strategies to facilitate career development with diverse clients. Includes vocational-choice theory, relationship between career choice and lifestyle, occupational and educational information, career decision-making processes, career development exploration and placement techniques. Students will understand the professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.

*Learning Outcomes:* As a result of this course, students will:

- Define theories and models of career planning and decision-making
- Understand assessment tools and techniques, including art therapy assessments, relevant to career development
- Apply information/resources available to support client choice
- Use approaches for assessing the relationship between career development and client match in terms of lifestyle, life roles
- Value multicultural and ethical strategies for facilitating career and educational planning and development with diverse clients

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- ATC 517 Thesis (3 credits) Prereq None

*Description:* The written thesis or project is the culmination of a student's work in fulfilling the requirements for a graduate degree. Students will complete a thesis in the form of a case study that integrates the practice of art therapy and counseling, supported by peer-reviewed research. Students will submit a comprehensive written treatment plan for an assigned case, followed by an oral defense in the form of a presentation to the WLU community.

*Learning Outcomes:* As a result of this course, students will:

- Organize research on the literature in the field as the basis for an extensive thesis
- Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy
- Participate in an oral defense of the thesis in the form of a presentation to the WLU community

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- ATC 518 Supervised Practicum (3 credits; 100 hours)

Prereq ATC 504, ATC 505, ATC 506, ATC 507, ATC 511, ATC 512, ATC 513

*Description:* The practicum is an opportunity for students to apply classroom learning to real world concerns. Students will provide counseling services to bona fide clients and groups under the direction of a graduate faculty member who is a licensed professional counselor or related mental health professional. This course includes critiquing of counseling either observed or recorded on audio or video tape. Students will also pursue

professional development through supervision, accessing current art therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

*Learning Outcomes:* As a result of this course, students will:

- Demonstrate competence in leading both individual and group supervision.
- Complete clinical experience requirements for credentialing and entry level practice as an art therapist and counselor.

- ATC 519 Supervised Internship I (3 credits; 300 hours) Prereq ATC 518

*Description:* This course consists of a supervised internship that includes actual on-the-job counseling experience under the tutelage of an on-site supervisor who is a licensed professional counselor or related mental health professional. This course includes critiquing of counseling either observed or recorded on audio or video tape. Students will also pursue professional development through supervision, accessing current art therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

*Learning Outcomes:* As a result of this course, students will:

- Demonstrate competence in leading both individual and group supervision.
- Complete clinical experience requirements for credentialing and entry level practice as an art therapist and counselor.

- ATC 520 Supervised Internship II (3 credits; 400 hours) Prereq ATC 519

*Description:* This course consists of a supervised internship that includes actual on-the-job counseling experience under the tutelage of an on-site supervisor who is a licensed professional counselor or related mental health professional. This course includes critiquing of counseling either observed or recorded on audio or video tape. Students will also pursue professional development through supervision, accessing current art therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

*Learning Outcomes:* As a result of this course, students will:

- Demonstrate competence in leading both individual and group supervision.
- Complete clinical experience requirements for credentialing and entry level practice as an art therapist and counselor.

#### **6.2.d. Program Outcomes**

This degree program provides graduate students the opportunity for a high-quality education in the field of Art Therapy and Counseling. Three core competencies have been identified by CAAHEP educational standards. These include:

- **Knowledge:** To produce graduates who understand the application of professional values to art therapy and counseling
- **Skills:** To produce graduates with the ability to apply theory into practice and possess effective interpersonal skills

- **Affective/Behavior:** To produce graduates who utilize research, integrate evidence-based practices, and possess clinical expertise in the context of client care

### **6.2.e. Program Content**

The proposed educational programs shall be compatible with the institutional mission. The relationship shall be described in documents provided to the Commission. The intended outcome previously listed under 6.2.d. supports the mission of the University:

- To provide our students the opportunity for a high quality undergraduate, graduate, and professional education through appropriate formats and venues.” Additionally, this program will support several of the following institutional vision statements:
- Providing extensive opportunity and a positive environment for a high quality undergraduate, graduate, and professional education.
- Providing its students the academic offerings necessary to meet the professional and career needs of an evolving, contemporary society.
- Reflect the highest standards of compassionate, legal, ethical, and moral conduct regarding patient healthcare.
- Be team-oriented, culturally sensitive providers who are dedicated to their communities.
- Be critical-thinking and effective communicators with both patients and healthcare professionals.
- Identify the lack of medical care in rural and underserved regions and consider practicing their discipline or providing service in such locations.
- Have an appreciation of the greater field of knowledge beyond their discipline and recognize the importance of lifelong learning in maintaining a level of excellence in their practice.

#### **6.2.e.1. Content and Length**

The Master of Arts in Art Therapy and Counseling is a 60-credit hour degree program which consists of 51 credit hours of coursework, 3 credit hours of supervised practicum and 6 credit hours of supervised professional internship for students who have previously completed their bachelor’s degree. The graduate degree program will qualify graduates to pursue professional certifications such as art therapist registered (ATR) and art therapist board certified (ATR-BC) with the American Art Therapy Association (AATA), certification as a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA), and State licensure as a Licensed Professional Counselor (LPC) in West Virginia and other States.

The degree program will provide a needed educational opportunity for traditional and non-traditional students through a hybrid (low residency/online courses). Options include:

- A 60-credit graduate degree for students who have completed a bachelor’s degree at an accredited university/college
- A Bridge program for Undergraduate (BS-CAT) students at WLU who wish to

- complete their studies at the graduate level (3+2).
- An 18-credit Art Therapy Graduate Certification for students with a master's degree to enhance their knowledge about the use of art therapy in their chosen career. For credentials as an art therapist, student will be required to complete additional post-graduate hours as required by AATA and IEATA.
- A graduate degree for those wishing to enter a doctoral program in Expressive Arts Therapy or related field.

**6.2.e.2. General Education Requirement: N/A**

**6.2.e.3. Minimum requirement: N/A**

**6.3. Program Need and Justification**

According to the *Behavioral Health Barometer* (SAMSHA, 2015), 10,520 children and adolescents (aged 17 or younger) were served in West Virginia's public mental health system in 2015. About 79,000 adults aged 18 or older (5.5% of all adults) reported a serious mental illness, and 60,000 adults (4.2% of all adults) had serious thoughts of suicide. About 100,000 individuals aged 12 or older (6.3% of all individuals in this age group) reported being dependent on or abused alcohol, and about 46,000 (2.9% of all individuals in this age group) were dependent on or abused illicit drugs within the year prior to being surveyed (2013-2014). There is a growing need for art therapists and counselors to help address the national demand for people seeking assistance in managing mental health and substance abuse issues in various populations including children and adolescents, older adults, veterans, trauma survivors, and those diagnosed with special needs. This proposed program will help to alleviate a shortage of healthcare professionals qualified to address these societal needs. Art therapists and counselors work in a variety of settings including schools, clinical, community, and academic.<sup>1</sup>

**6.3.a. Relationship to Institutional Goals/Objectives**

West Liberty University's mission is to provide our students the opportunity for high quality undergraduate, graduate, and professional education. The proposed degree will seek to enhance university strategic growth through the advancement of innovative and transformative learning opportunities. The University is distinctively qualified to introduce this degree because of its proven success in providing low-cost educational opportunities for traditional students and working professionals. The geographical location of West Liberty University is attractive to students because of its central location. For example, Western Pennsylvania is less than a 30-minute drive and Eastern Ohio is less than a 30-minute drive. The low residency/online format of this master's degree also has the potential to attract students who live further away. This is especially important for both traditional and non-traditional students, including mental health practitioners who are seeking to complete a graduate degree in a manner conducive to their active schedules.

1. Student Success:

- Offering a high-demand art therapy graduate degree program at a regional university that will provide greater opportunity for students to further their education locally.

- Providing a viable career path for both traditional and non-traditional students seeking to enter the workforce expeditiously.
  - Providing upward career mobility opportunities for current mental health practitioners of the regional, state, and national workforce.
2. University Excellence:
- Offering a much-desired Master of Arts in Art Therapy and Counseling, which will create a strong and educated workforce with community and educational ties to West Liberty University and the Ohio Valley.
  - Expanding the visibility and product that West Liberty University has to offer through an increased alumni body and noteworthy program growth.
3. State Service:
- A master's degree program which will meet regional, state, and national workforce development needs by allowing those mental health practitioners currently working the opportunity to enhance both their educational and leadership skills, facilitating further career advancement.
  - Offering a low-residency online program at the Main Campus or Highlands Campus which will increase the opportunity to obtain a master's degree, furthering the educated population and improving access to psychological services.
4. Ethical Standards Secured:
- Professionals in the field of art therapy and counseling adhere to the educational, practice, research guidelines and ethics set forth by the American Art Therapy Association and the American Counseling Association. These ethical standards guide professors and students in effective research, teaching, management, and training.
5. Enhancing Diversity:
- This proposed master's degree program will enhance the diversity of the student population at West Liberty University by providing the opportunity for both a diverse cross-section of traditional and non-traditional students to gain the necessary educational credentials for upward mobility in their chosen career.

### 6.3.b. Existing Programs

At this time, there are no 60-credit graduate art therapy programs in West Virginia. WVU offers an 18-credit graduate certification to their master's in art education students. An 18-credit certificate is not sufficient to enable students to apply for art therapy credentials. Students will be required to complete post-graduate hours for credentials as required by the AATA and IEATA. However, WVU does offer a 60-credit counseling program in school counseling or community counseling. The Master of Arts in Art Therapy and Counseling at WLU would be a unique program to this region (**Appendix E**). The nearest art therapy program to WLU is offered at Seton Hill University in Greensburg, PA. Seton Hill offers a Master of Arts in Art Therapy Specializing in Counseling.

1. Substance Abuse and Mental Health Services Administration (SAMHSA). (2015). *Behavioral health barometer*. Retrieved from [https://www.samhsa.gov/data/sites/default/files/2015\\_West-Virginia\\_BHBBarometer.pdf](https://www.samhsa.gov/data/sites/default/files/2015_West-Virginia_BHBBarometer.pdf)

The proposed program at WLU will need to also include counseling to allow graduate students to apply for licensure under state counseling boards. Currently, there is no licensure for art therapists in West Virginia. Instead, students will need to get licensed under the counseling requirements for their state. This is why this graduate program requires the word “counseling” in the title of the degree. Virginia Board of Health Professions (BHP) recently voted to recommend licensure for art therapists in the state of Virginia. It is hoped that in due time this accommodation will be made available in West Virginia. Meanwhile, students attending this graduate program will receive educational courses consistent with CAAHEP art therapy standards and CACREP standards for counseling programs. Additional electives will be provided to accommodate different state requirements for licensing. This dual role of art therapy and counseling would enhance the marketability of this master’s program.

### **6.3.c. Program Planning and Development**

The graduate program has evolved from the Bachelor of Science in Creative Arts Therapy degree program at WLU. This program is currently listed as #1 in the best counseling programs ranked by affordability by Best Counseling Degrees Undergraduate program.<sup>2</sup> To be a professional in the field of art therapy and counseling, students are required to graduate from a 60-credit program which includes supervised practicum and internships in order to apply for art therapy credentials and counseling license to practice independently.

The major elements of the current undergraduate Creative Arts Therapy program, including the curriculum and individual courses, were approved by the Department of Health & Human Performance, the Curriculum Committee meeting (February 2013), the Faculty Senate of West Liberty University meeting (March 2013), and the West Liberty University Board of Governors (April 2013) for submission to the West Virginia HEPC in the Summer 2014. The Program was approved and began in Fall 2014.

The intent to plan for the graduate program was developed by the Dean of the College of Arts and Communication, Department Chair, and the Creative Arts Therapy faculty, and approved by the WVHEPC on March 25, 2019. The proposal was approved by the Graduate Studies Council on January 15, 2020, the Faculty Senate on February 18, 2020, and the WLU Board of Governors on April 1, 2020 (**Appendix F**).

### **6.3.d. Clientele and Need**

Due to the lack of advanced educational opportunities in the geographical area, many students have difficulty in continuing their educational goals. The majority of WLU student body comes from the Northern Panhandle of West Virginia, Eastern Ohio and Western Pennsylvania. The state and this region needs adequate programs to train, educate and prepare students for success in a growing and highly desired field of art therapy and counseling. The proposed master’s degree will fulfill the growing need for art therapists in West Virginia in addition to providing high quality counseling services to the community through a hybrid (low residency/online) graduate program.

The Master of Arts in Art Therapy and Counseling will provide a needed educational opportunity for four distinct groups: (a) traditional and non-traditional students seeking to

professionally practice as credentialed art therapists and licensed counselors, (b) provide a bridge program for current undergraduate students who wish to complete their studies at the graduate level (3+2), (c) mental health practitioners and teachers already working in the field who have previously completed their master's degree and are seeking advancement in their respective occupations, and (d) those wishing to enter a doctoral program in Expressive Arts Therapy or related field.

The proposed master's degree program will provide quality educational opportunities for new and experienced mental health practitioners and teachers to develop and expand their knowledge, skills, and practice of art therapy and counseling. There is a growing demand for these much-needed services in West Virginia northern panhandle as well as the rest of the state and surrounding areas.

### **6.3.e. Employment Opportunities**

Although the Bureau of Labor Statistics (2018)<sup>3</sup> does not collect data on art therapy occupational growth, they did report that there were 2,880 counselors employed as mental health counselors, rehabilitation counselors, substance abuse counselors and other types in West Virginia. This employment is projected to grow 22 % from 2018 to 2028, much faster than the average for all occupations (**Appendix G**). Employment growth is expected as people continue to seek addiction and mental health counseling. Demand for substance abuse, behavioral disorders, and mental health counselors are also expected to increase as states seek treatment and counseling services for drug offenders rather than jail time. In recent years, the criminal justice system has recognized that drug and other substance abuse addicts are less likely to offend again if they get treatment for their addiction. As a result, sentences often require drug offenders to attend treatment and counseling programs. In addition, some research suggests that these programs are more cost effective than incarceration and states may use them as a method to reduce recidivism rates. In addition, there will be a continued need for counselors to work with military veterans to provide them with the appropriate mental health or substance abuse counseling care. Currently there are counselors employed in West Virginia<sup>4</sup>.

### **6.3.f. Program Impact**

The addition of this program will have a positive impact on enrollment in the BS in Creative Arts Therapy, which is housed in the College of Arts and Communication. Undergraduate students will have the opportunity to bridge into the graduate program in a 3+2 year program. Faculty in the undergraduate program will also teach in the graduate program and supplies will be shared.

### **6.3.g. Cooperative Arrangements**

The graduate program requires students to complete clinical experiences. Letters of support from the community and agency leaders are submitted in **Appendix H**.

### **6.3.h. Alternatives to Program Development N/A**

2. Best Counseling Degrees. (2018, July). *33 best master's degrees in art therapy, Ranked by affordability*. Retrieved from <https://www.bestcounselingdegrees.net/best/undergraduate-degrees-in-art-therapy-ranked-by-affordability/>

#### **6.4. Program Implementation and Projected Resource Requirements**

Program implementation will begin during the first fall following approval by all necessary entities. The curriculum is designed to be completed between 24-36 months, beginning in the Fall term. Resource requirements will be shared between the undergraduate Creative Arts Therapy program and the graduate Art Therapy and Counseling program.

##### **6.4.a. Program Administration**

The Master of Arts in Art Therapy and Counseling will be housed within the College of Arts and Communication. The current Creative Arts Therapy faculty member will become the Director of the graduate program with teaching duties. The proposal includes the hiring of one full-time faculty member to share teaching duties between the undergraduate and graduate programs as well as four adjunct professors, two graduate assistantship positions (either full or part time), and less than five percent of the administrative assistant's weekly hours for program administration.

##### **6.4.b. Program Projections**

The planned enrollment for the Master of Arts in Art Therapy and Counseling is up to 10 students per cohort, for the first two years and will increase to 12 students in Year 3-5. It is expected that students will be able to complete the coursework within 3 years with an average course load of 9 semester credit hours (3 semesters) per year. This includes completion of supervised internships which is required for art therapy credentials and for counseling licensure.

##### **6.4.c. Faculty Instructional Requirements**

At the inception of this master's program, one additional full-time faculty member would need to be employed to serve primarily as a dual instructor in the graduate and undergraduate program. In addition, four adjunct faculty members in the field of Art Therapy and Counseling will be needed to teach core Art Therapy courses. These faculty members must possess the required educational qualifications outlined by the art therapy (CAAHEP) standards (**Appendix I**). These include Art Therapy credentials (ATR/ATR-BC) and Counselor licensing as well as a minimum of a master's degree, a doctorate in a healthcare related field is preferred. Other courses in this graduate program can be offered to WLU qualified faculty in psychology, social work, or appropriate departments. These courses may be taught by faculty with a minimum of a master's degree, doctorate preferred, and expertise in the content area.

The additional workload accumulated with the implementation of the graduate program could be eased by the addition of two graduate assistantship positions (either full or part time) for the department to aid the faculty and to provide educational opportunities for

3. Bureau of Labor Statistics, U.S. Department of Labor. (2018, July 13). *Occupational outlook handbook: Substance abuse, behavioral disorder, and mental health counselors*. Retrieved from

<https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

4. Torpey, E. (2015, April). Art therapist: Career outlook. *U.S. Bureau of Labor Statistics*. Retrieved from <https://www.bls.gov/careeroutlook/2015/youre-a-what/art-therapist.htm>

students. These assistantships would offer either partial or full tuition remission. Less than five percent of the administrative assistant's weekly hours for program administration would also be recommended.

Other costs would be related to the 5-10 day residency which will take place during the Fall over the course of study (3 years). This residency will either be located at WLU campus or at the Highland campus. Costs will also include office supplies, printing, postage, statistics software, some office equipment.

It is anticipated that this program will result in positive financial growth for the WLU by year 2 or 3. At this time, consideration should be made for the hiring of an additional faculty member to ensure continued educational and financial growth.

#### **6.4.d. Library Resources and Instructional Materials**

The Paul N. Elbin Library presently has adequate resources for the Master of Arts in Art Therapy and Counseling program with database access maintained through Ebsco-Host and Proquest.

#### **6.4.e. Support Service Requirements**

Each student will be assigned an advisor who will mentor the graduate student throughout the program. All newly developed courses for the proposed graduate program will have a standard, web-based format using the institutional learning management platform, Sakai, to facilitate student learning and retention. Online courses will ensure that each course conforms to Quality Matters standards and the university's office of E-Learning will provide assistance to students as needed. In addition, the University offers access to a writing center, IT help desk, and the Learning and Student Development Center will support ADA accommodations.

#### **6.4.f. Facilities Requirements**

The primary concern is space to run both programs. As an art-based mental health profession and counseling program, there will be a need for art therapy open studio space, teaching space, and counseling rooms. Students will need access to these spaces during residency (5-10 days) each year as well as access will be required for graduate students living in WV who need to complete supervised practicums and internships in WV. Practicum and internships will be offered throughout the academic year. In addition, these spaces will be shared with the undergraduate CAT students and access will be required during Fall and Spring semesters on campus. It is anticipated that the majority of undergraduate CAT students will bridge into the graduate program. Providing space for program needs will be key to recruitment. The preference is for these spaces to be located close to one another within the same building, if possible, to reduce the need to move supplies from one space to another. So, there is a request for additional space to attract graduate students to this program and recruit undergraduate students into the bridge program. The Creative Arts Therapy professor currently provides counseling services to

WLU students in collaboration with the WLU counseling center. Since graduate students will be required to engage in supervised internship as part of their studies, there is an opportunity to further expand these services to the WLU community and provide additional teaching opportunities.

#### **6.4.g. Operating Resource Requirements**

**Appendix J** depicts a 5-year projection of enrollment. Tuition increases, faculty raises, and projected educational expenses are further explained below

- The Assistant Professor of Creative Arts Therapy will take on the additional role of Program Director and will receive a stipend similar to other graduate program directors.
- Faculty members (for summer courses) and adjuncts will receive \$1000 per credit hour.
- A stipend of \$200 dollars per student will be provided to on-site practicum and internship supervisors
- A stipend of \$500 will be provided for visiting lecturers to share specialist knowledge and expertise.
- Additional support will come from current West Liberty University staff members in the Office of Graduate Admissions, Help Desk, and the Office of E-learning.
- Current expenses will include costs associated with marketing, office supplies, and postage.
- Educational equipment will include computer hardware and related equipment, textbooks, and additional resources as needed to provide online instruction, but most of this is already in place for the undergraduate CAT program.
- The electronic databases currently available through the university library will be sufficient for student studies and research.
- Sources of funding will be generated through competitive tuition rates of approximately \$500 for domestic and \$600 per credit hour for international students. The rates will be adjusted as necessary in future years.
- Assumptions for calculations are based on similar competitive graduate programs in the area.

#### **6.4.h. Sources of Operating Resources**

West Liberty is not seeking any new financial support for this program. The program will be supported mainly by tuition revenues and General Fund appropriations from the college and department when necessary, such as for unanticipated additional marketing expenses. There are no expectations for supplementary resource needs beyond the usual or expected institutional allocations derived through the regular budget process. Please see the 5-Year Projection of Total Operating Resource Requirements in **Appendix K**.

#### **6.5. Program Evaluation**

West Liberty University is fully accredited by the Higher Learning Commission (HLC). This master's program goals and student learning outcomes will be aligned to the art therapy (CAAHEP) and counseling (CACREP) accreditation standards. The ethical guidelines of the American Art Therapy Association and the American Counseling

Association will also provide quality assurance. An assessment plan, including procedures for the evaluation of the program objectives is required by the CAAHEP for accreditation, and will be completed at the inception of the program. Additional assessments specific to clinical sites and external professionals influencing student learning will be in place. Further, the program will adhere to the systematic review process for all university programs every 2.5 years by the Assessment and Accreditation Committee and every 5 years by the Board of Governors Review, providing valuable assessment data for faculty and students, as well as information on program productivity and effectiveness. Results of the assessments and standards will be constantly monitored and utilized for continued program improvement and growth.

#### **6.5.a. Evaluation Procedures**

The program will adhere to the systematic review process for all university programs every 2.5 years by the Assessment and Accreditation Committee and every 5 years by the Board of Governors Review, providing valuable assessment data for faculty and students, as well as information on program productivity and effectiveness. The program evaluation evaluates concrete learning outcomes for student and program success.

Evaluations include:

- Art Therapy Evaluation (**Appendix L**)
- Counselor Competencies Scale-Revised (**CCS-R; Appendix M**)
- Readiness for Internship (**Appendix N**).

#### **6.5.b. Accreditation Status**

The Accreditation of Educational Programs in Art Therapy (ACATE) provides guidelines and standards under the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for Art Therapy programs. As per these guidelines, the graduate program will apply for accreditation once it is eligible to do so. “To be eligible, art therapy programs must have provided graduate-level instruction in art therapy on a continuous basis for at least three academic years and achieved at least one master’s degree graduate class.” See **Appendix O** for details of the accreditation process.

5. Commission on Accreditation of Allied Health Education Programs (CAAHEP). (n.d.). *Accreditation council for art therapy programs*. Retrieved from <https://www.caahep.org/ACATE>

**Appendix J  
Operating Resource Requirements**

**FORM 1  
FIVE-YEAR PROJECTION OF PROGRAM SIZE**

Number of Students Served through Course Offerings of the Program:	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Headcount	10	20	32	34	36
FTE	10	20	32	34	36
Credit Hours	90	180	218	236	240
Number of Majors:					
Headcount	10	20	32	34	36
FTE majors	10	20	32	34	36
Credit Hours	270	540	654	708	720
Degrees Granted	0	0	10	10	12

**Appendix K**  
**Sources of Operating Resources**

**FORM 2**

**FIVE YEAR PROJECTION OF  
TOTAL OPERATING RESOURCE REQUIREMENTS**

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
<b>FTE Positions</b>					
Administrators	0.15	0.15	0.15	0.15	0.15
Program Director	0.25	0.25	0.25	0.25	0.25
Full-Time Faculty	1.5	1.5	1.5	1.5	1.5
Adjunct Faculty	0.667	1	1.5	1.5	1.5
Graduate Assistants	0	0	0	1	1
<b>Non-Academic Personnel:</b>					
Clerical Workers	0.05	0.05	0.05	0.05	0.05
Recruiter/Admissions	1	1	1	1	1
Online Course Designer	0.25	0.25	0.25	0.25	0.25
Student FTE (from FORM 1)	10	20	32	34	36
Student Credit Hours (from FORM 1)	270	540	654	708	720
<b>Sources of Revenue</b>					
General Fund Appropriations	-	-	-	-	-
Federal Government	-	-	-	-	-
Private and Other	-	-	-	-	-
Institutional	-	-	-	-	-
Tuition (\$500/credit)	124,650.90	249,301.80	301,932.18	326,862.36	332,402.40
Residency Fee (\$500/st)	5,000.00	10,000.00	16,000.00	17,000.00	18,000.00
Total sources of Rev.	\$129,650.90	\$259,301.80	\$317,932.18	\$343,862.36	\$350,402.40
<b>Operating Costs</b>					
<b>Personal Services</b>					
Administrators	26,250.00	26,512.50	26,515.13	26,515.15	26,515.15
Full-Time Faculty	93,000.00	95,130.00	95,451.30	95,454.51	95,454.55
Fringe Benefits	25,110.00	25,685.10	25,771.85	25,772.72	25,772.73
Program Dir. Stipend	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Dues	-	-	-	-	-
Adjunct Faculty	6,003.00	9,000.00	13,500.00	13,500.00	13,500.00
Graduate Asst. Waiver	-	-	-	12,466.00	12,466.00
Guest Speakers	500.00	500.00	500.00	1,000.00	1,000.00
Practicum Supervisors	-	2,000.00	6,000.00	6,000.00	6,000.00
<b>Non-Academic Personnel:</b>					
Clerical Workers	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00
Recruiter/Admissions	50,000.00	50,000.00	51,000.00	52,000.00	53,000.00
Online Course Designer	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Total Salaries	\$217,613.00	\$225,577.60	\$235,488.28	\$249,458.38	\$250,458.42

**Appendix K**  
**FORM 2 Continued**

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Current Expenses:					
Marketing	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Materials	3,000.00	3,000.00	3,500.00	3,500.00	4,000.00
Instructional Supplies	1,000.00	1,000.00	1,500.00	1,500.00	2,000.00
Research Supplies	-	-	-	-	-
Office Supplies	-	-	-	-	-
Employee Travel	-	-	-	-	-
Repairs and Alterations	-	1,000.00	1,000.00	1,000.00	1,000.00
Equipment:					
Educational Equipment	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00
Library Books	-	-	-	-	-
Library Database	10,000.00	10,200.00	10,300.00	10,400.00	10,500.00
Nonrecurring Expense:					
Accreditation application -	-	-	1,250.00	-	-
Other: Accred site visits -	-	-	3,000.00	\$3000.00	-
Other: dedicated classroom	25,000.00	-	-	-	-
Annual Accreditation Fees -	-	-	1,200.00	1,300.00	1,300.00
Total Expenses	\$47,500.00	\$23,700.00	\$30,250.00	\$29,200.00	\$27,300.00
Total Operating Cost:					
	\$265,113.00	\$249,277.60	\$265,738.28	\$278,658.38	\$277,758.42
Net Revenue	\$(135,462.10)	\$10,024.20	\$52,193.90	\$65,203.98	\$72,643.98

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Administrative Exemption

**INSTITUTION:** Shepherd University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves administratively exempt status for Shepherd University from certain Commission oversight as defined in West Virginia Code §18B-1-1f.

**STAFF MEMBER:** Matt Turner

**BACKGROUND:**

Following the passage of Senate Bill 760 during the 2020 Regular Session of the West Virginia Legislature, the state now permits qualified public four-year institutions meeting specific financial and academic performance benchmarks to apply to the Commission for designation as an administratively exempt school.

An administratively exempt school will be exempt from Commission oversight for:

- Approval of capital projects to ensure that capital projects and facility needs are managed effectively pursuant to West Virginia Code § 18B-1B- 4(a)(10);
- Development and approval of institutional mission definitions pursuant to West Virginia Code § 18B-1B-4(a)(34);
- Academic program approval required pursuant to West Virginia Code § 18B-1B-4(a)(35);
- Rules providing guidance to the governing boards in filling vacancies in the office of the president pursuant to West Virginia Code § 18B-1B-6(d);
- The Commission’s rule governing and controlling acquisitions and purchases pursuant to West Virginia Code § 18B-5-4;
- The required approval of capital improvement projects exceeding \$3 million pursuant to West Virginia Code § 18B-19-6;
- The required approval of lease-purchase agreements for capital improvements and equipment of \$1.5 million or greater pursuant to West Virginia Code § 18B-19-11; and
- The required approval of real estate transactions, lease-purchase, and new building construction exceeding \$1 million pursuant to West Virginia Code § 18B-19-13.

To apply for administrative exemption, a four-year college or university must meet and maintain **three of the five** following criteria:

- A three-year average graduation rate of not less than 45 percent;
- A three-year average retention rate of not less than 60 percent;

- A three-year credit head count enrollment *increase*, or a decrease of not more than 5 percent during the same period;
- A three-year average of not less than 50 days of cash reserved; and
- A Composite Financial Index (CFI) per Higher Learning Commission indicators of not less than one.

Shepherd University on May 27, 2020, submitted to Chancellor Tucker its request to apply for administratively exempt status. In the school’s request letter, Shepherd University President Mary J.C. Hendrix noted the Shepherd University Board of Governors signed off on applying for exemption during the board’s April 2020 meeting.

The Commission’s Finance and Facilities and Policy and Planning staff have reviewed data for Shepherd University for the five qualifying criteria, per the table below:

Institution	Benchmark Met Y/N (Actual Data)					Number of Metrics: Benchmark Met (Out of 5)
	Graduation Rates	Retention Rates	Credit Headcount Enrollment	Days of Cash Reserved	CFI	
Shepherd University	Y (47.9%)	Y (68.6%)	Y (-0.9%)	Y (80)	N (-0.09)	4

The new law requires the Commission to consider three-year-average performance to ensure institutions are evaluated on a trending basis, rather than a single point in time. For Shepherd University, the retention and graduation rates reflect a healthy upward trend, while enrollment was slightly down.

Shepherd University’s days of cash on hand dipped in a three-year period to 67 days in Fiscal Year 2019, down from 99 in 2017. Shepherd’s CFI of -0.09 is an improvement from -0.58, as reported for Fiscal Year 2017, but down from 1.08 in 2018. A CFI composite value of 1.0 or lower is equivalent to weak financial health, and 3.0 or higher signifies a relatively strong financial position. The Composite Financial Indices for most of West Virginia’s institutions demonstrate that resources are not sufficient and flexible enough to support the schools’ missions.

Shepherd University is the first regional college or university to request administrative exemption from Commission oversight. Marshall University and West Virginia University are known as “statutorily exempt” and previously were exempted from most Commission rules and review.

May 27, 2020

Sarah Armstrong Tucker, Ph.D.  
Interim Chancellor  
WV Higher Education Policy Commission  
1018 Kanawha Blvd., East, Suite 700  
Charleston, WV 25301

Re: WV HEPC and Administratively Exempted Status

Dear Dr. Tucker:

The passage of Senate Bill 760 in the 2020 Legislative Session brings forward the new Administratively Exempted status category as described in WV Code 18B-1-1f, effective June 3.

Shepherd University has reviewed the five criteria delineated in the bill which can qualify an institution for Administratively Exempted status, and we have determined that Shepherd exceeds the criteria as to Graduation Rate, Retention Rate, Credit Headcount Enrollment, and Days of Cash Reserved. Our analysis of the first three categories is premised upon the most recent published data reports of the HEPC. Our analysis as to cash reserves is premised upon Dr. Magee's most recent annual financial report to the Commission.

WV Code 18B-1-1f provides that a qualifying institution may make application to the HEPC. Pursuant to the direction of our Board of Governors at its April meeting, this letter is submitted as our formal application for Administratively Exempt status. Thank you in advance for your time and consideration.

Respectfully,



Mary J.C. Hendrix, Ph.D.  
President

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Review of Institutional Tuition and Fees

**INSTITUTION:** All

**RECOMMENDED RESOLUTION:** Information item

**STAFF MEMBER:** Ed Magee

**BACKGROUND:**

West Virginia Code requires the Commission to approve any tuition and fee increase greater than ten percent in any one year or where the increase would be more than seven percent per year, averaged over a rolling three-year period. This is calculated by averaging the proposed increase with the increase for the immediate two previous years.

As in previous years, the institutions were asked to align prices with internal strategic and state goals regarding affordability, quality of instruction, retention, and financial strength. These goals were reviewed in relation to the institutions' relative market positions that will affect their pricing flexibility. In considering changes to non-resident tuition and fees, capacity utilization and revenue maximization strategies influence a decision to increase prices.

Institutions' State appropriations did not increase for Fiscal Year 2021. The Higher Education price index increased 2.5 percent for 2019. The tuition and fees for all institutions did not exceed the 10 percent annual and 7 percent three-year rolling average thresholds requiring approval by the Commission. The average percent increase of tuition and fees for all institutions was 1.8 percent.

## West Virginia Higher Education Policy Commission

### Summary of Regular Tuition and Fees - 2020-21 Academic Year

#### Resident Undergraduate Students

Institution	Tuition and Fees 2019-20	Tuition and Fees 2020-21	Increase Over 2019-20	Percentage of Increase
Bluefield State College	\$ 7,488	\$ 7,584	\$ 96	1.3%
Concord University	\$ 8,050	\$ 8,050	\$ -	0.0%
Fairmont State University	\$ 7,738	\$ 7,738	\$ -	0.0%
Glenville State College	\$ 7,308	\$ 7,886	\$ 578	7.9%
Marshall University	\$ 8,412	\$ 8,512	\$ 100	1.2%
Shepherd University	\$ 7,784	\$ 7,784	\$ -	0.0%
West Liberty University	\$ 7,990	\$ 8,150	\$ 160	2.0%
West Virginia State University	\$ 7,712	\$ 7,912	\$ 200	2.6%

West Virginia Higher Education Policy Commission

Regular Tuition and Fees - 2020-21 Academic Year  
Undergraduate Students

Institution	Tuition and Fees 2019-20	Tuition and Fees 2020-21	Increase Over 2019-20	Percentage of Increase	Estimated Revenue Increase	Estimated Number of Students 2020-21
<b>Bluefield State College</b>						
Resident	\$ 7,488	\$ 7,584	\$ 96	1.3%	\$ 32,000	1,643
Metro	\$ 10,584	\$ 10,680	\$ 96	0.9%		
Non-Resident	\$ 14,352	\$ 14,448	\$ 96	0.7%		
<b>Concord University</b>						
Resident	\$ 8,050	\$ 8,050	\$ -	0.0%	\$ -	1,446
Discount Rate						
Non-Resident	\$ 17,702	\$ 17,702	\$ -	0.0%		
<b>Fairmont State University</b>						
Regular Undergraduate						
Resident	\$ 7,738	\$ 7,738	\$ -	0.0%	\$ (508,400)	2,800
Metro	\$ -	\$ 11,608	\$ 11,608	0.0%		
Non-Resident	\$ 16,814	\$ 16,814	\$ -	0.0%		
Virtual Undergraduate						
Resident	\$ 5,860	\$ 5,860	\$ -	0.0%	\$ -	280
Non-Resident	\$ 5,860	\$ 5,860	\$ -	0.0%		
<b>Glennville State College</b>						
Resident	\$ 7,308	\$ 7,886	\$ 578	7.9%	\$ (940,694)	919
Metro	\$ 8,818	\$ 9,514	\$ 696	7.9%		
Non-Resident	\$ 8,818	\$ 9,514	\$ 696	7.9%		
<b>Marshall University</b>						
Resident	\$ 8,412	\$ 8,512	\$ 100	1.2%		
Metro	\$ 14,496	\$ 14,596	\$ 100	0.7%		
Non-Resident	\$ 19,266	\$ 19,366	\$ 100	0.5%		
<b>Tuition and Program Fees:</b>						
College of Arts & Media - Fine Arts						
Resident	\$ 9,072	\$ 9,172	\$ 100	1.1%		
Metro	\$ 15,316	\$ 15,416	\$ 100	0.7%		
Non-Resident	\$ 20,086	\$ 20,186	\$ 100	0.5%		
College of Arts & Media - Journalism & Mass Communication						
Resident	\$ 8,632	\$ 8,732	\$ 100	1.2%		
Metro	\$ 14,882	\$ 14,982	\$ 100	0.7%		
Non-Resident	\$ 19,652	\$ 19,752	\$ 100	0.5%		
College of Business						
Resident	\$ 8,732	\$ 8,832	\$ 100	1.1%		
Metro	\$ 15,026	\$ 15,126	\$ 100	0.7%		
Non-Resident	\$ 19,796	\$ 19,896	\$ 100	0.5%		
College of Education & Professional Development						
Resident	\$ 8,812	\$ 8,912	\$ 100	1.1%		
Metro	\$ 14,896	\$ 14,996	\$ 100	0.7%		
Non-Resident	\$ 19,666	\$ 19,766	\$ 100	0.5%		
College of Health Professions						
Resident	\$ 8,832	\$ 8,932	\$ 100	1.1%		
Metro	\$ 15,436	\$ 15,536	\$ 100	0.6%		
Non-Resident	\$ 20,206	\$ 20,306	\$ 100	0.5%		
College of Health Professions - Kinesiology						
Resident	\$ 9,032	\$ 9,132	\$ 100	1.1%		
Metro	\$ 15,636	\$ 15,736	\$ 100	0.6%		
Non-Resident	\$ 20,406	\$ 20,506	\$ 100	0.5%		
College of Health Professions - Clinical Laboratory Science, Communication Disorders, Dietetics						
Resident	\$ 9,032	\$ 9,132	\$ 100	1.1%		
Metro	\$ 15,636	\$ 15,736	\$ 100	0.6%		
Non-Resident	\$ 20,406	\$ 20,506	\$ 100	0.5%		
College of Health Professions - Nursing						
Resident	\$ 9,342	\$ 9,442	\$ 100	1.1%		
Metro	\$ 15,936	\$ 16,036	\$ 100	0.6%		
Non-Resident	\$ 20,706	\$ 20,806	\$ 100	0.5%		
College of Information Technology and Engineering						

Resident	\$ 9,532	\$ 9,632	\$ 100	1.0%		
Metro	\$ 16,226	\$ 16,326	\$ 100	0.6%		
Non-Resident	\$ 20,996	\$ 21,096	\$ 100	0.5%		
<b>College of Liberal Arts</b>						
Resident	\$ 8,622	\$ 8,722	\$ 100	1.2%		
Metro	\$ 14,706	\$ 14,806	\$ 100	0.7%		
Non-Resident	\$ 19,476	\$ 19,576	\$ 100	0.5%		
<b>College of Science</b>						
Resident	\$ 8,762	\$ 8,862	\$ 100	1.1%		
Metro	\$ 14,936	\$ 15,036	\$ 100	0.7%		
Non-Resident	\$ 19,706	\$ 19,806	\$ 100	0.5%		
<b>Shepherd University</b>						
Resident	\$ 7,784	\$ 7,784	\$ -	0.0%		
Non-Resident	\$ 18,224	\$ 18,224	\$ -	0.0%		
<b>West Liberty University</b>						
Resident	\$ 7,990	\$ 8,150	\$ 160	2.0%	\$ 157,360	1,967
Metro	\$ 13,488	\$ 13,648	\$ 160	1.2%		
Non-Resident	\$ 15,930	\$ 16,090	\$ 160	1.0%		
<b>West Virginia State University</b>						
Resident	\$ 7,712	\$ 7,912	\$ 200	2.6%	\$ 312,000	3,120
Metro	\$ 13,400	\$ -	\$ (13,400)	-100.0%		
Non-Resident	\$ 17,166	\$ 13,600	\$ (3,566)	-20.8%		

West Virginia Higher Education Policy Commission

Regular Tuition and Fees - 2020-21 Academic Year  
Graduate Students

Institution	Tuition and Fees 2019-20	Tuition and Fees 2020-21	Increase Over 2019-20	Percentage of Increase	Estimated Revenue Increase	Estimated Number of Students 2020-21
<b>Concord University</b>						
Resident	\$ 8,644	\$ 8,644	\$ -	0.0%	\$ -	312
Non-Resident	\$ 15,072	\$ 15,072	\$ -	0.0%		
<b>Fairmont State University</b>						
Regular Graduate						
Resident	\$ 8,922	\$ 8,922	\$ -	0.0%	\$ 433,280	44
Non-Resident	\$ 19,100	\$ 19,100	\$ -	0.0%		
Virtual Graduate						
Resident	\$ 6,610	\$ 6,610	\$ -	0.0%	\$ -	0
Non-Resident	\$ 6,610	\$ 6,610	\$ -	0.0%		
<b>Marshall University</b>						
Resident	\$ 8,728	\$ 8,828	\$ 100	1.1%		
Metro	\$ 15,472	\$ 15,572	\$ 100	0.6%		
Non-Resident	\$ 21,062	\$ 21,162	\$ 100	0.5%		
<b>Tuition and Program Fees (Graduate)</b>						
College of Arts & Media - Fine Arts						
Resident	\$ 9,098	\$ 9,198	\$ 100	1.1%		
Metro	\$ 16,292	\$ 16,392	\$ 100	0.6%		
Non-Resident	\$ 21,882	\$ 21,982	\$ 100	0.5%		
College of Arts & Media - Journalism & Mass Communication						
Resident	\$ 8,948	\$ 9,048	\$ 100	1.1%		
Metro	\$ 15,858	\$ 15,958	\$ 100	0.6%		
Non-Resident	\$ 21,448	\$ 21,548	\$ 100	0.5%		
College of Business						
Resident	\$ 9,364	\$ 9,464	\$ 100	1.1%		
Metro	\$ 16,522	\$ 16,622	\$ 100	0.6%		
Non-Resident	\$ 22,112	\$ 22,212	\$ 100	0.5%		
College of Business - Executive MBA Program						
Resident	\$ 17,728	\$ 17,828	\$ 100	0.6%		
Non-Resident	\$ 24,472	\$ 24,572	\$ 100	0.4%		
Metro	\$ 30,062	\$ 30,162	\$ 100	0.3%		
College of Education & Professional Development						
Resident	\$ 8,828	\$ 8,928	\$ 100	1.1%		
Metro	\$ 15,572	\$ 15,672	\$ 100	0.6%		
Non-Resident	\$ 21,162	\$ 21,262	\$ 100	0.5%		
College of Education & Professional Development - EdD/EdS, SPSY, MA in Special ED, MAT/PBC						
Resident	\$ 8,958	\$ 9,058	\$ 100	1.1%		
Metro	\$ 15,702	\$ 15,802	\$ 100	0.6%		
Non-Resident	\$ 21,292	\$ 21,392	\$ 100	0.5%		
College of Health Professions						
Resident	\$ 9,278	\$ 9,378	\$ 100	1.1%		
Metro	\$ 16,772	\$ 16,872	\$ 100	0.6%		
Non-Resident	\$ 22,362	\$ 22,462	\$ 100	0.4%		
College of Health Professions - Kinesiology						
Resident	\$ 9,508	\$ 9,608	\$ 100	1.1%		
Metro	\$ 17,022	\$ 17,122	\$ 100	0.6%		
Non-Resident	\$ 22,612	\$ 22,712	\$ 100	0.4%		
College of Health Professions - Communication Disorders, Dietetics						
Resident	\$ 9,508	\$ 9,608	\$ 100	1.1%		
Metro	\$ 17,022	\$ 17,122	\$ 100	0.6%		
Non-Resident	\$ 22,612	\$ 22,712	\$ 100	0.4%		
College of Health Professions - Nursing						
Resident	\$ 9,828	\$ 9,928	\$ 100	1.0%		
Metro	\$ 17,362	\$ 17,462	\$ 100	0.6%		
Non-Resident	\$ 22,952	\$ 23,052	\$ 100	0.4%		
College of Information Technology & Engineering						
Resident	\$ 9,848	\$ 9,948	\$ 100	1.0%		
Metro	\$ 17,202	\$ 17,302	\$ 100	0.6%		
Non-Resident	\$ 22,792	\$ 22,892	\$ 100	0.4%		
College of Liberal Arts						
Resident	\$ 8,908	\$ 9,008	\$ 100	1.1%		

Metro	\$ 15,652	\$ 15,752	\$ 100	0.6%		
Non-Resident	\$ 21,242	\$ 21,342	\$ 100	0.5%		
College of Liberal Arts - Psychology Doctorate						
Resident	\$ 10,864	\$ 10,964	\$ 100	0.9%		
Metro	\$ 17,608	\$ 17,708	\$ 100	0.6%		
Non-Resident	\$ 23,954	\$ 24,054	\$ 100	0.4%		
College of Science						
Resident	\$ 9,078	\$ 9,178	\$ 100	1.1%		
Metro	\$ 15,912	\$ 16,012	\$ 100	0.6%		
Non-Resident	\$ 21,502	\$ 21,602	\$ 100	0.5%		
<b>Tuition and Program Fees (Professional)</b>						
School of Medicine - Professional/Medicine						
Resident	\$ 23,904	\$ 24,004	\$ 100	0.4%		
Non-Resident	\$ 56,688	\$ 56,788	\$ 100	0.2%		
School of Pharmacy - Doctorate						
Resident	\$ 21,630	\$ 22,430	\$ 800	3.7%		
Non-Resident	\$ 36,446	\$ 37,050	\$ 604	1.7%		
School of Physical Therapy - Doctorate						
Resident	\$ 12,668	\$ 13,320	\$ 652	5.1%		
Non-Resident	\$ 19,950	\$ 20,906	\$ 956	4.8%		
School of Medicine - Graduate/Biomedical Science (Excluding Forensic Science)						
Resident	\$ 11,020	\$ 11,120	\$ 100	0.9%		
Metro	\$ 16,036	\$ 16,136	\$ 100	0.6%		
Non-Resident	\$ 22,876	\$ 22,976	\$ 100	0.4%		
School of Medicine - Graduate/Forensic Science						
Resident	\$ 10,048	\$ 10,480	\$ 432	4.3%		
Metro	\$ 14,978	\$ 15,564	\$ 586	3.9%		
Non-Resident	\$ 21,986	\$ 22,880	\$ 894	4.1%		
Masters of Public Health						
Resident	\$ 12,658	\$ 13,310	\$ 652	5.2%		
Non-Resident	\$ 27,078	\$ 28,392	\$ 1,314	4.9%		
School of Pharmacy - Masters in Pharmaceutical Sciences						
Resident	\$ 11,532	\$ 12,124	\$ 592	5.1%		
International	\$ 24,422	\$ 25,602	\$ 1,180	4.8%		
Non-Resident	\$ 19,022	\$ 19,932	\$ 910	4.8%		
Doctor of Nursing Practice						
Resident	\$ -	\$ 6,806	\$ 6,806	0.0%		
<b>Shepherd University</b>						
Resident	\$ 8,550	\$ 8,550	\$ -	0.0%	\$ 1,339,590	
Non-Resident	\$ 12,402	\$ 12,402	\$ -	0.0%		
<b>West Liberty University</b>						
MPS, MSC						
Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
Non-Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
International	\$ 9,900	\$ 9,900	\$ -	0.0%		
MaED						
Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
Non-Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
International	\$ 9,900	\$ 9,900	\$ -	0.0%		
MBA Program						
Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
Non-Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
International	\$ 9,900	\$ 9,900	\$ -	0.0%		
MA Clinical Psychology						
Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
Non-Resident	\$ 8,280	\$ 8,280	\$ -	0.0%		
International	\$ 9,900	\$ 9,900	\$ -	0.0%		
MA/MS Biology						
Resident	\$ 10,170	\$ 10,170	\$ -	0.0%		
Non-Resident	\$ 12,168	\$ 12,168	\$ -	0.0%		
MA Dental Hygiene						
Resident	\$ 9,450	\$ 9,450	\$ -	0.0%		
Non-Resident	\$ 9,450	\$ 9,450	\$ -	0.0%		
International	\$ 9,900	\$ 9,900	\$ -	0.0%		
Physicians Assistant Program*						
Resident	\$ 13,230	\$ 13,230	\$ -	0.0%		
Non-Resident	\$ 19,846	\$ 19,846	\$ -	0.0%		
*The above amounts are based on a regular academic term of two semesters. West Liberty University's Physician Assistant Program is accelerated and requires students to enroll for four semesters a year at \$ for resident students and \$ for non-resident students. Fees are approved one year in advance.						
<b>West Virginia State University</b>						

Resident	\$ 8,074	\$ 8,224	\$ 150	1.9%	\$ 3,600	48
Non-Resident	\$ 18,880	\$ 19,030	\$ 150	0.8%		
<b>WV School of Osteopathic Medicine</b>						
Resident - 1st year students	\$ 22,472	\$ 23,472	\$ 1,000	4.4%	\$ (419,508)	
Resident - 2nd to 4th year students	\$ 22,472	\$ 22,472	\$ -	0.0%		
Non-Resident - 1st year students	\$ 53,710	\$ 54,710	\$ 1,000	1.9%		
Non-Resident - 2nd to 4th year students	\$ 53,710	\$ 53,710	\$ -	0.0%		

West Virginia Higher Education Policy Commission

Academic Year 2020-21 (Per Semester Rate)

Room and Board Rates

III. Room and Board Charges	Rate Per Semester 2019-20	Requested Rate Per Semester 2020-21	Increase (Decrease)	Percentage of Increase
<b>Concord University:</b>				
Residence Hall excluding North & South Towers				
Single Room	\$ 3,085	\$ 3,085	\$ -	0.0%
Double Room	\$ 2,330	\$ 2,330	\$ -	0.0%
Triple/Suite	\$ 2,330	\$ 2,330	\$ -	0.0%
North & South Towers				
Single Room	\$ 3,314	\$ 3,314	\$ -	0.0%
Double Room	\$ 2,559	\$ 2,559	\$ -	0.0%
Triple/Suite	\$ 2,599	\$ 2,599	\$ -	0.0%
Board	\$ 2,322	\$ 2,322	\$ -	0.0%
<b>Fairmont State University:</b>				
Bryant Place (singles) (per bed price)	\$ 3,327	\$ 3,327	\$ -	0.0%
Bryant Place (doubles) (per bed price)	\$ 2,812	\$ 2,812	\$ -	0.0%
Prichard (double) (per bed price)	\$ 2,414	\$ 2,414	\$ -	0.0%
Morrow (double) (per bed price)	\$ 2,414	\$ 2,414	\$ -	0.0%
Morrow (double) (with Bath)	\$ 2,569	\$ 2,569	\$ -	0.0%
Pence (double) (per bed price)	\$ 2,414	\$ 2,414	\$ -	0.0%
Pence (Single) (9.5 mo)	\$ 3,295	\$ 3,295	\$ -	0.0%
Pence (Single) (with Bath)	\$ 3,295	\$ 3,295	\$ -	0.0%
University Terrace - Semi-Suite (9.5 mo)	\$ 3,108	\$ 3,108	\$ -	0.0%
Note: Damage Deposit Dorms \$200.00				
Board - 15 Meal Silver Plan with \$250 Flex (7 day)	\$ 2,199	\$ 2,199	\$ -	0.0%
Board - 19 Meal Silver Plan with \$175 Flex (7 day)	\$ 2,287	\$ 2,287	\$ -	0.0%
The Ultimate - 210 swipes with \$350 Flex	\$ 2,410	\$ 2,410	\$ -	0.0%
Eating Made Easy - 160 swipes with \$300 Flex	\$ 1,978	\$ 1,978	\$ -	0.0%
On the Go - 40 swipes with \$25 Flex (Commuter, Apts or Reload)	\$ 474	\$ 474	\$ -	0.0%
Reload	\$ 210	\$ 210	\$ -	0.0%
<b>Glenville State College:</b>				
Goodwin Hall				
Single	\$ 3,559	\$ 3,559	\$ -	0.0%
Double	\$ 2,891	\$ 2,891	\$ -	0.0%
Riverfont Residence				
Double	\$ 2,891	\$ 2,891	\$ -	0.0%

Board Plan	\$ 2,200	\$ 2,300	\$ 100	4.5%
<b>Marshall University</b>				
Holderby Hall				
Deluxe Single	\$ 3,394	\$ 3,394	\$ -	0.0%
Twin Towers:				
Deluxe Single	\$ 3,833	\$ 3,833	\$ -	0.0%
Double Room	\$ 2,792	\$ 2,862	\$ 70	2.5%
Buskirk:				
Deluxe Single	\$ 3,833	\$ 3,833	\$ -	0.0%
Double	\$ 2,792	\$ 2,862	\$ 70	2.5%
Marshall Commons:				
Single Room Suite	\$ 4,218	\$ 4,218	\$ -	0.0%
Double Room Suite	\$ 3,255	\$ 3,336	\$ 81	2.5%
First Year Residents Hall (Capstone)				
Double Room with Bath	\$ 3,324	\$ 3,424	\$ 100	3.0%
Summer Housing				
Single Room	\$ 1,198	\$ 1,198	\$ -	0.0%
Double Room	\$ 873	\$ 873	\$ -	0.0%
Early Arrival / Break Housing				
Single Room	\$ 40	\$ 40	\$ -	0.0%
Double Room	\$ 30	\$ 30	\$ -	0.0%
Off-Campus Overflow (Used only when needed)				
Single occupancy/per day	\$ 40	\$ 40	\$ -	0.0%
Double occupancy/per day	\$ 30	\$ 30	\$ -	0.0%
Board - Unlimited w/\$50 Flex Dollars	\$ 1,998	\$ -	\$ (1,998)	-100.0%
Board - Unlimited w/\$150 Flex Dollars	\$ 2,098	\$ -	\$ (2,098)	-100.0%
Board - Unlimited w/\$250 Flex Dollars	\$ 2,198	\$ -	\$ (2,198)	-100.0%
175 Block + \$525 Flex	\$ 1,998	\$ -	\$ (1,998)	-100.0%
175 Block + \$625 Flex	\$ 2,098	\$ -	\$ (2,098)	-100.0%
140 Block + \$725 Flex	\$ 1,919	\$ -	\$ (1,919)	-100.0%
160 Block + \$625 Flex	\$ 1,972	\$ -	\$ (1,972)	-100.0%
140 Block + \$65 Flex	\$ 1,545	\$ 1,545	\$ -	0.0%
10 Meals + \$500 Flex with 10 bonus meals	\$ -	\$ 1,925	\$ 1,925	0.0%
10 Meals + \$700 Flex with 20 bonus meals	\$ -	\$ 2,125	\$ 2,125	0.0%
10 Meals + \$850 Flex with 10% discount at Point of Sale	\$ -	\$ 2,275	\$ 2,275	0.0%
14 Meals + \$500 Flex with 10 bonus meals	\$ -	\$ 2,125	\$ 2,125	0.0%
14 Meals + \$700 Flex with 20 bonus meals	\$ -	\$ 2,415	\$ 2,415	0.0%
14 Meals + \$850 Flex with 10% discount at Point of Sale	\$ -	\$ 2,565	\$ 2,565	0.0%
New Commuter Meal Plans				
20 Meals w/\$50 Flex Dollars	\$ 230	\$ -	\$ (230)	-100.0%
12 Meals w/\$150 Flex Dollars includes 2 guest passes	\$ 269	\$ -	\$ (269)	-100.0%
20 Meals w/\$100 Flex Dollars includes 5 guest passes	\$ 285	\$ -	\$ (285)	-100.0%
30 Meals w/\$200 Flex Dollars	\$ 424	\$ 430	\$ 6	1.4%
50 Meals w/\$100 Flex Dollars	\$ 471	\$ 478	\$ 7	1.5%
50 Meals w/\$350 Flex Dollars	\$ -	\$ 725	\$ 725	0.0%
50 Meals w/\$600 Flex Dollars	\$ -	\$ 975	\$ 975	0.0%
Summer Unlimited Meal Plan	\$ 623	\$ 623	\$ -	0.0%
Summer 10 Meals + \$500 Flex with 10 bonus meals (5 weeks)	\$ -	\$ 602	\$ 602	0.0%

<b>Shepherd University:</b>				
Shaw Hall and Thacher Hall:				
Double	\$ 2,925	\$ 2,840	\$ (85)	-2.9%
Single	\$ 4,216	\$ 3,777	\$ (439)	-10.4%
West Woods Complex and Miller Hall:				
Suite/Double	\$ 3,177	\$ 3,177	\$ -	0.0%
Suite/Single	\$ 4,216	\$ 4,216	\$ -	0.0%
Potomac Place				
Suite/Double	\$ 3,316	\$ 3,316	\$ -	0.0%
Suite/Single	\$ 4,425	\$ 4,425	\$ -	0.0%
Birch and Maple Apartments:				
Double (4 and 6 person units)	\$ 3,395	\$ 3,395	\$ -	0.0%
Single (4 and 6 person units)	\$ 4,415	\$ 4,415	\$ -	0.0%
Deluxe Double (4 person unit)	\$ 3,535	\$ 3,535	\$ -	0.0%
Deluxe Single (4 person unit)	\$ 4,700	\$ 4,700	\$ -	0.0%
Summer School Housing - Double	\$ 870	\$ 870	\$ -	0.0%
Summer School Housing - Single	\$ 1,305	\$ 1,305	\$ -	0.0%
<b>West Liberty University:</b>				
Residence Hall Capital Fee	\$ 415	\$ 415	\$ -	0.0%
Single-(per person per semester)	\$ 2,745	\$ 2,800	\$ 55	2.0%
Double-(per person per semester)	\$ 1,995	\$ 2,035	\$ 40	2.0%
Single Boyd Hall/Rodgers Hall	\$ 1,945	\$ 1,984	\$ 39	2.0%
Single Curtis Hall	\$ 2,345	\$ 2,392	\$ 47	2.0%
Single Beta	\$ -	\$ 2,596	\$ 2,596	0.0%
Topper Towers 9M	\$ 2,874	\$ 2,932	\$ 58	2.0%
Topper Towers 12M	\$ 3,833	\$ 3,909	\$ 76	2.0%
Topper Village 9M	\$ 3,559	\$ 3,630	\$ 71	2.0%
Topper Village 12M	\$ 4,666	\$ 4,759	\$ 93	2.0%
University Place I 9M	\$ 3,119	\$ 3,181	\$ 62	2.0%
University Place I 12M	\$ 4,149	\$ 4,232	\$ 83	2.0%
University Place II 9M	\$ 3,359	\$ 3,426	\$ 67	2.0%
University Place II 12M	\$ 4,466	\$ 4,555	\$ 89	2.0%
Board				
Regular meal plan	\$ 2,232	\$ 2,288	\$ 56	2.5%
5 meal plan	\$ 842	\$ 863	\$ 21	2.5%
50 meal block plan	\$ 434	\$ 444	\$ 10	2.3%
Cable & Internet Fee	\$ 165	\$ 165	\$ -	0.0%
<b>West Virginia State University:</b>				
All Residence Halls:				
Keith Scholars Hall 2BR	\$ 3,881	\$ 3,881	\$ -	0.0%
Keith Scholars Hall 2BR Handicap	\$ 3,881	\$ 3,881	\$ -	0.0%
Keith Scholars Hall 2BR Resident Advisor/Assistant Unit	\$ 4,025	\$ 4,025	\$ -	0.0%
Keith Scholars Hall 3BR	\$ 3,881	\$ 3,881	\$ -	0.0%

Keith Scholars Hall 4BR	\$ 3,881	\$ 3,881	\$ -	0.0%
Keith Scholars Hall 4BR Handicap	\$ 3,881	\$ 3,881	\$ -	0.0%
Sullivan West Single	\$ 3,440	\$ 3,440	\$ -	0.0%
Sullivan West Double	\$ 2,374	\$ 2,374	\$ -	0.0%
Sullivan East Double	\$ 2,374	\$ 2,374	\$ -	0.0%
Sullivan East Single	\$ 3,440	\$ 3,440	\$ -	0.0%
Sullivan East Independent (8th Floor) (no double occupancy)	\$ 3,603	\$ 3,603	\$ -	0.0%
Dawson Single	\$ 3,621	\$ 3,621	\$ -	0.0%
Dawson Double	\$ 2,479	\$ 2,479	\$ -	0.0%
Dawson Room (Summer only) per week	\$ 287	\$ 287	\$ -	0.0%
Sullivan Room (Summer only) per week	\$ 256	\$ 256	\$ -	0.0%
Keith Scholars Room (Summer only) per week	\$ 487	\$ 487	\$ -	0.0%
Board Plans:				
Board - Option #1	\$ 2,488	\$ 2,562	\$ 74	3.0%
Board - Option #2	\$ 2,201	\$ 2,267	\$ 66	3.0%
Board - Option #3	\$ 2,273	\$ 2,341	\$ 68	3.0%
Board (Summer only) per week	\$ 201	\$ 207	\$ 6	3.0%
Dining Dollars (minimum opening balance)	\$ 155	\$ 159	\$ 4	2.6%
Commuter Plan - New students/new transfers	\$ 344	\$ 354	\$ 10	2.9%
Commuter Plan - Returning students	\$ 344	\$ 354	\$ 10	2.9%

**West Virginia Higher Education Policy Commission  
Academic Year 2020-21  
Special Fees and Charges**

II. Special Fees and Charges	Semester/ Occurrence 2019-20	Semester/ Occurrence 2020-21	Increase (Decrease)	Estimated Revenue 2020-21	Revenue Increase 2020-21	Number of Students 2020-21	Estimated Revenue 2020-21
<b>Bluefield State College:</b>							
Engineering Technology & Computer Science Fee (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 60,000	\$ 6,000	424	\$ 66,000
RBA Programmatic Fee	\$ 300	\$ 325	\$ 25	\$ 20,000	\$ 1,000	88	\$ 21,000
Health Science Programmatic Fee:							
(A. S. N.)	\$ 500	\$ 550	\$ 50	\$ 140,000	\$ 5,000	322	\$ 145,000
(A. S. R. T. - Summer I & II, Fall, Spring)	\$ 250	\$ 275	\$ 25	\$ 18,000	\$ 1,000	41	\$ 19,000
LPN to RN Program Annual Fee (Bluefield & Beckley Campus)	\$ 550	\$ 575	\$ 25	\$ 15,000	\$ 600	71	\$ 15,600
BS Nursing (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 17,000	\$ 100	111	\$ 17,100
BS Radiologic Science (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 9,000	\$ 1,000	69	\$ 10,000
Business Programmatic	\$ 150	\$ 175	\$ 25	\$ 25,000	\$ 2,000	216	\$ 27,000
BS Education Programmatic Fee	\$ 150	\$ 175	\$ 25	\$ 4,500	\$ 500	37	\$ 5,000
On Line Fee (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 400,000	\$ 60,000	2,237	\$ 460,000
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 2,000	\$ -	51	\$ 2,000
Portfolio RBA Fee (per credit hour)	\$ 10	\$ 15	\$ 5	\$ -	\$ (15)	0	\$ (15)
Science Programmatic Fee (per credit hour)	\$ 40	\$ 45	\$ 5	\$ 55,000	\$ 4,000	500	\$ 59,000
Arts Fee	\$ 35	\$ 40	\$ 5	\$ 3,000	\$ 200	55	\$ 3,200
Technology Fee (Degree Seeking Students)	\$ 50	\$ -	\$ (50)	\$ 85,000	\$ (85,000)	2,464	\$ -
Late Registration	\$ 50	\$ 50	\$ -	\$ 10,000	\$ -	357	\$ 10,000
Mid-Term Late Payment Fee	\$ 500	\$ 500	\$ -	\$ 2,500	\$ -	5	\$ 2,500
Transcript (After First)	\$ 10	\$ 15	\$ 5	\$ 5,000	\$ 1,000	0	\$ 6,000
Enhancement Fee (Degree Seeking Students)	\$ -	\$ 150	\$ 150	\$ -	\$ 225,000	2,464	\$ 225,000
<b>Concord University:</b>							
International Orientation Fee	\$ 130	\$ 130	\$ -	\$ 33,400	\$ -	308	\$ 26,180
Orientation Fee	\$ 85	\$ 85	\$ -	Included in the International Orientation Fee figures			
Business Major Fee	\$ 50	\$ 50	\$ -	\$ 11,500	\$ -	115	\$ 11,500
Late Registration Fee	\$ 25	\$ 25	\$ -	\$ 6,200	\$ -	248	\$ 6,200
Rental Property Late Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Transcript Fee	\$ 5	\$ 5	\$ -	\$ 30,000	\$ -	3,077	\$ 30,000
Priority Transcript Fee	\$ 10	\$ 10	\$ -	Included in the Transcript Fee figures			
Graduation Fee	\$ 50	\$ 50	\$ -	\$ 21,250	\$ -	350	\$ 17,500
Regents BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 1,020	\$ -	3	\$ 1,020
Regents BA Degree Per Hour Posting Fee	\$ 10	\$ 10	\$ -	Included in the Regents BA Degree Evaluation Figures			
Advanced Standing Exam	\$ 55	\$ 55	\$ -	\$ 50	\$ -	1	\$ 50
Dorm Damage Deposit	\$ 50	\$ 50	\$ -	\$ 9,850	\$ -	197	\$ 9,850
Security Deposit on Rental Properties *	\$ 225	\$ 225	\$ -	\$ 1,800	\$ -	0	\$ 225
Diploma Replacement	\$ 50	\$ 50	\$ -	Included in the Graduation Fee figures			
Late Graduation Fee	\$ 20	\$ 20	\$ -	\$ 680	\$ -	34	\$ 680
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ 50	\$ -	2	\$ 50
Technology Course Fee (per credit hour)	\$ 6	\$ 6	\$ -	\$ 100,002	\$ -	Cannot reasonably calculate due to the nature of charge	\$ 90,000
Lab Fee	\$ 25	\$ 25	\$ -	\$ 140,000	\$ -		\$ 126,000
Art Lab/Clay Fee (per credit hour)	\$ 100	\$ 100	\$ -	\$ 4,200	\$ -		\$ 3,800
Distance Learning Fee (per credit hour)	\$ 35	\$ 35	\$ -	\$ 421,960	\$ -		\$ 379,750
Tutorial Fee	\$ 125	\$ 125	\$ -	\$ 25,000	\$ -		\$ 22,500
Directed Student Teaching (6hrs)	\$ 50	\$ 50	\$ -	\$ 4,750	\$ -		\$ 4,250
Social Work Field Practicum Fee	\$ -	\$ 75	\$ 75	\$ -	\$ -		\$ 4,500
Athletic Training Special Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -	\$ -	
Service Fee - Installment Plan	\$ 50	\$ 50	\$ -	\$ 17,500	\$ -	158	\$ 15,750
Post Office Box Rental	\$ 8	\$ 8	\$ -	\$ 7,005	\$ -	467	\$ 7,005
Parking Permit Decal	\$ 25	\$ 25	\$ -	\$ 23,500	\$ -	423	\$ 21,150
Graduate Application Fee	\$ 30	\$ 30	\$ -	\$ 9,000	\$ -	300	\$ 9,000
Replacement ID	\$ 5	\$ 5	\$ -	\$ 100	\$ -	18	\$ 90
Reinstatement Fee	\$ 200	\$ 200	\$ -	\$ 3,000	\$ -	13	\$ 2,600
<b>Fairmont State University</b>							
<i>Program Specific Fees:</i>							
<b>Undergraduate:</b>							
School of Nursing	\$ 350	\$ 550	\$ 200	\$ 248,000	\$ 140,000	350	\$ 388,000
School of Business	\$ 200	\$ 200	\$ -	\$ 180,000	\$ -	450	\$ 180,000
College of Science and Technology	\$ 300	\$ 300	\$ -	\$ 450,000	\$ -	750	\$ 450,000
College of Liberal Arts	\$ 200	\$ 200	\$ -	\$ 275,000	\$ -	690	\$ 275,000
School of Education	\$ 200	\$ 400	\$ 200	\$ 175,000	\$ 88,000	440	\$ 263,000
School of Fine Arts	\$ 100	\$ -	\$ (100)	\$ 15,000	\$ (15,000)	0	\$ -

Exploratory	\$ 100	\$ 100	\$ -	\$ 65,000	\$ -	330	\$ 65,000
AAMS - Tier 1	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	0	\$ -
AAMS - Tier 2	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	0	\$ -
Graduate:							
School of Business	\$ 400	\$ 400	\$ -	\$ 25,000	\$ -	30	\$ 25,000
College of Science and Technology (Formerly Masters of Architecture)	\$ 400	\$ 400	\$ -	\$ 2,100	\$ -	0	\$ 2,100
College of Liberal Arts (Formerly Masters of Criminal Justice)	\$ 400	\$ 400	\$ -	\$ 19,000	\$ -	20	\$ 19,000
School of Education	\$ 300	\$ 400	\$ 100	\$ 75,000	\$ 26,000	130	\$ 101,000
Architecture Program Fee	\$ 200	\$ 400	\$ 200	\$ 25,000	\$ 25,000	60	\$ 50,000
Flight School Rates (FSU 141):							
Private Pilot License	\$ 12,763	\$ 12,763	\$ -	\$ 90,000	\$ -	7	\$ 90,000
Instrument Rating License	\$ 12,920	\$ 12,920	\$ -	\$ 135,000	\$ -	10	\$ 135,000
Commercial License	\$ 27,683	\$ 27,683	\$ -	\$ 165,000	\$ -	6	\$ 165,000
Commercial Twin Add-On (per hour)	\$ 320	\$ 320	\$ -	\$ -	\$ -	0	\$ -
Special Fees:							
Application Fee - Graduate	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Application Fee - Undergraduate	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Architecture Course Fee (per credit hour)	\$ -	\$ 12	\$ 12	\$ -	\$ 8,640	60	\$ 8,640
Art - Pottery Materials Fee (per credit hour)	\$ 20	\$ 40	\$ 20	\$ 7,500	\$ 7,500	375	\$ 15,000
Art - Painting/Drawing Materials Fee (per credit hour)	\$ 15	\$ 25	\$ 10	\$ 2,500	\$ 1,700	167	\$ 4,200
Credentialed Fee - Placement	\$ 3	\$ 3	\$ -	\$ -	\$ -	0	\$ -
Community College Baccalaureate Enhancement Fee (per credit hour)	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Course Fee (per credit hour) (previously known as Technology Fee)	\$ 10	\$ 12	\$ 2	\$ 530,000	\$ 106,000	26,500	\$ 636,000
Digital Resource Fee (per semester)	\$ 120	\$ 120	\$ -	\$ -	\$ -	0	\$ -
Digital Equipment Fee (one time fee)	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
Diploma Replacement	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Dual Enrollment Course Fee (per credit hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
E-Rate University (per 3 hour course)	\$ 972	\$ 972	\$ -	\$ -	\$ -	0	\$ -
E-Rate Graduate (per 3 hour course)*	\$ 1,476	\$ 1,476	\$ -	\$ -	\$ -	0	\$ -
E-Learning Course Fee (per 3 hour course) (FS Students)	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
English as a Second Language Fees (for 12 hours - does not include Auxiliary fees)	\$ 6,100	\$ 6,100	\$ -	\$ -	\$ -	0	\$ -
Exam for Course Credit (per credit hour)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Excess course withdrawal fee (per course assessed after 8 courses have been dropped)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Faculty and Staff Parking Fee - Full-time (will be prorated if less than full-time) Annual	\$ 180	\$ 180	\$ -	\$ -	\$ -	0	\$ -
Falcon Fast Track Program (per credit hour - \$60 E&G - \$10 Parking)	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Fine Arts Course Fees (per credit hour):							
- Debate - Materials Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
- Music Lessons Fee	\$ 15	\$ 35	\$ 20	\$ 3,500	\$ 4,700	233	\$ 8,200
- Theatre Materials Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Foreign Languages Course Fee (per credit hour)	\$ 8	\$ 12	\$ 4	\$ 7,000	\$ 3,500	850	\$ 10,500
Graduation Processing Fee - Graduate	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Graduation Processing Fee - Undergraduate	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Graduation Application Late Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
ID Card Replacement Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Immobilization Fee (per instance)	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
International Document Processing Fee (per instance)	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
Late Registration	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Late Payment Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
New Student Fee	\$ 120	\$ 150	\$ 30	\$ 125,000	\$ 25,000	1,000	\$ 150,000
Nursing Lab Fee (per credit hour)	\$ 12	\$ 12	\$ -	\$ -	\$ -	0	\$ -
Nursing Testing Fee (per semester)	\$ 166	\$ 166	\$ -	\$ -	\$ -	0	\$ -
Nursing Uniform Fee (once per program)	\$ 175	\$ 175	\$ -	\$ -	\$ -	0	\$ -
Occupational Develop/Tech Studies Degree Evaluation	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
Off-Campus Instruction (per credit hour up to 12 hours max)	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Reinstatement Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Returned Check Fee	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
Senior Citizens Audit Fee (per credit hour)	\$ 22	\$ 22	\$ -	\$ -	\$ -	0	\$ -
Teacher Cadet Dual Enrollment (per credit hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Teacher Education - Clinical Experiences Fee	\$ 200	\$ 200	\$ -	\$ -	\$ -	0	\$ -
TEFL International Fee (per credit hour)	\$ 80	\$ 80	\$ -	\$ -	\$ -	0	\$ -
The American University (Maritius) Fee (per credit hour)	\$ 80	\$ 80	\$ -	\$ -	\$ -	0	\$ -
Transcript Fee	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Police Academy Certification	\$ -	\$ 6,500	\$ 6,500	\$ -	\$ 195,000	30	\$ 195,000
Priority Transcript Fee	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
University/Graduate Enhancement Fee (per credit hour)							
Resident	\$ 116	\$ 116	\$ -	\$ -	\$ -	0	\$ -
Non-Resident	\$ 257	\$ 257	\$ -	\$ -	\$ -	0	\$ -
HHP Equipment Course Fee (flat fee)	\$ 25	\$ 50	\$ 25	\$ 12,000	\$ 12,000	480	\$ 24,000

HHP Outdoor Course Fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Fine Arts Major Course Fee (per credit hour)	\$ 50	\$ -	\$ (50)	\$ -	\$ -	0	\$ -
School of Education Portfolio Fee (one-time)	\$ 130	\$ 130	\$ -	\$ -	\$ -	0	\$ -
Storytelling Course Fee (per credit hour)	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
Tobacco Free Fine (2nd offense)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Tobacco Free Fine (3rd offense)	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Supplemental Math Course Fee	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
SCIE Course Fee	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
On-line/Hybrid Course Fee (per 3 hour course)	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
<b>Glenville State College</b>							
ACT Residual Test - institutional charge	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Application Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Application Fee - International	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Applied Music Fee (per course)	\$ 250	\$ 250	\$ -	\$ 32,188	\$ (4,188)	112	\$ 28,000
Art - Digital Media (ART 270, 280, 350, 351, 370, 380, 490)	\$ 75	\$ 75	\$ -	\$ 2,625	\$ (375)	30	\$ 2,250
Art - Kiln Fee (ART 306, 326, 340, 341, 426)	\$ 60	\$ 60	\$ -	\$ 1,990	\$ (10)	33	\$ 1,980
Art Studio Fee (ART 201, 301, 307, 308, 405, 406, 407, 420)	\$ 40	\$ 40	\$ -	\$ 2,520	\$ (400)	53	\$ 2,120
Art 330	\$ 25	\$ 25	\$ -	\$ 150	\$ -	6	\$ 150
Baccalaureate Degree in Criminal Justice - Correction Officers (per credit hour)	\$ 175	\$ 175	\$ -	\$ -	\$ -	0	\$ -
Bad Check Fee	\$ 25	\$ 25	\$ -	\$ 25	\$ -	1	\$ 25
Business Program Assessment Fee (BUSN 493)	\$ 30	\$ 30	\$ -	\$ 6,328	\$ 752	236	\$ 7,080
Certificate Fee	\$ 20	\$ -	\$ (20)	\$ -	\$ -	0	\$ -
Credit by Examination (per credit hour)	\$ 40	\$ -	\$ (40)	\$ -	\$ -	0	\$ -
Computer Science - CSCI 101,220, 230, 240, 304, 305, 330, 335, 381, 405, 430, 435)	\$ 25	\$ 25	\$ -	\$ 10,993	\$ (568)	417	\$ 10,425
American Humanities / Nonprofit Cert. Entrance Fee	\$ 40	\$ -	\$ (40)	\$ -	\$ -	0	\$ -
American Humanities / Nonprofit Final Portfolio Assmt Fee	\$ 100	\$ -	\$ (100)	\$ -	\$ -	0	\$ -
Behavioral Science Research Fee (SOCS 293)	\$ 20	\$ 20	\$ -	\$ 480	\$ 20	25	\$ 500
Behavioral Science Senior Seminar Fee (PYSC 493/ SOCL 493)	\$ 20	\$ 20	\$ -	\$ 380	\$ -	19	\$ 380
Criminal Justice Fee - CRJU 111	\$ 30	\$ -	\$ (30)	\$ -	\$ -	0	\$ -
Criminal Justice Fee - CRJU 215, 315, 445	\$ 125	\$ 125	\$ -	\$ 6,188	\$ 62	50	\$ 6,250
Criminal Justice Fee - CRJU 314	\$ 100	\$ 100	\$ -	\$ 1,000	\$ -	10	\$ 1,000
Criminal Justice Fee - CRJU 240	\$ 100	\$ 100	\$ -	\$ 1,000	\$ -	10	\$ 1,000
Criminal Justice Fee - CRJU 335, 435	\$ 30	\$ 30	\$ -	\$ 3,240	\$ 60	110	\$ 3,300
Criminal Justice Fee - CRJU 493	\$ 25	\$ -	\$ (25)	\$ 765	\$ (765)	33	\$ -
Dining Flex Dollars Fee - For commuters only	\$ 50	\$ 50	\$ -	\$ 29,400	\$ 900	606	\$ 30,300
Diploma Replacement Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Education Fee - EDUC 343, 345	\$ 50	\$ -	\$ (50)	\$ 200	\$ (200)	0	\$ -
English Lab Fee (ENGL 101L)	\$ 40	\$ 40	\$ -	\$ 9,480	\$ (680)	220	\$ 8,800
Exercise Science Lab Fee (EXSC 465)	\$ 25	\$ 25	\$ -	\$ 125	\$ -	5	\$ 125
Facsimile Fee (per page)	\$ 1	\$ 1	\$ -	\$ -	\$ -	0	\$ -
Fingerprint Fee (EDUC 203)	\$ 25	\$ -	\$ (25)	\$ 1,478	\$ (1,478)	60	\$ -
First Year Experience Fee	\$ 100	\$ 100	\$ -	\$ 42,306	\$ 3,694	460	\$ 46,000
Graduation Fee (exclusive of cap and gown)	\$ 60	\$ 80	\$ 20	\$ 10,940	\$ 3,300	178	\$ 14,240
Graduate Verification Letter	\$ 5	\$ 5	\$ -	\$ -	\$ -	0	\$ -
Health Course Fee (HLTH 331)	\$ 50	\$ 50	\$ -	\$ 450	\$ -	9	\$ 450
Health Research Fee (HLTH 435)	\$ 10	\$ 10	\$ -	\$ 50	\$ -	5	\$ 50
Journalism Software Fee (JOUR 205)	\$ 20	\$ 20	\$ -	\$ 40	\$ -	2	\$ 40
Journalism Software Fee (JOUR 322)	\$ 15	\$ 15	\$ -	\$ 15	\$ -	1	\$ 15
Internet Fee (per semester)	\$ 65	\$ 80	\$ 15	\$ 111,218	\$ 26,942	1,727	\$ 138,160
ITQ Profession Development Course Fee	\$ 25	\$ -	\$ (25)	\$ -	\$ -	0	\$ -
Land Resources Lab Fee (ENVR 101, 193, 351, FRST 203, 206, 214)	\$ 30	\$ 40	\$ 10	\$ 5,493	\$ 147	141	\$ 5,640
Land Resources Lab Fee (FRST 109, 110, 205, LAND 233, WLMT 302, 404, 493)	\$ -	\$ 40	\$ 40	\$ -	\$ -	0	\$ -
Land Resources Lab Fee (FRST 293, LAND 121, 232)	\$ 25	\$ 40	\$ 15	\$ 700	\$ 420	28	\$ 1,120
Land Resources Lab Fee (LAND 193, 230, NRMT 234, 334, 499)	\$ 30	\$ 40	\$ 10	\$ -	\$ -	0	\$ -
Land Resources Lab Fee (FRST 212, LAND 244, 335)	\$ 35	\$ 40	\$ 5	\$ 980	\$ 20	25	\$ 1,000
Land Resources Lab Fee (ENVR 352, FRST 103, 193, 205, 209, LAMN 193, Land 123, 240, 241, 293, NRMT 351)	\$ 40	\$ 40	\$ -	\$ 3,070	\$ (790)	57	\$ 2,280
Land Resources Lab Fee (LAND 123, 231, 240, 241, 293, NRMT 312, 351)	\$ 40	\$ 40	\$ -	\$ -	\$ -	\$	\$ -
Land Resources Lab Fee (FRST 202, 216, NRMT 125, 201)	\$ 50	\$ 40	\$ (10)	\$ 4,213	\$ (1,333)	72	\$ 2,880
Land Resources Individual Research Course	\$ -	\$ 40	\$ 40	\$ -	\$ -	0	\$ -
Late Graduation Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Marketing Software Fee (MKRT 203,303, 379, 398, 495)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Mathematics Fee (MATH 106, 106L, 115)	\$ 150	\$ 25	\$ (125)	\$ 5,833	\$ 92	237	\$ 5,925
Mathematics Fee - MATH 230, 327	\$ 50	\$ 50	\$ -	\$ 3,040	\$ 260	66	\$ 3,300
Mathematics Fee - MATH 256	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
Mathematics Fee - MATH 356	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Music Instrument Maintenance Fee	\$ -	\$ 50	\$ 50	\$ -	\$ -	0	\$ -
NTE Scores (copy)	\$ 5	\$ 5	\$ -	\$ -	\$ -	0	\$ -
On-Line Course Fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ 739,720	\$ (470,320)	1,796	\$ 269,400

Parking Permit - Commuter	\$ 50	\$ 50	\$ -	\$ 41,700	\$ -	834	\$ 41,700
Parking Permit - Resident	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Parking Permit - Reserved	\$ 200	\$ 200	\$ -	\$ -	\$ -	0	\$ -
Pearson Resource Fee (BOL 120)	\$ 120	\$ 120	\$ -	\$ 19,440	\$ 360	165	\$ 19,800
Pearson Resource Fee (BOL 121)	\$ 120	\$ 120	\$ -	\$ 9,000	\$ -	75	\$ 9,000
Pearson Resource Fee (BOL 400)	\$ 95	\$ 95	\$ -	\$ 2,850	\$ (95)	29	\$ 2,755
Pearson Resource Fee (MATH 106)	\$ 70	\$ 70	\$ -	\$ 29,467	\$ 983	435	\$ 30,450
Pearson Resource Fee (MATH 115)	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Pearson Resource Fee (MATH 256)	\$ 80	\$ 80	\$ -	\$ 3,880	\$ 40	49	\$ 3,920
Pearson Resource Fee (MATH 108)	\$ -	\$ 70	\$ 70	\$ -	\$ -	0	\$ -
Photocopy Charges (per page)	\$ 2	\$ 2	\$ -	\$ -	\$ -	0	\$ -
Physical Education Fee (PE 201)	\$ 20	\$ 25	\$ 5	\$ 8,286	\$ 189	339	\$ 8,475
Physical Education Fee (PE 421)	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Physical Educ. Fee (PE 224)	\$ 15	\$ 15	\$ -	\$ 525	\$ -	35	\$ 525
Physical Educ. Fee (PE 132, 136)	\$ 20	\$ 20	\$ -	\$ 1,144	\$ (64)	54	\$ 1,080
Physical Educ. Fee (PE 326)	\$ 10	\$ 10	\$ -	\$ 100	\$ -	10	\$ 100
Prior Learning Portfolio Assessment	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Prior Learning Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Regent's BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 600	\$ -	2	\$ 600
Regent's BA Degree Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ 160	\$ -	2	\$ 160
Replacement ID Card	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Replacement - Room Key (Pioneer Village)	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
Replacement - Room Key Cylinder	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
Replacement Room Access Card (Goodwin)	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Residence Hall Cable Fee	\$ 60	\$ 90	\$ 30	\$ -	\$ -	0	\$ -
Room Reservation Fee	\$ 100	\$ 100	\$ -	\$ 68,700	\$ -	687	\$ 68,700
Late Registration Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
SAFE 333	\$ 100	\$ -	\$ (100)	\$ -	\$ -	0	\$ -
Science Department Individual Research Courses	\$ 100	\$ 100	\$ -	\$ 1,900	\$ -	19	\$ 1,900
Science for Teachers (SCNC 105, 204, 205, 305, 405)	\$ 60	\$ 60	\$ -	\$ 4,110	\$ (30)	68	\$ 4,080
Science Laboratory Fee (BIOL 210, 335, 435, 456, 460)	\$ 50	\$ 75	\$ 25	\$ 15,000	\$ 7,500	300	\$ 22,500
Science Laboratory Fee (CHEM 101, 102, 301, 302, 307, 321, 322, 345, 380, 381, 493)	\$ 50	\$ 60	\$ 10	\$ 3,000	\$ 600	60	\$ 3,600
Science Laboratory Fee (SCNC 103, 104, 205)	\$ 50	\$ 60	\$ 10	\$ 7,500	\$ 1,500	150	\$ 9,000
Science Laboratory Fee (BIOL 120, 121, 193, 293, 305, 309, 310, 351, 362, 371, 400)	\$ 50	\$ 60	\$ 10	\$ 7,500	\$ 1,500	150	\$ 9,000
Science Laboratory Fee (PHYS 201, 202, 209, 310, 345)	\$ 50	\$ 50	\$ -	\$ 3,000	\$ -	60	\$ 3,000
Science Laboratory Fee (SCNE 101, 102)	\$ 50	\$ 50	\$ -	\$ 9,000	\$ -	180	\$ 9,000
Student Activities Fee (per semester)	\$ -	\$ 125	\$ 125	\$ -	\$ 212,500	1,700	\$ 212,500
Study Abroad Fee (GSC 205)	\$ -	\$ 75	\$ 75	\$ -	\$ -	0	\$ -
Teacher Education Program Fee (per semester)	\$ -	\$ 120	\$ 120	\$ -	\$ 3,120	26	\$ 3,120
Teacher Endorsement Evaluation	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
TOEFL Test - institutional charge	\$ 5	\$ 5	\$ -	\$ -	\$ -	0	\$ -
Transcript	\$ 7	\$ 7	\$ -	\$ -	\$ -	0	\$ -
Transcript - Express	\$ 35	\$ 35	\$ -	\$ -	\$ -	0	\$ -
Transcript - FAX	\$ 5	\$ 5	\$ -	\$ -	\$ -	0	\$ -
<b>Marshall University</b>							
Enrollment Deposit:							
Undergraduate	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
School of Pharmacy	\$ 500	\$ 500	\$ -	\$ -	\$ -	0	\$ -
School of Physical Therapy	\$ 500	\$ 500	\$ -	\$ -	\$ -	0	\$ -
Application Fees:							
Undergraduate/Graduate	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
Undergraduate/Graduate - Transfers	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Undergraduate - Readmission	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
School of Medicine - Resident	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
School of Medicine - Non-Resident	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
School of Nursing	\$ 30	\$ 30	\$ -	\$ -	\$ -	0	\$ -
Masters of Public Health	\$ 30	\$ 30	\$ -	\$ -	\$ -	0	\$ -
School of Pharmacy	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Dietetic Internship Program	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
International Application/Express Mail Fee	\$ 65	\$ 65	\$ -	\$ -	\$ -	0	\$ -
Course Fees:							
COHP-SOK - SCUBA	\$ 200	\$ 200	\$ -	\$ -	\$ -	0	\$ -
COHP-SOK - Activity Course Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
COHP-MPH - Non-major Course Fee (per 3 hour course)	\$ 1,806	\$ 1,896	\$ 90	\$ -	\$ -	0	\$ -
SOP-MSPS - Non-major Course Fee (per 3 hour course)	\$ -	\$ 945	\$ 945	\$ -	\$ -	0	\$ -
E-Delivery Course Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
Special Program Fees (in lieu of regular tuition)							
High School E-Course Fee - per Credit Hour	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -

Ohio High School STEM Program - per Credit Hour	\$ -	\$ 167	\$ 167	\$ -	\$ -	0	\$ -
High School Dual Enrollment - Resident - Marshall Campus - per credit hour	\$ 145	\$ 145	\$ -	\$ -	\$ -	0	\$ -
Intensive English Program - per semester	\$ -	\$ 4,500	\$ 4,500	\$ -	\$ -	0	\$ -
wvROCKS Course Fee (Undergraduate) - per Credit Hour	\$ 250	\$ 250	\$ -	\$ -	\$ -	0	\$ -
Undergraduate Distance Programs (Specifically identified) - per semester Full-time	\$ 3,157	\$ 3,195	\$ 38	\$ -	\$ -	0	\$ -
Graduate Distance Programs (Specifically identified) - per semester Full-time	\$ 3,405	\$ 3,444	\$ 39	\$ -	\$ -	0	\$ -
MBA - Online Program Fee	\$ 450	\$ 450	\$ -	\$ -	\$ -	0	\$ -
COHP Distance Dietetic Internship Certificate Program	\$ 3,780	\$ 3,969	\$ 189	\$ -	\$ -	0	\$ -
Course for Senior Citizens - per Course	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Diploma Fees:							
Certificate Fee	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
Associate Degree	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Baccalaureate Degree	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Master's Degree	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Diploma Replacement	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
First Professional Degree	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Doctoral Degree	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Other Fees:							
CLEP/DANTES Testing	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
International Student Fee	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Late Registration/Payment Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Meal Card/I. D. Replacement	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
MUGC Alternative Assessment (Per Credit Hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Orientation/Student Success Fee	\$ 60	\$ 60	\$ -	\$ -	\$ -	0	\$ -
Pharmacy - Matriculation Fee (Annual - Year 1 Only)	\$ 270	\$ 270	\$ -	\$ -	\$ -	0	\$ -
Pharmacy - Practice Ready Fee (Annual Year 2 Only)	\$ 270	\$ 390	\$ 120	\$ -	\$ -	0	\$ -
Pharmacy - Practice Ready Fee (Annual Year 3-4 Only)	\$ 455	\$ 390	\$ (65)	\$ -	\$ -	0	\$ -
Pharmacy - Progression Fee (Annual)	\$ 280	\$ 280	\$ -	\$ -	\$ -	0	\$ -
Pharmacy - Simulation Fee (Annual)	\$ 350	\$ 350	\$ -	\$ -	\$ -	0	\$ -
Pharmacy - iPad Fee (Annual Year 1-2 Only)	\$ 250	\$ 250	\$ -	\$ -	\$ -	0	\$ -
Pharmacy - iPad Fee (Annual Year 3 Only)	\$ 350	\$ 350	\$ -	\$ -	\$ -	0	\$ -
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Regents' BA Posting Fee (Per credit hour awarded)	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Reinstatement Fee - Course Schedule	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Revalidation of Credit Fee (Per Hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Study Abroad Application/advising/shipping fee - one-time	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
Study Abroad Program Registration Fee - per Program	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Transcript - paper	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Transcript - electronic	\$ 12	\$ 12	\$ -	\$ -	\$ -	0	\$ -
Transfer Evaluation Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
University College - Placement Testing Fee	\$ 35	\$ 35	\$ -	\$ -	\$ -	0	\$ -
Visiting Student Credential Fee - SOM	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Residence Services Fees:							
Improper Check-out Fee - Dorm	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Mail Box - Re-Key (Per Lock)	\$ 30	\$ 30	\$ -	\$ -	\$ -	0	\$ -
Reservation Deposit	\$ 200	\$ 200	\$ -	\$ -	\$ -	0	\$ -
Room Re-Key (per lock)	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
<b>Shepherd University:</b>							
Admissions Application Fee (Under-grad)	\$ 45	\$ 45	\$ -	\$ -	\$ -	0	\$ -
Admissions Deposit (non-refundable)	\$ 100	\$ 100	\$ -	\$ -	\$ -	0	\$ -
Applied Music Fee (per credit hour)	\$ 306	\$ 306	\$ -	\$ -	\$ -	0	\$ -
Art Fee 240, 250, 340, 350	\$ 75	\$ 95	\$ 20	\$ -	\$ -	0	\$ -
Art Studio Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Biology Lab Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Bowling Course Fee	\$ 45	\$ 45	\$ -	\$ -	\$ -	0	\$ -
Business Course Fee (411)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Chemistry Lab Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Communication Course Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
CSDA Course Fee (501)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Diploma Replacement	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Doctorate Nurse Practitioner Clinical Fee	\$ 200	\$ 200	\$ -	\$ -	\$ -	0	\$ -
EDPD (per credit hour)	\$ 140	\$ 145	\$ 5	\$ -	\$ -	0	\$ -
Education Major Fee	\$ 100	\$ 120	\$ 20	\$ -	\$ -	0	\$ -
Electronic Course fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Emergency Transcript	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
English Course Fee (101S)	\$ 30	\$ 30	\$ -	\$ -	\$ -	0	\$ -
English Course Fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Family & Consumer Sciences Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
FYEX Course fee	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -

Graduate Admissions Fee (non-refundable)	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
Graduate Studies Major Fee, MAT Program	\$ -	\$ 20	\$ 20	\$ -	\$ -	0	\$ -
Graduate Studies Program Fee (Full-time)	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Graduate Studies Program Fee (Part-time)	\$ 45	\$ 45	\$ -	\$ -	\$ -	0	\$ -
Graduation Fee	\$ 65	\$ 65	\$ -	\$ -	\$ -	0	\$ -
Health, Physical Education, Recreation & Sports Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
History Course Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
History Course Fee (304 only)	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
History Course Fee (427 only)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
I.D. Card Replacement	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
IEPS Labs (ENVS, GSCI, PHYS)	\$ 70	\$ -	\$ (70)	\$ -	\$ -	0	\$ -
Language Fee	\$ 25	\$ 31	\$ 6	\$ -	\$ -	0	\$ -
Late Graduation Application Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Late Payment Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Late Registration Fee (non-refundable)	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
MAT Transcript Analysis Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Math (101A, 101B)	\$ 15	\$ -	\$ (15)	\$ -	\$ -	0	\$ -
Math Course Fee	\$ 30	\$ 30	\$ -	\$ -	\$ -	0	\$ -
Math Course Fee (107A, 107B, 109A)	\$ -	\$ 30	\$ 30	\$ -	\$ -	0	\$ -
Math Course Fee (489 Only)	\$ 45	\$ 45	\$ -	\$ -	\$ -	0	\$ -
MBA Fee	\$ 35	\$ 35	\$ -	\$ -	\$ -	0	\$ -
Music Lab Fee	\$ 30	\$ 30	\$ -	\$ -	\$ -	0	\$ -
Music Major Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Music Course Fee (230 only)	\$ 74	\$ 148	\$ 74	\$ -	\$ -	0	\$ -
Music Course Fee (231 only)	\$ 64	\$ 128	\$ 64	\$ -	\$ -	0	\$ -
Music Course Fee (232 only)	\$ 63	\$ 126	\$ 63	\$ -	\$ -	0	\$ -
Music Course Fee (233 only)	\$ 56	\$ 112	\$ 56	\$ -	\$ -	0	\$ -
Music Course Fee (239 only)	\$ 33	\$ 66	\$ 33	\$ -	\$ -	0	\$ -
Nursing Course Fee (444)	\$ 75	\$ 75	\$ -	\$ -	\$ -	0	\$ -
Nursing Course Fee (632)	\$ 375	\$ 375	\$ -	\$ -	\$ -	0	\$ -
Nursing Lab Fee	\$ 150	\$ 150	\$ -	\$ -	\$ -	0	\$ -
Nursing NCLEX Review Fee (senior year only)	\$ 525	\$ 525	\$ -	\$ -	\$ -	0	\$ -
Nursing Program Fee	\$ 90	\$ 90	\$ -	\$ -	\$ -	0	\$ -
Parking Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Physical Education Major Program Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Political Science Course Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
RBA Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Recreation Major Program Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -	0	\$ -
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ -	\$ -	0	\$ -
Return Check Handling Fee	\$ 20	\$ 20	\$ -	\$ -	\$ -	0	\$ -
Science Lab Fee	\$ 70	\$ 70	\$ -	\$ -	\$ -	0	\$ -
Social Work fee (311 only)	\$ 45	\$ 45	\$ -	\$ -	\$ -	0	\$ -
Special Examination (per credit hour)	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Student Services Fee	\$ 160	\$ 160	\$ -	\$ -	\$ -	0	\$ -
Theater Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -	0	\$ -
Transcript (after first request)	\$ 5	\$ 5	\$ -	\$ -	\$ -	0	\$ -
<b>West Liberty University</b>							
Undergraduate College/Program Fees							
COS AT Ex Phys Music	\$ 300	\$ 300	\$ -	\$ 245,479	\$ (12,274)	400	\$ 233,205
COB COE Graph Design Br Jourl	\$ 200	\$ 200	\$ -	\$ 267,774	\$ (13,389)	302	\$ 254,385
Nursing	\$ 775	\$ 775	\$ -	\$ 216,326	\$ (10,816)	134	\$ 205,510
Dental Hygiene	\$ 475	\$ 475	\$ -	\$ 205,934	\$ (10,297)	34	\$ 195,637
COE	\$ 200	\$ 250	\$ 50	\$ -	\$ -	221	\$ -
ADA Accommodation Evaluation	\$ 400	\$ 400	\$ -	\$ -	\$ -	0	\$ -
Anatomy Accommodation Evaluation	\$ 50	\$ 50	\$ -	\$ 4,500	\$ (225)	90	\$ 4,275
Badges - Student Teacher / DH / Nursing	\$ 5	\$ 5	\$ -	\$ 500	\$ -	100	\$ 500
BOR Degree Program Fees	\$ 300	\$ 300	\$ -	\$ 1,300	\$ -	8	\$ 1,300
Dental Hygiene Dental Material Lab	\$ 20	\$ 20	\$ -	\$ 600	\$ -	30	\$ 600
Dental Hygiene Clinic III	\$ 1,340	\$ 1,340	\$ -	\$ 44,550	\$ -	30	\$ 44,550
Dental Hygiene Clinic IV **	\$ 90	\$ 90	\$ -	\$ 2,700	\$ -	30	\$ 2,700
Dental Hygiene Instrument Kit	\$ 1,180	\$ 1,200	\$ 20	\$ 34,200	\$ 600	30	\$ 34,800
Dental Hygiene Side Kick Instrument Sharpened	\$ 1,015	\$ 1,020	\$ 5	\$ 30,390	\$ 150	30	\$ 30,540
Dental Hygiene X-Ray XCP Instruments	\$ 220	\$ 220	\$ -	\$ 6,750	\$ -	30	\$ 6,750
Dental Hygiene DH 286 Cavitron Handle	\$ -	\$ 160	\$ 160	\$ -	\$ 2,400	30	\$ 2,400
Diploma Replacement	\$ 25	\$ 25	\$ -	\$ 50	\$ 50	2	\$ 100
EMS Course Fee	\$ -	\$ 140	\$ 140	\$ -	\$ 1,400	10	\$ 1,400
First Aid Course Fee	\$ -	\$ 50	\$ 50	\$ -	\$ 500	10	\$ 500
Graduation - Graduate	\$ 150	\$ 160	\$ 10	\$ 13,750	\$ (275)	60	\$ 13,475
Graduation - Undergraduate	\$ 125	\$ 135	\$ 10	\$ 60,000	\$ (1,200)	500	\$ 58,800
Hilltopper Academy Registration	\$ 50	\$ 50	\$ -	\$ 600	\$ -	18	\$ 600

International Student Fee	\$ 250	\$ 250	\$ -	\$ 18,250	\$ -	60	\$ 18,250
Late Graduation	\$ 110	\$ 110	\$ -	\$ -	\$ -	0	\$ -
Late Payment	\$ 110	\$ 110	\$ -	\$ 11,000	\$ -	100	\$ 11,000
Late Registration	\$ 100	\$ 100	\$ -	\$ 55,000	\$ -	550	\$ 55,000
Master in Clinical Psychology Testing Fee	\$ 500	\$ 500	\$ -	\$ 2,500	\$ -	5	\$ 2,500
MCAT Preparation Fee	\$ 1,300	\$ 1,300	\$ -	\$ 6,500	\$ -	7	\$ 6,500
Microbiology Course Fee	\$ 75	\$ 75	\$ -	\$ 3,000	\$ -	40	\$ 3,000
Miller Analog Test	\$ 75	\$ 75	\$ -	\$ 1,000	\$ -	35	\$ 1,000
New Student Orientation	\$ 125	\$ 125	\$ -	\$ 69,000	\$ -	575	\$ 69,000
PA Application	\$ 25	\$ 25	\$ -	\$ 15,725	\$ -	550	\$ 15,725
Parking (Employee per year)	\$ 50	\$ 50	\$ -	\$ 15,000	\$ -	300	\$ 15,000
Parking Permit (student per year)	\$ 40	\$ 40	\$ -	\$ 150,500	\$ (7,525)	1,900	\$ 142,975
Private Music Lessons	\$ 150	\$ 175	\$ 25	\$ 23,000	\$ 3,750	150	\$ 26,750
Red Cross Certification	\$ 50	\$ 50	\$ -	\$ 3,650	\$ -	70	\$ 3,650
Registration Reinstatement	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Return Check Charge	\$ 25	\$ 25	\$ -	\$ 500	\$ -	0	\$ 500
Speech Pathology and Audiology Clinic Fee	\$ 250	\$ 300	\$ 50	\$ 1,250	\$ 300	6	\$ 1,550
Study Abroad Fee (HEPC) per credit hour	\$ 100	\$ 100	\$ -	\$ 2,000	\$ -	15	\$ 2,000
Topper Card damaged	\$ 10	\$ 10	\$ -	\$ -	\$ -	0	\$ -
Topper Card replacement	\$ 15	\$ 15	\$ -	\$ 5,250	\$ -	350	\$ 5,250
Transcripts	\$ 9	\$ 9	\$ -	\$ 22,900	\$ -	2,200	\$ 22,900
Transcripts Priority	\$ 25	\$ 25	\$ -	\$ -	\$ -	0	\$ -
Tuition Payment Plan	\$ 30	\$ 30	\$ -	\$ 9,990	\$ 100	340	\$ 10,090
WLU Connect Fee	\$ 25	\$ 25	\$ -	\$ 82,500	\$ (4,125)	500	\$ 78,375
Work for Life (plus \$15 per work life credit)	\$ 375	\$ 375	\$ -	\$ 3,000	\$ -	10	\$ 3,000
Zoo Science Course Fee	\$ 1,777	\$ 1,777	\$ -	\$ 315,996	\$ -	79	\$ 315,996
<b>West Virginia State University:</b>							
<i>Application Fees:</i>							
Undergraduate - In/State	\$ 20	\$ 20	\$ -	\$ 20,400	\$ -	1,020	\$ 20,400
Undergraduate - Out/State	\$ 20	\$ 20	\$ -	\$ 1,200	\$ -	60	\$ 1,200
Graduate - In/state	\$ 28	\$ 28	\$ -	\$ 700	\$ -	25	\$ 700
Graduate - Out/state	\$ 28	\$ 28	\$ -	\$ 420	\$ -	15	\$ 420
<i>Course Fees:</i>							
Applied Music Fee	\$ 46	\$ 46	\$ -	\$ 4,631	\$ -	100	\$ 4,631
Applied Music Fee (Non-music majors only)	\$ 154	\$ 154	\$ -	\$ 4,631	\$ -	30	\$ 4,631
Art Fee	\$ 53	\$ 53	\$ -	\$ 21,168	\$ -	400	\$ 21,168
Communications Fee	\$ 46	\$ 46	\$ -	\$ 27,783	\$ -	600	\$ 27,783
Science Lab Fee	\$ 61	\$ 61	\$ -	\$ 84,893	\$ -	1,400	\$ 84,893
Education 299-07:Praxis Content Elementary	\$ 205	\$ 205	\$ -	\$ 4,095	\$ -	20	\$ 4,095
Education 299-08:Praxis Content Secondary	\$ 153	\$ 153	\$ -	\$ 3,066	\$ -	20	\$ 3,066
Education 299-09:Praxis Content Special Education	\$ 179	\$ 179	\$ -	\$ 3,570	\$ -	20	\$ 3,570
Education 299-10:Praxis Content Foreign Language	\$ 168	\$ 168	\$ -	\$ 3,360	\$ -	20	\$ 3,360
English Course Fee	\$ 7	\$ 7	\$ -	\$ 3,969	\$ -	600	\$ 3,969
Math Computer Science Fee	\$ 37	\$ 37	\$ -	\$ 3,749	\$ -	100	\$ 3,749
Internship Fee	\$ 130	\$ 130	\$ -	\$ 9,757	\$ -	75	\$ 9,757
Nursing Course HESI Testing Fee (202, 301, 318, 405, 409)	\$ -	\$ 308	\$ 308	\$ -	\$ 6,160	20	\$ 6,160
Nursing Course Lab Fee (202, 301, 316, 318, 405, 409)	\$ -	\$ 80	\$ 80	\$ -	\$ 1,600	20	\$ 1,600
Nursing Program Fee (200)	\$ -	\$ 600	\$ 600	\$ -	\$ 12,000	20	\$ 12,000
English as a Second Language (ESL) - One Month	\$ 3,000	\$ 3,000	\$ -	\$ 150,000	\$ -	50	\$ 150,000
English as a Second Language (ESL) - Two Month	\$ 6,000	\$ 6,000	\$ -	\$ 120,000	\$ -	20	\$ 120,000
English as a Second Language (ESL) - Semester	\$ 5,400	\$ 5,400	\$ -	\$ 54,000	\$ -	10	\$ 54,000
Diploma Replacement	\$ 39	\$ 39	\$ -	\$ 965	\$ -	25	\$ 965
Transcript (after first)	\$ 12	\$ 12	\$ -	\$ 42,735	\$ -	3,700	\$ 42,735
Transcript (online)	\$ 15	\$ 15	\$ -	\$ -	\$ -	0	\$ -
Thesis Binding Fee (formerly Electronic Thesis Fee)	\$ 198	\$ 198	\$ -	\$ 2,977	\$ -	15	\$ 2,977
Graduation and Diploma	\$ 168	\$ 168	\$ -	\$ 55,301	\$ -	330	\$ 55,301
Graduation (Graduate) and Diploma	\$ 168	\$ 168	\$ -	\$ 1,676	\$ -	10	\$ 1,676
Information Literacy Fee (FT students only)	\$ 105	\$ 105	\$ -	\$ 252,000	\$ -	2,400	\$ 252,000
Internet Course Fee - Undergraduate (Web 80-100)	\$ 168	\$ 168	\$ -	\$ 335,160	\$ -	2,000	\$ 335,160
Internet Course Fee - Graduate (Web 80-100)	\$ 246	\$ 246	\$ -	\$ 2,459	\$ -	10	\$ 2,459
Internet Course Fee - Online (Web-50)	\$ 66	\$ 66	\$ -	\$ 52,920	\$ -	800	\$ 52,920
Key Deposit	\$ 13	\$ 13	\$ -	\$ 2,646	\$ -	200	\$ 2,646
Late Registration	\$ 39	\$ 39	\$ -	\$ 6,174	\$ -	160	\$ 6,174
Reinstatement Fee	\$ 30	\$ 30	\$ -	\$ 3,000	\$ -	100	\$ 3,000
Campus Fee - Non-WVSU Only	\$ 325	\$ 325	\$ -	\$ 26,019	\$ -	80	\$ 26,019
ID Card Replacement	\$ 24	\$ 24	\$ -	\$ 485	\$ -	20	\$ 485
Orientation Fee	\$ 100	\$ 100	\$ -	\$ 65,000	\$ -	650	\$ 65,000
Parking - Full Year WVSU Faculty and Staff	\$ 138	\$ 110	\$ (28)	\$ 45,478	\$ (9,178)	330	\$ 36,300
Second Vehicle Full Year WVSU Faculty and Staff	\$ 69	\$ 55	\$ (14)	\$ 695	\$ (145)	10	\$ 550
Parking - Full Year WVSU Students	\$ 115	\$ -	\$ (115)	\$ 355,446	\$ (355,446)	3,100	\$ -

Second Vehicle WWSU student One Semester	\$ 17	\$ -	\$ (17)	\$ 827	\$ (827)	50	\$ -
Second Vehicle WWSU student Full Year	\$ 31	\$ -	\$ (31)	\$ 1,544	\$ (1,544)	50	\$ -
Parking-Monthly WWSU Faculty and Staff	\$ 12	\$ 12	\$ -	\$ -	\$ -	0	\$ -
Parking-Monthly WWSU Student	\$ 8	\$ 8	\$ -	\$ -	\$ -	0	\$ -
Parking-Adjunct per course per semester	\$ 12	\$ 12	\$ -	\$ 606	\$ -	50	\$ 606
Parking Replacement	\$ 17	\$ 17	\$ -	\$ 827	\$ -	50	\$ 827
Parking - One Semester Fall, Spring WWSU students	\$ 61	\$ -	\$ (61)	\$ 6,064	\$ (6,064)	100	\$ -
Parking - January thru August WWSU student	\$ 85	\$ -	\$ (85)	\$ 8,489	\$ (8,489)	100	\$ -
Parking - Summer	\$ 46	\$ -	\$ (46)	\$ 1,158	\$ (1,158)	25	\$ -
Parking - Special Event Daily Fee	\$ 2	\$ 2	\$ -	\$ 55	\$ -	25	\$ 55
Parking - Special Event Half Day Fee	\$ 1	\$ 1	\$ -	\$ 28	\$ -	25	\$ 28
Placement Testing Fee	\$ 31	\$ 31	\$ -	\$ 3,087	\$ -	100	\$ 3,087
Proctor Testing Fee	\$ 46	\$ 46	\$ -	\$ 648	\$ -	14	\$ 648
Regents' BA Degree Evaluation	\$ 300	\$ 300	\$ -	\$ 12,000	\$ -	40	\$ 12,000
Regents' BA Degree Posting Fee (per credit hour)	\$ 10	\$ 10	\$ -	\$ 6,100	\$ -	610	\$ 6,100
Resident Hall Breakage/Reservation Deposit *refundable	\$ 100	\$ 100	\$ -	\$ 20,000	\$ -	200	\$ 20,000
Residence Hall Breakage/Reservation Deposit *non-refundable	\$ 100	\$ 100	\$ -	\$ 29,100	\$ -	291	\$ 29,100
Returned Check Fee	\$ 25	\$ 25	\$ -	\$ 375	\$ -	15	\$ 375
<b>WV School of Osteopathic Medicine:</b>							
Advance Tuition Deposit (Non Resident)	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -		\$ -
Advance Tuition Deposit (Resident)	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -		\$ -
Diploma replacement	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Graduation Fee	\$ 50	\$ 50	\$ -	\$ -	\$ -		\$ -
Late Registration Fee / per semester	\$ 30	\$ 30	\$ -	\$ -	\$ -		\$ -
Non Resident Application Fee	\$ 80	\$ 80	\$ -	\$ -	\$ -		\$ -
Resident Application Fee	\$ 40	\$ 40	\$ -	\$ -	\$ -		\$ -
Transcript Fee (After First)	\$ 6	\$ 6	\$ -	\$ -	\$ -		\$ -
Instructional Tech. Fee (1st Year Students)	\$ 200	\$ 200	\$ -	\$ -	\$ -		\$ -

**West Virginia Higher Education Policy Commission**  
**Academic Year 2020-21**  
**Special Fees and Charges (Changes Only)**

II. Special Fees and Charges	Semester/ Occurrence 2019-20	Semester/ Occurrence 2020-21	Increase (Decrease)	Estimated Revenue 2020-21	Revenue Increase 2020-21	Number of Students 2020-21	Estimated Revenue 2020-21
<b>Bluefield State College:</b>							
Engineering Technology & Computer Science Fee (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 60,000	\$ 6,000	424	\$ 66,000
RBA Programmatic Fee	\$ 300	\$ 325	\$ 25	\$ 20,000	\$ 1,000	88	\$ 21,000
Health Science Programmatic Fee:							
(A. S. N.)	\$ 500	\$ 550	\$ 50	\$ 140,000	\$ 5,000	322	\$ 145,000
(A. S. R. T. - Summer I & II, Fall, Spring)	\$ 250	\$ 275	\$ 25	\$ 18,000	\$ 1,000	41	\$ 19,000
LPN to RN Program Annual Fee (Bluefield & Beckley Campus)	\$ 550	\$ 575	\$ 25	\$ 15,000	\$ 600	71	\$ 15,600
BS Nursing (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 17,000	\$ 100	111	\$ 17,100
BS Radiologic Science (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 9,000	\$ 1,000	69	\$ 10,000
Business Programmatic	\$ 150	\$ 175	\$ 25	\$ 25,000	\$ 2,000	216	\$ 27,000
BS Education Programmatic Fee	\$ 150	\$ 175	\$ 25	\$ 4,500	\$ 500	37	\$ 5,000
On Line Fee (per credit hour)	\$ 30	\$ 35	\$ 5	\$ 400,000	\$ 60,000	2,237	\$ 460,000
Portfolio RBA Fee (per credit hour)	\$ 10	\$ 15	\$ 5	\$ -	\$ (15)	0	\$ (15)
Science Programmatic Fee (per credit hour)	\$ 40	\$ 45	\$ 5	\$ 55,000	\$ 4,000	500	\$ 59,000
Arts Fee	\$ 35	\$ 40	\$ 5	\$ 3,000	\$ 200	55	\$ 3,200
Technology Fee (Degree Seeking Students)	\$ 50	\$ -	\$ (50)	\$ 85,000	\$ (85,000)	2,464	\$ -
Transcript (After First)	\$ 10	\$ 15	\$ 5	\$ 5,000	\$ 1,000	0	\$ 6,000
Enhancement Fee (Degree Seeking Students)	\$ -	\$ 150	\$ 150	\$ -	\$ 225,000	2,464	\$ 225,000
<b>Concord University:</b>							
Social Work Field Practicum Fee	\$ -	\$ 75	\$ 75	\$ -	\$ -	0	\$ 4,500
<b>Fairmont State University</b>							
Program Specific Fees:							
Undergraduate:							
School of Nursing	\$ 350	\$ 550	\$ 200	\$ 248,000	\$ 140,000	350	\$ 388,000
School of Education	\$ 200	\$ 400	\$ 200	\$ 175,000	\$ 88,000	440	\$ 263,000
School of Fine Arts	\$ 100	\$ -	\$ (100)	\$ 15,000	\$ (15,000)		\$ -
School of Education	\$ 300	\$ 400	\$ 100	\$ 75,000	\$ 26,000	130	\$ 101,000
Architecture Program Fee	\$ 200	\$ 400	\$ 200	\$ 25,000	\$ 25,000	60	\$ 50,000
Architecture Course Fee (per credit hour)	\$ -	\$ 12	\$ 12	\$ -	\$ 8,640	60	\$ 8,640
Art - Pottery Materials Fee (per credit hour)	\$ 20	\$ 40	\$ 20	\$ 7,500	\$ 7,500	375	\$ 15,000
Art - Painting/Drawing Materials Fee (per credit hour)	\$ 15	\$ 25	\$ 10	\$ 2,500	\$ 1,700	167	\$ 4,200
Course Fee (per credit hour) (previously known as Technology Fee)	\$ 10	\$ 12	\$ 2	\$ 530,000	\$ 106,000	26,500	\$ 636,000
- Music Lessons Fee	\$ 15	\$ 35	\$ 20	\$ 3,500	\$ 4,700	233	\$ 8,200
Foreign Languages Course Fee (per credit hour)	\$ 8	\$ 12	\$ 4	\$ 7,000	\$ 3,500	850	\$ 10,500
New Student Fee	\$ 120	\$ 150	\$ 30	\$ 125,000	\$ 25,000	1,000	\$ 150,000
Police Academy Certification	\$ -	\$ 6,500	\$ 6,500	\$ -	\$ 195,000	30	\$ 195,000
HHP Equipment Course Fee (flat fee)	\$ 25	\$ 50	\$ 25	\$ 12,000	\$ 12,000	480	\$ 24,000
Fine Arts Major Course Fee (per credit hour)	\$ 50	\$ -	\$ (50)				\$ -
<b>Glenville State College</b>							
Certificate Fee	\$ 20	\$ -	\$ (20)	\$ -	\$ -	0	\$ -
Credit by Examination (per credit hour)	\$ 40	\$ -	\$ (40)	\$ -	\$ -	0	\$ -
American Humanities / Nonprofit Cert. Entrance Fee	\$ 40	\$ -	\$ (40)	\$ -	\$ -	0	\$ -
American Humanities / Nonprofit Final Portfolio Assmt Fee	\$ 100	\$ -	\$ (100)	\$ -	\$ -	0	\$ -
Criminal Justice Fee - CRJU 111	\$ 30	\$ -	\$ (30)	\$ -	\$ -	0	\$ -
Criminal Justice Fee - CRJU 493	\$ 25	\$ -	\$ (25)	\$ 765	\$ (765)	33	\$ -
Education Fee - EDUC 343, 345	\$ 50	\$ -	\$ (50)	\$ 200	\$ (200)	0	\$ -
Fingerprint Fee (EDUC 203)	\$ 25	\$ -	\$ (25)	\$ 1,478	\$ (1,478)	60	\$ -
Graduation Fee (exclusive of cap and gown)	\$ 60	\$ 80	\$ 20	\$ 10,940	\$ 3,300	178	\$ 14,240
Internet Fee (per semester)	\$ 65	\$ 80	\$ 15	\$ 111,218	\$ 26,942	1,727	\$ 138,160
ITQ Profession Development Course Fee	\$ 25	\$ -	\$ (25)			0	\$ -
Land Resources Lab Fee (ENVR 101, 193, 351, FRST 203, 206, 214)	\$ 30	\$ 40	\$ 10	\$ 5,493	\$ 147	141	\$ 5,640
Land Resources Lab Fee (FRST 109, 110, 205, LAND 233, WLMT 302, 404, 493)	\$ -	\$ 40	\$ 40			0	\$ -
Land Resources Lab Fee (FRST 293, LAND 121, 232)	\$ 25	\$ 40	\$ 15	\$ 700	\$ 420	28	\$ 1,120
Land Resources Lab Fee (LAND 193, 230, NRMT 234, 334, 499)	\$ 30	\$ 40	\$ 10			0	\$ -
Land Resources Lab Fee (FRST 212, LAND 244, 335)	\$ 35	\$ 40	\$ 5	\$ 980	\$ 20	25	\$ 1,000
Land Resources Lab Fee (FRST 202, 216, NRMT 125, 201)	\$ 50	\$ 40	\$ (10)	\$ 4,213	\$ (1,333)	72	\$ 2,880
Land Resources Individual Research Course	\$ -	\$ 40	\$ 40	\$ -	\$ -	0	\$ -
Mathematics Fee (MATH 106, 106L, 115)	\$ 150	\$ 25	\$ (125)	\$ 5,833	\$ 92	237	\$ 5,925
Music Instrument Maintenance Fee	\$ -	\$ 50	\$ 50	\$ -	\$ -	0	\$ -
Pearson Resource Fee (MATH 108)	\$ -	\$ 70	\$ 70	\$ -	\$ -	0	\$ -

Physical Education Fee (PE 201)	\$ 20	\$ 25	\$ 5	\$ 8,286	\$ 189	339	\$ 8,475
Residence Hall Cable Fee	\$ 60	\$ 90	\$ 30	\$ -	\$ -	0	\$ -
SAFE 333	\$ 100	\$ -	\$ (100)	\$ -	\$ -	0	\$ -
Science Laboratory Fee (BIOL 210, 335, 435, 456, 460)	\$ 50	\$ 75	\$ 25	\$ 15,000	\$ 7,500	300	\$ 22,500
Science Laboratory Fee (CHEM 101, 102, 301, 302, 307, 321, 322, 345, 380, 381, 493)	\$ 50	\$ 60	\$ 10	\$ 3,000	\$ 600	60	\$ 3,600
Science Laboratory Fee (SCNC 103, 104, 205)	\$ 50	\$ 60	\$ 10	\$ 7,500	\$ 1,500	150	\$ 9,000
Science Laboratory Fee (BIOL 120, 121, 193, 293, 305, 309, 310, 351, 362, 371, 400)	\$ 50	\$ 60	\$ 10	\$ 7,500	\$ 1,500	150	\$ 9,000
Student Activities Fee (per semester)	\$ -	\$ 125	\$ 125	\$ -	\$ 212,500	1,700	\$ 212,500
Study Abroad Fee (GSC 205)	\$ -	\$ 75	\$ 75	\$ -	\$ -	0	\$ -
Teacher Education Program Fee (per semester)	\$ -	\$ 120	\$ 120	\$ -	\$ 3,120	26	\$ 3,120
<b>Marshall University</b>							
Course Fees:							
COHP-MPH - Non-major Course Fee (per 3 hour course)	\$ 1,806	\$ 1,896	\$ 90	\$ -	\$ -		\$ -
SOP-MSPS - Non-major Course Fee (per 3 hour course)	\$ -	\$ 945	\$ 945	\$ -	\$ -		\$ -
Ohio High School STEM Program - per Credit Hour	\$ -	\$ 167	\$ 167	\$ -	\$ -		\$ -
Intensive English Program - per semester	\$ -	\$ 4,500	\$ 4,500	\$ -	\$ -		\$ -
Undergraduate Distance Programs (Specifically identified) - per semester Full-time	\$ 3,157	\$ 3,195	\$ 38	\$ -	\$ -		\$ -
Graduate Distance Programs (Specifically identified) - per semester Full-time	\$ 3,405	\$ 3,444	\$ 39	\$ -	\$ -		\$ -
COHP Distance Dietetic Internship Certificate Program	\$ 3,780	\$ 3,969	\$ 189	\$ -	\$ -		\$ -
Other Fees:							
Pharmacy - Practice Ready Fee (Annual Year 2 Only)	\$ 270	\$ 390	\$ 120	\$ -	\$ -		\$ -
Pharmacy - Practice Ready Fee (Annual Year 3-4 Only)	\$ 455	\$ 390	\$ (65)	\$ -	\$ -		\$ -
<b>Shepherd University:</b>							
Art Fee 240, 250, 340, 350	\$ 75	\$ 95	\$ 20	\$ -	\$ -		\$ -
EDPD (per credit hour)	\$ 140	\$ 145	\$ 5	\$ -	\$ -		\$ -
Education Major Fee	\$ 100	\$ 120	\$ 20	\$ -	\$ -		\$ -
Graduate Studies Major Fee, MAT Program	\$ -	\$ 20	\$ 20	\$ -	\$ -		\$ -
IEPS Labs (ENVS, GSCI, PHYS)	\$ 70	\$ -	\$ (70)	\$ -	\$ -		\$ -
Language Fee	\$ 25	\$ 31	\$ 6	\$ -	\$ -		\$ -
Math (101A, 101B)	\$ 15	\$ -	\$ (15)	\$ -	\$ -		\$ -
Math Course Fee (107A, 107B, 109A)	\$ -	\$ 30	\$ 30	\$ -	\$ -		\$ -
Music Course Fee (230 only)	\$ 74	\$ 148	\$ 74	\$ -	\$ -		\$ -
Music Course Fee (231 only)	\$ 64	\$ 128	\$ 64	\$ -	\$ -		\$ -
Music Course Fee (232 only)	\$ 63	\$ 126	\$ 63	\$ -	\$ -		\$ -
Music Course Fee (233 only)	\$ 56	\$ 112	\$ 56	\$ -	\$ -		\$ -
Music Course Fee (239 only)	\$ 33	\$ 66	\$ 33	\$ -	\$ -		\$ -
<b>West Liberty University</b>							
Undergraduate College/Program Fees							
COE	\$ 200	\$ 250	\$ 50	\$ -	\$ -	221	\$ -
Dental Hygiene Instrument Kit	\$ 1,180	\$ 1,200	\$ 20	\$ 34,200	\$ 600	30	\$ 34,800
Dental Hygiene Side Kick Instrument Sharpened	\$ 1,015	\$ 1,020	\$ 5	\$ 30,390	\$ 150	30	\$ 30,540
Dental Hygiene DH 286 Cavitron Handle	\$ -	\$ 160	\$ 160	\$ -	\$ 2,400	30	\$ 2,400
EMS Course Fee	\$ -	\$ 140	\$ 140	\$ -	\$ 1,400	10	\$ 1,400
First Aid Course Fee	\$ -	\$ 50	\$ 50	\$ -	\$ 500	10	\$ 500
Graduation - Graduate	\$ 150	\$ 160	\$ 10	\$ 13,750	\$ (275)	60	\$ 13,475
Graduation - Undergraduate	\$ 125	\$ 135	\$ 10	\$ 60,000	\$ (1,200)	500	\$ 58,800
Private Music Lessons	\$ 150	\$ 175	\$ 25	\$ 23,000	\$ 3,750	150	\$ 26,750
Speech Pathology and Audiology Clinic Fee	\$ 250	\$ 300	\$ 50	\$ 1,250	\$ 300	6	\$ 1,550
<b>West Virginia State University:</b>							
Nursing Course HESI Testing Fee (202, 301, 318, 405, 409)	\$ -	\$ 308	\$ 308	\$ -	\$ 6,160	20	\$ 6,160
Nursing Course Lab Fee (202, 301, 316, 318, 405, 409)	\$ -	\$ 80	\$ 80	\$ -	\$ 1,600	20	\$ 1,600
Nursing Program Fee (200)	\$ -	\$ 600	\$ 600	\$ -	\$ 12,000	20	\$ 12,000
Parking - Full Year WVSU Faculty and Staff	\$ 138	\$ 110	\$ (28)	\$ 45,478	\$ (9,178)	330	\$ 36,300
Second Vehicle Full Year WVSU Faculty and Staff	\$ 69	\$ 55	\$ (14)	\$ 695	\$ (145)	10	\$ 550
Parking - Full Year WVSU Students	\$ 115	\$ -	\$ (115)	\$ 355,446	\$ (355,446)	3,100	\$ -
Second Vehicle WVSU student One Semester	\$ 17	\$ -	\$ (17)	\$ 827	\$ (827)	50	\$ -
Second Vehicle WVSU student Full Year	\$ 31	\$ -	\$ (31)	\$ 1,544	\$ (1,544)	50	\$ -
Parking - One Semester Fall, Spring WVSU students	\$ 61	\$ -	\$ (61)	\$ 6,064	\$ (6,064)	100	\$ -
Parking - January thru August WVSU student	\$ 85	\$ -	\$ (85)	\$ 8,489	\$ (8,489)	100	\$ -
Parking - Summer	\$ 46	\$ -	\$ (46)	\$ 1,158	\$ (1,158)	25	\$ -

**West Virginia Higher Education Policy Commission  
Meeting of June 26, 2020**

**ITEM:** Approval of Proposed Series 63, Emergency and Legislative Rules, Mental Health Loan Repayment Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Series 63, Emergency Rule, Mental Health Loan Repayment Program, to be filed with the Secretary of State.

*Further Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Series 63, Legislative Rule, Mental Health Loan Repayment Program, to be filed with the Secretary of State for a thirty-day public comment period, and if no substantive comments are received, that the Commission extends its final approval.

**STAFF MEMBER:** Cynthia Persily

**BACKGROUND:**

During the 2019 First Special Session of the Legislature, Senate Bill 1009 was passed which amended statutory language to create the Mental Health Loan Repayment Program. The legislation requires the Commission to promulgate a rule to implement the program. The proposed Series 63, Emergency Rule, Mental Health Loan Repayment Program and the proposed Series 63, Legislative Rule, Mental Health Loan Repayment Program, establish the eligibility requirements and award guidelines for the program. It is necessary to file the rule as an Emergency Rule to allow awarding of these loan repayments as soon as possible to help meet the need for mental health providers and the increased need for mental health services in West Virginia due to COVID-19.

The COVID-19 pandemic and resulting economic downturn have negatively affected many people's mental health and created new barriers for people already suffering from mental illness and substance use disorders. In a recent poll (KFF, 2020), nearly half (45 percent) of adults in the United States reported that their mental health has been negatively impacted due to worry and stress over the virus. As the pandemic wears on, it is likely the mental health burden will increase as measures taken to slow the spread

of the virus, such as social distancing, business and school closures, and shelter-in-place orders, lead to greater isolation and potential financial distress. Though necessary to prevent loss of life due to COVID-19, these public health measures expose many people to experiencing situations that are linked to poor mental health outcomes, such as isolation and job loss. Additionally, feelings of anxiety are increasingly common, as people are fearful of themselves or loved ones falling ill and are uncertain of the repercussions of the pandemic. Recognizing the need for mental health practitioners in rural and underserved areas, the intent of this program is to provide an incentive for practicing mental health professionals to deliver therapy or counseling services in underserved areas of West Virginia at a time of great need in the state.

Mental Health Loan Repayment Program funds shall be awarded to West Virginia residents who are currently practicing mental health professionals and who provide therapy or counseling services in an underserved area of West Virginia. In order to be eligible for a Mental Health Loan Repayment Program award, each applicant must be a graduate of an accredited program at an institution of higher education, having obtained a degree preparing them for licensure as a licensed doctoral clinical psychologist, master's level licensed psychologist, licensed independent clinical social worker, licensed certified social worker, licensed professional counselor, licensed marriage and family therapist, or other mental health disciplines identified by the Senior Director of Health Sciences as experiencing a shortage of practitioners; and be employed in an underserved area in West Virginia, providing individual and group therapy or counseling for a majority of his, her or their practice. The Senior Director for Health Sciences will oversee the program.

The highlights of the proposed rule include the following:

- Eligibility requirements as noted above
- The award amount shall be at least \$10,000 (depending on outstanding debt) for one (1) year of full-time service or two (2) years of part-time service for eligible mental health professionals. The award shall be renewable up to three (3) years based on availability of funds and continued eligibility for the loan repayment program.
- No award payments shall be disbursed before a properly completed and signed award agreement and documentation of qualifying educational debt have been delivered by the recipient to the Senior Director of Health Sciences or his or her designee.
- Anticipate serving 30 professionals in the first year.

Staff recommends approval of the proposed Series 63, Emergency Rule, Mental Health Loan Repayment Program, for filing with the Secretary of State to become effective upon filing. Staff further recommends approval of Series 63, Legislative Rule, Mental Health Loan Repayment Program, for filing with the Secretary of State for a thirty-day public comment period and, if no substantive comments are received, final filing of the rule with the Secretary of State and the Legislative Oversight Commission for Education Accountability (LOCEA) for legislative approval.

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

**SERIES 63  
MENTAL HEALTH LOAN REPAYMENT PROGRAM**

**§133-63-1. General.**

1.1. Scope. -- This rule establishes requirements for eligibility, award, maintenance, and termination of the financial incentives provided by the Mental Health Loan Repayment Program.

1.2. Authority. -- West Virginia Code §18B-1-6 and §18C-3-3(e) and (f).

1.3. Filing Date. –

1.4. Effective Date. –

1.5. This rule shall terminate and have no further force or effect

**§133-63-2. Purpose.**

2.1. The purpose of this program is to provide an incentive for practicing mental health professionals to deliver therapy or counseling services in underserved areas of West Virginia.

2.2. Mental Health Loan Repayment Program funds shall be awarded to West Virginia residents who are currently practicing mental health professionals and who provide therapy or counseling services in an underserved area of West Virginia. A revolving fund will be established for funds for this program.

**§133-63-3. Eligibility Criteria.**

3.1. In order to be eligible for a Mental Health Loan Repayment Program award, each applicant must:

3.1.a. Certify that the applicant possesses educational debt in an amount equal to or exceeding the proposed award amount; and

3.1.b. Be a graduate of an accredited program at an institution of higher education, having obtained a degree preparing them for licensure as a licensed doctoral clinical psychologist, master's level licensed psychologist, licensed independent clinical social worker, licensed certified social worker, licensed professional counselor, licensed marriage and family therapist, or other mental health disciplines identified by the Senior Director of Health Sciences as experiencing a shortage of practitioners; and

3.1.c. Be employed in an underserved area in West Virginia, providing individual and group therapy or counseling for a majority of his, her or their practice.

**§133-63-4. Application Process.**

4.1. The applicant must apply to the Mental Health Loan Repayment Program using an application form provided by the Senior Director of Health Sciences.

4.2. Applicants for participation in the Mental Health Loan Repayment Program shall submit their applications by the deadline established by to the Senior Director of Health Sciences. Applications must be complete and received by the deadline in order for the applicant to be considered for an award.

**§133-63-5. Selection of Recipients.**

5.1. Recipients will be selected from a pool of all qualified applicants.

5.2. Awards shall be determined by the Senior Director of Health Sciences with the advice of an advisory panel. The advisory panel may be made up of the Division of Health Sciences Advisory Committee and such other members as may be added by the Senior Director of Health Sciences from time to time.

5.3. In order to be selected to receive a Mental Health Loan Repayment Program award, an applicant must agree to provide mental health therapy or counseling services for at least one (1) year full-time or at least two (2) years part-time in an underserved area for every year that funding is awarded.

5.4. Applications will be processed without regard to race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, and veteran status.

5.5. In making awards, the Senior Director of Health Sciences may consider such factors as the applicant's expressed commitment to the provision of mental health services in underserved communities, and his, her or their work or community service experiences in underserved areas of the State.

5.6. The number of awards shall be determined by the availability of funds.

5.7. Nothing in this rule shall be construed as granting or guaranteeing any applicant any right to such an award.

**§133-63-6. Award Provisions and Agreement.**

6.1. The award amount shall be at least \$10,000 (depending on outstanding debt) for one (1) year of full-time service or two (2) years of part-time service for eligible mental health professionals. The award shall be renewable up to three (3) years based on availability of funds and continued eligibility for the loan repayment program.

6.2. The award agreement shall contain the provision that the recipient will agree to practice full-time for at least one (1) year or part-time for at least two (2) years in an underserved area of West Virginia.

6.3. No award payments shall be disbursed before a properly completed and signed award agreement and documentation of qualifying educational debt have been delivered by the recipient to the Senior Director of Health Sciences or his or her designee.

**§133-63-7. Notification of Recipients and Fund Disbursement.**

7.1. The Senior Director of Health Sciences or his or her designee shall notify students of their selection to receive an award.

7.2. The full amount of the award shall be disbursed to the participant upon the receipt of verification of one (1) year of full-time employment or two (2) years of part-time employment in an approved site, beginning from the date of the award agreement. The Senior Director of Health Sciences shall approve the disbursement of the funds.

**§133-63-8. Fulfillment of Agreement.**

8.1. To fulfill the award agreement, a participant must complete the service obligation. If applying for additional funding, the recipient must provide documentation demonstrating that the entire award has been allocated toward recipient's educational debt.

8.2. A recipient shall satisfy obligation as stated in the recipient's award agreement by practicing mental health therapy or counseling full or part time in an underserved area of West Virginia.

8.3. If at any time during the term of the agreement the recipient needs to change the practice site, the recipient may request approval from the Senior Director of Health Sciences and may request that additional areas be considered as underserved if appropriate.

8.4. With advance approval of the Senior Director of Health Sciences, the recipient may serve his or her obligation concurrently with other service obligations.

**§133-63-9. Definitions.**

9.1. "Practicing mental health professionals" means licensed doctoral clinical psychologists, master's level licensed psychologists, licensed independent clinical social workers, licensed certified social workers, licensed professional counselors, licensed marriage and family therapists, or other disciplines which may be identified as practicing mental health professionals providing therapy or counseling services by the Senior Director of Health Sciences.

9.2. "Underserved area" means any mental health professional shortage area located in the state as determined by the Bureau for Public Health, any hospital devoted solely to the provision of mental health services, or any additional mental health professional shortage area determined by the Senior Director of Health Sciences.

9.3. "Educational debt" is defined as any government, commercial, or foundation loans for actual costs paid for tuition, reasonable education, and living expenses related to graduate or undergraduate education.

9.4. "Part-time" is defined as working twenty or more hours per week.

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

**SERIES 63  
MENTAL HEALTH LOAN REPAYMENT PROGRAM**

**§133-63-1. General.**

1.1. Scope. -- This rule establishes requirements for eligibility, award, maintenance, and termination of the financial incentives provided by the Mental Health Loan Repayment Program.

1.2. Authority. -- West Virginia Code §18B-1-6 and §18C-3-3(e) and (f).

1.3. Filing Date. –

1.4. Effective Date. –

1.5. This rule shall terminate and have no further force or effect

**§133-63-2. Purpose.**

2.1. The purpose of this program is to provide an incentive for practicing mental health professionals to deliver therapy or counseling services in underserved areas of West Virginia.

2.2. Mental Health Loan Repayment Program funds shall be awarded to West Virginia residents who are currently practicing mental health professionals and who provide therapy or counseling services in an underserved area of West Virginia. A revolving fund will be established for funds for this program.

**§133-63-3. Eligibility Criteria.**

3.1. In order to be eligible for a Mental Health Loan Repayment Program award, each applicant must:

3.1.a. Certify that the applicant possesses educational debt in an amount equal to or exceeding the proposed award amount; and

3.1.b. Be a graduate of an accredited program at an institution of higher education, having obtained a degree preparing them for licensure as a licensed doctoral clinical psychologist, master's level licensed psychologist, licensed independent clinical social worker, licensed certified social worker, licensed professional counselor, licensed marriage and family therapist, or other mental health disciplines identified by the Senior Director of Health Sciences as experiencing a shortage of practitioners; and

3.1.c. Be employed in an underserved area in West Virginia, providing individual and group therapy or counseling for a majority of his, her or their practice.

**§133-63-4. Application Process.**

4.1. The applicant must apply to the Mental Health Loan Repayment Program using an application form provided by the Senior Director of Health Sciences.

4.2. Applicants for participation in the Mental Health Loan Repayment Program shall submit their applications by the deadline established by to the Senior Director of Health Sciences. Applications must be complete and received by the deadline in order for the applicant to be considered for an award.

**§133-63-5. Selection of Recipients.**

5.1. Recipients will be selected from a pool of all qualified applicants.

5.2. Awards shall be determined by the Senior Director of Health Sciences with the advice of an advisory panel. The advisory panel may be made up of the Division of Health Sciences Advisory Committee and such other members as may be added by the Senior Director of Health Sciences from time to time.

5.3. In order to be selected to receive a Mental Health Loan Repayment Program award, an applicant must agree to provide mental health therapy or counseling services for at least one (1) year full-time or at least two (2) years part-time in an underserved area for every year that funding is awarded.

5.4. Applications will be processed without regard to race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, and veteran status.

5.5. In making awards, the Senior Director of Health Sciences may consider such factors as the applicant's expressed commitment to the provision of mental health services in underserved communities, and his, her or their work or community service experiences in underserved areas of the State.

5.6. The number of awards shall be determined by the availability of funds.

5.7. Nothing in this rule shall be construed as granting or guaranteeing any applicant any right to such an award.

**§133-63-6. Award Provisions and Agreement.**

6.1. The award amount shall be at least \$10,000 (depending on outstanding debt) for one (1) year of full-time service or two (2) years of part-time service for eligible mental health professionals. The award shall be renewable up to three (3) years based on availability of funds and continued eligibility for the loan repayment program.

6.2. The award agreement shall contain the provision that the recipient will agree to practice full-time for at least one (1) year or part-time for at least two (2) years in an underserved area of West Virginia.

6.3. No award payments shall be disbursed before a properly completed and signed award agreement and documentation of qualifying educational debt have been delivered by the recipient to the Senior Director of Health Sciences or his or her designee.

**§133-63-7. Notification of Recipients and Fund Disbursement.**

7.1. The Senior Director of Health Sciences or his or her designee shall notify students of their selection to receive an award.

7.2. The full amount of the award shall be disbursed to the participant upon the receipt of verification of one (1) year of full-time employment or two (2) years of part-time employment in an approved site, beginning from the date of the award agreement. The Senior Director of Health Sciences shall approve the disbursement of the funds.

**§133-63-8. Fulfillment of Agreement.**

8.1. To fulfill the award agreement, a participant must complete the service obligation. If applying for additional funding, the recipient must provide documentation demonstrating that the entire award has been allocated toward recipient's educational debt.

8.2. A recipient shall satisfy obligation as stated in the recipient's award agreement by practicing mental health therapy or counseling full or part time in an underserved area of West Virginia.

8.3. If at any time during the term of the agreement the recipient needs to change the practice site, the recipient may request approval from the Senior Director of Health Sciences and may request that additional areas be considered as underserved if appropriate.

8.4. With advance approval of the Senior Director of Health Sciences, the recipient may serve his or her obligation concurrently with other service obligations.

**§133-63-9. Definitions.**

9.1. "Practicing mental health professionals" means licensed doctoral clinical psychologists, master's level licensed psychologists, licensed independent clinical social workers, licensed certified social workers, licensed professional counselors, licensed marriage and family therapists, or other disciplines which may be identified as practicing mental health professionals providing therapy or counseling services by the Senior Director of Health Sciences.

9.2. "Underserved area" means any mental health professional shortage area located in the state as determined by the Bureau for Public Health, any hospital devoted solely to the provision of mental health services, or any additional mental health professional shortage area determined by the Senior Director of Health Sciences.

9.3. "Educational debt" is defined as any government, commercial, or foundation loans for actual costs paid for tuition, reasonable education, and living expenses related to graduate or undergraduate education.

9.4. "Part-time" is defined as working twenty or more hours per week.