

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

December 10, 2021 | 10:00 a.m. | West Virginia Regional Technology Park

Or Zoom: 1-646-558-8656 and enter meeting ID 896 0280 0589

AGENDA

- I. Call to Order**
- II. Chairman's Report**
- III. Chancellor's Report**
 - A. Faculty Merit Foundation Award Presentation
- IV. Updates from Constituent Groups**
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Students Annual Update
 - C. Advisory Council of Faculty
- V. Update from Council of Presidents**
- VI. Consent Agenda**
 - A. Approval of Minutes (*Pages 3 - 8*)
 - B. Presentation of 2021 Financial Aid Comprehensive Report (*Pages 9 - 12*)
 - C. Report on Program Review (*Pages 13 - 20*)
- VII. Fiscal Year 2021 Consolidated Audit Presentation (*Pages 21 - 34*)**
- VIII. Approval of Capital Project Priorities (*Pages 35 - 45*)**
- IX. Approval of Suspension of the Assessment Standards for the Underwood-Smith Teaching Scholars Program (*Page 46*)**
- X. Review of 2017 Probationary Programs (*Pages 47 - 49*)**
- XI. Program Productivity Review (*Pages 50 - 53*)**
- XII. Report on Textbook Affordability (*Pages 54 - 57*)**
- XIII. Approval of Master of Business Administration Program (*Pages 58 - 80*)**

XIV. Approval of Master of Arts in Education and Master of Arts in Curriculum and Instruction *(Pages 81 - 211)*

XV. Approval of University Status *(Pages 212 - 214)*

XVI. Revocation of Authorization to Confer Degrees in West Virginia
(Pages 215 - 226)

XVII. Additional Board Action and Comment

XVIII. Adjournment

DRAFT MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

October 4, 2021

I. Call to Order

Chairman Andrew A. Payne convened a meeting of the West Virginia Higher Education Policy Commission on October 4, 2021, at 9:00 a.m., in the David K. Hendrickson Conference Center, Room 1220, Building 2000 of the West Virginia Regional Technology Park, 2001 Union Carbide Drive, South Charleston, West Virginia and by Zoom videoconference and conference call. The following Commission members participated: Clayton Burch, Ex-Officio; Christina Cameron, Ex-Officio; James W. Dailey; Michael J. Farrell; Diane Lewis Jackson; and Andrew A. Payne. Other participants included state college and university representatives, Chancellor Sarah Armstrong Tucker, and Higher Education Policy Commission staff.

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

II. Chairman's Report

Chairman Payne thanked former chairman Michael Farrell and Chancellor Tucker for establishing successful relationships with legislators, governmental agencies, and constituencies, and maintaining the channels of communication open and transparent. He thanked Matt Turner, Executive Vice Chancellor for Administration and his staff for their work to develop a new funding formula. In addition, Chairman Payne was happy to announce the renewal of the \$24 million GEAR UP grant.

III. Chancellor's Report

Chancellor Sarah Armstrong Tucker reported that the agency received news in the last week that its application for renewal of the GEAR UP grant was approved. She added that over the next seven years the \$24 million grant will provide extra help to more than 17,500 students in 11 counties to prepare for college and career training programs. She thanked Senators Shelley Capito and Joe Manchin and Governor Justice for their support in obtaining the grant. She also thanked Elizabeth Manuel, Senior Director of Student Services, and her team and partners who spearheaded the grant application.

Chancellor Tucker reported that as part of the Ascendium project, the Commission has started implementing the Open Educational Resources program, entitled Open Learning WV, to help offset textbook costs for students by offering faculty the opportunity to use digital course materials. She thanked Dr. Corley Dennison, now Vice Chancellor Emeritus of Academic Affairs, and Dr. Christopher Treadway for developing the program.

Further, Chancellor Tucker reported on the funding formula for higher education. She stated that at a recent working session with the presidents, there was positive

consensus as to why there is a need for identifying determining factors to fund higher education in West Virginia. The group has developed guiding principles and will continue to work on funding metrics for the plan to provide to the Legislature ahead of the 2022 regular session.

Chancellor Tucker proceeded to announce that Dr. Randall Brumfield has been selected as the new Vice Chancellor for Academic Affairs, and Dr. Christopher Treadway, former Senior Director of Policy and Research, is the new Vice Chancellor for the West Virginia Council for Community and Technical College Education. There is a search underway for the Senior Director of Research.

IV. Updates from Constituent Groups

A. Advisory Council of Classified Employees

Ms. Jenna Derrico, Chair of the Advisory Council of Classified Employees and an employee at West Virginia Northern Community and Technical College, provided the annual update on behalf of classified employees. Ms. Derrico focused on the following topics: campuses hiring increasing number of non-classified positions which is creating a large, un-represented class of employees with lack of employee protections; adequate funding from the Commission to conduct an external market study and collection of data; request for an update from the Chancellor on the current state of institutional policy review; adequate funding from the institutions to address inequities in employee compensation compared to each other and external markets, and to attract and retain quality employees; and support from the Commission as the Advisory Council of Classified Employees explores barriers to shared governance.

B. Advisory Council of Students

Ms. Alyssa Parks, Chair of the Advisory Council of Students and a student at Marshall University, reported on behalf of the students. Ms. Parks stated that as a newly elected Council Chair, she met with staff from the Commission to discuss the role of the Council. She further stated that the Council is promoting vaccination and proper procedures to stay healthy on campus. It is encouraging student involvement and inclusion of non-traditional students, veterans, parents, minorities and other groups in campus life. Ms. Parks stated the Council will hold a meeting in October to define its goals and objectives for the next academic year.

C. Advisory Council of Faculty

Mr. Charles Puckett, Chair of the Advisory Council of Faculty and faculty member at Southern West Virginia Community and Technical College, provided the annual update on behalf of faculty. He stated that faculty wishes to ensure that higher education is funded to develop the educated workforce needed to grow the state economy. It supports an initiative to recruit and retain global talent to West Virginia. It wishes to ensure that the changing employee health-care needs are effectively and continually met. It wishes to ensure transparent and fair employment practices such as due process protection, shared governance, and preserving tenure and

academic freedom. It supports the improvement of the state's broadband coverage. Moreover, faculty wishes to ensure that the institutions are able to regulate the safety and security of their campuses.

V. Update from Council of Presidents

Dr. Mirta Martin, President of Fairmont State University, reported on behalf of the Council of Presidents. Dr. Martin stated that the presidents continue working collaboratively on several issues. She said that they have successfully confronted the Delta variant of COVID-19 without having to close their institutions and thanked Dr. Cynthia Persily, the Commission's Senior Director of Health Sciences, for providing vaccine and other relevant information. Dr. Martin stated that the presidents have continued to work with Commission staff on developing a performance-based funding formula. Further, the presidents received a cyber-security presentation from Homeland Security staff. To end, President Martin expressed the Council's gratitude to the Chancellor and Commission members for their support of their institutions.

VI. Campus Update from Concord University

Dr. Kendra Boggess, President of Concord University, updated the Commission about the mission of Concord University and its distinguished legacy of providing quality education for generations under its motto of Come To Learn Go To Serve. She stated that this year marks the institution's 150th anniversary and celebrations will begin with Homecoming and will continue until next year's Homecoming. She spoke of life on campus; improvements to facilities; the work of the Concord University Foundation; and the various programs that assist students such as the CU Food Pantry, Clothing Closet, Laptop Lenders, and CU Veterans Club. She stated that new academic programs were implemented such as the Master's in Business Administration, which is an accelerated eight-week online course; the Bachelor of Science in Interdisciplinary Studies Degree in Esports; the Bachelor of Science in Multimedia Productions; the Bachelor of Science in Digital Professional Communications; CU Rise, an accelerated bachelor's program focused primarily on STEM and Psychology programs; and new health sciences and athletic programs. Dr. Boggess added that the university has arranged for undergraduate students to conduct geological research in Greenland. President Boggess finalized her presentation by thanking the Chancellor and the Commission for their support of Concord university.

VII. Approval of Minutes

Commissioner Lewis Jackson moved to approve the minutes of the Higher Education Policy Commission meetings held on June 11 and July 19, 2021. Commissioner Burch seconded the motion. Motion passed.

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

Dr. Cynthia Persily, Senior Director of Health Sciences, provided information regarding the proposed revisions to Series 59, Procedural Rule, Awarding Undergraduate

College Credit for Prior Learning, Advanced Placement Credit, and College-Level Examination Program.

Commissioner Farrell moved approval of the following resolution:

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

Commissioner Lewis Jackson seconded the motion. Motion passed.

IX. Approval of Fiscal Year 2022 WVNET Budget

Dr. Carl Powell, Director of the West Virginia Network for Educational Telecomputing, provided information regarding the proposed network's budget for Fiscal Year 2022.

Commissioner Lewis Jackson moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

X. Approval of Appointments to the West Virginia Regional Technology Park Board of Directors

Chancellor Tucker provided information regarding the proposed appointments to the West Virginia Regional Technology Park Board of Directors.

Commissioner Lewis Jackson moved approval of the following resolution:

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

Membership ending June 30, 2023:

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

Membership ending June 30, 2024:

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

Commissioner Burch seconded the motion. Motion passed.

XI. Confirmation of Interim Presidential Appointment and Approval of Interim Presidential Compensation

Ms. Boggs presented information regarding the interim presidential appointment and approval of presidential compensation at West Virginia State University.

Commissioner Lewis Jackson moved approval of the following resolution:

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

Commissioner Farrell seconded the motion. Motion passed.

XII. Confirmation of Campus Facilities Master Development Plan Update

Dr. Edward Magee, Vice Chancellor of Finance, presented information regarding the update to West Liberty University's campus facilities master development plan.

Commissioner Lewis Jackson moved approval of the following resolution:

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

Commissioner Burch seconded the motion. Motion passed.

XIII. Vision 2025: Science and Technology Annual Report

Dr. Juliana Serafin, Director of Science and Research, reported that the West Virginia Science and Research Council completely revised its strategic plan "Vision 2025: West Virginia Science and Technology Plan", which was developed with the input of stakeholders from industry, higher education and state government. She added that the plan focuses on attracting future federal research funding and new high-tech industries to West Virginia. Dr. Serafin provided a detailed summary of the revised plan.

XIV. Report on Master's Degree Programs

Ms. Sheree Bryant, Director of Academic Programming, presented a report on the viability of master's degree programs at Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University. She stated that in the past year the number of graduate programs implemented across these institutions increased by four to 37 since their initial offerings in 2004. She summarized notable achievements at each institution including number of enrollees and graduates.

XV. New Program Post-Approval Audit

Ms. Bryant presented a detailed post-audit summary of the Master of Education in Instructional Leadership Program at West Virginia State University. The program was approved by the Commission in 2016. The audit is mandated by Series 11, Procedural Rule, Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs which states that all academic programs shall be reviewed three years after their initial approval.

XVI. Presentation of 2021 Champions of College Access and Success

Ms. Elizabeth Manuel, Senior Director of Student Services, reported that The Champion of College Access and Success recognition awards are presented by the Commission to select schools for their efforts to make students aware of higher education opportunities after they graduate. She added that principals, counselors and staff from 16 high schools in West Virginia are being recognized today. Ms. Manuel gave a detailed summary of the program and introduced the representatives from the "champion schools."

Commissioner Dailey asked Ms. Manuel how the information is disseminated to participants in this event. She replied that it is shared with school counselors, E-servers, and social media sites.

XVII. Additional Board Action and Comments

There were no additional board action items or comments.

XVIII. Adjournment

There being no further business, Commissioner Lewis Jackson moved to adjourn the meeting. Commissioner Dailey seconded the motion. Motion passed.

Andrew A. Payne, Chairman

Diana Lewis Jackson, Secretary

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Presentation of 2021 Financial Aid Comprehensive Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Brian Weingart

BACKGROUND:

In accordance with W. Va. Code §18C-1-1e, this report represents the thirteenth annual Financial Aid Comprehensive Report. It contains (a) descriptions of and changes to West Virginia aid programs, (b) policy recommendations for West Virginia aid programs, and (c) longitudinal data about recipients of state financial aid and outcomes of these recipients. The Financial Aid Comprehensive Report along with the Financial Aid section of Explorer, the Commission's higher education data portal, together provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. Data presented are for the 2020-2021 academic year.

PROGRAM CHANGES:

In response to COVID-19, a number of changes in the Promise Scholarship award guidelines were implemented. These included testing deadline extension for 2020-21 and 2021-22 awards and expanding the standardized testing option to include an ACT On-Campus test administered by the colleges, in addition to the national tests to qualify for Promise. All 2021 graduating seniors were offered a free ACT On-Campus test to qualify for Promise. The Class of 2021 and 2022 can superscore either their ACT or SAT tests to qualify for Promise. Further, the application deadline to apply for Promise was extended to July 1, 2021 for the 2021-22 awards. The grade point average to renew Promise was waived for 2020-21 and 2021-22 academic year.

For the WV Higher Education Grant, the deadline was extended to July 1, 2021 for 2021-22 awards. The grade point average to renew the WV Higher Education Grant was waived for 2020-21 and 2021-22 academic years. The maximum award for the WV Higher Education Grant was increased to \$3,000 from \$2,900 for the 2021-22 award year.

During the 2021 legislative session, the Legislature passed changes to the West Virginia Invests Grant. These changes allow the West Virginia Invests Grant to pay for academic fees approved by the West Virginia Council for Community and Technical Education. The legislation also allows students to take one drug screen per academic year instead of prior to each academic term and to utilize West Virginia Invests for one semester on a

probationary basis, if students test positive on a drug screen. The community service requirement was waived from Spring 2020 through Summer 2021.

The grade point average to renew the Underwood-Smith Teaching Scholars award and the West Virginia Engineering, Science and Technology Scholarship program was waived for 2020-21. The national test score requirement for Underwood-Smith Teaching Scholars program was waived for 2021-22 awards.

POLICY REFLECTIONS AND RECOMMENDATIONS:

PROMISE Scholarship Program

In March 2020, COVID-19 caused significant changes in the world of higher education. The standardized testing deadline was extended from August 2021 through October 2021 and on-campus ACT tests were administered to allow students additional opportunities to qualify for Promise because of the cancellation of national standardized tests in 2020 and 2021. Through CARES Act funding, a free ACT On-Campus test was made available in 2021 to 2021 Promise applicants to qualify for the Promise Scholarship. Superscoring was allowed to be utilized for the Class of 2021 and 2022 because of the lack of opportunities students had to prepare themselves for national standardized tests during the pandemic. The test score requirement for the Class of 2021 for a 2021-22 award was lowered by one point on both the composite ACT and the subscores of the ACT test, or the equivalent on the SAT test. Students in the Class of 2021 were not qualifying for Promise at the same rate as students in previous classes. The cumulative grade point average for Promise renewal was waived at the end of the 2020-21 award year because many students struggled to adapt to online learning during the academic year.

At this time, it is recommended that no other changes to the academic criteria to earn the award or the award amount be implemented based upon the current appropriations and lottery funding. If the current funding for Promise were to change, then the Higher Education Student Financial Aid Advisory Board (HESFAAB) and the Commission would need to consider changes to the Promise Scholarship Program.

Higher Education Grant Program

The HESFAAB recommended that the maximum award for 2021-22 be increased to \$3,000 for students with an Expected Family Contribution (EFC) of under 12,000.

West Virginia Invests Grant

In the 2019 legislative session, Senate Bill 1 created the last dollar grant program to cover tuition and mandatory fees at participating institutions for certain certificate and associate degree programs that lead to high demand fields as identified by the West Virginia Department of Commerce. In the 2021 legislative session, SB335 made changes to the West Virginia Invests Grant program to include academic fees in eligible expenses for an award and to allow students to take a drug test once per academic year instead of each academic term. Students can also receive an award on a probationary basis for one semester if they test positive on a drug screen.

DATA HIGHLIGHTS:

PROMISE Scholarship Program

- The number of Promise recipients decreased from 10,185 in 2019-20 to 9,936 in 2020-21. The total cost of the scholarship decreased from \$46,537,525 in 2019-20 to \$45,066,815 in 2020-21.
- Approximately 91.2 percent of Promise recipients in 2020-21 attended a four-year public institution. Of these, most attended either West Virginia University (51%) or Marshall University (19.2%).
- Public community and technical colleges accounted for 2.8 percent of Promise scholars in 2020-21.

West Virginia Invests Program

- The number of West Virginia Invests Grant recipients increased from 1,168 in 2019-20 to 1,431 in the 2020-21 academic year. The total funding awarded also increased from \$3,269,353 to \$4,139,513.
- Invests recipients received an average award of \$2,893 in 2020-21.
- A majority of Invests funds (95%) were disbursed to students attending a West Virginia public two-year institution, with Pierpont Community and Technical College, BridgeValley Community and Technical College and Blue Ridge Community and Technical College enrolling the highest number of Invests recipients at 322, 249 and 234 students, respectively.

Higher Education Grant Program (HEGP)

- The number of HEGP recipients decreased from 15,682 in 2019-20 to 14,461 in 2020-21, with total awards declining from \$37,312,270 to \$35,448,005.
- The average award amount increased from \$2,379 to \$2,451 during the same period.
- In the 2020-21 academic year, 67.8 percent of HEGP recipients attended public four-year institutions. Of these, most students attended either West Virginia University (25.7%) or Marshall University (15.7%).
- Public community and technical colleges accounted for 19.6 percent of HEGP awardees in 2020-21, while four-year private, nonprofit institutions accounted for 7.1 percent.

Higher Education Adult Part-Time Student (HEAPS) Grant Program

- The number of students receiving a HEAPS Part-Time Component award decreased from 2,859 in 2019-20 to 2,739 in 2020-21 and the actual dollars awarded decreased slightly from \$3,271,425 to \$3,084,059 during the same period.
- The average award decreased from \$1,144 in 2019-20 to \$1,126 in 2020-21.
- About 49 percent of HEAPS Part-Time Component recipients were enrolled at public four-year institutions, while 47.1 percent were enrolled at public two-year institutions in 2020-21. Public vocational/technical centers accounted for 2 percent

of recipients while 1.9 percent attended a four-year private, non-profit institution in 2020-21.

Underwood-Smith Teaching Scholars Program

- In the first year of the program, 25 scholars were awarded \$243,044 for an average award of \$9,722.

Engineering, Science, and Technology Scholarship

- The number of Engineering, Science, and Technology Scholarship recipients decreased from 250 in 2019-20 academic year to 233 in 2020-21. The total amount awarded also decreased during this period, from \$717,006 in 2019-20 to \$662,027 in 2020-21.
- ESTS recipients received an average award of \$2,841 in 2020-21, down slightly from \$2,868 the year before.
- Most ESTS recipients, 94 percent, attended a public four-year institution, with West Virginia University enrolling 61.4 percent of the total recipients and Marshall University enrolling 16.3 percent.

Medical Student Loan Program

- In 2020-21, 352 students received a total of \$1,712,559 in awards through the Medical Student Loan Program.
- Approximately 4 percent of previous award recipients were in default status during the 2020-21 academic year, down from 8 percent the year prior.

Nursing Scholarship Program

- The Nursing Scholarship Program awarded a total of 183 scholarships to nursing students at all levels during the 2020-21 academic year totaling \$340,150 in scholarship aid.
- The number of Nursing Scholarship Program recipients increased from 169 in 2019-20 to 183 in 2020-21.
- The total awarded amount increased from \$294,172 in 2019-20 to \$340,150 in 2020-21.

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Report on Program Review

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, and Potomac State College of West Virginia University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Nikki Bryant

BACKGROUND:

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and Series 10, Procedural Rule, Policy Regarding Program Review, the institutions through their respective governing boards conducted academic program reviews during the 2020-2021 academic year and submitted summary reports that indicated actions taken.

The institutions reviewed a total of 105 programs.

- Eighty-two programs were recommended for continuation.
- Twenty-one programs were recommended for continuation with corrective action.
- Two programs were recommended for discontinuation.
 - BA Physical Education - Marshall University
 - EdD Instructional Design and Technology - West Virginia University

A summary of program enrollments and graduates as well as a few highlights is provided in the information that follows.

2020-2021 Program Review Summary

Bluefield State College:

Program	Average Enrollment	Total Graduates
AS Civil Engineering Technology	14	39
AS Electrical Engineering Technology	29	67
AS Mechanical Engineering Technology	12	45
BS Business Administration	99	84
BS Civil Engineering Technology	68	105
BS Computer Science	38	27
BS Electrical Engineering Technology	84	52
BS Elementary Education	51	96
BS Mechanical Engineering Technology	65	38

Highlights:

- There were nine programs that were reviewed. All programs were recommended for continuation at the current level of activity.
 - The Associates in Science and the Bachelor of Science in Civil Engineering, Electrical Engineering, and Mechanical Engineering programs are accredited by the Accreditation Board for Engineering and Technology (ABET).
 - Computer Science is among the top five degree programs enrolling international students.
 - The four-year pass rates for the 5-9 content areas of English, Science, and Math and Multicategory Special Education are 100 percent.
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Concord University:

Program	Average Enrollment	Total Graduates
BS Athletic Training	64	33
BS Education	404	293
MA Health Promotion	30	71
Master of Education	64	167
MA Teaching	19	41

Highlights:

- There were five programs that were reviewed. All programs were recommended for continuation at the current level of activity.
- Currently, the BS Athletic Training program is transitioning to a master's degree level. The current 2020-2021 sophomore class will be the last cohort to complete

the Bachelor of Science in Athletic Training (BSAT), but they will also have the choice to be the first cohort to begin graduate courses in summer 2022.

- For the MS Health Promotions, there is currently an articulation agreement with Fairmont State University to allow students to transfer credits from one program to another and receive two master's degrees, one in Health Promotion from Concord University and one in Healthcare Administration and Management from Fairmont State University.

Fairmont State University:

Program	Average Enrollment	Total Graduates
*BA Communications	49	35
BA Education	213	216
**BA Spanish	13	10
BS Aviation	77	62
BS Exercise Science	155	179
BS Psychology	252	224

Highlights:

- There were six programs that were reviewed. Four programs were recommended for continuation at the current level of activity, one program (*) was recommended for continuation with corrective action, and one program (**) identified as needing further development.
- The BA Communications program is currently undergoing a curriculum revision and is on track to be implemented fall 2022.
- The BA Education program is CAEP (Council for Accreditation of Educator Preparation) accredited and 11 of the 14 teaching specializations received full national accreditation from their specialized professional associations.

Glenville State College:

Program	Average Enrollment	Total Graduates
AS Forest Technology	37	48

Highlights:

- There was one program that was reviewed. This program was recommended for continuation at the current level of activity.
 - The AS Forest Technology program is one of 24 programs in the U.S. and Canada that is accredited by the Society of American Foresters (SAF).
-

Marshall University:

Program	Average Enrollment	Total Graduates
BS Athletic Training	146	60
BS Biomechanics	26	14
BS Computer Science	149	88
BA Criminal Justice	177	275
BS Cyber Forensic and Security	92	80
BA English	309	241
BS Environmental Science	47	64
BS Exercise Science	236	192
BS Integrated Science and Technology	54	90
BA Journalism	211	202
BS Natural Resources and Recreation Management	39	48
BS Occupational Safety and Health	82	74
*BA Physical Education	37	78
BA Sport Management	73	63
MS Athletic Training	20	28
**MS Biomechanics	14	2
MS Computer Science	67	141
MS Criminal Justice	16	29
MA English	41	49
***MS Environmental Science	28	50
MS Exercise Science	29	60
MS Forensic Science	32	78
**MS Health Informatics	30	53
***MS Information Systems	35	74
**MA Journalism	11	28
***MS Safety	34	62
MS Sports Administration	34	63
***MS Technology Management	38	54

Highlights:

- There were 19 programs recommended for continuation at the current level of activity, one program recommended for discontinuation (*), three programs recommended for continuation with corrective action (**), and four programs to merge into two programs (***).
- The BS Cyber Forensics program reported that 93 percent of its graduates are working in jobs related to their degree program or pursuing advanced degrees.
- The MS Forensic Science program success has prompted a recommendation by the BOG's Academic and Student Affairs Committee for a feasibility study into developing a doctoral program in Forensic Science.
- Eighty-seven percent of graduates of the BS Exercise Science program were accepted for graduate or professional programs.

- Faculty of the BA Sports Management program have received national and international hours for their research and publication and have presented at state, national, and international conferences.
- The MS Criminal Justice program has been ranked 51st on the U.S. News and World Report's list of "Best Online Master's in Criminal Justice Programs."

Shepherd University:

Program	Average Enrollment	Total Graduates
Bachelor of Fine Arts	126	86
BS Computer Engineering	36	27
BA English	69	54
BA Global Studies	15	9
*Modern Language	6	16
**BA Music	35	103
**MA Teaching	26	53

Highlights:

- There were seven programs that were reviewed. Four programs were recommended for continuation at the current level of activity, one program was recommended for continuation with major concern (*) and two programs were recommended for continuation with minor concern (**).
- Since the implementation of the BA Global Studies, there has been a minor concentration created as well as an emphasis in Global Studies within the Regent's Bachelor of Arts program.
- Shepherd University is listed as one of the 100 Great Value Colleges for undergraduate music majors in 2020.

West Liberty University:

Program	Average Enrollment	Total Graduates
BS Chemistry	18	22
BS Creative Art Therapy	16	15
BA Elementary Education	152	50
BA Secondary Education	163	140
BS Psychology	59	80
BS Visual Communication Design	42	40

Highlights:

- There were six programs that were reviewed. All programs were recommended for continuation at the current level of activity.

- The BA Elementary and Secondary Education is accredited by the Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) and was granted accreditation at the initial-licensure level and the advanced-level.

West Virginia State University:

Program	Average Enrollment	Total Graduates
BS Biology	158	64
BA English	63	70
BA Psychology	102	105
BS Education	281	108
BS Communications	93	69
MA/MS Biotechnology	21	36
MA Media Studies	15	13

Highlights:

- There were seven programs that were reviewed. All programs were recommended for continuation at the current level of activity.
 - For the BS Communications program, there is a strong interdisciplinary core in mass communications, public relations, theatre, film, audio, and video production.
 - Of the 36 graduates of the MA/MS Biotechnology program, 14 went on to PhD programs.
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West Virginia University:

Program	Average Enrollment	Total Graduates
*BS Agri.- Animal and Nutritional Sciences	296	331
BS Child Development and Family Studies	165	286
BA Elementary Education	178	330
*BS Energy Land Management	92	
BS Forest Resources Management	100	124
BS Landscape Architecture	100	96
*BA/BS Plant and Soil Science	57	53
BS Public Health	30	5
*BS Resource Management	157	122
BS Social Work	169	258
*BS Wildlife and Fishery Resources	251	300
**BS Wood Science and Technology	4	13
***EdD Instructional Design and Technology	14	8
*MA Educational Psychology	12	30

MA Education	61	159
MA Instructional Design and Technology	30	70
MA Literacy Education	43	62
*MA Special Education	68	160
*MAGR Agriculture, Natural Resources, and Design	14	42
MLA Landscape Architecture	13	12
*MS Forestry	25	45
*MS/PhD Animal Nutritional Sciences	14	18
MS Plant and Soil Sciences	12	36
*MS Resource Economics and Management	7	27
MS Wildlife and Fisheries Resources	22	30
MSW Social Work	139	383
PharmD Pharmacy	74	344
PhD Forensic and Investigative Science	4	20
PhD Genetics and Developmental Biology	8	9
PhD Health Services and Outcomes Research	3	17
PhD Natural Resources Science	29	45
PhD Plant and Soil Sciences	10	10
PhD Resource Management and Sustainable Development	39	28

Potomac State College of West Virginia University:

Program	Average Enrollment	Total Graduates
*AA/AAS Agriculture	83	99
*BA Applied Science	53	140
AA Forestry	30	44

Highlights:

- There were 36 programs reviewed. Of those, 21 programs were continued at the current level of activity, 13 programs were continued with specific action (*), one program was recommended for development as a cooperative program (**), and one program was recommended for discontinuation (***). There were no program reviews submitted for West Virginia University Institute of Technology.
- The BS Agri.- Animal and Nutritional Sciences program has established numerous articulation agreements with two-year schools as a way to increase the quality of veterinary care for animals in West Virginia.
- The BS Energy Land Management program was awarded \$264,000 and \$10,000,000 grants from the federal government as co-principal investigators.
- The BS Forestry Resource Management program faculty have published 133 peer-reviewed articles and have received close to \$1 million in new external research funds during the reporting period.

- The BS Public Health program courses are not taught by core faculty. The courses are taught by qualified professionals working for the Center for Disease Control, Monongalia County Health Department, or other public health institutions.
- The School of Pharmacy is ranked 37 out of 142 other schools and colleges of pharmacy nationwide with regards to the total amount of funding awards it receives from the National Institutes of Health (NIH).

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Fiscal Year 2021 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission accepts the audited financial report for the Higher Education Fund for the fiscal year ending June 30, 2021.*

STAFF MEMBER: Ed Magee

BACKGROUND:

The Commission is statutorily charged with the preparation of audited financial statements for West Virginia's Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of Commission and Council member institutions. Each institution is independently audited as part of the Fund Statement. The Commission is charged only with approving the Fund Statement. The Fund audit is completed by CliftonLarsonAllen, LLP under a contractual arrangement with the Chancellor's Office.¹

Staff believes that the overall status of the fund is sound, although there are areas that should be monitored to ensure its continued viability. A discussion of these ratios is provided below.

The Audit Process

Independent Auditors' Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards were issued for all financial reports. The reports included management comments, which identify significant deficiencies that left unchecked, could rise to the level of a "material weakness."

The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at <http://www.hepc.wvnet.edu/finance>.

¹ CliftonLarsonAllen, LLP subcontracted with Hayflich and Steinberg, PLLC, and Suttle and Stalnaker, PLLC, to complete audits for several institutions. The ultimate responsibility for performance is with CliftonLarsonAllen, LLP.

Summary of Financial Results

A summary of the financial information for the Fund is provided in this section. As a point of reference, the dollar amount numbers are presented in thousands.

Net Position

The Net Position is the total assets and deferred outflows of resources less the total liabilities and deferred inflows of resources of the Fund. The net position of the Fund increased in Fiscal Year (FY) 2021 by \$269.7 million. This follows an increase of \$56.8 million in FY 2020. Most of the FY 2021 improvement is attributable to changes in cash, appropriations due from primary government, accounts receivable, noncurrent cash, capital liabilities, and the OPEB liability. Capital asset acquisitions offset disposals and depreciation.

Changes in Net Assets - FY 2021	
	Change
Net Position	\$269,747
Cash and cash equivalents	26,847
Investments	24,949
Appropriations Due from Primary Government	27,927
Accounts Receivable	32,514
Noncurrent cash and cash equivalents	29,134
Capital assets - Net	105,096
Capital Lease Obligations	-23,888
Notes Payable	33,882
OPEB liability	-150,003
Bonds Payable	46,754
Deferred Inflows of Resources related to OPEB	78,993

Bond and Capital Lease Activity

The Total Bonds, Capital Leases, and Notes Payable held by public higher education institutions is about \$1,492.7 million as of June 30, 2021. Included in this amount is the \$284.3 million in bond debt carried by the Higher Education Policy Commission. The Commission has pledged institutional capital fees to repay about \$44.4 million of this balance. Except for the 2017 Community and Technical College Bonds, the Commission has pledged institutional capital fees as a secondary pledge to the lottery revenues. The remaining balance related to this pledge is about \$158.3 million. By making a pledge of capital fees to be available for the repayment of the Commission's bond debt, the Commission has agreed to perform a fiduciary duty to ensure that sufficient capital fees will be available to pay debt service over the life of the bonds. During FY 2021, bonds, capital leases and notes payable additions totaled \$139.1 million. These additions were offset by principal payments of about \$82.3 million. The additions are primarily associated with the issuance of debt by West Virginia State University and West Virginia University.

West Virginia State University entered into a capital loan agreement for a direct placement of up to \$40.5 million. Approximately \$83.2 million in debt issued by West Virginia University financed improvements to Milan Puskar Stadium, the Coliseum, Hodges Hall, Reynolds Hall and the Health Science Center.

Revenues

FY 2021 Operating Revenues declined about \$19.9 million to \$1,160.5 million from the \$1,180.4 million earned in FY 2020. This decline is primarily related to operational disruptions caused by the COVID-19 pandemic. Auxiliary revenues generated mostly from residential, dining, and athletic operations decreased \$40.5 million. This decline was offset by increases in grants and contracts revenues.

Nonoperating revenues increased \$108.4 million. State appropriations increased \$37.4 million over the previous year. In addition, institutions receipts of CARES Act grant revenues increased about \$73.1 million. Investment income increased about \$58.1 million and gifts declined about \$44.5 million

Changes in Revenues - FY 2021			
	FY 2020	FY 2021	Change
Auxiliary Enterprise Revenues	\$205,954	\$165,452	-\$40,502
CARES Act Grant Revenue	35,932	109,019	73,087
Federal Grants and Contracts	145,031	157,768	12,737
Federal Pell Grants	103,916	95,466	-8,450
Gifts	125,698	81,221	-44,477
Investment income	18,357	76,443	58,086
State Appropriations and State Lottery Appropriations	536,181	573,569	37,388
State Grants and Contracts	23,803	39,485	15,682
Tuition and Fees	629,035	613,866	-15,169

Operating Expenses

Operating expenses decreased \$ 37.3 million over FY 2020. About \$49.2 million of the change is related to decreases in employee benefits costs related to the reduction in the OPEB liability. This reduction was offset by an increase in depreciation expense.

Operating Expenses						
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	Change
Salaries and Wages	\$866,409	\$868,270	\$896,299	\$914,359	\$911,863	-\$2,496
Benefits	255,542	251,119	244,334	235,632	186,473	-\$49,159
Supplies and Other Services	419,698	411,415	416,592	418,256	421,833	\$3,577
Utilities	62,755	64,534	62,751	59,835	59,366	-\$469
Student Financial Aid- Scholarships and Fellowships	106,164	100,969	112,131	150,209	159,117	\$8,908
Depreciation	138,312	135,879	130,294	129,763	144,842	\$15,079

Operating Expenses Percent Changes		
	FY 2020	FY 2021
Salaries and Wages	2.01%	-0.27%
Benefits	-3.56%	-20.86%
Supplies and Other Services	0.40%	0.86%
Utilities	-4.65%	-0.78%
Scholarships and Fellowships	33.96%	5.93%
Depreciation	-0.41%	11.62%

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:

1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?
3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, state appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.²The CFI calculation uses the primary reserve, net operating revenues, return on net position, and viability ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net position. These ratios are each weighted 35 percent in the calculation.

²The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint, Inc.

The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net position assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues and return on net position ratios for both institutions were assigned weights of 55 percent, 15 percent and 30 percent respectively. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine. Because the liability was substantial, the CFI was calculated without the OPEB information as well as the pension liability and its related expenses.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day's cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Position). The Statement of Net Position components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net position return are highlights of the income statement analysis.

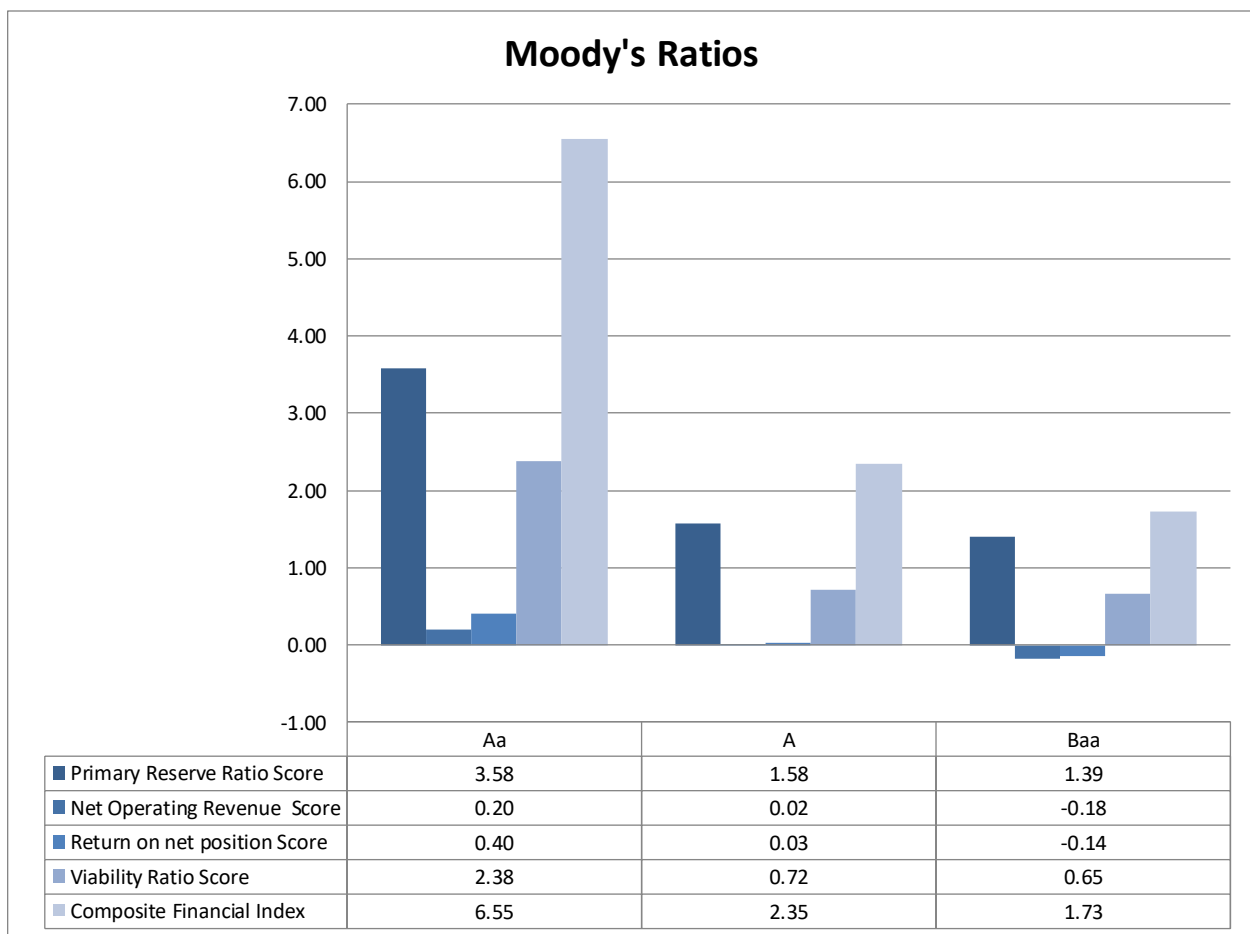
Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets. The component unit data has been excluded for this analysis; therefore, the scores will differ from those provided to the Higher Learning Commission which requires the inclusion of component units.

Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The *FY2019 U.S. Public College and University Medians* published by Moody's Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

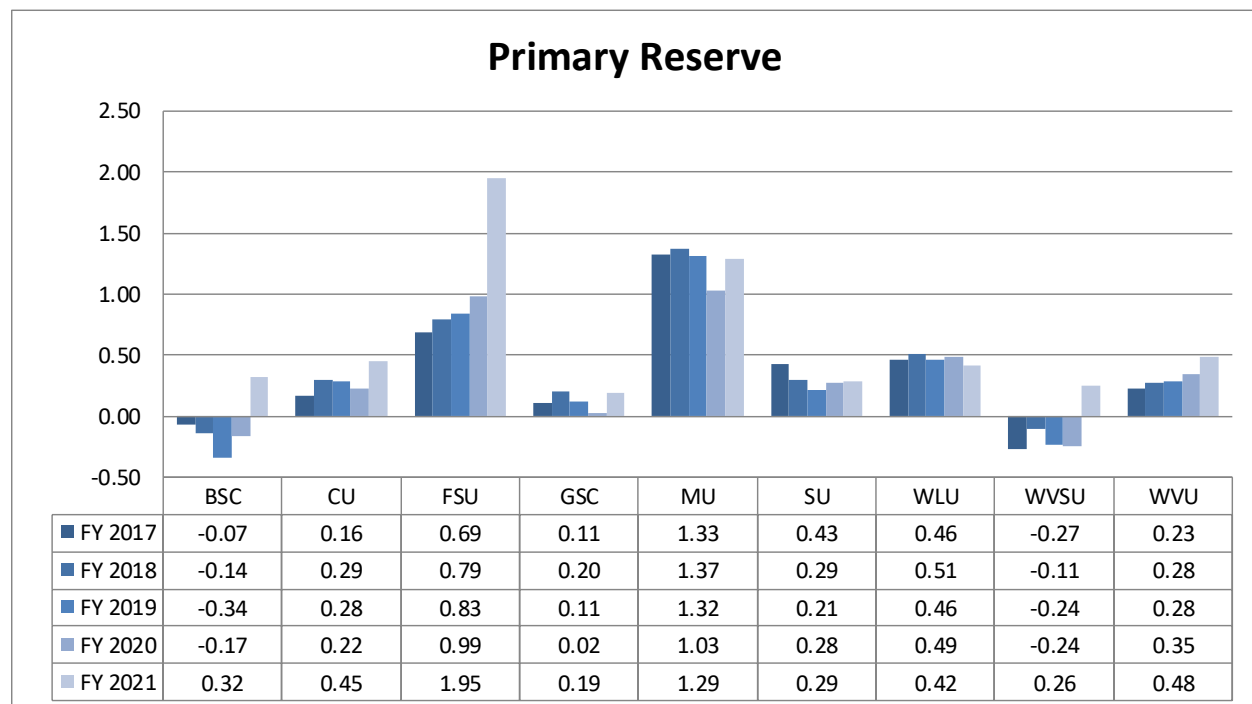
Institution/Agency	Rating
Concord University	Baa3
Fairmont State University	A2
Marshall University	A1
Shepherd University	Baa1
West Virginia Higher Education Policy Commission	Aa3
West Virginia University	Aa3

It should be noted that Moody's reviews many additional institutional characteristics such as management performance and other market factors to determine their ratings. The CFI strength factors were applied to the Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions.



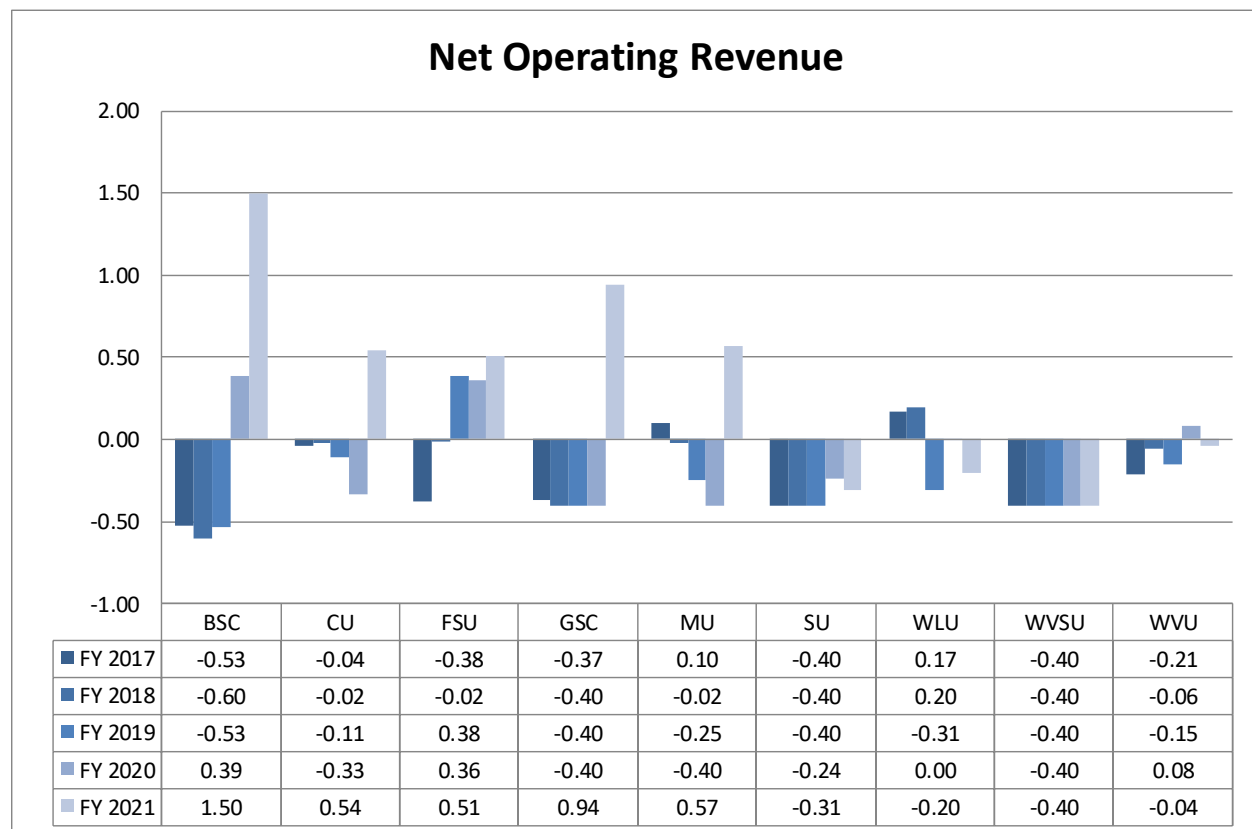
Primary Reserve Ratio

The primary reserve ratio used to calculate the primary reserve score. It is determined by dividing expendable net position into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB and pension liabilities, amounts held in reserve did not keep pace with increases in expenditures for most of the colleges and universities. For FY 2021, West Liberty University experienced a decline in reserves as a percentage of operating expenses excluding the OPEB and pension liabilities. The scores calculated for all the institutions except for Fairmont State University and Marshall University are significantly less than their associated rating level scores calculated from the Moody's data.



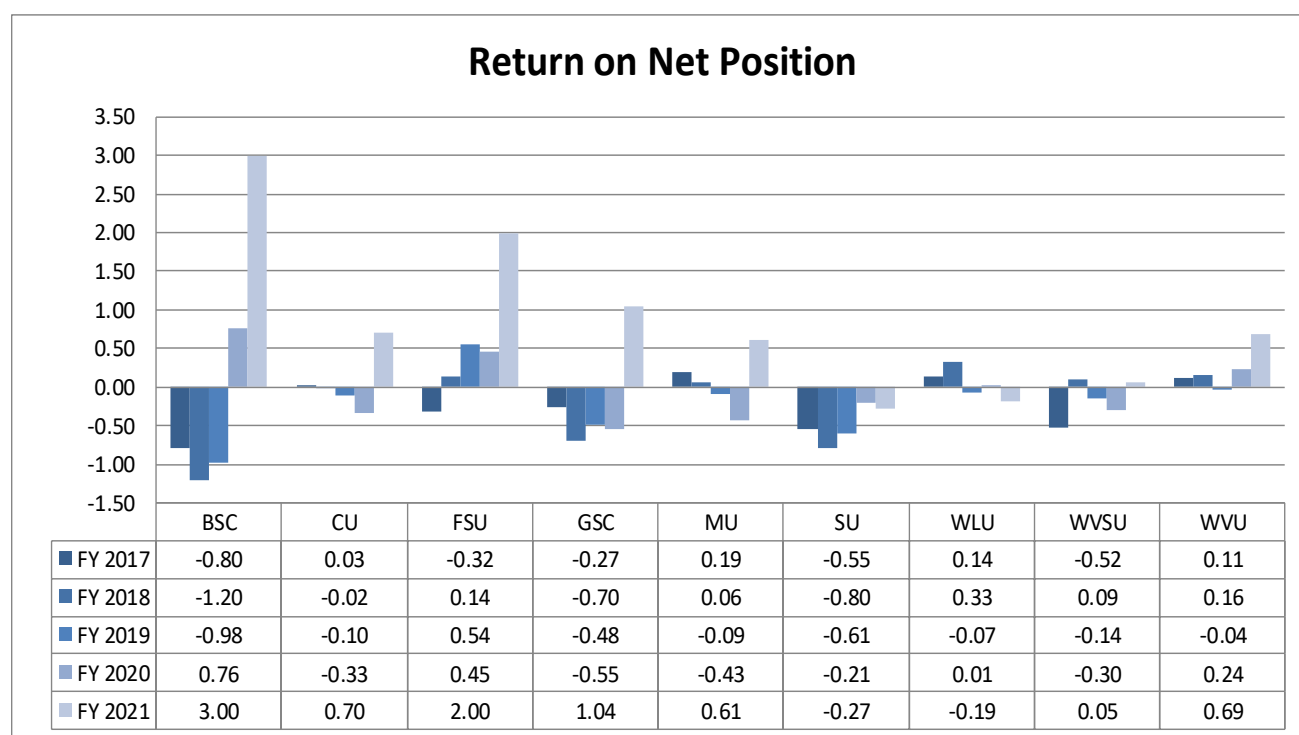
Net Operating Revenue

The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. Excluding the OPEB and pension liability related expenses, all the institutions except for Shepherd University, West Liberty University and West Virginia University experienced an increase in net operating revenues over FY 2020. The majority of the institutions have net operating revenue scores that are significantly below the scores calculated for the Moody's report after the exclusion of the OPEB and pension liability related expenses. The operating results indicate that most of the institutions improved over the previous year.



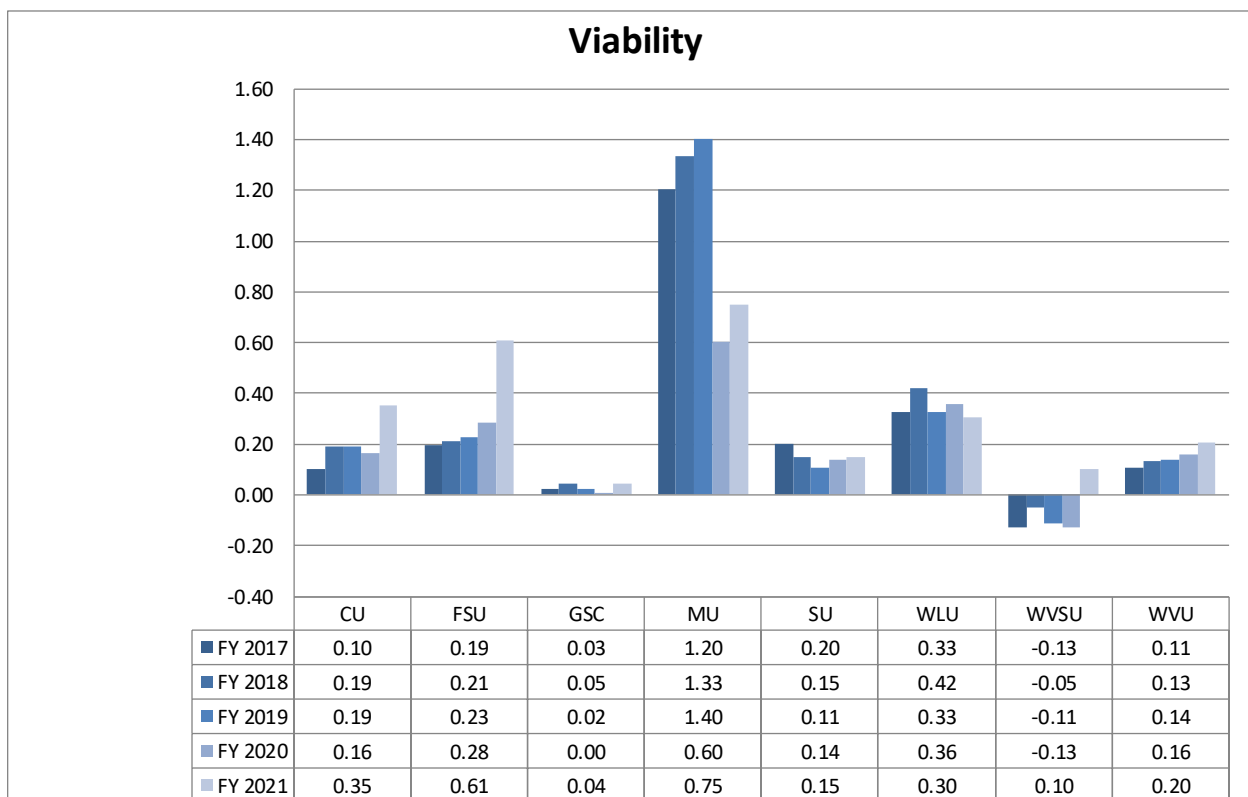
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by income, capital grants and gifts, and capital bond proceeds. The scores excluding the OPEB and pension liability related expenses increased for all institutions in FY 2021 except for Shepherd University and West Liberty University. The relatively high score for Bluefield State College is primarily due to the receipt of donated facilities with an initial value of \$22.3 million. The recognition by Fairmont State University of a \$27.9 million gain on the final separation from Pierpont Community and Technical College contributed substantially to its relatively high score. For the majority of institutions across the system, the performance of financial assets improved significantly from the previous year.



Viability

To determine the viability ratio, the expendable net position is divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As stated above, Bluefield State College is not included because it has minimal debt. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities because the State has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions' debt capacity for strategic mission advancement. All the institutions except for Marshall University and Fairmont State University have net viability scores that are significantly less than the scores calculated for the Moody's report after the exclusion of the OPEB and pension liability related expenses.



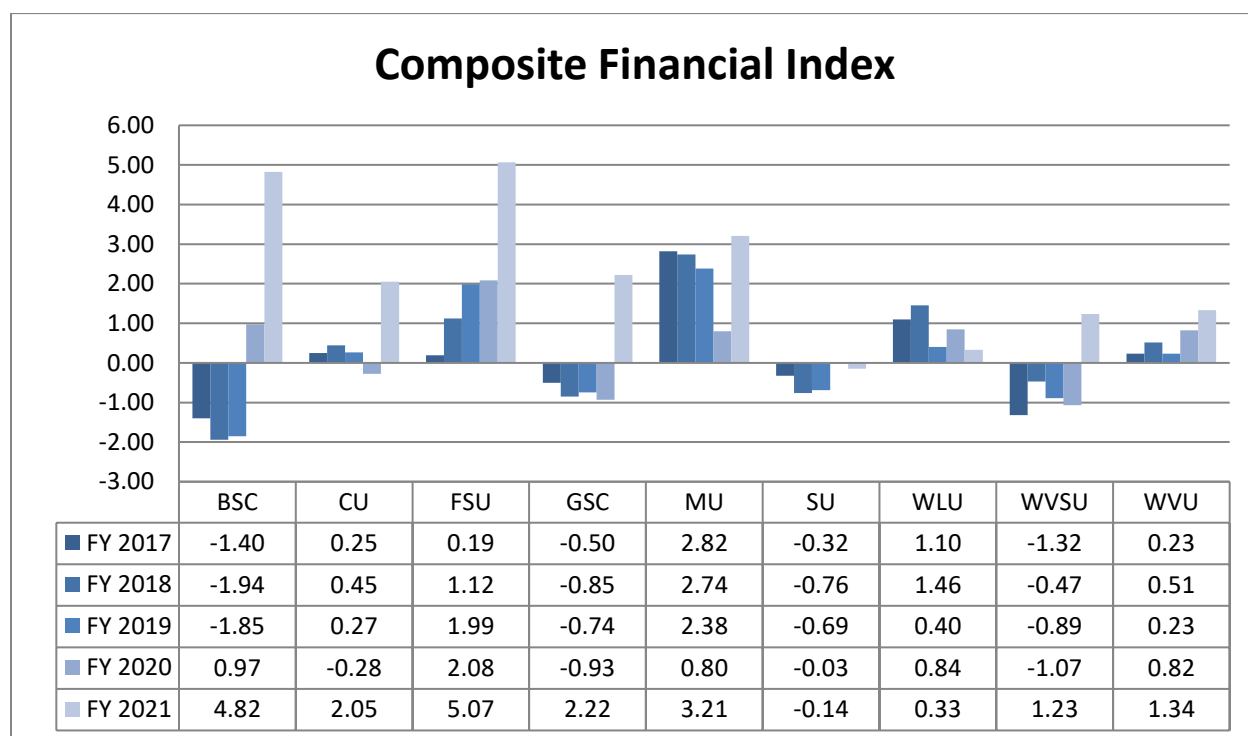
Composite Financial Index

The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

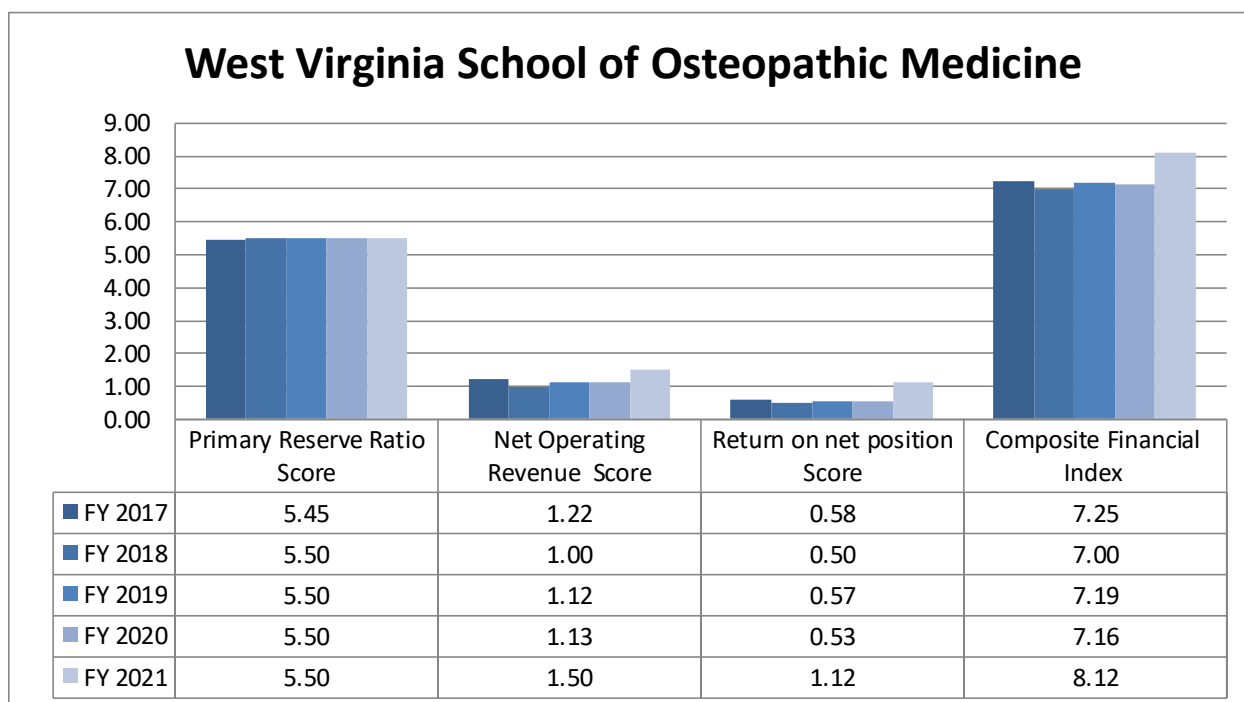
All the institutions experienced increases in the CFI calculated for FY 2021 without the OPEB and pension related expenses and liabilities except for Shepherd University and West Liberty University.

The Composite Financial Indices for most of the institutions improved significantly over the previous year. As mentioned above, the receipt of donated facilities by Bluefield State College with an initial value of \$22.3 million and the recognition by Fairmont State University of a \$27.9 million gain on the final separation from Pierpont Community and Technical College contributed substantially to their relatively high scores.



West Virginia School of Osteopathic Medicine

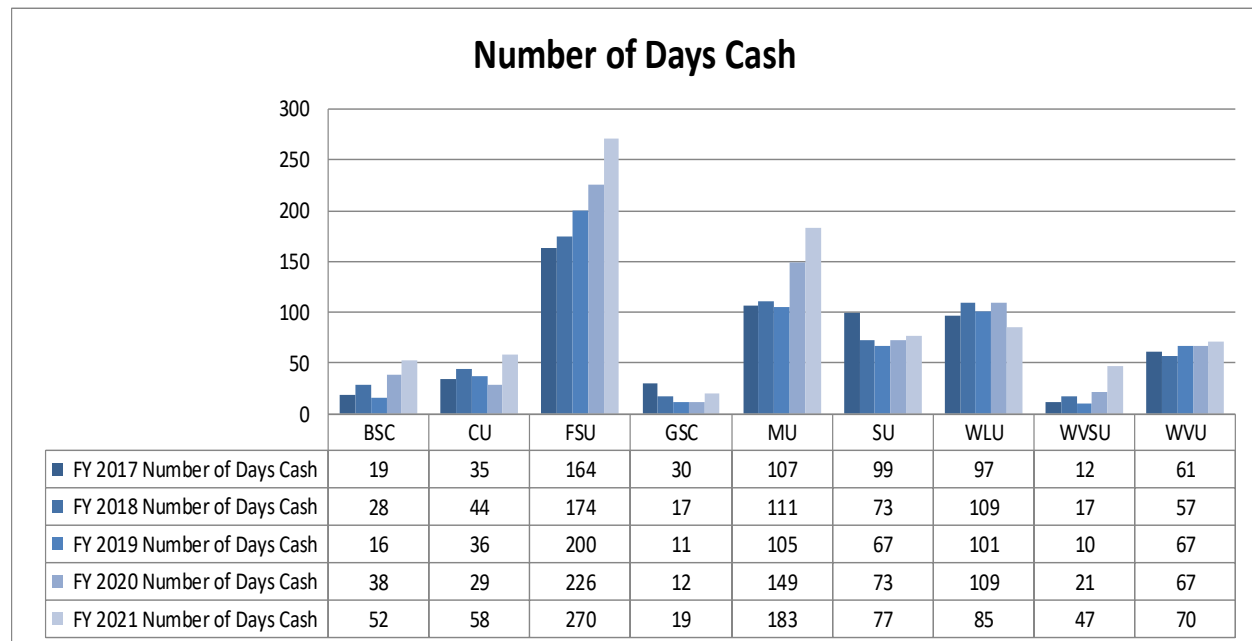
The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.



Number of Days Cash

The number of day's cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB and pension liability related expenses. Data for discrete component units was not included in this calculation. Bluefield State College, Concord University, Glenville State College, Shepherd University, West Liberty University, West Virginia State University and West Virginia University have comparatively low ratios. The Moody's number of day's cash ratios for ratings Aa, A, and Baa are 177, 170, and 103 respectively. Fairmont State University exceeds the amount for the Moody's A ratio.

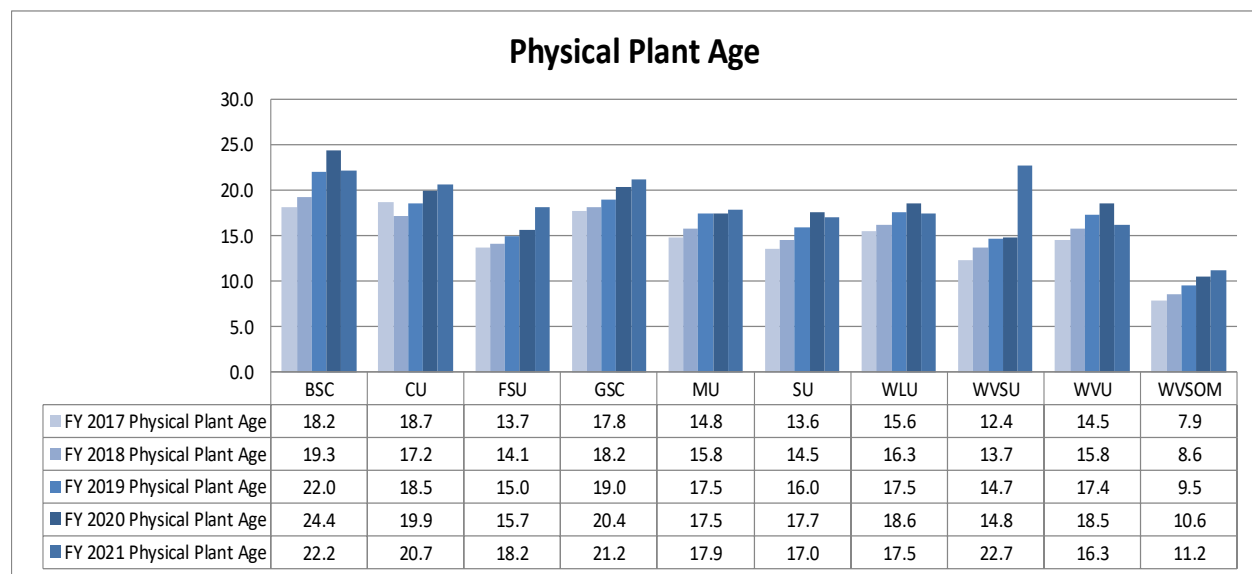
The West Virginia School of Osteopathic Medicine is not included in the chart because its characteristics as an outlier distort the presentation. With 771 days cash as of June 30, 2021, it could fund more than tow years of operating expenses at FY 2021 levels from its cash reserves.



Physical Plant Age

The physical plant age was calculated to estimate the adequacy of institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa, A, and Baa are 13.96, 15.69, and 17.15, respectively.

The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.



Conclusion

The net position of the West Virginia Higher Education fund increased over FY2020. The significant increases in nonoperating revenues such as State appropriations and the federal CARES Act grant revenue offset the impact of the COVID-19 pandemic's disruption to institutional operations. In the face of the pandemic, colleges and universities exhibited resiliency by moving to online and hybrid formats while adopting stringent safety protocols. The financial health of most institutions improved significantly over the previous year.

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Approval of Capital Project Priorities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.*

STAFF MEMBER: Noel Knille

BACKGROUND:

West Virginia Code §18B-1B-4(a) (11) requires the Commission to establish a formal process for identifying needs for capital investments and for determining priorities for those investments. The Commission must also report annually its priorities for capital investment *Id.* §18B-1B-4(a) (10) (B) to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA).

The identified needs for capital investments will also be used to prepare a list of capital projects to be financed by the anticipated refunding of the Revenue Refunding and Revenue Bonds, Series 2012AB. The total amount available for capital projects from the refunding will depend upon financial market conditions. If projects are not financed through the refunding, they may be considered for funding through a legislative appropriation. Because the total available from the refunding is unknown, a single list of projects is being submitted for both financing modes.

The Commission's appropriation request submitted to the State Budget Office on September 1, 2021, included a request of \$10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, the appropriation would be distributed between the two systems. Of the total appropriation, 80 percent or \$8 million would be distributed to the Commission's institutions and the remainder would be distributed to Council for Community and Technical College Education institutions. To ensure that the project list is of a sufficient size to accommodate potential financial market fluctuations associated with the refunding, an additional \$20 million in projects was added to bring the total projects listed to \$28 million.

Staff used the institutions' capital appropriation requests received in late August to identify capital projects to be funded by state appropriations as well as the anticipated bond refunding.

Table 1 summarizes \$28 million in projects that have been identified by institutions. As described in the Commission's System Facilities Master Plan, projects were prioritized in the following order:

1. Structural Demolition
2. Reliability
3. Safety/Code
4. Asset Preservation
5. Program Improvement
6. Economic Operations
7. New Construction

The project list excludes projects meeting the following criteria:

1. Projects that were funded and underway;
2. Auxiliary projects;
3. New construction

To ensure that the projects were prioritized to meet institutional needs, staff engaged in extensive discussions with institutional personnel regarding their needs. Consequently, the order of priorities identified by each institution for the projects was also considered in establishing their rank.

To further ensure that the financed projects meet institutional needs, the total amount available from bond proceeds or the state appropriations will be determined through an allocation based upon total academic year 2021 student enrollments. If \$28 million is available for capital projects, the following allocations will be made:

Institution	Enrollment	Percent of Total Enrollment	Appropriation and Bond Funding
Bluefield State College	1,241	2.06%	\$577,411
Concord University	1,835	3.05%	853,786
Fairmont State University	3,863	6.42%	1,797,371
Glenville State College	1,574	2.62%	732,348
Marshall University	11,957	19.87%	5,563,336
Shepherd University	3,337	5.55%	1,552,635
West Liberty	2,479	4.12%	1,153,426
West Virginia School of Osteopathic Medicine	790	1.31%	367,570
West Virginia State University	3,872	6.43%	1,801,559
West Virginia University	29,231	48.57%	13,600,558
Total	60,179	100.00%	\$28,000,000

Institutions will be expected to select projects based upon the priorities that they identified. If the bond and/or state appropriation funding is not sufficient to finance a project, they may provide matching resources from institutional funds or other resources. If matching resources are not available, they may select the next project in the list that will keep their total project cost within the amount provided by the refunding and/or the state appropriations.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building projects. Auxiliary Enterprise projects are typically funded from user fees, such as room and board and parking fees, and include residence halls, dining halls, student unions, parking garages, etc. Table 2 also identifies the projects that are fully funded and will be under design or construction in Fiscal Year 2023, as required by the State Budget Office.

Table 1

West Virginia Higher Education Policy Commission			
Institutional Capital Projects Request			
FY 2023			
Institution	Project Name	Total Projects Amount	Appropriation and/or Bond Financing
BLUEFIELD STATE COLLEGE		\$800,000	\$577,411
5	ROADWAY AND PARKING LOT REPAIRS, RESEALED	200,000	
7	SITE LIGHTING & CONTROL UPGRADE	600,000	
CONCORD UNIVERSITY		1,000,000	853,786
1	HVAC Upgrade - Marsh Administration Building	500,000	
2	HVAC Upgrade - Science Hall	500,000	
FAIRMONT STATE UNIVERSITY		1,860,000	1,797,371
1	COLEBANK HALL BOILER REPLACEMENT/UPGRADES	200,000	
2	COLEBANK HALL MEMBRANE ROOF REPLACEMENT	150,000	
3	MUSICK LIBRARY ROOF RENEWAL	250,000	
4	JAYNES HALL WINDOWS	610,000	
5	HARDWAY HALL MASONRY RESTORATION & WATERPROOFING	350,000	
6	COLEBANK HALL EXTERIOR CLEANING AND WATERPROOFING	300,000	
GLENVILLE STATE COLLEGE		1,090,000	732,348
2	CLARK HALL ROOF REPLACEMENT	140,000	
7	PHYSICAL EDUCATION BUILDING BOILER REPLACEMENT	150,000	
12	CAMPUS NETWORK SWITCHES UPGRADE	300,000	
13	SERVER FARM UPGRADE	500,000	
MARSHALL UNIVERSITY		6,060,000	5,563,336
11	ERMA BYRD CLINICAL CENTER ROOF REPLACEMENT	380,000	
17	ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	500,000	
24	EMERGENCY GENERATORS - Phase 1	370,000	
25	EMERGENCY GENERATORS - Phase 2	360,000	
26	EMERGENCY GENERATORS - Phase 3	310,000	
35	STORMWATER IMPROVEMENTS PHASE I	390,000	
40	DRINKO RENOVATIONS	1,000,000	
46	MEMORIAL GARDEN	525,000	
59	PRICHARD HALL ROOF REPLACEMENT	300,000	
65	ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACEMENT	425,000	
67	CAMPUS BUILDINGS FIRE ALARM SYSTEM UPGRADES	250,000	
68	WAYFINDING	500,000	
71	OLD MAIN INTERIOR RENOVATIONS	750,000	
SHEPHERD UNIVERSITY		1,985,000	1,552,635
6	MCMURRAN HALL ROOF	600,000	
7	REYNOLDS HALL ROOF	325,000	
9	POPODICON ROOF	150,000	
10	POPODICON EXT MASONRY	100,000	
12	HUMAN RESOURCES BUILDING ROOF REPLACEMENT	150,000	
23	CCA 1 GUTTERS	10,000	
24	INTERIOR / EXT DOOR LOCKS UPGRADES	650,000	
WEST LIBERTY UNIVERSITY		1,250,000	1,153,426
1	MAIN HALL RENOVATIONS - Roof Replacement	850,000	
14	LIFE SAFETY UPGRADES ACADEMIC BUILDINGS (incl ADA)	250,000	
15	FINE ARTS WINDOWS DOORS	150,000	
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		400,000	367,570
3	MAIN BUILDING B-ROOF REPLACEMENT	400,000	

WEST VIRGINIA STATE UNIVERSITY		1,825,000	1,801,559
1	Davis Fine Arts Reroof	900,000	
2	HAMBLIN HALL HVAC UPGRADE	450,000	
3	DAVIS FINE ARTS Boiler UPGRADE	150,000	
4	Hamblin Hall - UPGRADE ELEVATOR TO ADA AND FIRE MARSHALL STANDARD	175,000	
5	East Side of Campus - UNDERGROUND ELECTRICAL UPGRADE	150,000	
WEST VIRGINIA UNIVERSITY		14,035,000	13,600,558
1	DAVIS HALL ROOF REPLACEMENT (incl fall protection issue)	650,000	
2	DEMOLITION OF A&B STREET PROPERTIES PSC	150,000	
3	STEWART HALL SPRINKLERS	600,000	
4	CHITWOOD FIRE ALARM UPGRADE	500,000	
5	AG SCIENCE ANNEX ROOF REPLACEMENT	550,000	
6	CHURCH MCKEE ARTS CENTER STAGE FIRE CURTAINS (PSC)	350,000	
7	WVU BECKLEY-BACKFILL ACADEMIC & OFFICE SPACES	1,000,000	
8	FIRE DOOR REPLACEMENT (HSC)	100,000	
9	PURITAIN HOUSE FIRE ALARM UPGRADE	300,000	
12	KNAPP HALL FIRE ALARM SYSTEM UPGRADE	500,000	
13	CAMPUS EXTERIOR AND GROUNDS LIGHTING (PSC)	225,000	
14	CAMPUS EMERGENCY ALERTING SYSTEM (PSC)	100,000	
18	ESB PEDESTRIAN BRIDGE	1,000,000	
20	DOWNTOWN STEAM TUNNEL INFRASTRUCTURE REPAIRS	1,000,000	
25	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	400,000	
27	LIBRARY CHILLER AND AIR HANDLER REPLACEMENT (PSC)	250,000	
28	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	560,000	
29	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000	
30	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000	
31	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000	
32	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000	
22	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000	
34	MOTOR CONTROLS (HSC)	470,000	
35	REPLACE LAB EXHAUST FANS (HSC)	675,000	
36	UPGRADE ACCESS CONTROL (HSC)	580,000	
37	E-MOORE HALL WINDOW REPLACEMENT	750,000	
39	WHITE HALL HOT WATER BOILER FOR REHEAT SYSTEM	150,000	
41	DOWNTOWN STEAM TUNNEL CABLE TRAY REPLACEMENT	500,000	
42	WVU BECKLEY-ROBERT C BYRD LRC HVAC UNITS AND BALANCING	350,000	
Total Projects Amount		\$30,305,000	\$28,000,000

Table 2

West Virginia Higher Education Policy Commission		
Total Institutional Capital Projects Requests		
FY 2023		
Institution	Project Name	Total
BLUEFIELD STATE COLLEGE		\$52,950,000
1	ATHLETIC FIELD UPGRADE	750,000
2	RENOVATION BRMC ALLIED HEALTH	4,550,000
3	COMPLETE RENOVATION CENTER	3,000,000
4	BUILDING OF TRACK AND FIELD FACILITY	2,500,000
5	ROADWAY AND PARKING LOT REPAIRS, RESEALED	200,000
6	CONVOCATION CENTER	20,000,000
7	SITE LIGHTING & CONTROL UPGRADE	600,000
8	ADA COMPLIANCE BASIC/DICKASON	600,000
9	ROADWAY PROPERTY UPGRADE	200,000
10	CAMPUS RESTROOM RENOVATION	2,000,000
11	SIDEWALK/STEP REPAIRS	850,000
12	ROOF REPLACEMENTS-MULTIPLE BUILDINGS	300,000
13	CAMPUS KEY REPLACEMENT	800,000
14	INSTITUTIONAL ENERGY/ELECTRICAL HVAC EVALUATION AND UPGRADE	3,000,000
15	REPAINTING CAMPUS BUILDINGS	600,000
16	CAMPUS WINDOW REPLACEMENT PHASE I	2,000,000
17	ELECTRICAL/HVAC UPGRADE PHASE II	3,500,000
18	ELECTRICAL/HVAC UPGRADE PHASE III	3,500,000
19	WILLIAM B ROBINSON LIBRARY	4,000,000
CONCORD UNIVERSITY		12,002,000
1	HVAC Upgrade - Marsh Administration Building	500,000
2	HVAC Upgrade - Science Hall	500,000
3	Roof Replacement - Beasley Student Center	800,000
4	Roof & Mansard Replacement - Carter Center (Main Gym)	660,000
5	Roof & Mansard Replacement - Carter Center (Auxiliary Gym)	550,000
6	Roof & Mansard Replacement - Carter Center (Pool)	550,000
7	New Store Front - Beasley Student Center (Fire Marshall Requirement)	135,000
8	PTAC Units for Students Rooms - Wilson Hall	300,000
9	Roof Replacement - Wilson Hall	150,000
10	Electrical Upgrade - Beasley Student Center	3,100,000
11	ADA Bathroom Upgrade - Beasley Student Center (Ground Floor)	27,000
12	Install Diesel Generator	200,000
13	Electrical Upgrade - Administration Building (Phases?)	3,100,000
14	Window Replacement - Wilson Hall (Remaining Original Windows)	150,000
15	HVAC Upgrade - Carter Center	1,000,000
16	Install Electric Bleacher System	100,000
17	New Store Front - Carter Center	180,000
FAIRMONT STATE UNIVERSITY		25,546,314
1	COLEBANK HALL BOILER REPLACEMENT/UPGRADES	200,000
2	COLEBANK HALL MEMBRANE ROOF REPLACEMENT	150,000
3	MUSICK LIBRARY ROOF RENEWAL	250,000
4	JAYNES HALL WINDOWS	610,000
5	HARDWAY HALL MASONRY RESTORATION & WATERPROOFING	350,000
6	COLEBANK HALL EXTERIOR CLEANING AND WATERPROOFING	300,000
7	JAYNES HALL EXTERIOR CLEANING AND WATERPROOFING	370,000
8	MUSICK LIBRARY EXTERIOR CLEANING AND WATERPROOFING	300,000
9	HUNT HAUGHT HALL HVAC 1ST FLOOR LAB	200,000
10	PHYSICAL PLANT WINDOW REPLACEMENT	100,000

11	PHYSICAL PLANT ANNEX - ROOF RENEWAL	100,000
12	INFRASTRUCTURE-SIDEWALK UPGRADES	750,000
13	PARKING LOT PAVING	1,000,000
14	COLEBANK HALL WINDOW REPLACEMENT	650,000
15	FEASTER CENTER-ROOF REPLACEMENT	750,000
16	FEASTER CENTER-FIRE ALARM UPGRADE	200,000
17	FEASTER CENTER HVAC UPGRADES (LOBBY)	250,000
18	KILN BUILDING UPGRADES	250,000
19	FEASTER CENTER WINDOWS & DOORS	200,000
20	FALCON CENTER ELEVATOR ADDITION	180,000
21	PARKING GARAGE ELEVATOR ADDITION	300,000
22	INFRASTRUCTURE DEVELOPMENT SOUTH LOCUST AVENUE (DRAINAGE)	1,000,000
23	MORROW HALL ROOF RENEWAL	450,000
24	PENCE HALL RENOVATIONS	7,272,292
25	PRICHARD HALL RENOVATIONS	8,864,022
26	PRICHARD HALL ROOF RENEWAL	250,000
27	PENCE HALL ROOF RENEWAL	250,000
GLENVILLE STATE COLLEGE		31,938,000
1	REPLACE HVAC IN IT MAIN SERVER ROOMS	30,000
2	CLARK HALL ROOF REPLACEMENT	140,000
3	REPLACE FIBER NETWORK ON CAMPUS	150,000
4	NEW GENERATOR MAIN CORE SWITCH IN ADMINISTRATION	15,000
5	SCIENCE HALL BOILER REPLACEMENT	43,000
6	LOUIS BENNETT HALL BOILER REPLACEMENT	150,000
7	PHYSICAL EDUCATION BUILDING BOILER REPLACEMENT	150,000
8	HEFLIN ADMINISTRATION BUILDING HVAC UPGRADE/REPLACEMENT	125,000
9	PICKENS HALL BOILER REPLACEMENT - Entire Building	150,000
10	PICKENS HALL SCOTT WING RENOVATIONS & HVAC UPGRADE - Potential Housing	500,000
11	PICKENS HALL WILLIAMS WING LOUNGE HVAC REPLACEMENT - Library overflow collections storage	60,000
12	CAMPUS NETWORK SWITCHES UPGRADE	300,000
13	SERVER FARM UPGRADE	500,000
14	CAMPUS WI-FI UPGRADE	500,000
15	CAMPUSWIDE CLASSROOM UPGRADES	250,000
16	LOUIS BENNETT HALL ELEVATOR UPGRADE/REPLACEMENTS	300,000
17	REPLACE PROJECTORS FINE ARTS, RECTIAL HALL	100,000
18	FACILITY/STAFF HOUSING ROOF REPLACEMENTS	225,000
19	FACILITY/STAFF HOUSING PAINT & REPAIRS	110,000
20	LOUIS BENNETT HALL ROOF REPLACEMENT	350,000
21	MOLLOHAN CENTER HVAC CHILLER UPGRADE/REPLACEMENT	135,000
22	PHYSICAL EDUCATION BUILDING PARKING LOT REPAIR	200,000
23	CAMPUSWIDE HANDRAIL UPGRADE/REPLACEMENTS	100,000
24	PHYSICAL EDUCATION BUILDING CLASSROOM HVAC UPGRADES	200,000
25	CAMPUSWIDE COMMUNICATIONS AND EMERGENCY NOTIFICATION SYSTEM	100,000
26	CAMPUSWIDE FIRE ALARM MONITORING UPGRADE	25,000
27	CAMPUSWIDE KEY REPLACEMENTS	250,000
28	CAMPUS WAYFINDING	100,000
29	REPLACE GOODWIN HALL SECURITY CAMERA	500,000
30	NORTH ENTRANCE RENOVATIONS TO MATCH NEW WVDOH ROUNDABOUT	100,000
31	RETAINING WALL REPLACE/REPAIR	150,000
32	INSTALL NEW FIBER TO MORRIS CRIMINAL JUSTICE TRAINING CENTER	50,000
33	NEW GREENHOUSE FOR LAND RESOURCES & SCIENCE DEPARTMENTS	75,000
34	CAMPUSWIDE PAVING AND PARKING UPGRADES	75,000
35	HEFLIN ADMINISTRATION WEATHERPROOFING	165,000
36	PIONEER VILLAGE REMODEL OF REMAINING 6 BUILDINGS	750,000
37	MORRIS STADIUM TRACK REPLACEMENT	300,000
38	NEW STORAGE/GARAGE BUILDING FOR WACO CENTER	150,000
39	PRESIDENT'S HOUSE WINDOW REPLACEMENT	75,000
40	NEW CONNECTOR BRIDGE TO LIBRARY FOR ADA COMPLIANCE	1,200,000
41	RIVERFRONT RESIDENCE PAVING PARKING LOT	40,000
42	NEW CLASSROOM BUILDING	22,000,000

43	PURCHASE AND DEMOLITION OF PROPERTY ADJACENT TO CAMPUS	150,000
44	LOUIS BENNETT HALL PARTIAL DEMOLITION	900,000
MARSHALL UNIVERSITY		389,560,000
1	COLLEGE OF BUSINESS BUILDING	40,000,000
2	SMITH HALL ELEVATORS	1,600,000
3	AVIATION PROGRAM-TRISTATE AIRPORT RENOVATIONS	3,000,000
4	BASEBALL FIELD	21,000,000
5	CORBLY HALL RENOVATIONS	4,150,000
6	CORBLY HALL RENOVATIONS-PHASE II	2,700,000
7	CORBLY HALL RENOVATIONS-PHASE III	3,200,000
8	SUBSTANCE ABUSE TREATMENT CENTER	18,500,000
9	INNOVATION AND DISCOVERY COMPLEX	20,000,000
10	PRICHARD HALL RENOVATIONS	7,520,000
11	ERMA BYRD CLINICAL CENTER ROOF REPLACEMENT	380,000
12	CLASSROOM RENOVATIONS CAMPUSWIDE	2,200,000
13	FULL TECHNOLOGY ENHANCED CLASSROOM INITIATIVE	2,200,000
14	MEMORIAL STUDENT CENTER RENOVATIONS	25,000,000
15	SMITH HALL COOLING TOWER REPLACEMENT	450,000
16	INTRAMURAL FIELD SPACE	900,000
17	ERMA ORA BYRD CLINICAL CENTER SKILLS EQUIPMENT	500,000
18	OBESITY RESEARCH CENTER	5,000,000
19	GULLICKSON GYMNASIUM HVAC	1,000,000
20	HIGH TECHNOLOGY/ACADEMIC INSTRUCTIONAL FACILITY	29,750,000
21	SCIENCE BUILDING AND ANNEX RENOVATION PROJECT	16,500,000
22	FORENSIC SCIENCE CENTER ANNEX BUILDOUT	1,300,000
23	OLD MAIN INTERIOR REPAIRS	4,500,000
24	EMERGENCY GENERATORS - Phase 1	370,000
25	EMERGENCY GENERATORS - Phase 2	360,000
26	EMERGENCY GENERATORS - Phase 3	310,000
27	RURAL HEALTH & RESIDENCY EDUCATION CENTER	1,605,000
28	GULLICKSON GYM RENOVATIONS	3,500,000
29	HENDERSON CENTER HVAC	3,600,000
30	GULLICKSON HALL ROOF REPLACEMENT ??	610,000
31	SHEWEY BUILDING RENOVATIONS PHASE 2	550,000
32	SHEWEY BUILDING RENOVATIONS PHASE 3	550,000
33	TWIN TOWERS BATHROOM RENOVATIONS	3,500,000
34	MEDICAL EDUCATION BUILDING RENOVATION (PHASE III)	3,500,000
35	STORMWATER IMPROVEMENTS PHASE I	390,000
36	CAMPUSWIDE WIRELESS BUILD OUT	1,500,000
37	IT INFRASTRUCTURE UPGRADES	2,000,000
38	STUDENT CAREER CENTER	6,500,000
39	CENTER FOR MUSIC/MUSIC EDUCATION	20,150,000
40	DRINKO RENOVATIONS	1,000,000
41	PARKING EXPANSION-5TH AVE AND 21ST STREET	600,000
42	LAIDLEY HALL DEMOLITION	350,000
43	LAND PURCHASE/DEMOLITION	2,000,000
44	TENNIS COURTS SUB-SURFACE AND REPLACEMENT	400,000
45	FOOTBALL STADIUM EXPANSION	25,000,000
46	MEMORIAL GARDEN	525,000
47	JOAN C. EDWARDS STADIUM RESTROOM RENOVATION	6,170,000
48	BASKETBALL PRACTICE FACILITY	14,000,000
49	OUTDOOR TRACK FACILITY	6,000,000
50	ATHLETIC AND BUILDINGS AND GROUNDS EQUIPMENT STORAGE	350,000
51	TEAYS CENTER	7,250,000
52	ELEVATOR MODERNIZATION	2,000,000
53	HOLDERBY HALL DEMOLITION	750,000
54	RESIDENCE HALL 1A	9,000,000
55	RESIDENCE HALL 1B	23,000,000
56	SWIMMING LOCKER ROOM RENOVATIONS	125,000
57	LOCKER ROOM RENOVATION-CROSS COUNTRY, M/W GOLF	500,000

58	AUX SWIMMING LOCKER ROOMS RENOVATIONS	250,000
59	PRICHARD HALL ROOF REPLACEMENT	300,000
60	CDC BUILDING MECHANICAL RENOVATIONS	525,000
61	CDC BUILDING ARCHITECTURAL RENOVATIONS	1,000,000
62	FINE ARTS RENOVATIONS	1,600,000
63	HENDERSON CENTER CONCESSIONS RENOVATIONS	600,000
64	SHEWEY ATHLETIC BUILDING ROOF REPLACEMENT	550,000
65	ERMA ORA BYRD CLINICAL CENTER CHILLER REPLACEMENT	425,000
66	TENNIS COMPLEX INDOOR COURTS	6,000,000
67	CAMPUS BUILDINGS FIRE ALARM SYSTEM UPGRADES	250,000
68	WAYFINDING	500,000
69	REPLACE GULLICKSON GYM FLOOR	400,000
70	BASEBALL LOCKER ROOM RENOVATIONS	350,000
71	OLD MAIN INTERIOR RENOVATIONS	750,000
72	DOUGLASS CENTRE RENOVATION	1,900,000
73	DRINKO LIBRARY ROOF REPLACEMENT	600,000
74	HENDERSON CENTER FIBERGLASS WALL REPLACEMENT	1,600,000
75	MCS ADDITION OF NEW ELEVATOR	800,000
76	MORROW LIBRARY ADA UPDATES	775,000
77	SCIENCE HALL ROOF REPLACEMENT	620,000
78	INTRAMURAL FIELD TURF REPLACEMENT	400,000
79	JOAN C EDWARDS STADIUM CONCOURSE GATES EXPANSION	3,000,000
80	COON EDUCATION BUILDING CHILLER REPLACEMENT	300,000
81	MARSHALL MEDICAL CENTER RENOVATIONS	750,000
82	FORENSIC SCIENCE MECHANICAL UPDATES	500,000
83	JOAN C. EDWARDS STADIUM CONCESSIONS RENOVATION	1,400,000
84	BYRD BIOTECH SCIENCE CENTER MECHANICAL UPDATES	350,000
85	HENDERSON CENTER EXTERIOR REPAIRS	1,500,000
86	MARSHALL MEDICAL CENTER ELEVATORS UPGRADE	1,500,000
87	FOMER STRAYER BUILDING	450,000
88	HENDERSON CENTER SOUTHSIDE ROOF	250,000
SHEPHERD UNIVERSITY		36,185,000
1	KENAMOND HALL DEMOLITION	1,250,000
2	TURNER HALL DEMOLITION	750,000
3	SECURITY CAMERAS SYSTEMS	2,000,000
5	FRANK CENTER THEATER PERFORMANCE SPACE - Lighting and general renovations.	1,500,000
6	MCMURRAN HALL ROOF	600,000
7	REYNOLDS HALL ROOF	325,000
8	STUDENT CENTER HVAC	1,400,000
9	POPODICON ROOF	150,000
10	POPODICON EXT MASONRY	100,000
11	STUDENT ATHLETIC PERFORMANCE CENTER	8,500,000
12	HUMAN RESOURCES BUILDING ROOF REPLACEMENT	150,000
13	SHAW HALL MEP AND ADA RESTROOMS UPGRADES	500,000
14	THACHER HALL MEP AND ADA RESTROOMS UPGRADES	500,000
15	BOTELER HALL MEP	500,000
16	BURKHART MEP REPLACEMENT	500,000
17	LURRY HALL MEP	500,000
18	MARTIN HALL MEP	500,000
19	YOST HALL MEP REPLACEMENT	500,000
20	MILL HALL EXT MASONRY	300,000
21	MILLER HALL HVAC AND BOILER REPLACEMENT	500,000
22	CAMPUS ENTRANCES/BORDERS	300,000
23	CCA 1 GUTTERS	10,000
24	INTERIOR / EXT DOOR LOCKS UPGRADES	650,000
25	WHITE HALL ROOF	600,000
26	RAM STADIUM EAST SIDE SEATING REPLACEMENT	900,000
27	NEW FIELD HOUSES/RESTROOMS SOFTBALL & BASEBALL	200,000
28	SCHINDLER HOUSE EXT MASONRY	100,000
29	STREET/PARKING LOT PAVING	2,000,000

30	STUDENT CENTER EXT MASONRY	150,000
31	PARKING GARAGE	7,500,000
32	FACILITIES BUILDING ROOF	350,000
33	NEW MAINTENANCE FACILITY	2,000,000
34	NEW STORAGE BINS	150,000
35	ENTLER WELTZHEIMER HOUSE INTERIOR	250,000
WEST LIBERTY UNIVERSITY		21,545,000
1	MAIN HALL RENOVATIONS - Roof Replacement	850,000
2	HVAC-Library AHUs	950,000
3	HVAC - Library Chillers and Pumps	350,000
4	HVAC - Union AHUs	1,100,000
5	HVAC - Union HW Boiler	320,000
6	HVAC - ASRC AHUs	910,000
7	HVAC - Blatnik Gym AC	450,000
8	HVAC - Blatnik Class/Gym Windows	450,000
9	HVAC - Bartell Complete Replacement	700,000
10	HVAC - Arnett Hall Classroom Reheat	900,000
11	HVAC - Fine Arts	870,000
12	CAMPBELL HALL FOURTH FLOOR BUILDOUT (Science)	2,500,000
13	ASRC ROOF (Reddesign and re-roof)	3,000,000
14	LIFE SAFETY UPGRADES ACADEMIC BUILDINGS (incl ADA)	250,000
15	FINE ARTS WINDOWS DOORS	150,000
16	LIBRARY WINDOW REPLACEMENT	150,000
17	ARNETT WINDOWS DOORS	75,000
18	LIBRARY SEWER PUMP (run ewer line to gravity feed)	50,000
19	MYERS MAINTENANCE BUILDING ROOF	200,000
20	BLATNIK HALL WINDOW REPLACEMENTS	100,000
21	KRISE HALL WINDOW REPLACEMENT	164,000
22	HUGHES HALL WINDOW REPLACEMENT	156,000
23	MARKETPLACE GENERATOR	150,000
24	LIBRARY PARKING LOT	200,000
25	COLLEGE HALL	1,000,000
26	STUDENT UNION RENOVATION	2,000,000
27	SHOTWELL HALL RENOVATIONS	200,000
28	STUDENT RECREATION CENTER & DINING FACILITY	3,000,000
29	ARNETT HALL RENOVATION (Classroom upgrades - ceilings, lighting, re-heat)	350,000
WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE		10,650,000
1	LIBRARY/OMM LAB ROOF REPLACEMENT	300,000
2	TECHNOLOGY BUILDING EXPANSION PROJECT	9,250,000
3	MAIN BUILDING B-ROOF REPLACEMENT	400,000
4	MAIN BUILDING C-ROOF REPLACEMENT	400,000
5	ELEVATOR REPLACEMENT FOR SCIENCE BUILDING	300,000
WEST VIRGINIA STATE UNIVERSITY		16,395,000
1	Davis Fine Arts Reroof	900,000
2	HAMBLIN HALL HVAC UPGRADE	450,000
3	DAVIS FINE ARTS Boiler UPGRADE	150,000
4	Hamblin Hall - UPGRADE ELEVATOR TO ADA AND FIRE MARSHALL STANDARD	175,000
5	East Side of Campus - UNDERGROUND ELECTRICAL UPGRADE	150,000
6	FERRELL HALL Auditorium AHU Upgrade/Replacement	250,000
7	HAMBLIN HALL - Renovate Entrances for ADA Compliance	250,000
8	Booker T Washington, Inst., Malden - Paint and siding repairs.	80,000
9	Booker T Washington, Inst., Malden - Window and door repairs/replacement.	30,000
10	WALLACE HALL WINDOW REPLACEMENT (Concern for 10-12 years) (9 story bldg)	2,100,000
11	FERRELL HALL -Renovate entrances for ADA Complince	3,000,000
12	WALLACE HALL - Remaining HVAC Upgrades	500,000
13	DAVIS FINE ARTS AHU UPGRADES	500,000
14	DAVIS FINE ARTS HVAC UPGRADES	350,000
15	DRAIN-JORDAN LIBRARY HVAC UPGRADES	125,000
16	SULLIVAN HALL - Roof replacement	350,000
17	SULLIVAN HALL HVAC UPGRADE	550,000

18	ESB PEDESTRIAN BRIDGE	1,000,000
19	MULTIPLE SECTIONS OF ROOF REPLACEMENT (HSC)	2,700,000
20	DOWNTOWN STEAM TUNNEL INFRASTRUCTURE REPAIRS	1,000,000
21	CHARLESTON DIVISION BUILDING INFRASTRUCTURE (HSC)	10,000,000
22	ENGINEERING RESEARCH ROOF REPLACEMENT	575,000
23	RESEARCH LABORATORIES BMRC (HSC)	3,000,000
24	NEW AIR HANDLER UNITS (HSC)	11,100,000
25	REPLACE 1 OF 7 AIR HANDLERS IN ROOM 4616A (HSC)	400,000
26	NEW ELECTRICAL TRANSFORMER, FUSES AND BREAKERS (HSC)	6,700,000
27	LIBRARY CHILLER AND AIR HANDLER REPLACEMENT (PSC)	250,000
28	CONNECTOR BRIDGE RENOVATIONS AND WINDOWS (HSC)	560,000
29	WISE LIBRARY WV COLLECTION PASSENGER ELEVATOR MODERNIZATION	350,000
30	CAMPUS DRIVE AND PARKING AREA PAVING (PSC)	300,000
31	ELEVATOR ENCLOSURE AT MING HSIEH HALL	200,000
32	ENGINEERING SCIENCES BLDG PASSENGER ELEVATOR MODERNIZATION	900,000
33	ADMISSIONS AND RECORDS RENOVATION	3,000,000
34	MOTOR CONTROLS (HSC)	470,000
35	REPLACE LAB EXHAUST FANS (HSC)	675,000
36	UPGRADE ACCESS CONTROL (HSC)	580,000
37	E-MOORE HALL WINDOW REPLACEMENT	750,000
38	KNAPP HALL BUILDING WINDOW UPGRADES	1,100,000
39	WHITE HALL HOT WATER BOILER FOR REHEAT SYSTEM	150,000
40	BUSINESS AND ECONOMICS BUILDING FACADE REPAIRS	3,000,000
41	DOWNTOWN STEAM TUNNEL CABLE TRAY REPLACEMENT	500,000
42	WVU BECKLEY-ROBERT C BYRD LRC HVAC UNITS AND BALANCING	350,000
43	ESB REPLACE AHU E1 AND E2	800,000
44	CLARK HALL REPLACE 12 AIR HANDLERS	1,300,000
45	REPLACE STEAM AND CONDENSATE LINES FROM VAULT #3 TO CAC	350,000
46	WVU BECKLEY BURY UTILITIES ON S.KANAWHA	700,000
47	WVU BECKLEY LED INTERIOR LIGHTING REPLACEMENT	100,000
48	WVU BECKLEY ADMINISTRATION & EXTENSION SERVICE FREIGHT ELEV	150,000
Total		\$689,006,314

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Approval of Suspension of the Assessment Standards for the Underwood-Smith Teaching Scholars Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves suspension of the college-ready assessment standards for the Underwood-Smith Teaching Scholars application process.

STAFF MEMBER: Brian Weingart

BACKGROUND:

The Underwood-Smith Teaching Scholars Program requires applicants to meet college-ready assessment standards as one of many criteria of a three-round application process. Each year a new cohort of 25 students are selected as Underwood-Smith Teaching Scholars.

The college-ready assessment standards are part of the first-round application process in addition to meeting the minimum grade point average to qualify for the second-round application process. The first-round application process ends December 31, 2021. During the state of emergency, students have had limited opportunities for testing, tutoring, and test prep courses. This is impacting the ability of students to meet this criterion to qualify for the second-round application process. Staff recommends suspension of the college-ready assessment standard until the State of Emergency is lifted or until further action of the Commission.

West Virginia Higher Education Policy Commission
Meeting of December 10, 2021

ITEM: Review of 2017 Probationary Programs

INSTITUTIONS: Bluefield State College, Fairmont State University, Glenville State College, Marshall University, West Virginia University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission recommends the termination of twenty-two programs that fail to meet the productivity standards as provided in Series 10, Policy Regarding Program Review.

Further Resolved, That this recommendation be forwarded to the appropriate institutional governing boards for final action and that the action taken be reported to the Chancellor.

STAFF MEMBER: Nikki Bryant

BACKGROUND:

Series 10, Procedural Rule, Policy Regarding Program Review, provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards which are summarized below are based on averages for the five most recent years. When a program fails to meet both standards, it is placed on probation for four years.

<u>Degree Level</u>	<u>Degree Awards</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Master/1 st Professional	3	6
Doctoral	2	4.5

In 2017, the fifth productivity audit was performed. Twenty-four programs were identified as failing to meet the standards and were placed on probation. These programs have been subject to a second audit for the most recent five-year period to determine if they have made progress in meeting the enrollment and degrees awarded standards. The attached table reveals the data from the original and most recent reviews. The following program was terminated during the four-year probationary period:

- BAS- Spanish – Concord University

The additional twenty-three programs highlighted on the table and listed below still fall short of meeting the two standards. The provisions of Series 10 state:

“At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting productivity standards and termination of programs that again fail to meet the standards. The recommendation of the Commission will be forwarded to the appropriate institutional governing board for final action.”

The twenty-two programs recommended for termination are identified on the following page.

Higher Education Policy Commission
Review of Probationary Programs from the 2017 Low-Productivity Review Program

Institutions	Program		Average Enrollment (E)		Average Graduates (G)		Status
			2017	2021	2017	2021	
Bluefield State College	BS	Business Information Systems	1.4	1.0	0.2	0.2	Failed both standards
Concord University	BA	Spanish	2.6	0.2	1.4	0.6	Terminated
Fairmont State University	AAS	Architectural Engineering Technology	9.4	2.6	0.6	0.4	Failed both standards
	AAS	Electronics Engineering Technology	10.4	5.8	1.6	2.2	Failed both standards
	BA	Spanish	5.2	2.2	1.8	1.6	Failed both standards
	BA	Music	5.8	7.0	2.4	2.0	Failed both standards
Glennville State College	BS	Special Education	5.8	4.0	0.6	0.0	Failed both standards
	BA/BS	Interdisciplinary Studies	1.2	0.2	1.4	0.2	Failed both standards
Marshall University	BA	Economics	2.0	2.4	0.8	0.2	Failed both standards
	BS	Cytotechnology	3.4	4.2	0.8	0.6	Failed both standards
	MS	Chemistry	5.2	3.4	2.6	1.8	Failed both standards
West Virginia University	BA	Art History	12.4	4.6	3.4	3.0	Failed both standards
	MA	Biomedical Sciences	4.0	4.6	2.8	2.4	Failed both standards
	MS	Genetics and Developmental Biology	2.8	3.6	0.4	1.4	Failed both standards
	MS	Reproductive Physiology	5.6	3.2	1.8	1.6	Failed both standards
	MS	Recreation, Parks and Tourism	5.6	4.6	2.2	1.6	Failed both standards
	MS	Chemistry	1.2	0.6	2.2	1.2	Failed both standards
	MS	Dental Hygiene	3.4	1.2	1.0	0.0	Failed both standards
	PhD	Communication Sciences and Disorders	0.8	2.4	0.0	0.2	Failed both standards
West Virginia University Institute of Technology	BS	Industrial Technology	3.4	3.4	0.6	0.0	Failed both standards
	BS	Mathematics	6.6	7.0	1.4	1.6	Failed both standards
	BS	Chemistry	6.6	7	1.4	1.0	Failed both standards

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Program Productivity Review

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Potomac State College of West Virginia University, Shepherd University, West Liberty University, West Virginia University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission recommends to the respective institutional governing boards that the designated low-productivity programs be placed on probationary status in accordance with Series 10, Procedural Rule, Policy Regarding Program Review.

STAFF MEMBER: Nikki Bryant

BACKGROUND:

Series 10, Procedural Rule, Policy Regarding Program Review provides for a biennial productivity review of programs. The purpose of the review is to identify those programs that have failed to meet the productivity standards established in the policy. The standards which are summarized below are based on averages for the five most recent years.

<u>Degree Level</u>	<u>Degree Awards</u>	<u>Major Enrollment</u>
Baccalaureate	5	12.5
Master/1 st Professional	3	6
Doctoral	2	4.5

This is the seventh installment of the biennial review with the first review conducted in 2009.

The purpose of the low-productivity review is to ensure that institutions offer viable academic programs that serve the educational needs of a significant core of students. By identifying low-producing degree programs, institutions have the opportunity over a four-year period to strengthen the programs and enhance their viability, or to consider their termination if the enhancement efforts are unsuccessful.

Based on data collected through system data files, sixty-two programs have been identified as low-productivity programs during the latest round of review, which means they failed to meet both standards for graduates and enrollment. This does not include 23 programs that are currently on probation from the 2019 review.

The programs identified in the table that follows this agenda item are submitted to the Commission with a recommendation for placement on probationary status by the institutional governing board for a four-year period. During this time, the institution will be expected to implement initiatives to increase program enrollment and degrees awarded. At the end of the probationary period, the Commission will assess the programs against the enrollment and graduation standards. Programs that fail again to meet the standards will be recommended for termination by the Commission to the institutional governing board.

It should be noted that institutions regularly review program viability. The regular program review process emphasizes viability.

The programs identified through the productivity audit and recommended actions are summarized in the following table.

Higher Education Policy Commission
Designated Low-Productivity Program – Probation Status
2021 Review

Institution	Program	Enrollment 5-year Average	Degrees Awarded 5-year Average
Bluefield State College	BS Architectural Engineering Technology	1.4	1.4
	BSET Mining Engineering Technology	2.0	1.2
Concord University	BA/BA Interdisciplinary Studies	6.0	3.8
Fairmont State University	AS Civil Engineering Technology	8.0	3.0
	AS Mechanical Engineering Technology	8.8	2.0
	BA French	0.4	0.2
	BS Family Consumer Science	2.4	3.4
	BS Contemporary Fine Art Technology	0.2	0.2
	MArch Architecture	4.6	1.8
Glennville State College	BA Early Childhood Education	10.8	0.2
	BA English	10.0	2.8
	BAS Applied Science	8.6	0.0
	BA Chemistry	11.2	3.4
	BS Nursing	10.2	0.0
Marshall University	BA Creative Writing	11.0	0.0
	BA Literary Studies	3.6	0.0
	BA Risk Management and Insurance	0.6	0.6
	MA Early Childhood Education	2.6	0.8
	MS Family and Consumer Science	0.2	0.0
	MS Clinical and Translational Science	3.6	1.4
	MS Physical and Applied Sciences	4.6	2.0
	MA Art	0.2	0.0
Potomac State College of West Virginia University	AAS Agricultural Applied Science	0.0	2.8
	AA Journalism	11.4	2.6
	AAS Technical Studies	0.8	0.4
	AAS Office Systems Technology (Secretarial Studies)	0.4	0.2
Shepherd University	BA Spanish	5.4	3.0
	BM Music	12.4	3.0
	MAT Master of Arts in Teaching	0.0	1.2
	MM Music Education	1.0	1.4
West Liberty University	BA/BS Interdisciplinary Studies	4.2	2.2
	BS Digital Media Design	6.4	1.8
	BS Business Information Technology	0.0	0.2
West Virginia University	BA International Studies	12.0	1.6
	BS Recreational Services	3.4	0.8
	BFA Music Performance	7.2	3.2
	MS Plant Science	11.0	0.0
	BS Mineral Processing Engineering	4.4	0.0
	BS Biometric Systems Engineering	0.0	2.0

Institution	Program	Enrollment 5-year Average	Degrees Awarded 5-year Average
West Virginia University (cont'd)	BA Art	6.0	0.0
	BA Music	0.0	2.0
	MA Elementary Education	0.0	0.6
	MA Secondary Education	0.0	0.8
	MS Engineering	3.6	1.0
	MS Material Science and Engineering	3.2	1.2
	MS Energy Systems Engineering	4.0	1.6
	MS Design and Merchandising	0.0	0.2
	MLS Legal Studies	0.0	2.4
	LLM Energy Law and Sustainable Development	4.6	2.8
	MPS Statistical and Data Sciences	2.0	2.2
	MS Forensic and Fraud Examination	0.0	2.4
	MS Forensic and Investigative Science	0.0	2.2
	MS Design and Merchandising	4.2	1.4
	PhD Communication Studies	0.0	1.0
	PhD Immunology and Microbial Pathogenesis	0.0	0.2
	PhD Reproductive Physiology	3.0	0.6
	PhD Computation Statistics	1.2	0.8
	PhD Kinesiology	0.0	1.2
West Virginia University Institute of Technology	BEET Electronic Engineering Tech	1.6	0.0
	BEET Electronic Engineering Technology	5.0	1.6
	BA/BS Interdisciplinary Studies	5.0	0.2
	BS Aviation Management	1.2	0.0

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Report on Textbook Affordability

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Matt Turner and Corley Dennison

BACKGROUND:

Series 51, Procedural Rule, Bookstores and Textbooks, directs institutions to adopt rules governing the selection of textbooks and course materials and sets specific requirements to be included in those rules. Additionally, Series 51 requires each institution to report to the Commission for the prior fiscal year:

1. The deadlines established for faculty to be assigned to courses.
2. The deadlines for textbooks and course materials to be selected.
3. The percentages of those deadlines met.
4. The dates the listing of assigned textbooks and course materials were posted.

As much attention has been focused on implementing Open Education Resources (OER) initiatives to reduce the rising cost of textbooks, institutions were asked to report on the progress in this area and to report additional information on efforts to reduce textbook costs for students.

Through the Commission's "Open Learning WV" grants program, in Spring 2021, 34 faculty created or adopted OER. In those courses, approximately 1,000 students benefited, and on average, saved \$192 per student.

Based on Spring 2021 course enrollment and the cost of course materials before OER implementation, students experienced an aggregate savings of more than \$230,000 in one semester. This is a new program, and the savings comes with only 34 faculty creating or adopting OER in one semester.

The Commission's survey of faculty who adopted OER in Spring 2021 found that 100 percent of the participants said they strongly agree or agree that switching to OER was worthwhile, and 97 percent strongly agree or agree that the OER they used were high-quality.

Students who took Spring 2021 courses in which OER was adopted reported favorably, with 60 percent saying the OER material was higher quality than traditional materials, and 90 percent said they are more likely to take a course with a low-cost OER option in the

future. Ninety two percent of students said it was somewhat or extremely important they did not have to purchase textbooks for the class.

A summary of institutional efforts to support Open Education Resources follows:

Bluefield State College

- Faculty have been diligent about utilizing resources that may be used for continuation course, establish custom materials that reflect the content of the course and are easily accessible or less expensive than a traditional textbook. Students are able to secure online access via publisher directly at a reduced cost of traditional print textbooks.
- The institution has utilized more scholarships that are specific to securing textbooks for students.
- Efforts are underway to explore the addition of Inclusive Access for the convenience of students and instructors.

Concord University

- The institution is actively implementing OER with an estimated cost savings of \$37,839.
- The contracted bookstore operation offers digital as well as rental options for students. An access program is offered where the cost is cheaper for students.
- The bookstore can charge per credit hour or a course charge depending on what is requested.
- Concord University is considering adopting a program that is delivered campus wide at a pre-determined per credit hour charge.

Fairmont State University

- Fairmont State University is actively implementing OER and are currently gathering data to determine the estimated cost savings per year.
- Faculty recently completed a Faculty Textbook Survey and most are aware of textbook prices and consider the price before selecting a textbook.
- The survey revealed that 54 percent of faculty allow students to choose between traditional and digital textbooks based on student preference.
- Bookstore offers a rental program which results in significant savings each semester.

Glenville State College

- The institution is implementing OER initiatives at an estimated costs savings of \$100 per student per semester.

Marshall University

- As a result of implementing OER, the institution has realized an annual savings of

\$417,800. Additional courses are adopting OER since performing the savings analysis.

- Marshall University is aggressively pursuing OER where appropriate and is investing funds to encourage the migration to OER.
- An alternative cost reduction measure encouraged by students a few years ago has been adopted by some faculty. In this plan, students can gain access to the publisher's entire library from one semester up to two years for \$120 - \$240. This greatly reduces costs if a student has or anticipates multiple classes using a textbook from that library.
- The University continues to host workshops on OER and works with faculty to encourage their adoption.

Shepherd University

- The University has partnered with a vendor to offer "Inclusive Access" to students for over 100 course sections. This program automatically delivers course materials (often in electronic form) directly to students for a pre-established fee. The economies of scale allow the Bookstore partner to leverage better course materials costs, often as much as 40 percent below typical list prices for those identified course materials.

West Liberty University

- West Liberty University has implemented OER with an estimated costs savings per year of \$100 per student.
- 78 percent of adopted books are available as rentals, while 55 percent of the titles are available as digital; both ways serve as cost saving alternatives.
- Multiple faculty at West Liberty University have applied for and received grant funding for the creation of new OER courses. 27 of the courses being offered in the fall of 2021 use OER.
- As of fall 2021, there is at least one OER course developed in each grouping in the General Studies requirements.
- To continue to increase the use of OER, workshops and trainings have been provided as faculty professional development and the University is pursuing the feasibility of noting OER courses in the course schedule.

West Virginia School of Osteopathic Medicine

- If a student utilizes OER, the estimated cost savings is \$600 per student.
- WVSOM Library procured unlimited online portals which enable student to digitally access all of the reference books, free of charge.
- The Library has acquired at least one copy of every required textbook to be on reserve for access.
- The Campus Store keeps textbooks affordable by only having a 20 percent markup, which is well below the state's maximum allowance.
- Faculty only require textbooks they feel are necessary and adhere to the 50

percent rule of usage according to Series 51.

- Some texts are required all four years of medical school and are used for the life of the edition (new edition every three to five years.)

West Virginia State University

- West Virginia State University has realized a 75 percent per class cost savings as a result of implementing Open Education Resources.
- The Bookstore and faculty work together in creating a variety of savings including the use of older editions when possible. The bookstore also offers alternative textbook options such as rentals and EBooks. OER is used for Trigonometry Online & Physics 120 (in-seat).

West Virginia University

WVU has adopted its own textbook affordability (Educational Materials) rule and, as an exempt institution, no longer reports this information to the Commission but to its own governing board. The WVU policy covers WVU's main campus, WVU Institute of Technology and WVU Potomac State College, and includes the requirements of the Commission's rule.

WVU's Educational Materials Committee advises the president and the board on textbook affordability issues and initiatives, including open textbooks and open educational resources.

The policy is available at:

<https://policies.wvu.edu/finalized-bog-rules/bog-governance-rule-1-12-educational-materials>

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Approval of Master of Business Administration Program

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Business Administration program at Bluefield State College, for implementation in August 2022. This approval expires two years from the date of Commission approval if the program is not fully implemented.

STAFF MEMBER: Randall Brumfield

BACKGROUND:

Bluefield State College proposes the implementation of the Master of Business Administration (MBA) program. This will be the first graduate degree program for the institution. The MBA program will be structured as a 36-hour program, with courses offered in an accelerated format. The program will consist of a business core of 24 hours, and an additional 12 hours of electives. Initially, the courses in the elective block will focus on organizational development, with the intent to expand into other academic disciplines as demand dictates.

The MBA program will be delivered in an innovative, compressed format that will enable students who enter the program with all prerequisites to complete the program within a 12-month period. The program will be based on a sequential model requiring that some courses be completed prior to others. Students will be accepted for admission beginning in the fall semester only.

The School of Business is redesigning the baccalaureate Business Administration undergraduate curriculum in conjunction with this effort, resulting in a reallocation of some faculty resources to the MBA program. In addition to the reallocation of existing School of Business faculty resources, one full-time faculty position will be added to the School of Business by a reallocation of resources within the institution. With the anticipated growth in the MBA program, additional faculty positions will be supported by program growth. The College commits to hiring one additional faculty for every thirty (30) full-time equivalent (FTE) students added to the MBA program. The program will be supported by the graduate tuition charge that will be paid by students in the program. No new external funding is needed to offer this program.

The intent of the School of Business is to seek accreditation of this program at the earliest possible time. Given the undergraduate business program is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP), the School of Business faculty is cognizant of the standards set forth by accreditation agencies and feel the proposed curriculum will meet these standards.

The proposal for the new degree program has been approved by the appropriate entities of Bluefield State College. Bluefield State College has also secured approval from the Higher Learning Commission.

The following is recommended by the Academic Affairs staff:

- The Master of Business Administration program at Bluefield State College be approved for implementation in Fall 2022.
- If the program is not fully implemented by December 2023, the program will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2025-26 academic year, the Commission will conduct a post-audit review of the program to assess progress towards 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. Bluefield State College may not add any new degree programs without specific approval from the U.S. Department of Education.

**BLUEFIELD STATE COLLEGE
THE W. PAUL COLE JR. SCHOOL OF BUSINESS
GRADUATE MBA PROGRAM PROPOSAL**

Submission Date: September 24, 2019

Implementation Date: 2019-2020 Academic Year

Section 1

Summary

The Bluefield State College Master of Business Administration (MBA) degree program is designed to give students a solid theoretical base for understanding modern business principles, and to equip them with advanced strategies, tools and techniques that facilitate the implementation of these principles. This program is designed for both business and non-business majors, with non-business majors needing to complete additional foundational coursework. The program requires the completion of 36 hours of coursework, including a core of 24 hours and 12 hours of electives. Initially, the electives being offered will be in the area of organizational development, with the intention to offer elective concentrations in the future in other academic disciplines (i.e. technology, health care, international business, and criminal justice). The program will be structured in an accelerated format, with courses offered primarily in an online format. A student pursuing the Bluefield State College MBA on a full-time basis can complete the program within 12 months.

The BSC W. Paul Cole Jr. School of Business is redesigning the baccalaureate Business Administration undergraduate curriculum in conjunction with this effort, resulting in a reallocation of some faculty resources to the MBA program. In addition to the reallocation of existing School of Business faculty resources, one full-time faculty position will be added to the BSC School of Business by a reallocation of resources within the institution. With the anticipated growth in the MBA program, additional faculty positions will be supported by program growth. BSC commits to hiring one additional faculty for every thirty (30) full-time equivalent (FTE) students added to the MBA program. The future growth of the program will be supported by the inclusion of a normal graduate tuition charge that will be paid by all students in the program. No new external funding is needed to offer this program.

SECTION 2: PROGRAM OVERVIEW

2 Program Description

Bluefield State College intends to offer a Master of Business Administration (MBA) degree that will provide a solid foundation for personal achievement for the student, while also providing an economic boost to the southern region of West Virginia. This MBA will be structured as a 36-hour program, with courses offered in an accelerated

format. The program will consist of a business core of 24 hours, and an additional 12 hours of electives. Initially, the courses in the elective block will focus on organizational development, with the intent to expand into other academic disciplines as demand dictates. A list of the program requirements can be found in Appendix A, and course descriptions are provided in Appendix B.

In the future, the first additional elective option will be in the area of technology, and discussions with the Dean of the BSC School of Engineering Technology and Computer Science indicate an existing need in this discipline. The faculty within this discipline will design the courses for that elective option.

The program design is predicated on an accelerated format, and classes will be offered in eight-week sessions. For example, the fall semester will be broken into two sessions; the first eight weeks of the semester will be designated Fall Semester- Session 1, while the second eight weeks of the semester will be referenced as Fall Semester- Session 2. Two courses will be offered each session, thus a student wanting to pursue the Bluefield State College MBA on a full-time basis will be able to complete 12 hours per semester (two courses per session/two sessions per semester). The program will utilize a third full semester within the summer months, making it possible for full-time students having met all of the program prerequisites to complete the MBA program within one calendar year. Students wanting to pursue the MBA on a part-time basis will find the program format to be advantageous, since all courses will be repeated within each 12-month cycle. The 12-month cycle will enable a student to engage in better academic and career planning, since he/she will know with certainty when each course will be offered in the cycle.

Accelerated degree primarily online programs have become very commonplace and are preferred by the working adult population, which is the target group of the Bluefield State College MBA program.

Students holding an undergraduate business degree normally will enter the MBA program with no deficiencies, having completed all of the prerequisite coursework. The prerequisite courses include the following: Principles of Management (3 hours), Principles of Marketing (3 hours), Principles of Economics (3 hours), Principles of Accounting (3 hours), Applied Business Statistics (3 hours), and Business Finance (3 hours). In addition to completing the named courses, students also may satisfy the prerequisite requirements by completing the appropriate College Level Examination Program (CLEP) test, demonstrating equivalent academic preparation, or by receiving a waiver of a prerequisite course based on extensive, documented work experience in the course discipline. A summary of program prerequisites is provided in Appendix C.

2.1 Program Objective

The primary objective of this program is to offer accessible and affordable graduate business education to the citizens of southern West Virginia. Currently, residents of this region do not have such opportunities on a consistent basis, and the Bluefield State College MBA program will meet this critical need.

Furthermore, this program also will serve as an economic development tool for the region. Employers in the region surveyed by the BSC School of Business expressed very strong support for this program, indicating it will benefit businesses in the region in two distinct ways. First, current employees will have an avenue by which to strengthen their skills and business acumen, thus improving their respective firm's competitive position. Secondly, this program is viewed as being beneficial to the recruitment of new employees wanting to further their education while continuing to work.

2.2 Program Identification

The proposed Bluefield State College MBA is in the category "Business Administration and Management, General," ID number 52.0201, in the Classification of Instructional Programs (CIP) standards developed by the US Department of Education:

A degree program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization. This includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, management of information systems, marketing, and sound business decision-making.

Appendix A outlines the details of the course offerings and course descriptions.

2.3 Program Features

The following subsections detail the features of the proposed Bluefield State College MBA.

2.3.1 Admissions and Performance Standards

For admission to the program, students must verify graduation from an accredited college or university by having transcripts forwarded directly from that institution to Bluefield State College.

Student performance in their undergraduate program will be combined with their Graduate Management Aptitude Test (GMAT) score for inclusion in a pool of applicants from which final admission selections will be made. At a minimum, students must exceed a score of 1000 points based on the following formula:

$$(\text{Undergraduate GPA} * 200) + \text{GMAT} > 1000 \text{ Points}$$

From this group, final selections will be made on a competitive basis, utilizing a rolling admissions procedure. The application deadline will be June 1 for the year in which the student wishes to begin classes in August.

Students entering the MBA program without having completed all program prerequisites will be admitted on a conditional basis, and will qualify for full admission upon satisfaction of all prerequisites. As stated previously, students may satisfy the prerequisites by taking the required course, completing the appropriate College Level

Examination Program (CLEP) test, demonstrating equivalent academic preparation, or receiving a waiver of a prerequisite course based on extensive, documented work experience in the course discipline.

The following courses are prerequisites for the Bluefield State College MBA program:

MGMT 210	Principles of Management (3 hours)
MRKT 210	Principles of Marketing (3 hours)
ECON 211	Principles of Economics (3 hours)
ACCT 201	Principles of Accounting (3 hours)
BUSN 310	Applied Business Statistics (3 hours)
BUSN 350	Financial Management (3 hours)

In exceptional cases, Bluefield State College School of Business undergraduate students may be given advanced admission into the MBA program. Up to nine (9) hours of transfer credit will be accepted from a similar graduate program offered by a regionally accredited institution.

2.3.2 Program Requirements

The Bluefield State College Master of Business Administration program is a traditional model in course offerings, but nontraditional in format. The following courses will be offered:

<u>CORE Requirements</u>		<u>Hours</u>
MGMT 510	Organizational Behavior	3
MRKT 520	Marketing Management	3
BUSN 530	Statistical Inference	3
ECON 540	Managerial Economics	3
ACCT 550	Managerial Accounting	3
FINC 560	Managerial Finance	3
BUSN 570	Decision Support Systems	3
BUSN 600	Strategic Management	<u>3</u>
Core Hours		24

<u>Organizational Development Concentration</u>		<u>Hours</u>
MGMT 545	Organizational Theory & Structure	3
MGMT 575	Human Resources	3
BUSN 555	International Business	3
BUSN 565	Corporate Business Communication	<u>3</u>
Total Elective Hours		12

This information is also provided in Appendix A.

The intent of the BSC School of Business is to seek accreditation of this program at the earliest possible time. Given the BSC undergraduate business program is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP),

the School of Business faculty is cognizant of the standards set forth by accreditation agencies, and feel the proposed curriculum will meet these standards. The subcategories of the ACBSP Common Professional Component (CPC) expected of graduate business programs will be addressed by initial course offerings, as indicated below.

- A. Business Functions and Operations
 - 1. Managerial Accounting
 - 2. Managerial Finance
 - 3. Marketing Management
 - 4. Human Resources
 - 5. Corporate Business Communication
- B. Economic/Social/Legal Environment
 - 1. Managerial Economics
 - 2. Strategic Management
 - 3. Organizational Theory & Structure
 - 4. Human Resources
- C. Quantitative Methods and Information Systems
 - 1. Statistical Inference
 - 2. Decision Support Systems
 - 3. Managerial Accounting
- D. Organization Theory and Interpersonal Behavior
 - 1. Organizational Behavior
 - 2. Organizational Theory & Structure
 - 3. Human Resources
 - 4. Corporate Business Communication
- E. Administrative Processes and Policy
 - 1. Organizational Theory & Structure
 - 2. Human Resources
 - 3. Strategic Management
 - 4. Corporate Business Communication
- F. Global Dimension of Business
 - 1. International Business
 - 2. Strategic Management

(Note: Courses are listed more than once, since a single course may address multiple common professional components.)

2.4 Program Outcomes

Upon completion of the Bluefield State College MBA program, the student will:

- Demonstrate advanced proficiency in the functional areas of business.

- Demonstrate proficiency in describing problems in specific situations, and effectively prescribe solutions to these problems.
- Demonstrate the ability to communicate effectively in oral and written form.
- Demonstrate an ability to modify organizational designs and processes to attain maximum efficiencies.
- Demonstrate an ability to recognize opportunities, and to fashion business models that take advantage of opportunities.
- Demonstrate an ability to develop learning organizations.
- Demonstrate the ability to develop adaptive organizations.
- Demonstrate the ability to develop ethical organizations.
- Demonstrate the ability to improve organizational performance through the application of financial analytical tools.
- Demonstrate an understanding of the theoretical foundations of business.
- Be competitive in the job market requiring advanced business degrees.
- Be competitive in admission to doctoral programs.

2.5 Program Delivery

As stated previously, the Bluefield State College MBA program will be delivered in an innovative, compressed format that will enable students who enter the program with all prerequisites to complete the MBA program within a 12 month period. Part-time students will find degree planning and completion to be very efficient as the annual three-semester cycle will be repeated each year. Classes will be offered in eight-week sessions, with two courses offered during each session. Courses will be offered in an online format. There will be two sessions completed during each academic semester, thus a student wanting to pursue the Bluefield State College MBA on a full-time basis will be able to complete 12 hours per semester. Since the program will be based on a sequential model requiring that some courses be completed prior to others, students will be accepted for admission beginning in the fall semester only.

The Bluefield State College School of Business will seek to engage in collaborative efforts with all West Virginia colleges and universities offering similar programs.

SECTION THREE: PROGRAM NEED AND JUSTIFICATION

3.1 Relationship to Institutional Goals/Objectives

In recent years, Bluefield State College has undergone a radical transformation in its mission. Legislative action removed the majority of associate degree programs offered by the college for decades. In essence, Bluefield State College was directed to continue its mission of providing affordable quality education to the citizens of this region, but to redirect the programmatic focus toward baccalaureate programs. The implementation of a limited number of graduate programs is consistent with that redefined mission; and for various reasons, the MBA is the logical programmatic choice for BSC to make its foray into graduate education. Across the nation, the MBA degree is one that attracts students from many non-business disciplines, thus the pool of applicants is much larger than just graduates of business programs. On average, approximately 50% of those persons in

MBA programs have graduated with an undergraduate degree other than business, with engineering graduates being the largest segment of this non-business major group. Given both BSC's significant student population in the School of Business, and our traditional emphasis on engineering and technology programs, the Bluefield State College MBA will benefit from having access to a larger potential pool of applicants than any other discipline on our campus.

The mission of Bluefield State College has always included a significant focus on benefiting the regional communities served by the institution. As stated above, offering the MBA at Bluefield State College will only strengthen these communities, as the regional business leaders become better equipped to meet the present and future challenges confronting their respective firms.

The Bluefield State College School of Business has worked closely with the President and Vice-President of BSC in the development of this proposal. All parties feel that offering the MBA program at Bluefield State College will have positive results for students, the institution, the college's service region, and the state of West Virginia.

3.2 Existing Programs

Currently, there are several universities that offer a Master of Business Administration degree, but none in the southern part of the state. Also, the BSC Master of Business Administration program will not require students to join a cohort that progresses simultaneously through the program. Each student will be able to progress at his/her own pace.

3.3 Program Planning and Development

The School of Business faculty worked collaboratively in developing this program proposal. Numerous meetings have been conducted to examine various alternatives in program development, program delivery, and resource allocation. Ultimately, the faculty endorsed the model presented in this proposal. Meetings were then conducted with the President and Vice President of BSC, and their input was incorporated into the proposal by making limited changes. This revised proposal was presented to the BSC Board of Governors, and the School of Business received unanimous endorsement of the concept, with directions to continue development of the program.

The individuals involved in the development of this proposal include, but are not limited to:

BSC President: Dr. Robin Capehart
BSC Provost/Vice President: Dr. Ted Lewis
Dean-BSC Cole School of Business: Mr. Phillip Imel
Dr. Albert Berkoh
Professor Geoff Hunter
Professor Paris Lester
Professor Darrel Malamisura, J.D.
Professor Michelle Cofer-Taylor

Dr. John Snead
Professor Nathan Taylor

3.4 Clientele and Need

The Bluefield State College School of Business has collected data demonstrating the need for an accessible, affordable Master of Business Administration program in southern West Virginia. In survey responses, the undergraduate students in the BSC School of Business gave an overwhelming endorsement to initiating this program, and the same is true for recent BSC graduates as well. Many of these individuals indicate an intention to make application to the program as soon as it is available. Surveys conducted with regional businesses also elicited a very positive response, and suggest a significant pool of potential candidates for the program.

The BSC School of Business anticipates that 75% of the students in this program will be West Virginians, primarily from the southern West Virginia area. Based upon the responses received to date, School of Business faculty anticipate an initial cohort of 20 students in this program in the fall semester of 2020. Following the publicity associated with program implementation, and the increased marketing efforts that will be possible after the collection of graduate tuition revenues, it is expected the program will attract between 20-25 new students per year within the first three years.

Additional market analysis is being conducted on an ongoing basis by the BSC School of Business faculty.

3.5 Employment Opportunities

Students receiving the Bluefield State College MBA will have a wide variety of employment opportunities, both within the state of West Virginia and in other states in the southeast and mid-Atlantic regions of the United States. Since the MBA is a degree pursued by many individuals who majored in non-business fields as undergraduates, the graduates of this program will be found in many diverse industries, such as financial services, retailing, wholesaling, railroads, engineering firms, healthcare, government, education, sales, etc.

3.6 Program Impact

The Bluefield State College MBA will have a strong, lasting impact on the graduates of the program, and the region that we serve. Statistics indicate that students entering this program will receive a substantial boost in earnings over their career. The convenience and flexibility provided by this program make it more attractive to many people in our service region than other alternatives that require students to drive extensively or interrupt a career to return to graduate school.

The positive impact of this degree program on the service region of Bluefield State College was discussed above.

3.7 Cooperative Arrangements

Since Bluefield State College offers no graduate programs currently, there has been little need to develop cooperative agreements with other institutions concerning graduate education. With respect to our MBA program, the BSC School of Business will make every effort to cooperate with other state institutions offering similar programs.

4.8 Alternatives to Program Development

There are few alternatives available to individuals in southern West Virginia who seek a graduate business degree. WVU and Marshall have offered graduate business programs in this region on occasion, but the offerings have been inconsistent. Also, some courses in the Bluefield State College MBA program will be offered in a classroom setting, and this will be the only program in the region providing that option to students who prefer face-to-face contact with a professor. As noted previously, a student will not be required to progress through the program with a cohort of other students, but will be able to progress at his/her own pace.

SECTION FOUR: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

4.1 Program Administration

The Bluefield State College Master of Business Administration will be administered by the Director of the MBA program, under the supervision of the Dean of the W. Paul Cole Jr. School of Business at BSC. A standing faculty committee, the School of Business Graduate Program Committee, will administer the admissions process; and will advise the Director and Dean on matters related to the MBA program.

4.2 Program Projections

The following projections of the number of students in the program, the FTE and student credit hours generated by these students, and the number of graduates are based on survey results and faculty assessments of the market potential for the MBA program in southern West Virginia. This data is also provided in Appendix D.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	(2020)	(2021)	(2022)	(2023)	(2024)
Number of Majors	20	30	35	40	50
FTE Majors * (3 Semester Program)	15	22.50	23.75	30	35
Number of student					

credit hours generated by majors in the program	540	810	855	1080	1260
Number of Degrees to be granted annually	10	20	25	30	35

4.3 Faculty Instructional Requirements

The BSC School of Business is redesigning the baccalaureate Business Administration undergraduate curriculum in conjunction with this effort, enabling a reallocation of some current faculty resources to the MBA program. In addition to the reallocation of existing School of Business faculty resources, one full-time faculty position will be added to the BSC School of Business by a reallocation of resources within the institution. With the anticipated growth in the MBA program, additional faculty positions will be supported by program growth. BSC commits to hiring one additional faculty for every thirty (30) full-time equivalent (FTE) students added to the MBA program. The future growth of the program will be supported by the inclusion of a normal graduate tuition charge that will be paid by all students in the program.

All Bluefield State College faculty teaching in the Master of Business Administration program will be doctorally or professionally qualified. Any adjunct faculty members used in the program will be doctorally or professionally qualified. West Virginia institutions providing on-line course delivery of graduate business courses will be considered for program delivery. Only Bluefield State College faculty will serve as faculty advisors to students in the MBA program.

4.4 Library Resources and Instructional Materials

The BSC library provides a variety of information resources. Instruction is given by the librarians for electronic information literacy and academic research methods for a class as well as individual guidance. The collection itself has a broad cross section of general and subject specific publications. There are currently 92,000 book and journal items on catalog. We offer Inter Library Loan through OCLC and as a member of the Mountain Library Network consortia, WV. Through the library we access different databases such as AcademicOneFile, Gale Group publishing, Lexis-Nexis Business Information, Highwire press, Stanford University Libraries and Business Source Elite, EBSCOhost research databases. Their materials include many scholarly peer reviewed journals and publications full text or the journal/ item abstract, which can then be retrieved through our ILL program. Therefore BSC has the means to support graduate level research.

4.5 Support Service Requirements

Bluefield State College possesses the technological infrastructure to support the MBA program. After the last renovation, Mahood Hall, home to the BSC School of Business, has eight new electronic classrooms. The building houses three computer labs, with equipment replaced on a rotating schedule to ensure students have access to modern, effective computers. The college supports online learning through Moodle.

4.6 Facilities Requirements

This MBA program will utilize existing facilities at Bluefield State College, and no new facilities will be required.

4.7 Operating Resource Requirements

A projected five-year budget proposal is attached as Appendix E. The revamping of the undergraduate curriculum will allow the transfer of some existing faculty resources from the baccalaureate program to the graduate program. Graduate tuition receipts will provide the additional funding necessary to maintain a strong, viable graduate business program.

4.8 Source of Operating Resources

Other than maintaining the existing state funding levels, this program will be self-sufficient. An additional graduate fee will be assessed to all students in the program, and it is anticipated these funds will provide sufficient capital to sustain and grow the program.

SECTION FIVE: PROGRAM EVALUATION

5.1 Evaluation Procedures

The Master of Business Administration degree program will be evaluated by the following:

- Association of Collegiate Business Schools and Programs (ACBSP)
- Higher Learning Commission Accreditation Body
- Bluefield State College Board of Governors
- President of Bluefield State College
- Vice President for Academic Affairs of Bluefield State College
- School of Business Graduate Program Advisory Committee
- Dean of the School of Business
- Faculty of the School of Business
- External Evaluation Teams from other Institutions
- Current Students in the Program
- Graduates of the Program

Multiple assessments will take place in the program. Course evaluations will include both evaluation of faculty and course content. Student performance in business simulations and case analysis will identify program components needing revision or replacement. An exit examination, based on the ACBSP Common Professional Component will be administered to all graduating students. Also, graduate surveys and employer surveys will be administered annually. Graduates will be surveyed at selected intervals (one year, three years, five years, and ten years) to ascertain the relevance of program content to their work assignments.

5.2 Accreditation Status

- The BSC School of Business baccalaureate program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP)

- Bluefield State College is accredited by the Higher Learning Commission.
- The BSC School of Business will initiate discussions with ACBSP for accreditation of the Master of Business Administration program upon approval of the program by the West Virginia Higher Education Policy Commission.

SECTION SIX. FORM 1 (See Appendix D)

SECTION SEVEN. FORM 2 (See Appendix E)

APPENDIX A

BLUEFIELD STATE COLLEGE PROPOSED MBA CURRICULUM

<u>CORE Requirements</u>		<u>Hours</u>
MGMT 510	Organizational Behavior	3
MRKT 520	Marketing Management	3
BUSN 530	Statistical Inference	3
ECON 540	Managerial Economics	3
ACCT 550	Managerial Accounting	3
FINC 560	Managerial Finance	3
BUSN 570	Decision Support Systems	3
BUSN 600	Strategic Management	<u>3</u>
	Core Hours	24

<u>Organizational Development Electives</u>		<u>Hours</u>
MGMT 545	Organizational Theory & Structure	3
MGMT 575	Human Resources	3
BUSN 555	International Business	3
BUSN 565	Corporate Business Communication	<u>3</u>
	Elective Hours	12

Total Credit Hours	36*
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*Individuals who have not completed the prescribed prerequisite coursework must take additional hours as needed.

APPENDIX B

BLUEFIELD STATE COLLEGE MBA COURSE DESCRIPTIONS

MGMT 510- ORGANIZATIONAL BEHAVIOR (3 credit hours)

Behavioral science theories, concepts, research and techniques will be integrated to better enable the student to understand human behavior in organizations. Topics to be covered include: the staffing, motivation, and job satisfaction of employees; decision-making and the integrative role of management in organizations; interpersonal group behavior, group dynamics, and the use of work teams; leadership styles; the contribution of communications; the impact of power, politics and conflict in organizations; organizational culture; the impact of technology on organizations; work stress; and the dynamics of organizational change and development. The analysis of organizational behavior issues relating to the topics covered will be accomplished through the use of case studies and simulated situations.

MRKT 520- MARKETING MANAGEMENT (3 credit hours)

Marketing problems experienced by top executives are examined and fundamental problem-solving concepts are developed. Students consider problems of consumer needs, product planning, promotion, distribution and pricing. The discovery and application of marketing management skills are developed through the use of cases and a major planning project.

BUSN 530- STATISTICAL INFERENCE (3 credit hours)

This course examines various statistical concepts and methods that are used to assist in managers in their decision making processes. Areas of inquiry include: research design, descriptive statistics, analysis of variance, non-parametric techniques, sampling techniques, correlation, simple and multiple regression, forecasting, and statistical process control.

ECON 540- MANAGERIAL ECONOMICS (3 credit hours)

Application of economic analysis to the formulation and solving of management problems and the determination of business policy. Investigation of the causes of macroeconomic fluctuations in the economy. Looks at changes in inflation, unemployment, real output, interest rates, and exchange rates, and explores why they occur, what their effects are, and what, if any, role government should play in dealing with these problems. A mixture of theory and case studies with reference to historical case studies. Current macroeconomic problems will be discussed with a focus on the international aspects of macroeconomic problems.

ACCT 550- MANAGERIAL ACCOUNTING (3 credit hours)

This course provides a comprehensive, graduate level exploration of managerial accounting. It focuses on the use of accounting data in the management of an

organization within the context of decision making. Topics include cost behavior, absorption costing versus variable costing, ABC costing, product costing, short-term decision making, constraint analysis, cost analysis within total quality management (TQM), transfer pricing, budgeting, and strategic planning and control.

FINC 560- MANAGERIAL FINANCE (3 credit hours)

This course examines the principal issues faced by corporate financial managers. Topics include: the financing of current operations, long-term financing, ratio analysis, investment analysis, valuation techniques for sources of corporate funds, cost of capital, capital budgeting, managing financial risk, capital structure, dividend policies, options, mergers and acquisitions, and global financial markets.

BUSN 570- DECISION SUPPORT SYSTEMS (3 credit hours)

This course will tie the traditional view of decision support to the rapidly evolving topics of database management and data warehousing. As organizations move quickly into networked based environments, the nature of decision support tools has become increasingly complex. Decision support systems will be a critical success factor for survival in modern organizations. This course will provide a foundation for the use of models within the context of building and using decision support systems.

MGMT 545- ORGANIZATIONAL THEORY AND STRUCTURE (3 credit hours)

This course will focus on the design and operational components of organizations. Involves an examination of competing theoretical perspectives on the precedent conditions contributing to the efficient operation of organizations, as well as the conditions that limit organizational effectiveness and efficiency. Students will assess the relative strengths and weaknesses of various organizational designs, and examine the environments most suitable for each design.

MGMT 575- HUMAN RESOURCES (3 credit hours)

Identifies the ways in which effective human resources contribute to organizational success. The course takes a hands-on approach, emphasizing the student's use of effective human resource management tools, including computer applications in human resources. Topics include the development of recruitment and staffing strategies in various work environments, effective interviewing, employee development and retention, establishing total compensation systems that are legal and provide motivation to employees at all levels of the firm, and implementing effective employee and labor relations programs within the firm.

BUSN 555- INTERNATIONAL BUSINESS (3 credit hours)

Examines the essentials of globalization, including trade theory, trends in foreign direct investment and international trade, the impact of culture on the conduct of business, and global monetary systems and capital markets. Functional business strategies within the global context will be analyzed, as are the operations of

global business entities such as the World Trade Organization, World Bank, and the International Monetary Fund.

BUSN 565- CORPORATE BUSINESS COMMUNICATION (3 credit hours)

Provides practical experience in executive level communication techniques required in today's business environment. Discussion and application will focus on improved research, report writing, and presentations which include presentation media and computer graphics. Emphasis will be placed on utilizing the Internet and other information gathering technologies. Application of techniques to produce effective oral communications such as presentations, speeches, television interviews, etc.

BUSN 600- STRATEGIC MANAGEMENT (3 credit hours)

This is the capstone course for the MBA program, and thus integrates functional knowledge with the formulation of strategy. Requires the application of technical expertise and financial analysis to business strategy assessment, formulation, and implementation. Extensive use of business simulations and case studies in a competitive environment provides students an opportunity to apply knowledge acquired throughout the program.

APPENDIX C
BLUEFIELD STATE COLLEGE
MBA PROGRAM

Prerequisite Courses*

MGMT 210	Principles of Management	3
MRKT 210	Principles of Marketing	3
ECON 211/212	Principles of Economics	3
ACCT 201	Principles of Accounting	3
BUSN 310	Applied Business Statistics	3
BUSN 350	Financial Management	3

*Students may satisfy the prerequisite courses in the following ways:

- 1) Completing the necessary course.
- 2) Completing the appropriate College Level Examination Program (CLEP) test.
- 3) Demonstrating equivalent academic preparation.
- 4) Receiving a waiver of a prerequisite course based on extensive, documented work experience in the course discipline.

APPENDIX D

BLUEFIELD STATE COLLEGE MBA PROGRAM

FIVE-YEAR PROJECTION OF PROGRAM SIZE *

	<u>Year 1</u> (2020)	<u>Year 2</u> (2021)	<u>Year 3</u> (2022)	<u>Year 4</u> (2023)	<u>Year 5</u> (2024)
Number of Majors	20	30	35	40	50
FTE Majors (3 Semester Program)	15	22.5	23.75	30	35
Number of student credit hours generated by majors in the program	540	810	855	1080	1260
Number of Degrees to be granted annually	10	20	25	30	35

* Data is based on student and alumni surveys.

APPENDIX E

BLUEFIELD STATE COLLEGE MBA PROGRAM

Five-Year Projection of Total Operating Resources Requirements

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
A. FTE Positions					
1. Administrators	0.5	0.5	0.75	0.75	0.75
2. Full-time Faculty	2	2	2	3	3
3. Adjunct Faculty	2	3	4	5	6
4. Graduate Assistants	0	1	2	2	2
5. Other Personnel:					
a. Clerical Workers	1.00	1.00	1.00	1.00	1.00
b. Professionals	0	0	0	0	0
B. Operating Costs (Appropriated Funds Only)					
1. Personal Services					
a. Administrators	52,000	52,000	78,000	78,000	78,000
b. Full-time Faculty	182,000	182,000	182,000	273,000	273,000
c. Adjunct Faculty	8,000	12,000	18,000	24,000	30,000
d. Graduate Assts.	0	6,000	12,000	12,000	12,000
e. Non-academic Personnel					
Clerical	31,200	31,200	31,200	31,200	31,200
Professionals	0	0	0	0	0
Total Salaries	273,200	283,200	321,200	418,200	424,200

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
2. Current Expenses	8,000	9,000	10,000	12,000	14,000
3. Repairs and Alterations	4,000	4,000	5,000	5,000	6,000
4. Equipment					
Educational Equipment	8,000	10,000	15,000	20,000	30,000
Library Books	5,000	5,000	5,000	5,000	5,000
5. Nonrecurring Expense (Specify)	0	0	0	0	0
Total Operating Costs (2-5)	25,000	28,000	35,000	42,000	55,000
Total Costs (incl. Total Salaries)	298,200	311,200	356,200	460,200	479,200
C. SOURCES					
1. General Fund Approps. (Approp. Funds Only)	131,800	83,685	95,200	137,400	129,750
Reallocation New Funds (Check One)					
2. Federal Government (Non-approp. Funds Only)					
3. Private and Other (Specify) TUITION	200,000	300,000	350,000	400,000	500,000
Total All Sources	331,800	383,685	445,200	537,400	629,750

West Virginia Higher Education Policy Commission
Meeting of December 10, 2021

ITEM: Approval of Master of Arts in Education and Master of Arts in Curriculum and Instruction

INSTITUTION: Glenville State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Arts in Education and Master of Arts in Curriculum and Instruction degrees at Glenville State College, for implementation in August 2022. This approval expires two years from the date of Commission approval if the programs are not fully implemented.

STAFF MEMBER: Randall Brumfield

BACKGROUND:

Glenville State College proposes the implementation of the Master of Arts in Education and Master of Arts in Curriculum and Instruction programs, effective with the fall 2022 semester. This will be the first graduate degree programs for the institution. Glenville State College recently provided documentation that indicates the college has met the Higher Education Policy Commission criteria for institutions to offer master's degrees and subsequently began the planning process to establish the two programs.

The Master of Arts in Teaching will be a 36–48-hour credit course of study, varying by certification area; this includes 30 semester hours of coursework and a student teaching experience of 6 credit hours beyond the bachelor's degree. The Master of Arts in Teaching program offer the opportunity to acquire an initial teaching license in the following areas: Elementary Education (K-6), Biology (9-Adult), Chemistry (9-Adult), English (5-Adult), General Science (5-Adult), Mathematics (5-Adult), Social Studies (5-Adult), and Music (Pre-K-Adult). The MAT program will not offer initial licensure in Special Education; however, an endorsement for certification in Special Education may be added after the initial teaching license in a specialized area is earned.

Coursework for the master's program is designed for online delivery only. Courses will be offered every 7.5 weeks in the fall and spring with a total of four terms between fall and spring and one full term in summer.

Currently, no MAT programs are being offered in the geographic region of Central West Virginia and/or within a 50-mile radius from Glenville State College. Offering the graduate program will create a direct link between undergraduate and graduate-level

education for current students.

The Master of Arts in Curriculum and Instruction program will offer advanced education opportunities for teachers and educators who already have earned a bachelor's degree in education and have a teaching license or certificate of instruction.

The program will be fully online. The program will include 30 semester hours beyond the bachelor's degree. Courses will be offered every 7.5 weeks in the fall and spring with a total of four terms between fall and spring and one full term in summer.

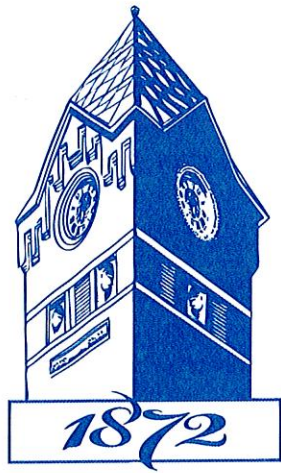
The college anticipates sufficient enrollment numbers to sustain both graduate programs. Seventy percent of Glenville State College's faculty have a terminal degree in field and meet the criteria to teach at the graduate level. New funding streams will not be needed to support the program. The expectation is that tuition revenues will be adequate to maintain these programs.

The proposals for the new degree programs have been approved by the appropriate entities of Glenville State College. Glenville State College's undergraduate teacher preparation program is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Following approval of the Master of Arts in Teaching and the Master of Arts in Curriculum and Instruction by the West Virginia Higher Education Policy Commission, Glenville State College must also secure final approval from the Higher Learning Commission and from the West Virginia Department of Education.

The following is recommended by the Academic Affairs staff:

- The Master of Arts in Education and Master of Arts in Curriculum and Instruction programs at Glenville State College be approved for implementation in Fall 2022.
- If the programs are not fully implemented by December 2023, the programs will no longer be considered approved by the West Virginia Higher Education Policy Commission and must be resubmitted for review and approval.
- In the 2025-26 academic year, the Commission will conduct a post-audit review of the programs to assess progress towards 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. Glenville State College may not add any new degree programs without specific approval from the U.S. Department of Education.



GLENVILLE STATE COLLEGE™

Glenville State College

November 05, 2021

New Program Proposal

Master of Arts in Teaching

Glenville State College

Effective Date of Proposed Action

August 01, 2022

Brief Summary Statement

The proposed online Master of Arts in Teaching graduate degree program is designed for individuals who have already earned a bachelor's degree and are seeking an initial teaching license or certificate of instruction in the Elementary Education, English Language Arts, Biology, Chemistry, General Science, Math, Music and Social Studies content areas at the Pre-K to 12 level. It is intended for those seeking opportunities to receive an initial teaching license, to advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation. Coursework and clinical experiences in educational settings will focus on innovations in teaching, student learning, curriculum development, pedagogy, assessment, mentoring, and community involvement.

6.2. Program Description

The online Master of Arts in Teaching is designed for members of the community who have already earned a non-education bachelor's degree and desire an initial teaching license. Content course requirements (36-48 hours) vary by certification area. Students entering the Master of Arts in Teaching program are seeking opportunities to receive an initial teaching license, advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation. Coursework and clinical experiences in educational settings will focus on innovations in teaching, student learning, curriculum development, pedagogy, assessment, mentoring, and community involvement.

6.2.1. Program Objectives:

The candidate for a Master of Arts in Teaching degree from Glenville State College will:

1. Successfully meet the requirements to receive a Professional Teaching License in West Virginia.
2. Apply advanced educational theory to practice.
3. Acquire advanced knowledge and skills in curriculum planning and implementation.
4. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.
5. Be able to utilize assessment and research strategies/methods for the benefit of the school district.
6. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.

Appendix I Program Objectives, includes a matrix aligning Master of Arts in Teaching courses to the program objectives.

6.2.2. Program Identification:

The Classification of Instructional Programs (CIP) code for the Master of Arts in Teaching graduate degree program is 13.1299.

6.2.3. Program Features:

6.2.3.a. Admissions and Performance Standards:

The proposed online Master of Arts in Teaching graduate degree program is designed for members of the community who have already earned a non-education bachelor's degree and desire an initial teaching license. Content course requirements (36-48 hours) vary by certification area. Students entering the Master of Arts in Teaching program are seeking opportunities to receive an initial teaching license, advance their knowledge, skills, and dispositions in

instruction, curriculum design, and evaluation. Coursework and clinical experiences in educational settings will focus on innovations in teaching, student learning, curriculum development, pedagogy, assessment, mentoring, and community involvement.

The Master of Arts in Teaching program offers the opportunity to acquire an initial teaching license in the following areas: Elementary Education (K-6), Biology (9-Adult), Chemistry (9-Adult), English (5-Adult), General Science (5-Adult), Mathematics (5-Adult), Social Studies (5-Adult), and Music (Pre-K-Adult). The Master of Arts in Teaching program will not offer initial licensure in Special Education; however, an endorsement for certification in Special Education may be added after the initial teaching license in a specialized area is earned.

The program applicants must meet the following requirements:

- Complete the application for admission to the Glenville State College graduate degree program.
- Have a minimum cumulative GPA of 2.8 in all undergraduate-level coursework and content specialization GPA of 2.80 with a grade of "C" or better for each course (verified by transcript analysis).
- Official transcripts need to be directly sent to Glenville State College. If the applicant earned the bachelor's degree at Glenville State College, transcripts are not necessary.
- Transcript analysis must be completed by Glenville State College Director of Graduate Studies and Registrar's Office to confirm the applicant's eligibility for program admission.
- Completion of a minimum of 50% of content course requirements (verified by a transcript analysis).
- Written 500-word essay describing the applicant's personal and professional background, including any teacher preparation, teaching field goal, and teaching experiences; description of current and long-range professional goals to establish the applicants' level of writing competency.
- Praxis exam required for admission:

Core Academic Skills for Educators: Reading 5713

Core Academic Skills for Educators: Writing 5723

Core Academic Skills for Educators: Mathematics 5733

Program candidates must meet the following performance standards:

- The candidate must maintain a minimum cumulative GPA of 3.0 for all graduate-level coursework.
- MA in Teaching graduate degree program must be completed within seven (7) calendar years.

6.2.3.b. Program Requirements:

The Glenville State College Master of Arts in Teaching graduate degree requires 36 credit hours of graduate coursework and the required content hours to meet licensure requirement. The table below provides the course number, title, description, and credit hours awarded for successful completion of the course. As a part of each course requirements, the candidate must successfully complete a signature assignment.

The courses listed do not include any undergraduate content courses the candidate may need to complete. New courses are identified with an asterisk.

Appendix II Course Outlines, includes course outlines for each course identified in Table I.

Table I. Required Courses MAT		
Course Number	Course Title and Description	Credit Hours
*EDUC 600	Research Methods This course is designed to equip master's level students to design and conduct their own empirical research and to understand and critique the existing research literature. The course will introduce the major concepts of quantitative design, qualitative design, mixed design and action research. Students will be prepared to create an appropriate research proposal that is both feasible and ethical that can address a research question of interest.	3
*EDUC 523	Foundations of Education A survey of the historical, philosophical, social, legal, and economic foundations which have influenced and continue to shape American education along with an introduction to current planning, instructional, and classroom management strategies. Co-requisite: 20 clock credits of guided observation focusing on the role of the teacher in a public school. (Clinical experience required)	3
*EDUC 525	Educational Psychology Study of the psychological principles underlying the processes of teaching and learning. Theoretical research and its application to instruction and pedagogy are explored with an emphasis on the implications for effective learning approaches, instruction, assessment, classroom management, and policy. Approaches will include investigation of behavioral, cognitive, and social-cognitive influences on human knowledge acquisition and motivation for achievement.	3

*EDUC 540	<p>Technology and Learning</p> <p>Explore, apply, and evaluate the potential and efficacy of emerging technologies in teaching and learning. Building on a structure of universal design for learning, the course will investigate leveraging technology to support student strengths and minimize barriers to learning. Approaches will include investigation of both synchronous and asynchronous distance learning platforms and applying instructional theory and learning standards across a range of options for both curriculum design and delivery.</p>	3
*EDUC 531	<p>Classroom Management</p> <p>The class incorporates analysis and application of various classroom management plans and designs. The course addresses instructional planning as well as planning for the implementation of effective management strategies. The course will discuss theories that relate basic personal needs to students' behavior and achievement. The course will interpret key concepts in behavioral intervention.</p> <p>Co-requisite: 20 hours field experience in public schools (Clinical experience required)</p>	3
*EDCI 534	<p>Specialized Methods</p> <p>An examination of theory and practical application of current evidence-based practices for education in the content areas inclusive of exceptional and culturally diverse learners. The course will examine and apply the state specific college and career readiness standards for the content area. Candidates will examine, apply, and critically reflect on the methods implementation in reading, writing, mathematics, science, and social studies.</p> <p>Co-requisite: 50 hours of field experience focusing on the methods of teaching implementation in their specific content area (e.g., elementary, reading, mathematics, science, or social studies). (Clinical experience required)</p>	3
*EDCI 610	<p>Advanced Assessment</p> <p>Study of the theoretical research and application of assessment as a foundation for effective instruction and leadership in the classroom environment. The development and affirmative application of practices in formative and summative assessment are explored, including universal design and differentiation for</p>	3

	culturally and linguistically diverse populations. The reciprocal relationship between alignment to curriculum standards and effective assessment will be emphasized.	
*EDSP 555	<p>Adv. Differentiated Instruction</p> <p>An overview of the theoretical approaches and practical application of current evidence-based instructional practices for educating exceptional and culturally diverse learners across educational settings including Universal Design for Learning (UDL). Analysis of instructional accommodations and modifications in meeting individual learning needs of exceptional students. Implementation of professional collaboration techniques in providing instructional differentiation.</p>	3
*EDSP 560	<p>Exceptional/Culturally Diverse Learners</p> <p>Study of the characteristics of learners with exceptionalities. An overview of the historical development and current legislation that guides assessment and implementation of educational practices for teaching exceptional and culturally diverse learners across educational settings. Analysis of the concepts of inclusion, instructional differentiation, professional collaboration, and family engagement and their role in the educational process.</p> <p>Co-requisite: 20 hours of field experience focusing on the characteristics of exceptional and culturally diverse learners. (Clinical experience required)</p>	3
*READ 510	<p>Literacy in Content Areas (Clinical experience required)</p> <p>This course is designed to provide a background in methodology and organizational systems necessary for teaching reading in middle and adolescent education. There is a special emphasis on reading in the content areas.</p> <p>Co-requisite: 15 hours of field experience focusing on teaching reading in a public school classroom setting. (Clinical experience required)</p>	3
*EDUC 680	<p>Internship/ Residency</p> <p>Internship Experience is an intensive (full-day), professional experience arranged and coordinated by the Director of Field Experiences in the GSC Department of Education. Candidates should not enroll in extra coursework, etc. that will interfere with the internship. Exceptions to this must be approved by the</p>	6

	<p>Director of Field Experiences. Candidates complete internship assignments in Pre-K-Adult public school(s) located in counties in West Virginia, as well as required seminars offered at the College.</p> <p>All candidates must complete all field and clinical components in a way that fully meets all academic and certification requirements as required by WV Board of Education policy. Substitute teaching does not fulfill requirements for academic and certification expectations. Work experience in education prior to admission to the program of study cannot be used to fulfill program requirements.</p>	
*designates a new course		

6.2.4. Program Outcomes:

Upon successful completion of the Master of Arts in Teaching graduate degree program, the candidates will be able to:

1. Seek initial teaching licensure.
2. Apply advanced educational theory to practice.
3. Integrate advanced knowledge and skills in curriculum planning and implementation.
4. Recognize, advocate and apply the principles of critical pedagogy and social justice.
5. Utilize assessment and research strategies/methods for the benefit of the school district.
6. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.

Appendix I Program Objectives, includes a matrix aligning Master of Arts in Teaching courses to the program objectives. Additionally, the successful program completer may be eligible for advanced salary classification per WVDE policy 5202.

6.2.5. Program Content

Glenville State College Mission

Glenville State College prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.

The Mission, shared above, speaks clearly to the connection between the ability to offer graduate programs and Glenville State College's continued dedication to serving the residents of central and greater West Virginia. The Mission informs the program to develop candidates into citizens who will be thoughtful, productive, engaged, and responsible; who will contribute to the well-

being of their community, state, nation, and world. The richness of the program experience in turn, will enable Glenville State College to continue to meet its' Mission.

6.2.5.a. The content and length

The content and length of the program will follow practices common to institutions of higher education. The Master of Arts in Teaching graduate degree program will include 30 semester hours of course work and a student teaching experience of 6 credit hours beyond the bachelor's degree. The program is designed for online delivery only. Courses will be offered every 7.5 weeks in the fall and spring with a total of four terms between fall and spring and one full term in summer.

6.2.5.b. N/A

6.2.5.c N/A

6.3. Program Need and Justification

6.3.1. Relationship to Institutional Goals/Objectives:

Glenville State College adheres to the following values: Service, Scholarship, Growth, Collaboration, Community, and Equity.

As a student-centered institution, the College's faculty and staff serve the curricular and co-curricular needs of its students. The College promotes the pursuit of knowledge, inquiry, and lifelong learning, and nurtures professional success through sustaining rigorous, research-based, curiosity-driven, and thought-provoking academic programs. It fosters the growth of quality academic programs that reflect the contemporary needs of its constituencies and advances the personal growth of individuals, the institution, and the community through responsible, innovative practices. The College supports partnerships and cooperation among individuals, departments, and the larger community through an environment that encourages teamwork, open communication, and trust. The College oversees its legacy, which includes delivering quality education, serving the public, and maintaining a safe, inviting, and healthy environment on and around its campus. And ultimately, it respects a culture of diversity and inclusivity at all levels, welcoming and valuing all members of the campus community.

The addition of robust graduate programs also align to the Glenville State College Objectives established for academic years 2021-2026. The Objectives, shared below, include a commitment to deliver quality education, to foster equity, to enhance financial position and community engagement.

Objectives

Deliver Quality Education. Glenville State College will enrich the educational, residential, and working environment at the College by providing relevant curricular and co-curricular programs, including supporting services to prepare students for a diverse, technological, and global workplace and society, and expanding access to an array of professional development opportunities for all members of the campus community.

Foster Equity. Glenville State College will celebrate the span of human diversity across national origins, religions, cultures, genders, and undeserved and historically underrepresented populations. The college will conduct itself in a responsible, fair, empathetic, and ethical manner.

Enhance Financial Position. Glenville State College will increase its financial strength through budgetary flexibility and innovation.

Enhance Community Engagement. Glenville State College will expand its impact on the community through strategic partnerships with public and private entities and will continue to support its relationship with the city of Glenville.

Providing of graduate programs to the residents of central West Virginia supports not only the goals and objectives of Glenville State College but also its' Values statements. Each of the Values of Glenville State College (service, scholarship, growth, collaboration, community, equity) are embedded in the objectives of the graduate program and therefore further support their application in practice by equipping candidates to have positive impact on their communities.

6.3.2. Existing Programs:

The West Virginia Higher Education Policy Commission West Virginia Higher Education Degree Inventory (<http://www.wvhepc.edu/resources/data-and-publication-center/degree-inventory/>) was used to identify existing graduate online programs similar to the one proposed by Glenville State College. A review of all West Virginia institutions of higher learning revealed the following offerings: Concord University, Fairmont University, Marshall University, and Shephard University. Glenville State College's Master program is oriented toward Central West Virginia counties, while other offerings are offered in locations removed from Central West Virginia. Therefore, currently no Master of Arts in Teaching graduate degree programs are being offered in the geographic region of Central West Virginia and/or within a 50-mile radius from Glenville State College.

6.3.3. Program Planning and Development:

Glenville State College applied for a grant from the WVHEPC (2019) that provided initial funding to work on the application for State approval. With this funding, Glenville State College appointed a faculty member, working with the Dean of Education, to draft the initial application and to develop and conduct a needs assessment.

Glenville State College utilized the process of shared governance in the development of the program. Glenville State College actively involved many constituencies including students, faculty, and administration in its planning and in the development of the curriculum and signature assessments.

The intent to offer graduate programs was presented to the President and the Board of Governors as an information item and then for approval. (2020)

Surrounding counties were surveyed for the need of this program. (September, 2020)

Initial application to offer graduate level programs submitted to HEPC. (October 14, 2020)

The West Virginia Higher Education Policy Commission granted provisional approval to seek permission to pursue the offering of Master's level degrees. (October 26, 2020)

The Glenville State College Education Preparation Program Advisory Council has supported the need for the program during the Fall 2020 EPPAC meeting. (October 26, 2020)

The intent to offer graduate programs was presented to department heads and faculty senate for discussion and support. (December 01, 2020)

Glenville State College Board of Governors presented a letter of support to the HLC. (December 16, 2020)

A committee composed of faculty from Education, Social Sciences and Language and Literature started developing the curriculum and course outlines for the program. (January, 2021)

The Glenville State College Curriculum Committee reviews the course outlines and draft catalog. (Fall semester, 2021)

The Higher Learning Commission (HLC) completed the Substantive Change visit supporting the request from Glenville State College to offer graduate programs. (August, 2021)

Glenville State College expects a letter from the HLC supporting the change to offer graduate programs no later than November 15, 2021.

Glenville State College plans to submit the required documents per Series 11 to the HEPC for the December 2021 meeting.

6.3.4. Clientele and Need:

The Glenville State College Master of Arts in Teaching graduate degree program is designed for individuals with a Bachelor degree not in Education who are interested in becoming a licensed educator in the state of West Virginia. The courses are designed to provide candidates with the pedagogical skills and content knowledge that will help them serve their communities as a licensed educator.

6.3.5. Employment Opportunities:

West Virginia continues to struggle with recruiting and retaining teachers to serve in public school classrooms. Over the past decade, nearly every county in West Virginia reported a shortage in a subject area. According to Learning Policy Institute (LPI), those shortages are greatest in mathematics, science, special education and elementary education (Taking the Long

View: State Efforts to Solve Teacher Shortages by Strengthening the Profession, Learning Policy Institute, 2018).

For the school year 2019-2020, 88.23% of all school (Title I and non-Title I) classes were taught by fully certified teachers (wveis.k12.wv.us/essa/personnel.html).

The U.S. Bureau of Labor Statistics projects the following demand growth 2020-2030 (nationally) for teachers:

Kindergarten and Elementary School 7%

Middle School Teachers 7%

High School Teachers 8%

Special Education 8%

(<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.html>)

The fully online Master of Arts in Teaching graduate degree program will positively impact the recruitment efforts by providing a learning community for individuals seeking to become licensed teachers. The successful program completer may be eligible for advanced salary classification per policy 5202. The professional development and economic support will encourage individuals to join the profession, therefore reducing the shortage of licensed teachers in West Virginia.

6.3.6. Program Impact:

The proposed online Master of Arts in Teaching graduate degree program is designed for individuals who have already earned a bachelor's degree and are seeking an initial teaching license or certificate of instruction in the Elementary Education, English Language Arts, Biology, Chemistry, General Science, Math, Music, and Social Studies content areas at the Pre-K to 12 level. It is intended for individuals seeking opportunities to advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation.

In addition, offering of the graduate program will create a direct link between undergraduate and graduate-level education for current Glenville State College students. Senior undergraduate students will be allowed to begin to take graduate level courses if the student meets the requirements established in the graduate catalog. Students enrolled in the degree program will be eligible to seek services from the Writing Center and Math tutoring.

6.3.7. Cooperative Arrangements:

Glenville State College will utilize existing agreements with the public school boards of surrounding counties for the clinical practice requirements for the Master of Arts in Teaching. Due to the online delivery of the graduate courses, Glenville State College will seek additional

agreements with county boards for areas where students reside and no pre-existing agreement exists.

6.3.8. Alternatives to Program Development:

There are no alternatives for a Master of Arts in Teaching degree. The degree is designed to offer those who have a non-education Bachelor's degree the opportunity to complete the requirements for a Master degree and initial teaching licensure in West Virginia.

6.4. Program Implementation and Projected Resource Requirements

6.4.1. Program Administration:

The admissions process will be a collaborative effort with offices that are already in place: Admissions, Registrar, Financial Aid, and the Department of Graduate Studies. Once the program begins to grow, the Department will become more autonomous. The Office of Admissions will collect the material required for admission and pass the documents along to the Director of Graduate Studies. The Director will review the documents and make a decision whether to fully admit the applicant and will assist the student with the enrollment process.

A Director of Graduate Studies, who will be a faculty member with administrative responsibilities, will be appointed to lead the Department of Graduate Studies. As the program grows, this position would transition into a full-time administrator, likely a Dean position. The Director will be responsible for coordinating with the Registrar and Admissions Offices to admit students into the graduate programs. The Director would also advise students in the programs, coordinate course schedules, rotations, and assign faculty to teach courses.

The Department of Graduate Studies will be an academic department, with the Director reporting directly to the Provost. Following are some additional highlights about the organization of the graduate programs:

- The Department of Graduate Studies will have its own catalog.
- The Department will receive administrative assistance from the Office of Academic Affairs.
- Graduate programs will be housed in a newly formed Department of Graduate Studies; with the intent that it eventually transitions to a College of Graduate Studies.

6.4.2. Program Projections:

Appendix III Five-Year Projection Of Program Size, includes the required Series 11 Form 1. Glenville State College anticipates that five (5) students will enroll in the first year of the program. It is expected that the students will be able to take not more than six hours per semester

and may need to complete required undergraduate content courses. Based on this expectation, students will be estimated expect to graduate after year two, and each year thereafter. Glenville State College foresees a matriculation rate of 90%.

Glenville State College expects the program to be fully developed within five years. The head count at the end of five years should be 10 with the FTE of seven (7).

6.4.3. Faculty Instructional Requirements:

The Higher Learning Commission, Glenville State College's accrediting body, requires faculty teaching in graduate programs hold a terminal degree, determined by the discipline, and have a record of research, scholarship, or achievement appropriate for the graduate program. Faculty appointments to teach graduate courses will be awarded based on faculty having qualifications that meet Higher Learning Commission's expectations. Faculty approved to teach graduate courses may have dual appointments in both an undergraduate department and the Department of Graduate Studies.

A form has been created for initial recommendation of faculty credentials. This form is required for initial approval and when the proposed courses change. In addition to this form, a Curriculum Vitae and official transcripts must be filed with the Provost's Office two weeks prior to the first day of the semester.

Seventy percent of Glenville State College's faculty have a terminal degree in their field and meet the criteria to teach at the graduate level. This number also meets the West Virginia Higher Education Policy Commission's threshold that an institution should have to offer graduate programs.

Faculty with a dual appointment will be expected to teach 24 hours per academic year as part of their contract. Dual appointment faculty will be expected to have 25% of their teaching going toward graduate courses and 75% going toward the undergraduate courses. Overload pay will be applied after they teach beyond the 24th hour in an academic year. If the faculty members are teaching graduate courses, then they will be compensated at a higher rate than faculty who are not members of the Department of Graduate Studies.

6.4.4. Library Resources and Instructional Materials:

The Robert F. Kidd Library has numerous resources available to support an online graduate program in education. The bulk of these resources include consortium holdings that have been developed to benefit multiple institutions through collective pricing arrangements with suppliers of digital materials that are made accessible off-site through ez-proxy identification methods. These include upgraded academic database holdings, free inter-library loan services through WorldCat® access, and a robust e-Book collection developed over the past 12 years.

Starting in 2020, several state higher education institutions have combined their resources to supply multiple academic databases to their students. This EBSCOhost platform consortium enabled Glenville State College to add Academic Search Complete, Education Source,

Sportdiscus, and MLA International Bibliography to its holdings. Along with our JSTOR subscription and other applicable database holdings through the consortium, Glenville State College now offers full-text access to over 12,000 reputable journals to benefit a master's degree level curriculum and a multitude of abstracts to assist in locating additional materials for inter-library loan.

Glenville State College also provides access to the ERIC database and have one of the largest collections of ERIC microfiche that can be digitally reformatted and provided to students electronically. Along with this access to scholarly journals, Glenville State College has assisted in building and continue to build an e-Book collection of over 84,000 titles through an agreement with Overdrive and 11 other state libraries, including a university and the largest public library in the state.

6.4.5. Support Service Requirements:

Glenville State College already has the infrastructure necessary to deliver online classes.

Glenville State College utilizes the learning management system (LMS) Brightspace. Brightspace will be used for presenting course materials for all graduate programs. The LMS landing page will be modified to provide tutorials, information, and services pertinent to Graduate students. Information can include the Graduate Catalog, Graduate Council information, supportive services (discussed below) and scholarship.

Glenville State College is researching creating graduate student organizations such as a Graduate Student Council.

Glenville State College is planning to develop and implement graduate level tutoring. In conjunction with resources available through the GSC Writing Center, graduate tutoring would be available to students in research methods and statistics. If available, graduate tutors will be qualified for the position based on previous performance in a similar research methods and statistics course.

Tutors would be trained in conducting and interpreting statistical analyses within Jeffrey's Amazing Statistics Program (JASP), the open-source statistical package that will be utilized in the associated graduate courses (<https://jasp-stats.org/>) or other similar statistical packages. Tutoring would take place online through the Microsoft Teams platform. Students requesting assistance would be able to book times with the tutor through a Glenville State College website link. Statistics tutors would also assist in correctly stating research questions, operational definitions, and APA formatting for statistical analyses.

For students unable to meet with tutors or consultants, links to external resources will be available. The external links and resources will be attached to the LMS landing page and the Glenville State College website.

6.4.6. Facilities Requirements:

Glenville State College anticipates minimal additional space or facilities for the proposed program. The Education department will be moved to Clark Hall to provide the space required to support the program.

6.4.7. Operating Resource Requirements:

Appendix IV Five-Year Projection Of Total Operating Resources Requirements, includes the required Series 11 Form 2. Form 2 provides a summary of operating resource requirement by object of expenditure.

6.4.8. Source of Operating Resources:

Appendix III and IV provide an overview of sources of operating resources based on the projections in Form 1. Glenville State College expects the program to become self-sufficient when the first year enrollment meets the projected number of student credit hours generated. Glenville State College does not expect to be required to re-allocate resources to the program during the initial five years of development.

6.5. Program Evaluation

6.5.1. Evaluation Procedures:

The annual assessment of the Master of Arts in Teaching graduate degree program will be carried out following the guidelines set forth by the Glenville State College Assessment Committee. The program assessment report will be submitted for review starting with the completion of first academic year of the Master of Arts in Teaching graduate degree program.

Internally, programs are reviewed annually through the Glenville State College Assessment report (Appendix V Assessment Plan MAT). Draft assessment documents are included to show the internal process.

The Master of Arts in Teaching (MAT) graduate degree program will be reviewed internally and externally following the Glenville State College Academic Policy 26 Program Review. The program review is on a five year schedule and will include (5.1.2.) a process for external review that includes at least one reviewer, either external to Glenville State College or to the academic unit under review, as an outside evaluator for each program reviewed. The program review consists of the following core components:

4.1.1. Mission;

4.1.2. Faculty;

4.1.3. Curriculum;

4.1.4. Resources;

- 4.1.5. Student learning outcomes;
- 4.1.6. Other learning and service activities;
- 4.1.7. Viability; and
- 4.1.8. Program improvement.

The Master of Arts in Teaching graduate degree program will be offering initial educator licensure and will undergo Council for the Accreditation of Educator Preparation (CAEP) evaluation for accreditation.

The CAEP initial level license granting standards focus on five areas:

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program.

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and

capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The Master of Arts in Teaching program anticipates seeking initial accreditation within three years of program implementation or once 10 candidates have completed the program (Policy 5100 12.4.1).

Each content area of specialization will meet the established standards identified and established by its Specialized Professional Association (SPA).

The Master of Arts in Teaching graduate degree program is aligned to the National Board for Professional Teaching Standards' (NBPTS) five Core Propositions. The five propositions are as follows;

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Alignment to the five Core Propositions provides an opportunity for candidates to advance to NBPTS certification status upon completing their Master of Arts in Teaching degree program, if applying to the NBPTS and when meeting all NBPTS standards.

6.5.2. Accreditation Status:

Glenville State College is fully accredited by the Higher Learning Commission (HLC) and its initial license granting education programs are fully accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The Master of Art in Teaching (MAT) graduate degree program does offer additional licensure or certification and will require CAEP certification (Initial or Advanced) (CAEP Consolidated Handbook, Revised January 31, 2020pp. 10-11).

Appendix I
Program Objectives Matrix

MAT Program Objectives

- | | | | | | |
|--|---|---|---|--|---|
| 1. Successfully meet the requirements to receive a Professional Teaching License in West Virginia. | 2. Apply advanced educational theory to practice. | 3. Acquire advanced knowledge and skills in curriculum planning and implementation. | 4. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice. | 5. Be able to utilize assessment and research strategies/methods for the benefit of the school district. | 6. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population. |
|--|---|---|---|--|---|

EDCI 534	EDCI 534	EDCI 534	EDCI 534	EDCI 610	EDCI 534
EDCI 610	EDSP 555	EDSP 555	EDCI 610	EDSP 560	EDCI 610
EDUC 523	EDUC 523	EDSP 560	EDSP 555	EDUC 600	EDSP 555
EDSP 555	EDUC 525	EDUC 540	EDSP 560	READ 510	EDSP 560
EDSP 560	EDUC 531	EDUC 680	EDUC 540		EDUC 540
EDUC 540	EDUC 680	READ 510	EDUC 525		EDUC 600
EDUC 600	READ 510		EDUC 531		EDUC 531
EDUC 531			EDUC 680		EDUC 680
EDUC 680					
READ 510					

Appendix II
Course Outlines



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER

AND TITLE:

EDUC 600 Research Methods

CREDIT HOURS:

3

CATALOG DESCRIPTION:

This course is designed to equip master's level students to design and conduct their own empirical research and to understand and critique the existing research literature. The course will introduce the major concepts of quantitative design, qualitative design, mixed design and action research. Students will be prepared to create an appropriate research proposal that is both feasible and ethical that can address a research question of interest.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Students will demonstrate an understanding of quantitative, qualitative, mixed methods, and action research methodology, including the ability to discern the appropriate circumstances for the use of each.
2. Students will evaluate the literature within their areas of research interest.
3. Students will plan a quantitative, qualitative, mixed methods, and/or action research methods project.
4. Students will be able to interpret findings obtained from quantitative, qualitative, mixed methods, and/or action research methods.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: Oct 11 2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER AND TITLE: EDUC 523: Foundations of
Education

CREDIT HOURS: 3

CATALOG DESCRIPTION:

A survey of the historical, philosophical, social, legal, and economic foundations which have influenced and continue to shape American education along with an introduction to current planning, instructional, and classroom management strategies.

PREREQUISITES: None

COREQUISITES: 20 hours of field experience focusing on the role of the teacher in a public school.

LEARNING OBJECTIVES:

1. Integrate the historical and philosophical foundations of education with personal experience, newly-acquired knowledge, and enhanced self-awareness.
2. Demonstrate by critical analysis an understanding of the structure, administration, and management of public schools and classrooms.
3. Identify and explain the contributions of the major historical and current pioneers in educational theory and practice.
4. Summarize classic and current scholarship on teaching and learning.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

DATE:

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: 10/26/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER

AND TITLE:

EDUC 525 Educational Psychology

CREDIT HOURS:

3

CATALOG DESCRIPTION:

Study of the psychological principles underlying the processes of teaching and learning. Theoretical research and its application to instruction and pedagogy are explored with an emphasis on the implications for effective learning approaches, instruction, assessment, classroom management, and policy. Approaches will include investigation of behavioral, cognitive, and social-cognitive influences on human knowledge acquisition and motivation for achievement.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Analyze the contributions of major theorists to understand the techniques of learning and its application to instruction and pedagogy.
2. Identify how theoretical approaches inform current learning approaches and instruction.
3. Review theoretical implications for the classroom environment and assessment.
4. Describe behavioral, cognitive, and social-cognitive influences on human knowledge acquisition and student motivation.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR:

DATE:

REVIEWED BY DEPARTMENT
CHAIRPERSON:

J. Hunter

DATE: 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER AND TITLE: EDUC 540 Technology and Learning

CREDIT HOURS: 3

CATALOG DESCRIPTION:

Explore, apply, and evaluate the potential and efficacy of emerging technologies in teaching and learning. Building on a structure of universal design for learning, the course will investigate leveraging technology to support student strengths and minimize barriers to learning. Approaches will include investigation of both synchronous and asynchronous distance learning platforms and applying instructional theory and learning standards across a range of options for both curriculum design and delivery.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Apply learner-driven instructional design principles to make effective use of emerging technologies.
2. Apply collaborative strategies for students learning in a technology-enhanced environment and the global-digital community.
3. Design appropriate learning opportunities employing emerging technologies to support the diverse needs of and equity for different learners.
4. Evaluate emerging technologies from a pedagogical perspective.
5. Advocate for digital citizenship.
6. Lead and model the promotion of safe, legal, and ethical practices with technologies.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:** _____

DATE: _____

**REVIEWED BY DEPARTMENT
CHAIRPERSON:** J. Hunter

DATE: 10/07/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER AND TITLE: EDUC 531 Classroom Management **CREDIT HOURS:** 3

CATALOG DESCRIPTION:

The class incorporates analysis and application of various classroom management plans and designs. The course addresses instructional planning as well as planning for the implementation of effective management strategies. The course will discuss theories that relate basic personal needs to students' behavior and achievement. The course will interpret key concepts in behavioral intervention.

PREREQUISITES: None

COREQUISITES: 20 hours of field experience in a public school setting focusing on the classroom management strategies.

LEARNING OBJECTIVES:

1. Differentiate trends in classroom management research and practice.
2. Analyze strategies for establishing and maintaining a positive school climate.
3. Develop guidelines for classroom behavior standards and provide a rationale for time spent early in the year teaching standards to students.
4. Identify strategies to effectively address student defiance and other behaviors that cause significant disruption.
5. Critique problem-solving strategies used to help students effectively prevent and respond to ongoing academic and behavior problems at both classroom and school levels.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR: _____ **DATE:** _____

REVIEWED BY DEPARTMENT
CHAIRPERSON: J. Hunter **DATE:** 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER

AND TITLE:

EDCI 534 Specialized Methods

CREDIT HOURS:

3

CATALOG DESCRIPTION:

An examination of theory and practical application of current evidence-based practices for education in the content areas inclusive of exceptional and culturally diverse learners. The course will examine and apply the state specific college and career readiness standards for the content area. Candidates will examine, apply, and critically reflect on the methods implementation in reading, writing, mathematics, science, and social studies.

PREREQUISITES: Fully accepted in the education program

COREQUISITES: 50 hours of field experience focusing on the methods of teaching implementation in their specific content area (e.g., elementary, reading, mathematics, science, or social studies).

LEARNING OBJECTIVES:

1. Identify, plan and implement standards and evidence-based practices (EBP) for specific content areas.
2. Create cooperative learning approaches with standards and evidence-based practices in specific content areas.
3. Analyze effective technology applications to enhance the delivery of specific practices.
4. Identify and implement practices to assist in the inclusion of exceptional and culturally diverse learners in specific content areas.
5. Reflect on the efficacy and delivery of best practices in specific content areas.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

DATE:

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER

AND TITLE:

EDCI 610 Advanced Assessment

CREDIT HOURS:

3

CATALOG DESCRIPTION:

Study of the theoretical research and application of assessment as a foundation for effective instruction and leadership in the classroom environment. The development and affirmative application of practices in formative and summative assessment are explored, including universal design and differentiation for culturally and linguistically diverse populations. The reciprocal relationship between alignment to curriculum standards and effective assessment will be emphasized.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Apply basic principles of sound and affirmative assessment practices for addressing specific educational needs.
2. Select or develop formative and summative assessment methods appropriate to support instructional and equitable decision making.
3. Administer, score, and interpret the results of norm-referenced and curriculum-based assessment instruments.
4. Utilize assessment results in instructional planning, teaching, developing curriculum, and school improvement.
5. Effectively and ethically communicate assessment results to families and relevant professionals.
6. Recognize and act against unethical assessment methods and uses of assessment information.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

DATE:

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: 10/05/2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDSP 555 Advanced Differentiated Instruction

3

CREDIT HOURS: _____

CATALOG DESCRIPTION: An overview of the theoretical approaches and practical application of current evidence-based instructional practices for educating exceptional and culturally diverse learners across educational settings including Universal Design for Learning (UDL). Analysis of instructional accommodations and modifications in meeting individual learning needs of exceptional students. Implementation of professional collaboration techniques in providing instructional differentiation.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Identify individual learning differences and unique needs of exceptional learners while designing inclusive learning environments.
2. Identify theoretical and philosophical principles of instructional differentiation and universal design for learning while designing inclusive learning environments for exceptional learners.
3. Articulate characteristics of differentiated curriculum and its application to teaching exceptional learners in inclusive learning environments.
4. Plan for and implement evidence-based instructional differentiation strategies to teaching exceptional learners in inclusive learning environments.
5. Apply UDL principles in assessing the academic progress of exceptional learners in inclusive learning environments.
6. Apply principles of instructional differentiation and universal design for learning while planning for the behavior interventions in inclusive learning environments.
7. Identify practices for effective collaboration with families, school personnel, and other professionals in providing differentiated instruction for exceptional learners in inclusive learning environments.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:** _____

**REVIEWED BY DEPARTMENT
CHAIRPERSON:** _____

J. Hunter

DATE: 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDSP 560 Exceptional/Culturally Diverse Learners

CREDIT HOURS: 3

CATALOG DESCRIPTION: Study of the characteristics of learners with exceptionalities. An overview of the historical development and current legislation that guides assessment and implementation of educational practices for teaching and assessing exceptional and culturally diverse learners across educational settings. Analysis of the concepts of inclusion, instructional differentiation, professional collaboration, and family engagement and their role in the educational process.

PREREQUISITES: None

COREQUISITES: 20 hours of field experience focusing on the characteristics of exceptional and culturally diverse learners.

LEARNING OBJECTIVES:

1. Discuss historical development and origins of special education.
2. Summarize current legislation guiding instruction and assessment and implementation of instruction for students with exceptionalities.
3. Compare evaluation and identification strategies of students with exceptionalities as well as common issues related to assessment.
4. Identify and discuss continuum of placement and evidence-based instructional approaches for teaching students with exceptionalities as well as common issues.
5. Critique issues related to the multicultural and bilingual aspects of special education including instruction and assessment.
6. Illustrate family role in special education and identify current evidence-based family engagement practices.
7. Identify the roles of professionals involved in educating students with exceptionalities and examine the importance of collaboration in assessment, implementation of instruction, and transition.
8. Identify and discuss disability categories as defined by IDEA 2004: Prevalence, characteristics, evaluation, and instructional considerations of exceptional learners across categories.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER **READ 510 Literacy in Content** **CREDIT HOURS:** **3**
AND TITLE: Areas

CATALOG DESCRIPTION:

This course is designed to provide a background in methodology and organizational systems necessary for teaching reading in middle and adolescent education. There is a special emphasis on reading in the content areas.

PREREQUISITES: None

COREQUISITES: 15 hours of field experience focusing on teaching reading in a public school classroom setting.

LEARNING OBJECTIVES:

1. Evaluate theories of literacy and its role in content areas.
2. Identify and implement strategies learners can use to comprehend, interpret, and evaluate content specific texts.
3. Explain the importance of vocabulary and apply guiding principles for vocabulary instruction.
4. Utilize writing as a complement to reading as a way to learn in the content areas.
5. Compare traditional assessments and authentic assessments for content area reading.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR: _____

DATE: _____

REVIEWED BY DEPARTMENT
CHAIRPERSON: J. Hunter

DATE: 10/19/2021

☒ **New Course**☐ **Revised Course****COURSE NUMBER** EDUC 680 Student Teaching
AND TITLE: _____**CREDIT HOURS:** 6**CATALOG DESCRIPTION:**

Full week (5 days per week) full-time classroom observation and teaching including co-teaching and co-planning in required programmatic level and content specialization in which the teacher candidate is seeking licensure. Student teaching is completed under the direct supervision of public school and college personnel.

PREREQUISITES:

- Full Admission Status to Teacher Education
- Completion of all MAT course work with a grade of B or higher
- Pass required Praxis exams (Praxis Core, PLT, Praxis II)

COREQUISITES:

LEARNING OBJECTIVES: *Objectives are based on the Interstate New Teacher Assessment Support and Consortium Standards (InTASC), as well as the West Virginia Professional Teaching Standards (WVPTS). Skills and behaviors noted below are assessed on the Professional Semester Evaluation (PSE). All teacher candidates must achieve a rating of Acceptable or higher on the final PSE for successful completing of student teaching.*

- I. Learner Development
 - The teacher candidate has enthusiasm for the discipline he/she teaches.
 - The teacher candidate develops positive rapport with students.
- II. Learner Differences
 - The teacher candidate differentiates instruction to meet the individual learning needs of students.
 - The teacher candidate carries out planned inclusion and modifications based on the needs of the students.
 - The teacher candidate makes students feel valued and helps them learn to value each other.
- III. Learning Environments
 - The teacher candidate maintains a structured/consistent classroom environment.
 - The teacher candidate is aware of the entire learning environment.
 - The teacher candidate utilizes appropriate proximity control through the lesson.
 - The teacher candidate models correct grammar.
- IV. Content Knowledge
 - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches.

- The teacher candidate creates learning experiences that are meaningful to students.
- V. Innovative Applications of Content
 - The teacher candidate effectively utilizes technology.
 - The teacher candidate develops lessons that encourage creativity, innovation, and problem-solving.
- VI. Assessment
 - The teacher candidate uses both informal and formal assessment to enhance student learning, and evaluate learner progress and performance.
 - The teacher candidate checks for understanding throughout the lesson.
 - Assignments are graded and returned in a reasonable amount of time.
 - The teacher candidate uses a variety of questioning strategies, including an emphasis on higher level questioning skills.
- VII. Planning for Instruction
 - Lesson plans are complete and up-to-date with corresponding WV Content Standards and Objectives.
 - The teacher candidate utilizes resources to enhance the lesson.
 - The teacher candidate is well organized/prepared.
- VIII. Instructional Strategies
 - The teacher candidate uses a variety of instructional strategies to enhance the lesson.
 - The teacher candidate engages students throughout the lesson.
 - The teacher candidate interacts with all students throughout the lesson.
 - The teacher candidate models effective voice projection and inflection, as well as eye contact.
 - The teacher candidate models effective lesson flow.
- IX. Professional Learning and Ethical Practice
 - The teacher candidate dresses professionally.
 - The teacher candidate is punctual.
 - The teacher candidate remains current in their field and participates in a variety of professional development activities.
 - The teacher candidate applies suggestions from previous evaluations (formal or informal).
 - The teacher candidate reflects on his/her teaching performance and makes adjustments based on data.
- X. Leadership and Collaboration
 - The teacher candidate works collaboratively with colleagues.
 - The teacher candidate develops positive relationships with students.
 - The teacher candidate maintains confidentiality of student information.
 - The teacher candidate models the ethical principles of the profession.

OTHER RELEVANT INFORMATION:

West Virginia Teacher Performance Assessment (WVTPA) or other nationally normed Professional Teaching Assessment, as well as Capstone Portfolio Assessment will be completed during Student Teaching.

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

10/19/2021

Appendix III
Five-Year Projection Of Program Size

FIVE-YEAR PROJECTION OF PROGRAM SIZE

First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
----------------------	--------------------------	-------------------------	--------------------------	-------------------------

Number of Students
Served through Course
Offerings of the Program:

Headcount:	5	8	8	10	10
FTE:	4	5	5	7	7

Number of
student credit
hours generated
by courses within
the program
(entire academic
year):

90	144	144	144	180	180
----	-----	-----	-----	-----	-----

Number of Majors:

Headcount:	5	8	8	10	10
FTE majors:	4	5	5	7	7

Number of
student credit
hours generated
by majors in the
program (entire
academic year):

90	144	144	144	180	180
----	-----	-----	-----	-----	-----

Number of
degrees to be
granted (annual
total):

0	0	0	4	4	4
---	---	---	---	---	---

Appendix IV

Five-Year Projection Of Total Operating Resources Requirements

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
A. FTE Positions					
1. Administrators	0.25	0.25	0.25	0.25	0.25
2. Full-time Faculty	0.00	0.50	0.50	0.50	0.50
3. Adjunct Faculty	1.00	0.75	0.75	0.75	0.75
4. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
5. Other Personnel:	0.00	0.00	0.00	0.00	0.00
a. Clerical Workers	0.25	0.25	0.25	0.25	0.25
b. Professionals	0.00	0.00	0.00	0.00	0.00
Note: Include percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personnel Services:					
a. Administrators	5000.00	5000.00	5000.00	24375.00	24375.00
b. Full-time Faculty	0.00	39000.00	39000.00	39000.00	39000.00
c. Adjunct Faculty	10500.00	6300.00	6300.00	6300.00	6300.00
d. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
e. Non-Academic Personnel:					
Clerical Workers	8320.00	8320.00	8320.00	8320.00	8320.00
Professionals	0.00	0.00	0.00	0.00	0.00
Total Salaries	23820.00	58620.00	58620.00	77995.00	77995.00

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
2. Current Expenses	7580.00	7620.00	7620.00	4805.00	4805.00
3. Repairs and Alterations	0.00	0.00	0.00	0.00	0.00
4. Equipment:					
Educational Equipment	5000.00	0.00	0.00	0.00	0.00
Library Books	5000.00	0.00			0.00
5. Nonrecurring Expense (specify)					
Total Costs	41400.00	66240.00	66240.00	82800.00	82800.00

C. Sources

1. General Fund Appropriations (Appropriated Funds only)					
Reallocation					
New funds (check one)					
2. Federal Government (Non-appropriated Funds Only)					
3. Private and other (specify)	41400.00	66240.00	66240.00	82800.00	82800.00
Total All Sources	57960.00	66240.00	41400.00	57960.00	57960.00
	0.00	0.00	0.00	0.00	0.00

Note: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers (use another sheet if necessary)

A. FTE Positions

It is calculated tha the MAT will require 0.25 Administrator FTE during the first 5 years

GSC will start the program using adjunct or overload for year 1-5. Year 1 is projected at 1.0 FTE, 0.75 for years 2-5

A faculty will be added at 0.5 FTE in the Graduate program beginning with year 2

Support FTE of 0.25 is projected for years 1-5

B. OPERATING COSTS (Appropriated Funds Only)

1.a. The Director of Graduate Studies will be paid as a stipend of \$5000 per year for years1-3 and 0.25 FTE cost years 4-5

1.b The faculty position is calculated at 0.5 FTE and includes 1.30 cost to cover benefits

1.c. Adjunct/overhead is calculated year one to cover all course offerings. Year two the cost are projected to cover 27 hours per avademic year

1.e. Clerical worker is calculated at 0.25 of a current support staff cost with benefits

2. Current expenses cover the costs to offer a program on campus (disposable supplies,secure file storage etc)

4. Educational Equipment cover the costs of equipment for faculty and students

Library Books supports additional books, data base costs, materials for the library to support the graduate program demands

C. Sources

3. Private and other projected revenue at number of hours per student *\$460

Note: Total costs should be equal to total sources of funding

Appendix V
Assessment Plan MAT



GLENVILLE
STATE COLLEGE

Assessment Report

Master of Arts in Teaching

Department of Graduate Studies
20XX-20XX

200 High Street, Glenville, West Virginia 26351

Telephone: 304.462.6345

Fax: 304.462.4049

<http://www.glenville.edu>

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ACTIONS TAKEN ON PREVIOUS CYCLE ACTION PLAN

This is the first annual program assessment; there are no previous action plan items.

MISSION STATEMENT

(Clearly worded and concise)

VISION STATEMENT

(Future Goals)

LEARNING OUTCOMES

Students will:

1. Apply advanced educational theory to practice.
2. Acquire advanced knowledge and skills in curriculum planning and implementation.
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.
- 6.

MATRIX OF LEARNING OUTCOMES AND COURSES

Learning Outcomes	Courses										
	EDUC 512	EDUC 523	EDUC 525	EDUC 510	EDUC 531	EDCI 534	EDCI 610	EDSP 510	EDSP 522	READ 510	EDUC 680
1. Apply advanced educational theory to practice.		X	X								
2. Acquire advanced knowledge and skills in curriculum planning and implementation.					X	X					
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.										X	X
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.	X						X				
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.								X	X		

ASSESSMENT PLAN

The Master of Arts in Teaching uses a system of signature assignments to assess student learning. Signature assignments are developed to address the specific learning objectives of each course, which are then aligned with the program learning outcomes. Each assignment is assessed through rubrics; data is collected and analyzed.

Descriptions of signature assignments and rubrics for each assignment are located in Appendix I

ASSESSMENTS OF LEARNING OUTCOMES

Learning Outcomes	Where/how Assessed
1. Apply advanced educational theory to practice.	Course: EDUC 523 Foundations of Education Signature Assignment: Educational Philosophy Paper Assessment: Rubric
	Course: EDUC 525 Educational Psychology Signature Assignment: Descriptive Psychological Case Study Assessment: Rubric
2. Acquire advanced knowledge and skills in curriculum planning and implementation.	Course: EDUC 531 Classroom Management Signature Assignment: Comprehensive Classroom Management Plan Assessment: Rubric
	Course: EDCI 534 Specialized Methods Signature Assignment: Evidenced-Based Practices Critical Review and Implementation Assessment: Rubric
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.	Course: READ 510 Literacy in Content Areas Signature Assignment: Literacy Position Statement Assessment: Rubric
	Course: EDUC 680 Student Teaching Signature Assignment: Capstone Portfolio Assessment: Rubric
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.	Course: EDUC 512 Educational Research Methodology Signature Assignment: Research Project Assessment: Rubric
	Course: EDCI 610 Advanced Assessment Signature Assignment: Critical Assessment and Intervention Plan and Report Assessment: Rubric
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.	Course: EDSP 510 Advanced Differentiated/Instructional Applications Signature Assignment: Instructional Differentiation Project Assessment: Rubric
	Course: EDSP 522 Exceptional/Culturally Diverse Children, Learning Disabilities Signature Assignment: Skill Identification and Instruction Plan Assessment: Rubric

ASSESSMENT FINDINGS

ACTION PLAN

List the action steps the department will take to improve the program and assessments.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
- (and so on)

BUDGET NEEDS

*[Include in this section any budget items, based on current data, that the Program will need going forward. These should match the Action Items listed above and are over and above your department's regular budget. Please fill in the blanks below to the best of your ability. **NOTE:** You are not required to fill this page out if there is nothing you need beyond your budget.]*

1.
 - Rationale for item:
2.
 - Rationale for item:
3.
 - Rationale for item:

If you need an example, please contact Melody Wise, the Assessment Coordinator.

ISSUES CONCERNING THE STRATEGIC PLAN

Please briefly answer the following to the best of your ability. All department members should be a part of this discussion. While we are not assessing departments in the following areas, it is productive to think about these things. Consider what your department plans to do.

1. Diversity: How has your department fostered diversity? Think in terms not only of student recruitment and faculty hires, but also in terms of course instruction. If your department has not been involved in diversity this past year, what do you plan to do next year?
2. Retention: What specific ways does your department enhance retention of students in the program and in individual classes (especially general education courses)? If your department has not been involved in retention this past year, what do you plan to do next year?
3. Service to the Community: What processes does the department have in place to provide service opportunities for students and faculty? How do faculty, if they are able, provide service to the community? If your department has not been involved in community service this past year, what do you plan to do next year?

APPENDIX I: ASSIGNMENTS AND ASSESSMENTS

Note: Candidates must successfully complete the signature assignment in each course to pass the course.

EDUC 523 Foundations of Education: Educational Philosophy Paper

Assignment Description: Candidate will develop a formal, written version of their educational philosophy. The statement will be fully referenced, speak to their research and lived experience and include a reflection document. The video presentation of the philosophy statement will be posted on the LMS.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Connection to Learners		Makes clear connections to contemporary learners and their needs	Makes a connection to contemporary learners	Makes no connection to the needs of contemporary learners
Contemporary Educational Philosophy		Is able to connect their educational philosophy to contemporary theorists	Makes clear connection	Makes no connection to a contemporary theorist
Reflection		Reflection shows deep thought aligned with the GSC Skilled, Reflective, Responsive teacher model (SRRT)		
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDUC 525 Educational Psychology: Descriptive Psychological Case Study

Assignment Description: A Descriptive Psychological Case Study describes a student in terms of pre-existing psychological theory. The subject is presented in terms of pre-existing theory regarding development. The case study involves an invented school-age child for observation and includes these sections: 1) Background, 2) Developmental Description, 3) Description and Rationale for Educational Methodologies, and 4) Reflection.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Acceptable	Unacceptable
Background	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Candidate effectively develops background to allow for connecting the subject to theory presented in class.	Candidate effectively develops background to allow for connecting the subject to theory presented in class.	Candidate ineffectively develops background not allowing for connecting the subject to theory presented in class.
Developmental Description	1. Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Candidate creates a highly-detailed developmental description of the child in terms of behavioral, cognitive, and social-cultural development as connected to theory presented in the class.	Candidate creates a developmental description of the child in terms of behavioral, cognitive, and social-cultural development as connected to theory presented in the class.	Candidate creates a developmental description of the child that does not include all aspects of behavioral, cognitive, and social-cultural development as connected to theory presented in the class.
Description and Rationale for	8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies	Candidate describes and provides a highly-detailed theoretically-	Candidate describes and provides a theoretically-based rationale for the	Candidate describes and provides a theoretically-based rationale for the

Educational Methodologies	to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	based rationale for the appropriate educational aspects for the child in terms of; learning approaches, the learning environment, assessment, and prosocial development.	appropriate educational aspects for the child in terms of; learning approaches, the learning environment, assessment, and prosocial development.	appropriate educational aspects for the child in terms of; learning approaches, the learning environment, assessment, and prosocial development.
Reflection	Function 4D: The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students	A thorough and thoughtful reflection on the process of planning and developing a case study. Reflection includes what was learned and how it might be of future use.	A detailed reflection on the process of planning and developing a case study.	Little reflection on the process of planning and developing a case study.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDUC 510 Technology and Learning (Emerging Technology): Critical Assessment and Intervention Plan and Report

Assignment Description: Create a problem-based or project-based learning digital media unit plan using the template provided so that it meets four of the ISTE student standards. Also create a teacher-made student exemplar to model for students what is possible. The assignment will be submitted two times. Students will use emerging instructional technologies, hardware and web-based of their choice. Please be aware, it will likely require more than two digital tools to meet the two standards. This will be submitted twice. Once in draft form by the end of the fifth week of class and then the final revised version by the end of the eighth week of class. Draft versions will be returned to the student within one week of initial submission with formative feedback from the instructor.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/Component	Aligned Standards	Target	Acceptable	Unacceptable
Unit Plan Standards: Learning Goals, Technology Standards, Curricular Resources	2 b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. 5 a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Highly detailed and specific learning goals to include the name, number, and description of the WV College and Career Readiness standards aligned to the unit plan instruction. Meets four included ISTE Student standards. Curricular resources including all technology resources to be used.	Specific learning goals to include the name, number, and description of the WV College and Career Readiness standards aligned to the unit plan instruction. Meets two included ISTE Student standards. Curricular resources including technology resources to be used.	WV College and Career Readiness standards not aligned to the unit plan instruction. Meets no ISTE Student standards.
Unit Plan Goal and Assessment	2 a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 3 b. Establish a learning culture that promotes	Specific and measurable “big goal” that is directly aligned to the academic standards being taught. Formative assessments that will effectively measure students’ progress on the	Specific “big goal” that is well aligned to the academic standards being taught. Formative assessments that will measure progress on standards being taught.	No “Big goal” No formative assessment is present. No summative assessment is present.

	curiosity and critical examination of online resources and fosters digital literacy and media fluency. 6 d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	academic standards being taught. Summative assessment is a highly detailed rubric measured student created project.	Summative assessment is a rubric measured student created project.	
Project or Problem Based Learning	4 b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4 c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally. 6 a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.	Unit plan reflects the course provided resources regarding the components and structure of project and problem-based learning. Plan demonstrates thoughtful consideration of both the purpose and possibilities of project and problem-based learning.	Unit plan reflects the course provided resources regarding the components and structure of project and problem-based learning.	Unit plan does not demonstrate an understanding of project and problem-based learning.
Student and Teacher Technology Use Calendar and Daily Lesson Progression	5 a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Student use of technology leverages emerging technologies to highly engage students and substantially enhance their learning. Student use is substantially greater than teacher use. Teacher use of technology leverages emerging technologies. Calendar and daily lessons demonstrate a logical development of understanding and application by students.	Student use of technology incorporates long-established technologies. Student technology use is less than teacher use. Teacher employs long-established technologies. Calendar and daily lessons may not demonstrate development of understanding and application by students.	Student use of technology is passive. Teacher employs long-established technologies. Calendar and daily lessons do not demonstrate a logical development of understanding and application by students.
Student Project Model	2 a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 3 b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. 6 d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Submits a "student project model" that demonstrates exemplary completion of the digital media output of the project or problem-based learning unit.	Submits a "student project model" that demonstrates adequate completion of the digital media output of the project or problem-based learning unit.	No student project model submitted.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn,	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

	teach and work in a global, digital society			
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EDUC 531 Classroom Management: *Comprehensive Classroom Management Plan*

Assignment Description: Candidates will create a Comprehensive Classroom Management Plan of four sections: 1) Philosophy of Classroom Management, 2) Relevant and Meaningful Curricula, 3) Theory of Classroom Management, and 4) Classroom Plan Dissemination

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/Component	Aligned Standards	Target	Emerging	Unacceptable
Philosophy of Classroom Management	WVTPS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	Provides a rationale for classroom management and impact of student engagement.	Provides a philosophy but fails to provide a rationale.	Does not include a philosophy for classroom management.
Relevant and Meaningful Criteria	WVTPS Function 1A: The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.	Critically examines and provides examples of authentic curriculum and differentiation as they relate to classroom management.	Provides examples but fails to describe how they relate to classroom management.	Does not provide examples of authentic curriculum and differentiation.
Theory of Classroom Management	WVTPS Function 2A: The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.	Provides a rationale for the selection of the theory and the connection between theory and practice to address complex needs of the learning environment.	Selects a theory but fails to identify a connection between theory and practice.	Does not identify a theory.
Classroom Plan Dissemination	WVTPS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	Integrates theory and practice to include parents and school wide behavior support.	Describes a theory but fails to describe how to include parents or utilize school wide intervention supports.	Does not include a plan to include parents and school wide intervention supports.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDCI 534 Specialized Methods: *Evidenced-Based Practices Critical Review and Implementation*

Assignment Description: Identify three evidence-based practices for a specific content area to include Reading, Writing, Mathematics, Science, and Studies. Critically review the same three evidence-based practices for cognitive development, implementation, adaptability, and alignment. Develop a unit plan that incorporates all of the same evidenced-based practices. Reflect on the implementation of evidence-based practices.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Acceptable	Unacceptable
Evidence-based practices identification and review	Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Candidate critically reviews the three evidence-based practices for <ul style="list-style-type: none"> Targeted area of cognitive development Implementation within various educational settings (e. g. cooperative learning, direct instruction, inquiry-based instruction, etc.) Adaptability for exceptional and culturally diverse learners Alignment with personal philosophy of education 	Candidate critically reviews the three evidence-based practices for <ul style="list-style-type: none"> Targeted area of cognitive dev. Implementation within various educational settings. Adaptability for exceptional and culturally diverse learners 	Candidate critically reviews the fewer than three evidence-based practices for
Unit Plan		Candidate develops a unit plan that effectively implements the three evidenced-based practices. Unit plan is learner-centered and incorporates cooperative learning activities. Unit plan incorporates adaptations for culturally and linguistically diverse students.	Candidate develops a unit plan that effectively implements the two evidenced-based practices. Unit plan is learner-centered and incorporates cooperative learning activities.	Candidate develops a unit plan that effectively implements the two evidenced-based practices. Unit plan is learner-centered and incorporates cooperative learning activities.
Reflection		A thorough and thoughtful reflection on the process of planning and developing a unit plan incorporating evidenced-based practices. Reflection includes what was learned and how it might be of future use.	A detailed reflection on the process of planning and developing a unit plan incorporating evidenced-based practices.	Little reflection on the process of planning and developing a unit plan incorporating evidenced-based practices.
APA Style, Grammar, Usage, & Mechanics	WVPTS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDUC 610 Advanced Assessment: Critical Assessment and Intervention Plan and Report

Assignment Description: Develop a baseline, formative, and summative assessment plan to determine the specific needs of a student in a targeted core area of instruction. Develop a baseline assessment plan that is comprehensive in the targeted area. Develop an intervention and monitoring plan directly aligned to collected assessment data. Monitor two weeks of intervention. Write a report using a pseudonym.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Summary of assessment plan and results	NBPTS 1 A: Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly. WVPTS Function 1E: The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and	A comprehensive summary including reliability and validity statistics for all assessments administered, the rationale for choosing the assessments, and detailed report of the assessment findings.		

	students' information to guide future learning.			
Detailed description and efficacy of intervention efforts	NBPTS 3 D: Teachers Regularly Assess Student Progress WVPTS Function 2A: The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. ISTE: 5 a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	A detailed and specific description of the intervention process including a summary of the efficacy of the interventions with a graphical representation depicting student performance over the term of the intervention.		
Plan and rationale for continued efforts at intervention	NBPTS 4 A: Teachers Make Difficult Choices That Test Their Professional Judgment. WVPTS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	A detailed and specific description of a plan for continued intervention efforts for the student and a rationale for maintaining current efforts or suggestions for a change in direction.		
Report to the family	NBPTS 5 B: Teachers Work collaboratively with Families ISTE 7 c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	A report to the family that is both accessible and informative. Avoids the use of technical jargon and professional acronyms.		
Reflection	WVPTS Function 4C: The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.	Submits an insightful and highly detailed reflection that speaks to the purpose of the assignment, the learning achieved, and considers ways to self-improve beyond the scope of the assignment.		
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDSP 510 Advanced Differential/Instructional Applications: *Instructional Differentiation Project*

Assignment Description: Candidates will define the theoretical principles as well as provide empirical evidence to support the application of instructional differentiation and Universal Design for Learning in providing instruction in inclusive learning environments. Candidates will evaluate the existing curriculum used in the content area of their choice. Then they will modify one unit of the chosen curriculum by applying the principles of instructional differentiation and Universal Design for Learning. The candidates will identify the contextual factors (student characteristics, classroom setting)

that influence student learning, develop an assessment plan, and a plan for instruction corresponding to the appropriate standards. They will also provide a visual representation of the unit plan as well as related assessment data to show the evidence on student learning.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Theoretical Background of the Instructional Differentiation and Universal Design for Learning	InTASC: 5 WVPTS: 4A CEC: 6 ISTE: 5C	Defines major principles of instructional differentiation and Universal Design for Learning; discusses its relevance in creating inclusive classroom environment and addressing the individual learning needs of students.	Defines major principles of instructional differentiation and Universal Design for Learning; discusses its relevance in addressing the individual learning needs of students.	Defines major principles of instructional differentiation and Universal Design for Learning.
Empirical Evidence to Support the Instructional Differentiation and Universal Design for Learning	InTASC: 5 WVPTS: 4A CEC: 6 ISTE: 5C	Provides comprehensive literature review that includes analysis of 6-8 research articles on instructional differentiation and Universal Design for Learning.	Provides a summary of 6-8 research articles on instructional differentiation and Universal Design for Learning.	Provides a summary of less than 6-8 research articles on instructional differentiation and Universal Design for Learning.
Description of the Learner Characteristics	InTASC: 1 WVPTS: 2A CEC: 1 ISTE: 5A	Identifies student characteristics at a class- and individual student-level (age, gender, race, ethnicity, SES profile, students with disabilities) and discusses their implications for learning.	Identifies student characteristics at a class- and individual student-level (age, gender, race, ethnicity, SES profile, students with disabilities).	Identifies student characteristics at a class- and/or individual student-level (age, gender, race, ethnicity, SES profile, students with disabilities).
Description of the Setting	InTASC: 3 WVPTS: 2A CEC: 2 ISTE: 5A	Identifies classroom-wide characteristics of the setting (physical classroom set up, teacher-student ratio, availability of technology, seating arrangement) and discusses their implications for learning.	Identifies classroom-wide characteristics of the setting (physical classroom set up, teacher-student ratio, availability of technology, seating arrangement).	Broadly describes classroom setting without providing relevant details.
Description of the Curriculum	InTASC: 4 WVPTS: 3A CEC: 3 ISTE: 5A	Describes content area, name, publisher, and brief description of the curriculum; provides brief critique of its correspondence to the UDL principles and adaptability for instructional differentiation.	Describes content area, name, publisher, and brief description of the curriculum.	Describes content area, name, and publisher of the curriculum.
Unit Map	InTASC: 4 WVPTS: 3A, 3 D CEC: 3 ISTE: 5A, 5B	Provides visual representation of the unit structure, including individual lessons, activities, and assessment.	Provides visual representation of the unit structure, including individual lessons.	Provides visual representation of the unit.
Standards and Instructional Goals	InTASC: 4 WVPTS: 3A CEC: 3 ISTE: 5A	Identifies unit-level and individual lesson-level learning goals; aligns them with state and national standards.	Identifies unit-level and individual lesson-level learning goals; aligns them with state standards.	Identifies unit-level and/or individual lesson-level learning goals.
Assessment Plan	InTASC: 6 WVPTS: 3E CEC: 4 ISTE: 7A, 7B	Provides description and examples of the unit-level and individual lesson-level assessments aligned with instructional goals; provides rationale for using them.	Provides description and examples of the unit-level and individual lesson-level assessments aligned with instructional goals.	Provides description of the unit-level and/or individual lesson-level assessments.
Instructional Strategies	InTASC: 7 WVPTS: 3A CEC: 5	Provides description and examples of the unit-level and individual lesson-level	Provides description and examples of the unit-level and individual lesson-level	Provides description of the unit-level and/or

	ISTE: 5A	instructional strategies aligned with instructional goals; provides rationale for using them.	instructional strategies aligned with instructional goals.	individual lesson-level instructional strategies.
Technology	InTASC: 5 WVPTS: 3A, 3E CEC: 3 ISTE: 5A, 7A, 7B	Provides description of the technology used for instruction and assessment; provides rationale for using it.	Provides description of the technology used for instruction and assessment.	Provides description of the technology used for instruction or assessment.
Presentation and Interpretation of Data	InTASC: 6 WVPTS: 3E CEC: 4 ISTE: 7A, 7B, 7C	Provides graphical representation of pre-assessment data as well as data used for progress monitoring; provides interpretation of data and discusses its implications for instruction.	Provides graphical representation of pre-assessment data as well as data used for progress monitoring.	Provides graphical representation of pre-assessment data.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDSP 522 Exceptional/Culturally Diverse Children, Learning Disabilities: *Skill Identification and Instruction Plan to promote Self-Determination and Quality of Life for Students with Disabilities.*

Assignment Description: Candidates will identify a job in the community (e.g., fast-food restaurant, department store) and a recreational setting (e.g., bowling alley, movie theater, football stadium) often held by /frequented by local high school students. They will visit one of each type of settings, observe, and identify the specific skills or activities that would be required to work in that setting or play in the second setting. The candidates will describe the adaptations that would be required for a student to hold that job or participate in the recreational activity.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Theoretical Background of the Quality of Life and Self-Determination principles	InTASC: 5 WVPTS: 4A CEC: 6 ISTE: 5C	Defines major principles of the Quality of Life and Self-Determination; discusses its relevance in addressing the individual needs of students in preparation for post-school life.	Defines major principles of the Quality of Life and Self-Determination; discusses its relevance in addressing the individual needs of students.	Defines major principles of the Quality of Life and Self-Determination
Description of the Learner Characteristics	InTASC: 1 WVPTS: 2A CEC: 1 ISTE: 5A	Identifies and student characteristics at a class- and individual student-level (age, gender, race, ethnicity, SES profile, students with disabilities) and discusses their implications for learning.	Identifies student characteristics at a class- and individual student-level (age, gender, race, ethnicity, SES profile, students with disabilities).	Identifies student characteristics at a class- and/or individual student-level (age, gender, race, ethnicity, SES profile, students with disabilities).
Description of the Settings (physical layout, size, etc.).	InTASC: 3 WVPTS: 2A CEC: 2 ISTE: 5A	Identifies characteristics of the setting (physical layout, size, accessibility, etc.), and discusses their implications for teaching target skills.	Identifies characteristics of the setting (physical layout, size, accessibility, etc.).	Broadly describes the setting without providing relevant details.
Unit Map (skills required, corresponding	InTASC: 4 WVPTS: 3A, 3 D CEC: 3	Provides visual representation of the unit structure, including	Provides visual representation of the unit	Provides visual representation of the unit.

adaptation that would be needed)	ISTE: 5A, 5B	individual lessons, activities, and assessment.	structure, including individual lessons.	
Standards and Instructional Goals	InTASC: 4 WVPTS: 3A CEC: 3 ISTE: 5A	Identifies unit-level and individual lesson-level learning goals; aligns them with state and national standards.	Identifies unit-level and individual lesson-level learning goals; aligns them with state standards.	Identifies unit-level and/or individual lesson-level learning goals.
Assessment Plan	InTASC: 6 WVPTS: 3E CEC: 4 ISTE: 7A, 7B	Provides description and examples of the unit-level and individual lesson-level assessments aligned with instructional goals; provides rationale for using them.	Provides description and examples of the unit-level and individual lesson-level assessments aligned with instructional goals.	Provides description of the unit-level and/or individual lesson-level assessments.
Instructional Strategies	InTASC: 7 WVPTS: 3A CEC: 5 ISTE: 5A	Provides description and examples of the unit-level and individual lesson-level instructional strategies aligned with instructional goals; provides rationale for using them.	Provides description and examples of the unit-level and individual lesson-level instructional strategies aligned with instructional goals.	Provides description of the unit-level and/or individual lesson-level instructional strategies.
Technology	InTASC: 5 WVPTS: 3A, 3E CEC: 3 ISTE: 5A, 7A, 7B	Provides description of the technology used for instruction and assessment; provides rationale for using it.	Provides description of the technology used for instruction and assessment.	Provides description of the technology used for instruction or assessment.
Presentation and Interpretation of Data	InTASC: 6 WVPTS: 3E CEC: 4 ISTE: 7A, 7B, 7C	Provides graphical representation of pre-assessment data as well as data used for progress monitoring; provides interpretation of data and discusses its implications for instruction.	Provides graphical representation of pre-assessment data as well as data used for progress monitoring.	Provides graphical representation of pre-assessment data.
APA Style, Grammar, Usage, & Mechanics	WVPTS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

READ 510 Literacy in Content Areas: *Literacy Position Statement*

Assignment Description: This assignment is designed to assist students in developing a philosophy of literacy in the content areas. Students will be going into schools where the teachers don't believe they have time to teach literacy strategies to their students and students will need to be well grounded as to the longer-term value of learning strategy instruction. Candidates will develop a position statement articulating their understanding of adolescent literacy and how it connects to their content area. They will need to synthesize theory, research, and best practice from the course readings, activities, and assignments into a cohesive, coherent philosophy. The final product should be a well-organized presentation of key points with support from theory and research.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Acceptable	Unacceptable
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Status of Literacy	WVTPS Function 1B: The teacher has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.	References a WIDE variety of resources from in and out of class; Ideas are FULLY developed and supported; STRONG evidence of synthesis	References a variety of resources from in and out of class; Ideas are SOMEWHAT developed and supported; SOME evidence of synthesis	References a FEW resources from in and out of class; Ideas are WEAKLY developed and/or NOT supported; LITTLE evidence of synthesis
Importance of Being Literate	WVTPS Function 1D: The teacher involves students whenever appropriate in designing instruction in a manner that engages students in a sequence of meaningful instructional activities that support the West Virginia Content Standards and Objectives and that result in intentional student learning.	Connections between content literacy and real life literacy needs are CLEARLY connected and articulated; Details and reasoning area RELEVANT and INSIGHTFUL	Connections between content literacy and real life literacy needs are connected and articulated; Details and reasoning area MOSTLY relevant and SOMEWHAT insightful	Connections between content literacy and real life literacy needs are VAGUELY connected or WEAKLY articulated; Details and reasoning area IRRELEVANT and/or NOT evident
Literacy and Content Area	WVTPS Function 1A: The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.	Ideas are CLEARLY summarized and DEEPLY insightful; They STRONGLY articulate the relationship between students' literary experiences and the challenges of content reading and writing	Ideas are CLEARLY summarized and MOSTLY insightful; They articulate the relationship between students' literary experiences and the challenges of content reading and writing	Ideas are LOOSELY summarized and/or LACK insight; Connections are UNCLEAR or DON'T articulate the relationship between students' literary experiences and the challenges of content reading and writing
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.	Partly meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation with three or four errors.	Does not meet APA guidelines for citation, organization, style, mechanics, grammar, and punctuation with more than five errors.

EDUC 680 Student Teaching: WV TPA

Assignment Description: West Virginia Teacher Performance Assessment (WV TPA) requires that teacher candidates draw on pedagogical and content knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact. The WV TPA includes seven performance tasks: 1) Contextual Factors, 2) Standards and Goals, 3) Assessment Plan, 4) Design for Instruction, 5) Implementation and Reflection on Daily Instruction, 6) Impact on Student Learning, and 7) Reflection and Self-Evaluation.

Assessment: The WV TPA is evaluated by college-based faculty. A four-point rating scale on each rubric reflects the same descriptors as a beginning teacher would see in West Virginia. The scoring on the WV TPA uses the same scale used for evaluating in-service teachers in West Virginia. Candidates are assessed on a 4-point Likert scale: "Distinguished" or "4 points", "Accomplished" or "3 points", "Emerging" or "2 points", and "Unsatisfactory" or "1 point". Candidates must score "Emerging" or better on each descriptor in each rubric in order to satisfactorily complete the WV TPA. Candidates who score an "Unsatisfactory" on any item are required to remediate and/or re-do the WV TPA.

WVTPA Assessment Collection – Grade Sheet (4.0) Semester _____

	Task Elements	4	3	2	1	Comments
Task 1	Implications of Community, School, & Family Factors					
	Implications of Classroom Factors					
	Implications of Individual Student Factors					
Task 2	Alignment of Standards & Learning Goals					
	Learning Goals					
	Anticipated Student Challenges					
Task 3	Alignment with Learning Goals					
	Assessment Criteria/Technical Soundness					
	Balance of Assessments					
Task 4	Factors in Planning					
	Consultation					
	Instructional Strategies					
	Rationale for Instructional Strategies					
	Learning Resources (including technology)					
	Differentiated instruction					
Task 5	Classroom Set-up and Organization					
	Classroom and Behavior Management					
	Flexibility					
	Questioning Strategies					
	Student Engagement					
Task 6	Clarity and Representation of Evidence					
	Interpretation of Data					
	Evidence of Impact					
Task 7	Insights on Teaching and Learning					
	Professional Collaborative Practice					
	Implications for Future Teaching					
	Professional Growth					

EDUC 680 Student Teaching: *Capstone Portfolio*

Assignment Description: During the final weeks of the internship semester, teacher candidates complete a Capstone Assessment – Portfolio Presentation and Interview. The Capstone Assessment will contain the contents listed below and will include artifacts that demonstrate mastery of each of the ten InTASC standards (Interstate New Teacher Assessment Support and Consortium Standards).

Interns must include one artifact for each InTASC standard – total of 10 artifacts to support InTASC. This will be for the 2nd placement of internship.

Teacher Education faculty review the portfolio before the actual digitally recorded presentation and interview to check off portfolio enhancements. Interns are made fully aware of portfolio requirements at the beginning of the internship semester during campus professional development days. Interns have ten (10) minutes to explain artifacts and their connection to the InTASC standards. Interns are also required to reference the Specialized Professional Association Standards that are related to their specialization area(s) as a portfolio enhancement.

Interns must successfully complete the Capstone Assessment, as evaluated by the Capstone Assessment Rubric, before being recommended for graduation and teaching licensure.

ET = Exceeds Target (4) T = Target (3) A = Acceptable (2) U = Unacceptable (1) <i>Interns receiving U must redo and resubmit.</i>			
InTASC #1: Learner Development: The teacher understands how learners grow and develop, recognizing patterns of learning and development may vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 1b</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate modifies and implements developmentally appropriate and challenging learning experience based on learner needs across all developmental domains such as small group activities, cooperative group activities, one on one, partner work, and individual work.	Candidate implements developmentally appropriate and challenging learning experiences based on learner needs across two of more developmental domains.	Candidate implements developmentally appropriate learning experiences based on learner needs in the cognitive area of development only.	Candidate does not create or implement developmentally appropriate and challenging learning experiences based on learner needs.
<i>Comments:</i>			
InTASC #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 1a</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate implements a variety of differentiation strategies and actively addresses all diverse cultures and communities such as ethnic diversity, cultural diversity, and English language learners. This also includes meeting needs of students with exceptionalities including inclusion and modification.	Candidate implements differentiation strategies, but does not actively address all diverse cultures and communities present in classroom such as students with exceptionalities and/or students needing additional remediation and enrichment.	Candidate implements differentiation strategies, but does not address diverse cultures and communities or exceptionalities.	Candidate does not implement differentiation strategies.
<i>Comments:</i>			
InTASC #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 1c</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate builds provides a strong learning environment that is conducive to learning and all students are actively engaged in learning, including self-regulation, motivation, and collaborative learning. Candidate designs and implements own behavior management plan.	Candidate builds a strong learning environment that is conducive to learning where students are actively engaged, practice self-regulation, are motivated but does not address collaborative learning. Candidate follows partner teacher's behavior management plan.	Candidate attempts to provide a positive classroom environment, but only some students are engaged in active learning.	Candidate does not provide a positive classroom environment that is conducive to learning.
<i>Comments:</i>			
InTASC #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 5b</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate demonstrates a high level of understanding he/she is teaching and provides learning experiences that are meaningful to students and connected to real world applications.	Candidate demonstrates depth and breadth of content he/she is teaching including real world applications and meaningful learning experiences for students.	Candidate demonstrates understanding of content he/she is teaching, but does not provide meaningful learning experiences for students	Candidate does not understand the content he/she is teaching and lessons are not meaningful for students.
<i>Comments:</i>			

InTASC #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 5c</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate connects learning to personal experiences for students, engages students, and critical thinking, creativity, and collaborative problem solving such as research projects, presentations, performance assessments, and practical applications and includes technology in teaching and learning.	Candidate connects learning to personal experiences for students, engages students, and critical thinking, creativity, and collaborative problem solving such as research projects, presentations, performance assessments, and practical applications.	Candidate connects content areas to personal experiences for students, but does not engage students in critical and creative thinking and does not address local and global issues including use of technology.	Candidate does not connect content areas in meaningful ways including critical thinking, creativity, and collaborative problem solving.
<i>Comments:</i>			
InTASC #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 3c</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate uses formative and summative assessments to effectively drive instruction and assessments are aligned to learning outcomes. Candidate develops and implements teacher-made assessments, incorporates commercial assessments (as necessary), designs checklists, and provides continual evidence for checking mastery.	Candidate uses formative and summative assessments to effectively drive instruction and assessments are aligned to learning outcomes. Candidate does not design teacher-made assessments.	Candidate uses formative and/or summative assessments, but they are not aligned to learning outcomes.	Candidate does not use formative and/or summative assessments to drive instruction.
<i>Comments:</i>			
InTASC #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and that community context.(SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 5a</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate uses knowledge of students to design learning experiences that engage and challenge all students and alignment between learning objectives and standards is clearly articulated. Candidate brings in outside community resources, guest speakers, and/or implements virtual field trips.	Candidate uses knowledge of students to design learning experiences that engage and challenge all students and alignment between learning objectives and standards is clearly articulated. Candidate's plans lack inclusion of community resources.	Candidate plans lessons based on students' needs and learning goals, but alignment between learning objectives and standards is unclear.	Candidate does not plan lessons based on students' needs and learning goals.
<i>Comments:</i>			
InTASC #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 4b</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate selects and utilizes appropriate instructional tools (including use of technology) and/or strategies that are creative and engaging to develop deep understanding of content areas. Candidate demonstrates use of variety of teaching strategies which are connected to authentic,	Candidate selects and utilizes appropriate instructional tools (including use of technology) and/or strategies that are creative and engaging to develop deep understanding of content areas. Candidate demonstrates use of variety of teaching strategies which are	Candidate selects instructional tools and/or strategies, but does not implement them when teaching.	Candidate does not utilize instructional tools and/or strategies during teaching to support student learning.

meaningful learning activities. Candidate implements small group activities, whole group direct instruction, active learning, and other developmentally appropriate teaching strategies.	connected to authentic, meaningful learning activities.		
<i>Comments:</i>			
InTASC #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 6b</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate engages in GSC and school provided professional development and implements it. Candidate actively seeks feedback from partner teacher and college supervisors. Candidate reflects on teaching and adjusts as necessary for students' learning. Candidate participates in additional workshops, trainings, and/or conferences such as math conferences, early education conferences, reading conferences, Dr. Seuss activities, STEM/STEAM activities, etc.	Candidate engages in GSC related professional development and implements it. Candidate actively seeks feedback from partner teacher and college supervisors. Candidate reflects on teaching and adjusts as necessary for students' learning.	Candidate engages in available professional development, but does not utilize it in the classroom. Candidate reflects on classroom practices, but does not utilize findings. Candidate accepts, but does not use feedback given.	Candidate does not engage in professional development when given the opportunity. Candidate does not reflect on classroom practices, nor does he/she accept constructive feedback.
<i>Comments:</i>			
InTASC #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learners growth, and to advance the profession. (SRRT Concepts - CK, PK, LK, Pr/PhK, RK, RP)			
<i>SPAs: NAEYC 6c</i>			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate understands the roles and responsibilities of being a teacher both inside and outside of the classroom including but not limited to attending Open House, parent teacher conferences, athletic and academic events. Candidate collaborates with families and professionals to maximize student learning. Candidate takes a leadership role in organizing and/or assisting partner teacher in school events such as school carnivals, family nights, movie nights, etc.	Candidate understands the roles and responsibilities of being a teacher both inside and outside of the classroom including attending Open House, parent teacher conferences, athletic and academic events. Candidate collaborates with families and professionals to maximize student learning.	Candidate understands classroom responsibilities but does not carry them out nor does candidate collaborate with all necessary individuals to enhance student learning.	Candidate does not collaborate with others to enhance student learning and does not take a leadership role in the classroom.
<i>Comments:</i>			
PORTFOLIO REQUIREMENTS			
Oral Presentation—Dispositions			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate explained all 10 artifacts to fully support InTASC standards as well as student engagement. Candidate displayed positive dispositions such as enthusiasm and passion. Candidate followed standard use of English with no errors. Candidate was professionally dressed and arrived on time for interview.	Candidate explained at least 8 of the 10 artifacts to fully support InTASC standards as well as active learning and student engagement. Candidate displayed positive dispositions such as enthusiasm and followed standard use of English with 5 or less errors. Candidate was professionally dressed and arrived on time for interview.	Candidate attempted to explain each artifact to support InTASC standards as well as active learning and student engagement. Candidate displayed some positive dispositions such as enthusiasm. Candidate did not follow standard use of English. Candidate was professionally dressed and arrived on time for interview.	Candidate did not explain each artifact to support the InTASC standards as well as active learning and student engagement. Candidate did not display positive dispositions. Candidate did not follow standard use of English. Candidate was not professionally dressed and did not arrive on time for interview.

<i>Comments:</i>			
Ability to Field Questions from Reviewers			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate answered all questions from reviewers and provided further information without prompting.	Candidate answered questions from reviewers, but further clarification was needed including additional prompting from reviewers.	Candidate attempted to answer questions from reviewers, but struggled and was not able to answer reviewer questions.	Candidate did not answer questions from reviewers.
<i>Comments:</i>			
Appearance and Organization of Portfolio (follow list of components on the back page of this rubric – Your separate components should be evident in the portfolio. Enhancements such as noted below are optional.			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidate's portfolio was organized including title page, table of contents, section dividers, enhancements including photos, examples of student work and additional artifacts as chosen by candidate such as letters from principal and/or partner teachers, certificates of professional development, and educational quotes throughout portfolio.	Candidate's portfolio was organized including title page, table of contents, section dividers, enhancements including photos, but no examples of student work.	Candidate's portfolio contained tenets of organization including title page, table of contents, and section dividers, but did not include enhancements and examples of student work.	Candidate's portfolio was lacked organization by not including title page, table of contents, section dividers, and enhancements such as photos and examples of student work.
<i>Comments:</i>			
Written Rationales (A written rationale is necessary for each of the artifacts. 10 artifacts – 10 written rationales)			
ET – Exceeds Target	T – Target	A – Acceptable	U - Unacceptable
Candidates included detailed written rationales for each artifact, written rationales were at least 3 paragraphs in length and contained fewer than 3 grammatical errors.	Candidate included written rationales for each artifact and were 2-3 paragraphs in length, but contained more than 3 grammatical errors.	Candidate included written rationales for each artifact, but rationales were only 3-5 sentences and contained more than 5 grammatical errors.	Candidate did not include written rationales for each artifact.
<i>Comments:</i>			

PORTFOLIO REQUIRED COMPONENTS (THESE ARE REQUIRED AND MUST BE INCLUDED)

Each of the following sections must be include.	
Title Page	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Resume	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Personal Educational Philosophy	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Performance Evaluations (both placements)	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
InTASC Written Rationales/Artifacts (10 – from 2 nd placement)	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Special Professional Associations Standards (one or two page overview is acceptable)	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Transcripts/Praxis Scores (from EdNet and from your ETS score reports)	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Reflective Writing (2 examples)	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
Evidence of Student Learning Papers	Included Yes <input type="checkbox"/> No <input type="checkbox"/>
WV TPA Final Grade Sheet	Included Yes <input type="checkbox"/> No <input type="checkbox"/>

OVERALL COMMENTS AND RECOMMENDATIONS:

SRRT (TEU Conceptual Model) Key:

*CONTENT KNOWLEDGE: Content Knowledge refers to carefully planned and sequenced course of general studies and content area studies designed to be interwoven with the overarching perspectives of professional studies and growth.

*PEDAGOGICAL KNOWLEDGE: Pedagogical Knowledge means an intimate familiarity with both the art and science of teaching and being sufficiently prepared to employ pedagogical knowledge in practice.

*LEARNER KNOWLEDGE: Learner Knowledge refers to understanding the needs and characteristics of the students that the candidate will teach.

*PROFESSIONAL and PHILOSOPHICAL KNOWLEDGE: Professional Knowledge refers to the required study of the historical, economic, social, ethical, political, and legal issues which have shaped American education and which continue to influence its development.

Philosophical Knowledge refers to candidate's ability to synthesize content knowledge, observational reflection knowledge, and response to theories and practice in order to develop a Philosophy of Education

*REFLECTIVE KNOWLEDGE: Reflective Knowledge involves the ability to effectively respond to student needs based on the ability to question and reflect, alone and in public, on attitudes toward positive decision making, problem solving, effective teaching strategies, and appropriate evaluation.

*RESPONSIVE PRACTICE: Responsive Practice results from reflection and involves adjusting the teaching learning process based on the needs of the public school student.

Revised Spring 2021

APPENDIX II: COLLECTED DATA

Provide the data collected for this report.



GLENVILLE
STATE COLLEGETM

Glenville State College

November 05, 2021

New Program Proposal

Master of Arts in Curriculum and Instruction

Glenville State College

Effective Date of Proposed Action

August 01, 2022

Brief Summary Statement

The proposed online Master of Arts in Curriculum and Instruction graduate degree program is designed for teachers and educators who have already earned a bachelor's degree and have a teaching license or certificate of instruction in any content area for Pre-K through grade 12. It is intended for educators seeking opportunities to advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation.

6.2. Program Description

The proposed Master of Arts in Curriculum and Instruction graduate degree online program would offer an opportunity for advanced education to teachers and educators who have already earned a bachelor's degree in education and have a teaching license or certificate of instruction.. The program would allow these professionals to increase their marketability for furthering their careers and provide needed services to their communities and the State of West Virginia.

6.2.1. Program Objectives:

The Master of Arts in Curriculum and Instruction graduate degree program objectives are as follows:

1. Apply advanced educational theory to practice.
2. Acquire advanced knowledge and skills in curriculum planning and implementation.
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.

Appendix I Program Objectives, includes a matrix aligning Master of Arts in Curriculum and Instruction courses to the program objectives.

6.2.2. Program Identification:

The Classification of Instructional Programs (CIP) code for the Master of Arts in Curriculum and Instruction graduate degree program is 13.0301.

6.2.3. Program Features:

6.2.3.a. Admissions and Performance Standards:

The proposed online Master of Arts in Curriculum and Instruction graduate degree program is designed for teachers and educators who have already earned a bachelor's degree in education and have a teaching license or certificate of instruction in any content area for Pre-K through grade 12. It is intended for educators seeking opportunities to advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation.

The program applicants must meet the following requirements:

- Complete the application for admission to the Glenville State College graduate degree program.
- Have a minimum cumulative GPA of 2.80 in all undergraduate-level coursework.
- Must hold a currently valid teaching license. If teaching in a non-traditional educational setting, a letter of reference from their immediate supervisor and any certificates should be submitted in the application in addition to the license number.
- Official transcripts need to be directly sent to Glenville State College. If the applicant earned the bachelor's degree at Glenville State College, transcripts are not necessary.

- Transcript analysis must be completed by Glenville State College Registrar's Office to confirm the applicant's eligibility for program admission.
- Written 500-word essay describing the applicant's personal and professional background, including teacher preparation, teaching goals, and teaching experiences; description of current and long-range professional goals to establish the applicants' level of writing competency.

Program candidates must meet the following performance standards:

- While working on the Master of Arts in Curriculum and Instruction graduate degree program, the candidate must be gainfully employed as an educator in an educational setting during the fall and spring semesters in which the candidates are taking courses. Changes in employment circumstances will need to be communicated to the Department of Graduate Studies; supporting documentation may be required.
- The candidate must maintain a minimum cumulative GPA of 3.0 in all graduate-level coursework.
- Master of Arts in Curriculum and Instruction graduate degree program must be completed within seven (7) calendar years.

6.2.3.b. Program Requirements:

The Glenville State College Master of Arts in Curriculum and Instruction graduate degree requires 30 credit hours of coursework including the capstone Master's Research Project. The table below provides the course number, title, description and credit hours awarded for successful completion of the course. As a part of each course requirements, the candidate must complete a signature assignment. Appendix II Course Outlines, includes course outlines for each course identified in Table I.

Table I. Required Courses MACI		
Course Number	Course Title and Description	Credit Hours
*EDCI 510	<p>Principles of Curriculum Development</p> <p>The course overviews theories, historical influences, and current trends in curriculum planning and development. The course will address the philosophical foundations and contextual factors that impact curriculum design. The course will analyze and interpret educational literature and identify the role of major stakeholders in curriculum development process.</p>	3
*EDCI 520	<p>Designing Curriculum and Instruction</p> <p>The course provides knowledge, skills, and experiences in the multiple facets of curriculum development, including planning, design, implementation, evaluation, and data-based decision-</p>	3

	making. The development of curriculum will address technology integration, application of evidenced-based practices, collaboration, and the impact of social, political, psychological, and economic factors on student learning.	
*EDSP 555	<p>Adv. Differentiated Instruction</p> <p>An overview of the theoretical approaches and practical application of current evidence-based instructional practices for educating exceptional and culturally diverse learners across educational settings including Universal Design for Learning (UDL). Analysis of instructional accommodations and modifications in meeting individual learning needs of exceptional students. Implementation of professional collaboration techniques in providing instructional differentiation.</p>	3
*EDUC 540	<p>Technology and Learning</p> <p>Explore, apply, and evaluate the potential and efficacy of emerging technologies in teaching and learning. Building on a structure of universal design for learning, the course will investigate leveraging technology to support student strengths and minimize barriers to learning. Approaches will include investigation of both synchronous and asynchronous distance learning platforms and applying instructional theory and learning standards across a range of options for both curriculum design and delivery.</p>	3
*EDUC 550	<p>Advanced Children and Adolescent Studies</p> <p>Provides an advanced overview of human development through prenatal, childhood, and adolescent phases. Students examine and apply processes and theories to developmental milestones that occur within phases of development. Students will explore factors of heredity and environmental elements on human development, and consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students will engage in coursework and discussions that highlight themes of diversity and social change.</p>	3
*EDCI 610	<p>Advanced Assessment</p> <p>Study of the theoretical research and application of assessment as a foundation for effective instruction and leadership in the classroom environment. The development and affirmative application of practices in formative and summative assessment</p>	3

	are explored, including universal design and differentiation for culturally and linguistically diverse populations. The reciprocal relationship between alignment to curriculum standards and effective assessment will be emphasized	
*EDCI 640	<p>Formative Instructional Practices</p> <p>Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of student learning. The course includes students as an active part of gathering and responding to assessment information. The course addresses the four core practices that research has shown to be among the most effective for improving student achievement: using clear learning targets; collecting and documenting evidence of student learning; providing effective feedback; preparing students to take ownership of their learning</p>	3
*EDCI 630	<p>Critical Pedagogy</p> <p>Key concepts and principles of critical theory, critical pedagogy, and social justice education are presented so that they may use the body of work can be used to inform teaching, leadership, and scholarship. Critical pedagogy is designed to challenge oppressive structures in order to build a stronger, flourishing democracy in which all people can freely participate and have influence. The aim of this course is to consider the role that critical theory may play in classrooms and in teaching practices. The class will read theoretical literature on critical pedagogy and use that scholarship to consider what is appropriate or possible for classroom contexts. The class will examine the emergence of critical pedagogy, its feminist, racial, and class-based critiques, and its subsequent development. The class will reflect on how this body of literature can inform pedagogical practices and social justice issues that are based on constructivist learning and inclusive teaching theories.</p>	3
*EDUC 600	<p>Research Methods</p> <p>This course is designed to equip master's level students to design and conduct their own empirical research and to understand and critique the existing research literature. The course will introduce the major concepts of quantitative design, qualitative design, mixed design and action research. Students will be prepared to create an appropriate research proposal that is both feasible and ethical that can address a research question of interest.</p>	3
*EDUC 620	Master's Research Project	3

	<p>Master's research project will tie scholarly concepts learned through the MACI program to the classroom. Possible types of acceptable research include: experiments, quasi-experiments, correlational studies, action research, single-subject designs, surveys, meta-analysis, content analyses, archival studies, and qualitative (e.g., interviews, focus groups) studies. Other types of research may also be acceptable. The master's research project will be completed individually with a guidance from the academic advisor in the respective study area. Course culminates in a written project (APA, literature review, data collection and analysis, findings).</p>	
*designates a new course		

The capstone Master's Research Project will tie scholarly concepts learned through the Master of Arts in Curriculum and Instruction graduate degree program to the classroom. Possible types of applicable research include: experiments, quasi-experiments, correlational studies, action research, single-subject designs, surveys, meta-analysis, content analyses, archival studies, and qualitative (e.g., interviews, focus groups) studies. Other types of research may also be endorsed. Literature reviews alone are not considered sufficient for the research project.

The project is informed by the previous coursework, and is not undertaken until all other required courses are completed. The student, working independently under the supervision of a graduate faculty member, must plan a research study project that demonstrates graduate-level critical inquiry and analysis in an academically appropriate, clear and coherent manner.

6.2.4. Program Outcomes:

Upon successful completion of the Master's in Curriculum and Instruction graduate degree program, the candidates will be able to:

1. Apply advanced educational theory to practice.
2. Integrate advanced knowledge and skills in curriculum planning and implementation.
3. Recognize, advocate and apply the principles of critical pedagogy and social justice.
4. Utilize assessment and research strategies/methods for the benefit of the school district.
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.

Appendix I Program Objectives, includes a matrix aligning Master of Arts in Curriculum and Instruction courses to the program objectives.

The successful program completer will be prepared to seek National Board for Professional Teaching Standards (NBPTS) Certification. In addition, the successful program completer will be eligible for advanced salary classification per WVDE policy 5202.

6.2.5. Program Content

Glenville State College Mission

Glenville State College prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.

The Mission, shared above, speaks clearly to the connection between the ability to offer Graduate programs and Glenville State College's continued dedication to serving the people of central and greater West Virginia. The Mission informs the program to develop candidates into citizens who will be thoughtful, productive, engaged, and responsible; who will contribute to the well-being of their community, state, nation, and world. The richness of the program experience in turn, will enable Glenville State College to continue to meet its' Mission.

6.2.5.a.

The content and length of the program will follow practices common to institutions of higher education. The Master of Arts in Curriculum and Instruction graduate degree program will include 30 semester hours beyond the bachelor's degree. The program is designed for online delivery only. Courses will be offered every 7.5 weeks in the fall and spring with a total of four terms between fall and spring and one full term in summer.

6.2.5.b. N/A

6.2.5.c N/A

6.3. Program Need and Justification

6.3.1. Relationship to Institutional Goals/Objectives:

Glenville State College adheres to the following values: Service, Scholarship, Growth, Collaboration, Community, and Equity.

As a student-centered institution, the College's faculty and staff serve the curricular and co-curricular needs of its students. The College promotes the pursuit of knowledge, inquiry, and lifelong learning, and nurtures professional success through sustaining rigorous, research-based, curiosity-driven, and thought-provoking academic programs. It fosters the growth of quality academic programs that reflect the contemporary needs of its constituencies and advances the personal growth of individuals, the institution, and the community through responsible, innovative practices. The College supports partnerships and cooperation among individuals, departments, and the larger community through an environment that encourages teamwork, open communication, and trust. The College oversees its legacy, which includes delivering quality education, serving the public, and maintaining a safe, inviting, and healthy environment on and around its campus. And ultimately, it respects a culture of diversity and inclusivity at all levels, welcoming and valuing all members of the campus communities.

The addition of robust graduate programs also align to the Glenville State College Objectives established for academic years 2021-2026. The Objectives, shared below, include a commitment

to deliver quality education, to foster equity, to enhance financial position and to enhance community engagement.

Objectives

Deliver Quality Education. Glenville State College will enrich the educational, residential, and working environment at the College by providing relevant curricular and co-curricular programs, including supporting services to prepare students for a diverse, technological, and global workplace and society, and expanding access to an array of professional development opportunities for all members of the campus community.

Foster Equity. Glenville State College will celebrate the span of human diversity across national origins, religions, cultures, genders, and undeserved and historically underrepresented populations. The college will conduct itself in a responsible, fair, empathetic, and ethical manner.

Enhance Financial Position. Glenville State College will increase its financial strength through budgetary flexibility and innovation.

Enhance Community Engagement. Glenville State College will expand its impact on the community through strategic partnerships with public and private entities and will continue to support its relationship with the city of Glenville.

Providing of graduate programs to the residents of central West Virginia supports not only the goals and objectives of Glenville State College but also its' Values statements. Each of the Values of Glenville State College (service, scholarship, growth, collaboration, community, equity) are embedded in the objectives of the graduate program and therefore further support their application in practice by equipping candidates to have positive impact on their communities.

6.3.2. Existing Programs:

The West Virginia Higher Education Policy Commission West Virginia Higher Education Degree Inventory (<http://www.wvhepc.edu/resources/data-and-publication-center/degree-inventory/>) was used to identify existing graduate online programs similar to the one proposed by Glenville State College. A review of all West Virginia institutions of higher learning revealed only one online program offering a Master of Arts in Curriculum and Instruction (13.0301), offered by Shepherd University. Glenville State College's Master program is oriented toward Central West Virginia counties, while Shepherd University is located in Jefferson County, in the Eastern panhandle of West Virginia. Therefore, currently no Master of Arts in Curriculum and Instruction graduate degree programs are being offered in the geographic region of Central West Virginia and/or within a 50-mile radius from Glenville State College.

The program at Glenville State College is a fully online program offering courses in such a way that a student can complete the program and earn their degree in 1 year (example Fall, Spring, Summer, Fall).

6.3.3. Program Planning and Development:

Glenville State College applied for a grant from the WVHEPC (2019) that provided initial funding to work on the application for State approval. With this funding, Glenville State College appointed a faculty member, working with the Dean of Education, to draft the initial application and to develop and conduct a needs assessment.

Glenville State College utilized the process of shared governance in the development of the program. Glenville State College actively involved many constituencies including students, faculty and administration in its planning and in the development of the curriculum and signature assessments.

The intent to offer graduate programs was presented to the President and the Board of Governors as an information item and then for approval. (2020)

The intent to offer graduate programs was also presented to department heads and faculty senate for discussion and support. (December 01, 2020)

Surrounding counties were surveyed for the need of this program. (September, 2020)

Initial application to offer graduate level programs submitted to HEPC. (October 14, 2020)

The West Virginia Higher Education Policy Commission granted provisional approval to seek permission to pursue the offering of Master's level degrees. (October 26, 2020)

The Glenville State College Education Preparation Program Advisory Council has supported the need for the program during the Fall 2020 EPPAC meeting. (October 26, 2020)

Glenville State College Board of Governors letter of support to the HLC. (December 16, 2020)

A committee composed of faculty from Education, Social Sciences, and Language and Literature started developing the curriculum and course outlines for the program. (January, 2021)

The Glenville State College Curriculum Committee reviews the course outlines and draft catalog. (Fall semester, 2021)

The Higher Learning Commission (HLC) completed the Substantive Change visit supporting the request from Glenville State College to offer graduate programs. (August, 2021)

Glenville State College expects a letter from the HLC supporting the change to offer graduate programs no later than November 15, 2021.

Glenville State College plans to submit the required documents per Series 11 to the HEPC for the December 2021 meeting.

6.3.4. Clientele and Need:

The Glenville State College Master of Arts in Curriculum and Instruction graduate degree program is designed for currently licensed educators in the state of West Virginia. The courses

are designed to provide in-service teachers with the pedagogical skills and degree advancement that will help them advance their pedagogy and professional salary level.

6.3.5. Employment Opportunities:

West Virginia continues to struggle with recruiting and retaining teachers to serve in public school classrooms. Over the past decade, nearly every county in West Virginia reported a shortage in a subject area. According to Learning Policy Institute (LPI), those shortages are greatest in mathematics, science, special education and elementary education (Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession, Learning Policy Institute, 2018).

For the school year 2019-2020, 88.23% of all school (Title I and non-Title I) classes were taught by fully certified teachers (wveis.k12.wv.us/essa/personnel.html).

The U.S. Bureau of Labor Statistics projects the following demand growth 2020-2030 (nationally) for teachers:

Kindergarten and Elementary School	7%
Middle School Teachers	7%
High School Teachers	8%
Special Education	8%

(<https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.html>)

The fully online Master of Arts in Curriculum and Instruction graduate degree program will positively impact the retention efforts by providing a learning community for teachers seeking the degree. It will offer them an opportunity to obtain the National Board Certification in Teaching (NBCT). The successful program completer will be eligible for advanced salary classification per policy 5202. The professional development and economic support will encourage teachers to stay in the profession, therefore reducing the turnover.

6.3.6. Program Impact:

The proposed online Master of Arts in Curriculum and Instruction graduate degree program is designed for teachers and educators who have already earned a bachelor's degree and have a teaching license or certificate of instruction in any content area at any age/grade-band level (Infant-Adult). It is intended for educators seeking opportunities to advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation.

In addition, offering of the graduate program will create a direct link between undergraduate and graduate-level education for current Glenville State College students. Senior undergraduate students will be allowed to begin to take graduate level courses if the student meets the requirements established in the graduate catalog. Students enrolled in the degree program will be eligible to seek services from the Writing Center and Math tutoring.

6.3.7. Cooperative Arrangements:

No cooperative arrangements have been explored for the program at Glenville State College.

6.3.8. Alternatives to Program Development:

There are no alternatives for a Master of Arts in Curriculum and Instruction degree. The degree is specific to in-field teachers who wish to increase their pedagogy and be eligible for master's degree level teacher salary.

6.4. Program Implementation and Projected Resource Requirements

6.4.1. Program Administration:

The admissions process will be a collaborative effort with offices that are already in place: Admissions, Registrar, Financial Aid, and the Department of Graduate Studies. Once the program begins to grow, the Department will become more autonomous. The Office of Admissions will collect all material required for admission and pass the documents along to the Director of Graduate Studies. The Director will review the documents and make a decision whether to fully admit the applicant as well as will assist with the enrollment process.

A Director of Graduate Studies, who will be a faculty member with administrative responsibilities, will be appointed to lead the Department of Graduate Studies. As the program grows, this position would transition into a full-time administrator, likely a Dean position. The Director will be responsible for coordinating with the Registrar and Admissions Offices to admit students into the graduate programs. The Director would also advise students in the programs, coordinate course schedules, rotations, and assign faculty to teach courses. The Department of Graduate Studies will be an academic department, with the Director reporting directly to the Provost. Following are some additional highlights about the organization of the graduate programs:

- The Department of Graduate Studies will have its own catalog.
- The Department will receive administrative assistance from the Office of Academic Affairs.
- Graduate programs will be housed in a newly formed Department of Graduate Studies; with the intent that it eventually transitions to a College of Graduate Studies.

6.4.2. Program Projections:

Appendix III Five-Year Projection Of Program Size, includes the required Series 11 Form 1. Glenville State College anticipates that seven students will enroll in the first year of the program. Since the students are working teachers, it is expected that the students will be able to take not more than six hours per semester. Based on this expectation, students will expect to graduate after year two, and each year thereafter. Glenville State College foresees a matriculation rate of 90%.

Glenville State College expects the program to be fully developed within five years. The head count at the end of five years should be 28 with the FTE of 19.

6.4.3. Faculty Instructional Requirements:

The Higher Learning Commission, Glenville State College's accrediting body, requires faculty teaching in graduate programs hold a terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program. Faculty appointments to teach graduate courses will be awarded based on faculty having qualifications that meet Higher Learning Commission's expectations. Faculty approved to teach graduate courses may have dual appointments in both an undergraduate department and the Department of Graduate Studies.

A form has been created for initial recommendation of faculty credentials. This form is required for initial approval and when the proposed courses change. In addition to this form, a Curriculum Vitae and official transcripts must be filed with the Provost's Office two weeks prior to the first day of the semester.

Seventy percent of Glenville State College's faculty have a terminal degree in their field and meet the criteria to teach at the graduate level. This number also meets the West Virginia Higher Education Policy Commission's threshold that an institution should have to offer graduate programs.

Faculty with a dual appointment will be expected to teach 24 hours per academic year as part of their contract. Dual appointment faculty will be expected to have 25% of their teaching going toward graduate courses and 75% going toward the undergraduate courses. Overload pay will be applied after they teach beyond the 24th hour in an academic year. If the faculty members are teaching graduate courses, then they will be compensated at a higher rate than faculty who are not members of the Department of Graduate Studies.

6.4.4. Library Resources and Instructional Materials:

The Robert F. Kidd Library has numerous resources available to support an online graduate program in education. The bulk of these resources include consortium holdings that have been developed to benefit multiple institutions through collective pricing arrangements with suppliers of digital materials that are made accessible off-site through ez-proxy identification methods. These include upgraded academic database holdings, free inter-library loan services through WorldCat® access, and a robust e-Book collection developed over the past 12 years.

Starting in 2020, several state higher education institutions have combined their resources to supply multiple academic databases to their students. This EBSCOhost platform consortium enabled Glenville State College to add Academic Search Complete, Education Source, Sportdiscus, and MLA International Bibliography to its holdings. Along with our JSTOR subscription and other applicable database holdings through the consortium, Glenville State College now offers full-text access to over 12,000 reputable journals to benefit a master's degree level curriculum and a multitude of abstracts to assist in locating additional materials for inter-library loan. Glenville State College also provides access to the ERIC database and have one of the largest collections of ERIC microfiche that can be digitally reformatted and provided to students electronically. Along with this access to scholarly journals, Glenville State College has assisted in building and continue to build an e-Book collection of over 84,000 titles through an agreement with Overdrive and 11 other state libraries, including a university and the largest

public library in the state. The Master of Arts in Curriculum and Instruction program will enable the Library to expand book, e-book and database (ProQuest Dissertations & Thesis) access to the campus community.

6.4.5. Support Service Requirements:

Since Glenville State College already has the infrastructure necessary to deliver online classes.

Glenville State College utilizes the learning management system (LMS) Brightspace. Brightspace will be used for presenting course materials for all graduate programs. The LMS landing page will be modified to provide tutorials, information, and services pertinent to Graduate students. Information can include the Graduate Catalog, Graduate Council information, supportive services (discussed below) and scholarship.

Glenville State College is researching the creation of graduate student organizations such as a Graduate Student Council.

Glenville State College is planning to develop and implement graduate level tutoring. In conjunction with resources available through the GSC Writing Center, graduate tutoring would be available to students in research methods and statistics. If available, graduate tutors will be qualified for the position based on previous performance in a similar research methods and statistics course.

Tutors would be trained in conducting and interpreting statistical analyses within Jeffrey's Amazing Statistics Program (JASP), the open-source statistical package that will be utilized in the associated graduate courses (<https://jasp-stats.org/>) or other similar statistical packages. Tutoring would take place online through the Microsoft Teams platform. Students requesting assistance would be able to book times with the tutor through a Glenville State College website link. Statistics tutors would also assist in correctly stating research questions, operational definitions, and APA formatting for statistical analyses.

For students unable to meet with tutors or consultants, links to external resources will be available. The external links and resources will be attached to the LMS landing page and the Glenville State College website.

6.4.6. Facilities Requirements:

Glenville State College anticipates minimal additional space or facilities for the proposed program. The Education department will be moved to Clark Hall to provide the space required to support the program.

6.4.7. Operating Resource Requirements:

Appendix IV Five-Year Projection Of Total Operating Resources Requirements, includes the required Series 11 Form 2. Form 2 provides a summary of operating resource requirement by object of expenditure.

6.4.8. Source of Operating Resources:

Appendix III and IV provide an overview of sources of operating resources based on the projections in Form 1. Glenville State College expects the program to become self-sufficient when the first year enrollment meets the projected number of student credit hours generated. Glenville State College does not expect to be required to re-allocate resources to the program during the initial five years of development.

6.5. Program Evaluation

6.5.1. Evaluation Procedures:

The annual assessment of the Master of Arts in Curriculum and Instruction graduate degree program will be carried out following the guidelines set forth by the Glenville State College Assessment Committee. The program assessment report will be submitted for review starting with the completion of first academic year of the Master of Arts in Curriculum and Instruction graduate degree program.

Internally, programs are reviewed annually through the Glenville State College Assessment report (Appendix V Assessment Plan MACI). Draft assessment documents are included to show the internal process.

The Master of Arts in Curriculum and Instruction graduate degree program will be reviewed internally and externally following the Glenville State College Academic Policy 26 Program Review. The program review is on a five year schedule and will include (5.1.2.) a process for external review that includes at least one reviewer, either external to Glenville State College or to the academic unit under review, as an outside evaluator for each program reviewed. The program review consists of the following core components:

- 4.1.1. Mission;
- 4.1.2. Faculty;
- 4.1.3. Curriculum;
- 4.1.4. Resources;
- 4.1.5. Student learning outcomes;
- 4.1.6. Other learning and service activities;
- 4.1.7. Viability; and
- 4.1.8. Program improvement.

6.5.2. Accreditation Status:

Glenville State College is fully accredited by the Higher Learning Commission (HLC) and its initial license granting education programs are fully accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The Master of Arts in Curriculum and Instruction graduate degree program is aligned to the National Board for Professional Teaching Standards' (NBPTS) five Core Propositions. The five propositions are as follows;

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Alignment to the five Core Propositions provides an opportunity for candidates to advance to NBPTS certification status upon completing their Master of Arts in Curriculum and Instruction degree program, if applying to the NBPTS and when meeting all NBPTS standards.

The Master of Art Curriculum and Instruction graduate degree program does not offer additional licensure or certification and will not require CAEP certification (Initial or Advanced) (CAEP Consolidated Handbook, Revised January 31, 2020pp. 10-11).

Appendix I
Program Objectives Matrix

MACI Courses by Program Objectives

	1. Apply advanced educational theory to practice.	2. Acquire advanced knowledge and skills in curriculum planning and implementation.	3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.	4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.	5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.
--	---	---	---	--	---

EDCI 510	EDCI 510	EDCI 534	EDCI 520	EDCI 534
EDCI 520	EDCI 520	EDCI 610	EDCI 610	EDCI 610
EDCI 640	EDCI 640	EDCI 630	EDCI 640	EDUC 540
EDCI 630	EDCI 630	EDUC 540	EDCI 630	EDUC 550
EDUC 540	EDUC 550	EDSP 555	EDUC 600	EDSP 555
EDUC 550			EDUC 620	

Appendix II
Course Outlines



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDCI 510: Principles of Curriculum Development **CREDIT HOURS:** 3

CATALOG DESCRIPTION:

The course overviews theories, historical influences, and current trends in curriculum planning and development. The course will address the philosophical foundations and contextual factors that impact curriculum design. The course will analyze and interpret educational literature and identify the role of major stakeholders in curriculum development process.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Identify and differentiate various curriculum development approaches.
2. Describe philosophical foundations of curriculum development.
3. Analyze historical influences on curriculum development.
4. Describe major theories of learning and how they influence curriculum development.
5. Examine and critique contextual factors that influence curriculum development.
6. Explain the roles of stakeholders in curriculum development.

OTHER RELEVANT INFORMATION: -

FORM COMPLETED BY
COURSE INSTRUCTOR: _____ **DATE:** _____

REVIEWED BY DEPARTMENT
CHAIRPERSON: J. Hunter **DATE:** 10/11/2021

COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDCI 520 Designing Curriculum and Instruction **CREDIT HOURS:** 3

CATALOG DESCRIPTION:

The course provides knowledge, skills, and experiences in the multiple facets of curriculum development, including planning, design, implementation, evaluation, and data-based decision-making. The development of curriculum will address technology integration, application of evidenced-based practices, collaboration, and the impact of social, political, psychological, and economic factors on student learning.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Define the components of effective curriculum design.
2. Discuss various curriculum design frameworks (e.g., multidisciplinary, interdisciplinary).
3. Explain the curriculum development process and identify various stakeholders and contextual factors that influence the process.
4. Identify and select appropriate curriculum standards.
5. Identify and incorporate evidence-based practices in curriculum design.
6. Discuss the nature and purpose of evaluation and data-based decision-making.
7. Describe various alternative assessment strategies and issues regarding equity in curriculum evaluation.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR: _____

DATE: _____

REVIEWED BY DEPARTMENT
CHAIRPERSON: _____

J. Hunter

DATE: 10/11/2021

COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDSP 555 Advanced Differentiated Instruction

CREDIT HOURS: 3

CATALOG DESCRIPTION: An overview of the theoretical approaches and practical application of current evidence-based instructional practices for educating exceptional and culturally diverse learners across educational settings including Universal Design for Learning (UDL). Analysis of instructional accommodations and modifications in meeting individual learning needs of exceptional students. Implementation of professional collaboration techniques in providing instructional differentiation.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Identify individual learning differences and unique needs of exceptional learners while designing inclusive learning environments.
2. Identify theoretical and philosophical principles of instructional differentiation and universal design for learning while designing inclusive learning environments for exceptional learners.
3. Articulate characteristics of differentiated curriculum and its application to teaching exceptional learners in inclusive learning environments.
4. Plan for and implement evidence-based instructional differentiation strategies to teaching exceptional learners in inclusive learning environments.
5. Apply UDL principles in assessing the academic progress of exceptional learners in inclusive learning environments.
6. Apply principles of instructional differentiation and universal design for learning while planning for the behavior interventions in inclusive learning environments.
7. Identify practices for effective collaboration with families, school personnel, and other professionals in providing differentiated instruction for exceptional learners in inclusive learning environments.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDUC 540 Technology and Learning **CREDIT HOURS:** 3

CATALOG DESCRIPTION:

Explore, apply, and evaluate the potential and efficacy of emerging technologies in teaching and learning. Building on a structure of universal design for learning, the course will investigate leveraging technology to support student strengths and minimize barriers to learning. Approaches will include investigation of both synchronous and asynchronous distance learning platforms and applying instructional theory and learning standards across a range of options for both curriculum design and delivery.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Apply learner-driven instructional design principles to make effective use of emerging technologies.
2. Apply collaborative strategies for students learning in a technology-enhanced environment and the global-digital community.
3. Design appropriate learning opportunities employing emerging technologies to support the diverse needs of and equity for different learners.
4. Evaluate emerging technologies from a pedagogical perspective.
5. Advocate for digital citizenship.
6. Lead and model the promotion of safe, legal, and ethical practices with technologies.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR: _____ **DATE:** _____

REVIEWED BY DEPARTMENT
CHAIRPERSON: J. Hunter **DATE:** 10/07/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER AND TITLE: EDUC 550 Advanced Children and Adolescent Studies
CREDIT HOURS: 3

CATALOG DESCRIPTION:

Provides an advanced overview of human development through prenatal, childhood, and adolescent phases. Students examine and apply processes and theories to developmental milestones that occur within phases of development. Students will explore factors of heredity and environmental elements on human development, and consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students will engage in coursework and discussions that highlight themes of diversity and social change.

PREREQUISITES: - None

COREQUISITES: - None

LEARNING OBJECTIVES:

1. Summarize how the brain develops from infancy through adolescence.
2. Distinguish between the major concepts of classical theories of learning.
3. Identify and evaluate effective classroom management to maximize learning.
4. Explain the importance of emotions in learning.
5. Interpret age trends in prosocial development.
6. Analyze how language and literacy develop with age and how to promote both in the classroom.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

DATE: _____

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: 10/05/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER

AND TITLE:

EDCI 610 Advanced Assessment

CREDIT HOURS:

3

CATALOG DESCRIPTION:

Study of the theoretical research and application of assessment as a foundation for effective instruction and leadership in the classroom environment. The development and affirmative application of practices in formative and summative assessment are explored, including universal design and differentiation for culturally and linguistically diverse populations. The reciprocal relationship between alignment to curriculum standards and effective assessment will be emphasized.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Apply basic principles of sound and affirmative assessment practices for addressing specific educational needs.
2. Select or develop formative and summative assessment methods appropriate to support instructional and equitable decision making.
3. Administer, score, and interpret the results of norm-referenced and curriculum-based assessment instruments.
4. Utilize assessment results in instructional planning, teaching, developing curriculum, and school improvement.
5. Effectively and ethically communicate assessment results to families and relevant professionals.
6. Recognize and act against unethical assessment methods and uses of assessment information.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR:

DATE: _____

REVIEWED BY DEPARTMENT
CHAIRPERSON:

J. Hunter

DATE: 10/05/2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: EDCI 640 Formative Instructional Practices **CREDIT HOURS:** 3

CATALOG DESCRIPTION:

Formative instructional practices (FIP) are the formal and informal ways that teachers and students gather and respond to evidence of student learning. The course includes students as an active part of gathering and responding to assessment information. The course addresses the four core practices that research has shown to be among the most effective for improving student achievement: using clear learning targets; collecting and documenting evidence of student learning; providing effective feedback; preparing students to take ownership of their learning.

PREREQUISITES: - None

COREQUISITES: - None

LEARNING OBJECTIVES:

1. Distinguish the essential components of formative instructional practices.
2. Create clear learning targets for public school classes through deconstruction of standards.
3. Analyze classroom assessment for production of accurate evidence to make instructional decisions.
4. Appraise an evidence based grading system.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:** _____

DATE: _____

**REVIEWED BY DEPARTMENT
CHAIRPERSON:** J. Hunter

DATE: 10/19/2021



COURSE OUTLINE

(AA-9/19)

☒ **New Course**

☐ **Revised Course**

COURSE NUMBER

AND TITLE:

EDCI 630 Critical Pedagogy

CREDIT HOURS:

3

CATALOG DESCRIPTION:

Key concepts and principles of critical theory, critical pedagogy, and social justice education are presented so that they may use the body of work can be used to inform teaching, leadership, and scholarship. Critical pedagogy is designed to challenge oppressive structures in order to build a stronger, flourishing democracy in which all people can freely participate and have influence. The aim of this course is to consider the role that critical theory may play in classrooms and in teaching practices. The class will read theoretical literature on critical pedagogy and use that scholarship to consider what is appropriate or possible for classroom contexts. The class will examine the emergence of critical pedagogy, its feminist, racial, and class-based critiques, and its subsequent development. The class will reflect on how this body of literature can inform pedagogical practices and social justice issues that are based on constructivist learning and inclusive teaching theories.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Compare and contrast critical theory, critical pedagogy, and social justice education.
2. Reflect on how hegemonic structures impact pedagogy.
3. Evaluate the significance of critical pedagogy in a changing educational system.
4. Identify a critical pedagogy lens, apply it to a real world classroom experience and analyze the experience for change.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR:

DATE: _____

REVIEWED BY DEPARTMENT
CHAIRPERSON:

J. Hunter

DATE: 10/11/2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER

AND TITLE:

EDUC 600 Research Methods

CREDIT HOURS:

3

CATALOG DESCRIPTION:

This course is designed to equip master's level students to design and conduct their own empirical research and to understand and critique the existing research literature. The course will introduce the major concepts of quantitative design, qualitative design, mixed design and action research. Students will be prepared to create an appropriate research proposal that is both feasible and ethical that can address a research question of interest.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

1. Students will demonstrate an understanding of quantitative, qualitative, mixed methods, and action research methodology, including the ability to discern the appropriate circumstances for the use of each.
2. Students will evaluate the literature within their areas of research interest.
3. Students will plan a quantitative, qualitative, mixed methods, and/or action research methods project.
4. Students will be able to interpret findings obtained from quantitative, qualitative, mixed methods, and/or action research methods.

OTHER RELEVANT INFORMATION:

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

J. Hunter

DATE: Oct 11 2021



COURSE OUTLINE

(AA-9/19)

☒ New Course

☐ Revised Course

COURSE NUMBER EDUC 620: Master's Research
AND TITLE: Project

CREDIT HOURS: 3

CATALOG DESCRIPTION:

Master's research project will tie scholarly concepts learned through the MACI program to the classroom. Possible types of acceptable research include: experiments, quasi-experiments, correlational studies, action research, single-subject designs, surveys, meta-analysis, content analyses, archival studies, and qualitative (e.g., interviews, focus groups) studies. Other types of research may also be acceptable. The master's research project will be completed individually with a guidance from the academic advisor in the respective study area. Course culminates in a written project (APA, literature review, data collection and analysis, findings).

PREREQUISITES: EDUC 600

COREQUISITES: - None

LEARNING OBJECTIVES:

1. Identify and define a relevant research question.
2. Conduct literature analysis in the research area.
3. Justify the appropriate research design.
4. Develop and implement a plan for the research study implementation and data analysis.
5. Demonstrate the ability to synthesize and evaluate material covered in the program.

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR:

DATE:

REVIEWED BY
DEPARTMENT
CHAIRPERSON:

J. Hunter

DATE: 10/11/2021

Appendix III
Five-Year Projection of Program Size

133CSR11

Form 1

Glennville State College
MACI

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
--	----------------------	--------------------------	-------------------------	--------------------------	-------------------------

Number of Students
Served through Course
Offerings of the Program:

Headcount:	7	14	21	28	28
FTE:	5	10	14	19	19

Number of
student credit
hours generated
by courses within
the program
(entire academic
year):

	126	252	378	504	504
--	-----	-----	-----	-----	-----

Number of Majors:

Headcount:	7	14	21	28	28
FTE majors:	5	10	14	19	19

Number of
student credit
hours generated
by majors in the
program (entire
academic year):
Number of
degrees to be
granted (annual
total):

	126	252	378	504	504
	0	0	6	6	6

Appendix IV
Five-Year Projection of Total Operating Resources Requirements

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

A. FTE Positions

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
1. Administrators	0.25	0.25	0.25	0.25	0.50
2. Full-time Faculty	0.00	1.00	1.00	1.00	1.00
3. Adjunct Faculty	2.00	1.00	1.00	1.00	1.00
4. Graduate Assistants	0.00	0.00	0.50	0.50	0.50
5. Other Personnel:	0.00	0.00			
a. Clerical Workers	0.25	0.25	1.00	1.00	1.00
b. Professionals	0.00	0.00	0.00	0.00	0.00

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

1. Personnel Services:					
a. Administrators	5000.00	5000.00	5000.00	48750.00	48750.00
b. Full-time Faculty	0.00	78000.00	78000.00	78000.00	78000.00
c. Adjunct Faculty	21000.00	12600.00	12600.00	12600.00	12600.00
d. Graduate Assistants	0.00	0.00	6240.00	6240.00	6240.00
e. Non-Academic Personnel:					
Clerical Workers	8320.00	8320.00	33280.00	33280.00	33280.00
Professionals	0.00	0.00	0.00	0.00	0.00
Total Salaries	34320.00	103920.00	135120.00	178870.00	178870.00

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2022)	Second Year (2023)	Third Year (2024)	Fourth Year (2025)	Fifth Year (2026)
2. Current Expenses	3640.00	0.00	13760.00	27970.00	27970.00
3. Repairs and Alterations	0.00	0.00	5000.00	5000.00	5000.00
4. Equipment:					
Educational Equipment	5000.00	1000.00	5000.00	5000.00	5000.00
Library Books	15000.00	11000.00	15000.00	15000.00	15000.00
5. Nonrecurring Expense (specify)			10000.00		
Total Costs	57960.00	115920.00	173880.00	231840.00	231840.00

C. Sources

1. General Fund Appropriations (Appropriated Funds only)					
Reallocation					
New funds (check one)					
2. Federal Government (Non-appropriated Funds Only)					
3. Private and other (specify)	57960.00	115920.00	173880.00	231840.00	231840.00
Total All Sources	57960.00	115920.00	173880.00	231840.00	231840.00
	0.00	0.00	0.00	0.00	0.00

Note: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers (use another sheet if necessary)

Form 2

Page 3 of 3

A. FTE Positions

It is calculated that the MACI will require 0.25 Administrator FTE during the first 3 years and 0.5 years 4-5

GSC will start the program using adjunct or overload for year 1-5. Year 1 is projected at 2.0 FTE, 1.0 FTE for years 2-5

A faculty will be added at 1.0 FTE in the Graduate program beginning with year 2

Graduate Assistants will be added at year three 0.5 FTE

Support FTE of 0.25 is projected for years 1-2 . 1.0 FTE for years 3-5

B. OPERATING COSTS (Appropriated Funds Only)

1.a. The Director of Graduate Studies will be paid as a stipend of \$5000 per year for years 1-3 and 0.5 FTE cost years 4-5

1.b The faculty position is calculated at 1.0 FTE and includes 1.30 cost to cover benefits

1.c. Adjunct/overhead is calculated year 1 to cover all course offerings. Year two the cost are projected to cover 18 hours per academic year

1.d. Graduate Assistants are projected at \$8*20 hr/wk*1.3 overhead*30weeks

1.e. Clerical worker is calculated at 0.25 year 1-2, 1.0 FTE year 3-5, of a current support staff cost with benefits

2. Current expenses cover the costs to offer a program on campus (disposable supplies, secure file storage etc)

3. Repairs and Alterations include repairing office space and technology for graduate faculty

4. Educational Equipment cover the costs of equipment for faculty and students to support graduate programs

Library Books supports data base costs, additional books, materials for the library to support the graduate program demands

5. Nonrecurring Expense (specify) cost of adding an office for new faculty and director of graduate studies-furniture, technology, etc

C. Sources

3. Private and other projected revenue at number of hours per student *\$460

Note: Total costs should be equal to total sources of funding

Appendix V
Assessment Plan MACI



GLENVILLE
STATE COLLEGE

Assessment Report
Master of Arts
in
Curriculum and Instruction

Department of Graduate Studies
20XX-20XX

200 High Street, Glenville, West Virginia 26351

Telephone: 304.462.6345

Fax: 304.462.4049

<http://www.glenville.edu>

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ACTIONS TAKEN ON PREVIOUS CYCLE ACTION PLAN

This is the first annual program assessment; there are no previous action plan items.

MISSION STATEMENT

(Clearly worded and concise)

VISION STATEMENT

(Future Goals)

LEARNING OUTCOMES

Students will:

1. Apply advanced educational theory to practice.
2. Acquire advanced knowledge and skills in curriculum planning and implementation.
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.

MATRIX OF LEARNING OUTCOMES AND COURSES

Learning Outcomes	Courses									
	EDCI 510	EDUC 510	EDUC 511	EDCI 611	EDCI 511	EDCI 612	EDCI 610	EDUC 512	EDUC 620	EDUC 510
1. Apply advanced educational theory to practice.		X							X	
2. Acquire advanced knowledge and skills in curriculum planning and implementation.			X		X					
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.				X		X				
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.							X			X
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.				X						X

ASSESSMENT PLAN

The Master of Arts in Curriculum and Instruction uses a system of signature assignments to assess student learning. Signature assignments are developed to address the specific learning objectives of each course, which are then aligned with the program learning outcomes. Each assignment is assessed through rubrics; data is collected and analyzed.

Descriptions of signature assignments and rubrics used are located in Appendix I.

ASSESSMENTS OF LEARNING OUTCOMES

Learning Outcomes	Where/how Assessed
1. Apply advanced educational theory to practice.	Course: EDUC 510 Principles of Curriculum Signature Assignment: Unit Plan Development Assessment: Rubric
	Course: EDUC 620 Master's Research Project Signature Assignment: Master's Research Project Assessment: Rubric
2. Acquire advanced knowledge and skills in curriculum planning and implementation.	Course: EDUC 511 Curriculum Planning and Implementation Signature Assignment: Developmental Case Study Assessment: Rubric
	Course: EDUC 511 Advanced Children and Adolescent Studies Signature Assignment: Developmental Case Study Assessment: Rubric
3. Be able to recognize, advocate and apply the principles of critical pedagogy and social justice.	Course: EDCI 611 Special Topics in Education Signature Assignment: Analysis of School Assessment Assessment: Rubric
	Course: EDCI 612 Critical Pedagogy Signature Assignment: Critical Analysis of School Environment Assessment:
4. Be able to utilize assessment and research strategies/methods for the benefit of the school district.	Course: EDCI 610 Advanced Assessment Signature Assignment: Critical Assessment and Intervention Plan and Report Assessment: Rubric
	Course: EDSP 510 Advanced Differentiated/Instructional Applications Signature Assignment: Instructional Differentiation Project Assessment: Rubric
5. Enhance the application of and encourage the development of new strategies of pedagogy that support needs of a diverse student population.	Course: EDCI 611 Special Topics in Education Signature Assignment: Analysis of School Assessment Assessment: Rubric
	Course: EDSP 510 Advanced Differentiated/Instructional Applications Signature Assignment: Instructional Differentiation Project Assessment: Rubric

ASSESSMENT FINDINGS

Include a narrative summary of the data findings. Specific data should be included in Appendix II.

ACTION PLAN

List the action steps the department will take to improve the program and assessments.

- 1.
- 2.
- 3.
- 4.
- 5.

(and so on)

BUDGET NEEDS

*[Include in this section any budget items, based on current data, that the Program will need going forward. These should match the Action Items listed above and are over and above your department's regular budget. Please fill in the blanks below to the best of your ability. **NOTE:** You are not required to fill this page out if there is nothing you need beyond your budget.]*

1.
 - Rationale for item:
2.
 - Rationale for item:
3.
 - Rationale for item:

If you need an example, please contact Melody Wise, the Assessment Coordinator.

ISSUES CONCERNING THE STRATEGIC PLAN

Please briefly answer the following to the best of your ability. All department members should be a part of this discussion. While we are not assessing departments in the following areas, it is productive to think about these things. Consider what your department plans to do.

1. Diversity: How has your department fostered diversity? Think in terms not only of student recruitment and faculty hires, but also in terms of course instruction. If your department has not been involved in diversity this past year, what do you plan to do next year?
2. Retention: What specific ways does your department enhance retention of students in the program and in individual classes (especially general education courses)? If your department has not been involved in retention this past year, what do you plan to do next year?
3. Service to the Community: What processes does the department have in place to provide service opportunities for students and faculty? How do faculty, if they are able, provide service to the community? If your department has not been involved in community service this past year, what do you plan to do next year?

APPENDIX I: ASSIGNMENTS AND ASSESSMENTS

Note: Candidates must successfully complete the signature assignment in each course to pass the course.

EDCI 510 Principles of Curriculum: *Unit Plan Development*

Assignment Description: Following the Unit Plan template provided online, choose a curriculum approach from Chapter 1 of the textbook (behavioral, managerial, systems, academic, humanistic, OR postmodern) and develop a Unit Plan following that approach. The Unit plan will have the following components: Unit Overview, Unit Foundation, Assessment Plan, Unit Details, and Materials and Resources Required for Unit.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Acceptable	Unacceptable
Unit Overview	WVTPS Function 1A: The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.	All five parts are completed.	Four parts are completed.	Less than four parts are completed.
Unit Foundation	WVTPS Function 1C: The teacher uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.	All three parts are completed and developmentally appropriate and framing questions are well-written and in the correct categories.	All three parts are completed but are not developmentally appropriate for the grade level and framing questions are confusing and/or not in the correct category.	Not all parts are completed or sections are only partly completed.
Assessment Plan	WVTPS Function 1E: The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning	Timeline and summary are complete with all required sections.	Timeline and summary are complete but some sections aren't fully explained.	Timeline and summary aren't explained in such a way that it is clear to the reader what is expected in the unit.
Unit Details	WVTPS Function 2A: The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process	All five parts are completed and differentiation is effective for the learners included on the template.	All five parts are completed and differentiation is effective for two groups of learners included on the template.	All five parts are not completed and effective differentiation strategies are not included.
Materials and Resources for Unit	WVTPS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	Resources in all sections are included and include at least four in each section.	Resources in all sections are included and include at least three in each section.	Resources in all sections are included but less than 2 are included in each section.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.	Partly meets APA guidelines for citation, organization, style, mechanics, grammar, and	Does not meet APA guidelines for citation, organization, style, mechanics, grammar,

	professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society		punctuation with three or four errors.	and punctuation with more than five errors.
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EDUC 510 Technology and Learning (Emerging Technology): *Critical Assessment and Intervention Plan and Report*

Assignment Description: Create a problem-based or project-based learning digital media unit plan using the template provided so that it meets four of the ISTE student standards. Also create a teacher-made student exemplar to model for students what is possible. The assignment will be submitted two times. Students will use emerging instructional technologies, hardware and web-based of their choice. Please be aware, it will likely require more than two digital tools to meet the two standards. This will be submitted twice. Once in draft form by the end of the fifth week of class and then the final revised version by the end of the eighth week of class. Draft versions will be returned to the student within one week of initial submission with formative feedback from the instructor.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Acceptable	Unacceptable
Unit Plan Standards: Learning Goals, Technology Standards, Curricular Resources	2 b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. 5 a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Highly detailed and specific learning goals to include the name, number, and description of the WV College and Career Readiness standards aligned to the unit plan instruction. Meets four included ISTE Student standards. Curricular resources including all technology resources to be used.	Specific learning goals to include the name, number, and description of the WV College and Career Readiness standards aligned to the unit plan instruction. Meets two included ISTE Student standards. Curricular resources including technology resources to be used.	WV College and Career Readiness standards not aligned to the unit plan instruction. Meets no ISTE Student standards.
Unit Plan Goal and Assessment	2 a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 3 b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. 6 d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Specific and measurable “big goal” that is directly aligned to the academic standards being taught. Formative assessments that will effectively measure students’ progress on the academic standards being taught. Summative assessment is a highly detailed rubric measured student created project.	Specific “big goal” that is well aligned to the academic standards being taught. Formative assessments that will measure progress on standards being taught. Summative assessment is a rubric measured student created project.	No “Big goal” No formative assessment is present. No summative assessment is present.
Project or Problem Based Learning	4 b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4 c. Use collaborative tools to expand students’	Unit plan reflects the course provided resources regarding the components and structure of project and problem-based learning. Plan demonstrates thoughtful consideration of both the purpose and	Unit plan reflects the course provided resources regarding the components and structure of project and problem-based learning.	Unit plan does not demonstrate an understanding of project and problem-based learning.

	authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally. 6 a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.	possibilities of project and problem-based learning.		
Student and Teacher Technology Use Calendar and Daily Lesson Progression	5 a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. 5b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Student use of technology leverages emerging technologies to highly engage students and substantially enhance their learning. Student use is substantially greater than teacher use. Teacher use of technology leverages emerging technologies. Calendar and daily lessons demonstrate a logical development of understanding and application by students.	Student use of technology incorporates long-established technologies. Student technology use is less than teacher use. Teacher employs long-established technologies. Calendar and daily lessons may not demonstrate development of understanding and application by students.	Student use of technology is passive. Teacher employs long-established technologies. Calendar and daily lessons do not demonstrate a logical development of understanding and application by students.
Student Project Model	2 a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. 3 b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. 6 d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Submits a "student project model" that demonstrates exemplary completion of the digital media output of the project or problem-based learning unit.	Submits a "student project model" that demonstrates adequate completion of the digital media output of the project or problem-based learning unit.	No student project model submitted.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDUC 511 Advanced Children and Adolescent Studies: *Curriculum Development Project*

Assignment Description: The CDP is a major project the student works on over the course of the semester. Students choose one of two options and follow specific guidelines. The two options are a Review of Literature Related to Curriculum Development and a Curriculum Development Proposal.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
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Writing	WVTPS Function 1A: The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.	The writing and grammar for the paper is exemplary. The tone is consistently professional and appropriate for an academic research paper. Contains no spelling or grammatical errors.	The writing and grammar are consistent. The tone is generally professional and is appropriate for an academic research paper. Some spelling or grammatical errors exist.	The writing is weak and tone is unprofessional. There are many errors.
Research	WVTPS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	Contains at least 7 sources that are professionally appropriate. (Includes a variety of sources from high quality journals and publications.)	Contains at least 6 sources that are professionally appropriate and no more than 4 that are questionable (trade books, internet sources, popular magazines, sources that were written more than five years ago.	Contains less than six professionally appropriate sources (limited sources that are professionally reliable).
Introduction	WVTPS Function 1A: The teacher has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to ensure student mastery of skills necessary for success in life and work.	Introduction is superior and clearly identifies the purpose of the project or the topic of the literature review. Why it is important to the field, and why you are interested in the topic is well described.	An introduction is included but does not clearly identify the purpose of the project or topic of the literature review.	An introduction is not included.
Literature Review	WVTPS Function 2A: The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.	Literature review is extensive and clearly supports the project's identified purpose or problem. Sources are synthesized into a well written review that clearly supports the project and are clearly and appropriately cited.	Summarizes the overall picture obtained from the literature but lacks synthesis. The review is written as a series of article summaries.	Lacks summary and/or misinterprets the information and/or makes unsupported statements.
Length	WVTPS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	Adheres to 5-7 page criteria	Is at least 4 pages but does not meet 5 page minimum criteria.	Exceeds or does not meet 5-7 page criteria by more than 1 page.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	APA format is used accurately and consistently throughout the paper and references.	APA formatting is evident, but there are frequent errors.	Document is formatted in a format other than APA or format is not recognizable as APA.

EDUC 511 Advanced Children and Adolescent Studies: *Developmental Case Study*

Assignment Description: The Developmental Case Study is divided into two parts: data collection and developmental learning profile. For data collection, the student will conduct two observations and an interview of a family member or the child's primary caregiver, addressing several questions based on observation and interview data. The Developmental Learning Profile is a summary of the candidate's

recommendations for the child in terms of supporting their overall development within the early childhood environment.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Target	Unacceptable
Child Profile	NBTPS 1B: Teachers Understand How Students Develop and Learn WVTPS Function 1E: The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning ITSE 7 b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.	Includes all five areas of development in written profile	Includes only three or four areas of development in written profile	Includes less than three areas of development in written profile
Observation Documentation	WVTPS Function 3E: The teacher uses both classroom formative and summative assessment as a balanced approach to instructional decision making	Identifies and explains five strengths and one area of challenge	Identifies and explains only three or four strengths and one area of challenge	Identifies and explains less than three strengths and no areas of challenge
Interview	WVTPS Function 5F: The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.	Notes include responses to all four questions listed under assignment description	Notes include responses to three questions listed under assignment description	Notes include responses to less than three questions listed under assignment description
Developmental Learning Profile	WVTPS Function 5F: The teacher works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections among the school, families and the community.	Completed all five parts of Developmental Learning Profile	Completed three or four parts of Developmental Learning Profile	Completed less than three parts of Developmental Learning Profile
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation with less than three errors.	Partly meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation with three or four errors.	Does not meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation with more than five errors.

	work in a global, digital society			
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EDCI 611 Special Topics in Education (Formative Instructional Practices): *Analysis of School Assessment*

Assignment Description: Selecting from both a formative and a summative assessment, the student will analyze for evidence of the components of fip. The analysis will include evaluation of clarity of learning targets, description of evidence-based grading and how the evidence can be used for instructional decision making.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Formative and Summative assessment	Function 4D: The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practice and learning for students. (WVPTS)	Provides both a formative and summative assessment for the same unit	Does not provide both a formative and summative assessment for the same unit	Does not provide both a formative and summative assessment for different units
Clear Learning targets	Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students. (WVPTS)	Identifies clear learning targets for each assessment (item level)	Identifies learning targets for each assessment not at the item level or does not identify all learning targets at the item level	Does not address learning targets for each assessment (item level)
Evidence based grading	Function 4C: The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data. (WVPTS)	Describes the evidence based grading system being used	Describes the evidence based grading system being used, lacks some supporting	Grading system being used is not evidence based
Analysis of evidence to make instructional decisions	3 D: Teachers Regularly Assess Student Progress (NBPTS)	Provides evidence of how the evidence is used for instructional decision making		
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDCI 612 Critical Pedagogy: *Critical Analysis of School Environment*

Assignment Description: Selecting from the areas of critical pedagogy discussed in class or through readings assigned, the student will select a critical lens to review the real world of the school at which they are teaching or have taught. The paper will include an overview of the theory selected (critical race theory, postmodernism, feminism, queer theory, etc), identification of the issue to be addressed and reflection.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Describes theory and theorists	NBPTS 1 D: Teachers Know Their Mission Transcends the Cognitive	Selects a theory and theorist(s) and provides rich details to describe the attributes of the	Selects a theory and theorist(s) and provides details to describe the attributes	Selects a theory or theorist, lacks details or is vague in describing the theory or lacks

	Development of Their Students	theory and examples of the relevance to the teaching world	of the theory and relevance to the teaching world	relevance to the teaching world
Identifies the issue real world issue	CAEP A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization;	Clearly articulates the issue, issue is relevant to the classroom	Articulates the issue though the issue lacks clarity, issue is relevant to the classroom	Does not articulate the issue, issue is not relevant to the classroom
Examines the issue through the appropriate theory lens	NBPTS 1 C: Teachers Treat Students Equitably	Applies the theory to the issue in a clear manner	Applies the theory to the issue, leaves aspects not addressed	Does not apply the theory to the issue
Reflection	ISTE: 1 c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. 4 d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	Reflection is thoughtful and identifies strength or weaknesses of applying a single lens to an issue.	Reflection is thoughtful or identifies strength or weaknesses of applying a single lens to an issue, strengths or weaknesses lack supportive details	Reflection lacks thoughtfulness or does not identify strength or weaknesses of applying a single lens to an issue.
APA Style, Grammar, Usage, & Mechanics	WVTPS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation with few errors identified	Does not meet APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.

EDUC 610 Advanced Assessment: Critical Assessment and Intervention Plan and Report

Assignment Description: Develop a baseline, formative, and summative assessment plan to determine the specific needs of a student in a targeted core area of instruction. Develop a baseline assessment plan that is comprehensive in the targeted area. Develop an intervention and monitoring plan directly aligned to collected assessment data. Monitor two weeks of intervention. Write a report using a pseudonym.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Summary of assessment plan and results	NBPTS 1 A: Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly. WVPTS Function 1E: The teacher uses a balanced approach to ensure both assessment of learning and assessment for learning to	A comprehensive summary including reliability and validity statistics for all assessments administered, the rationale for choosing the assessments, and detailed report of the assessment findings.		

	provide both teacher and students' information to guide future learning.			
Detailed description and efficacy of intervention efforts	NBPTS 3 D: Teachers Regularly Assess Student Progress WVPTS Function 2A: The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process. ISTE: 5 a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	A detailed and specific description of the intervention process including a summary of the efficacy of the interventions with a graphical representation depicting student performance over the term of the intervention.		
Plan and rationale for continued efforts at intervention	NBPTS 4 A: Teachers Make Difficult Choices That Test Their Professional Judgment. WVPTS Function 3A: The teacher utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	A detailed and specific description of a plan for continued intervention efforts for the student and a rationale for maintaining current efforts or suggestions for a change in direction.		
Report to the family	NBPTS 5 B: Teachers Work collaboratively with Families ISTE 7 c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	A report to the family that is both accessible and informative. Avoids the use of technical jargon and professional acronyms.		
Reflection	WVPTS Function 4C: The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.	Submits an insightful and highly detailed reflection that speaks to the purpose of the assignment, the learning achieved, and considers ways to self-improve beyond the scope of the assignment.		
APA Style, Grammar, Usage, & Mechanics	WVPTS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

EDUC 620 Master's Research Project: *Master's Research Project*

Assignment Description: Master research project represents an ability to integrate knowledge and skills acquired over the course of the program. Typically, the project is informed by the previous coursework, and is not undertaken until all other courses are completed. The student, working independently under

the supervision of a graduate faculty member, must plan a research study project that demonstrates graduate-level critical inquiry and analysis in an academically appropriate, clear and coherent manner.

Signature Assignment Rubric and Standards Alignment – Scoring Guide

Element/ Component	Aligned Standards	Target	Emerging	Unacceptable
Identify a research topic that is relevant to the field.	NBPTS: 4B WVPTS: 4D ISTE: 1C	Identifies research topic that is relevant to the field that brings novel approach to the problem.	Identifies research topic that is relevant to the field.	Identifies research topic.
Demonstrate relation to the existent research by conducting literature review.	NBPTS: 4B WVPTS: 4A ISTE: 1C	Provides comprehensive literature review that includes analysis of research articles on the topic of choice.	Provides a summary of research articles on the topic of choice.	Provides a summary of research articles that lack relevance to the topic of choice.
Define research problem and questions.	NBPTS: 4B WVPTS: 4A ISTE: 5A	Clearly defines research problem and its importance to the field; identifies appropriate research questions.	Clearly defines research problem; identifies appropriate research questions.	Does not define research problem and/research questions.
Identify appropriate methodology and develop research instrument for the data collection.	NBPTS: 4B WVPTS: 5I ISTE: 3B	Identifies appropriate methodology and develops research instrument for the data collection.	Identifies appropriate methodology and adapts research instrument for the data collection.	Does not identify appropriate methodology and/or develop/adapt research instrument for the data collection.
Develop a plan for data collection and analysis.	NBPTS: 4B WVPTS: 4A ISTE: 4A	Develops a clear and manageable plan for data collection and analysis.	Develops a plan for data collection and analysis.	Does not develop a plan for data collection and/or analysis.
APA Style, Grammar, Usage, & Mechanics	WVPTS Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global, digital society	Meets APA guidelines for citation, organization, style, mechanics, grammar, and punctuation.		

APPENDIX II: COLLECTED DATA

Provide the data collected for this report.

**West Virginia Higher Education Policy Commission
Meeting of December 10, 2021**

ITEM: Approval of University Status

INSTITUTION: Glenville State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the designation of university status for Glenville State College.

STAFF MEMBER: Randall Brumfield

BACKGROUND:

The criteria for university status, approved by the Commission in 2002, are:

1. Offer at least one master's-level degree program;
2. Have an approved mission statement which provides for the offering of graduate programs;
3. Obtain the approval of the Higher Learning Commission of the North Central Association to offer any master's degree program;
4. Have a faculty, excluding community and technical college faculty, in which at least two-thirds of tenured and tenured track faculty hold the terminal degree, typically the doctorate.

The Commission will consider Glenville State College's request to offer Master of Arts in Education and Master of Arts in Curriculum and Instruction during the meeting on December 10, 2021. Both degree programs were approved by the Higher Learning Commission on November 16, 2021.

Glenville State College supports the offering of graduate programs in its mission statement as currently written.

Glenville State College has indicated that currently 72 percent of its tenured and tenure track faculty hold terminal degrees.

As authorized in W. Va. Code §18B-2A-6, once approval for university status is granted by the Commission, the Board of Governors of the institution must affirm the university designation and set a date for the official name change. Past references to Glenville State College will remain in the Code until the Legislature changes in statute all past references.



October 29, 2021

Chancellor Sarah Armstrong Tucker, Ed.D.
Vice Chancellor for Academic Affairs Randall Brumfield, Ed.D.
West Virginia Higher Education
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301

Dear Chancellor Tucker and Dr. Brumfield,

Glenville State College requests that at the December 3, 2021 WVHEPC Board meeting, it be granted the status of university.

The change from college to university will have several benefits for Glenville. These include an increase in enrollment, an increase in prominence for the institution and increased marketability, more flexibility in expansion for academic programs and departments, and greater differentiation between us, a four-year institution, and community colleges. Furthermore, Glenville State College is one of two remaining public four-year institutions, among the ten in West Virginia, which have not changed their status to university.

The criteria outlined in the *Chancellor's Interpretive Memo No. 15, Criteria for Designation of University Status* list four criteria that must be met for this consideration. We will list each and address them in turn here.

1. Offer at least one Master's-level degree program;

Pending WVHEPC approval to offer graduate programs at its December 3, 2021 meeting, it will be able to begin recruiting for the programs spring of 2022 and start the programs fall of 2022.

2. Have an approved mission statement which provides for the offering of graduate programs;

Glenville State College's mission "Glenville State College prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world" supports the offering of graduate programs.

3. Obtain the approval of the Higher Learning Commission of the North Central Association to offer in any master's degree program;

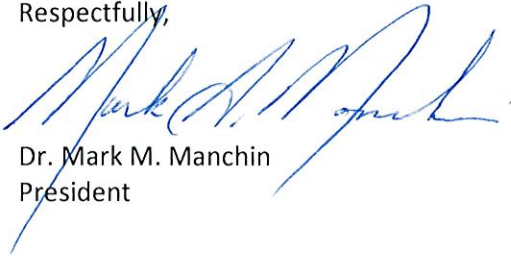
HLC has visited the GSC campus for a substantive change in September 2021, and the visiting team has recommended GSC be approved for to offer two graduate programs.

4. Have a faculty, excluding community and technical college faculty, in which at least two thirds of tenured and tenure track faculty hold the terminal degree, typically the doctorate.

Currently, 72% of the tenured and tenure track faculty hold terminal degrees at Glenville State College.

Given that Glenville State College meets the four criteria, we respectfully request permission to seek legislative approval to attain university status. It is our intent, God Willing, and with the support of the WVHEPC to announce this change on GSC Day, February 22, 2022, when we will celebrate our 150th anniversary at the West Virginia State Capitol.

Respectfully,



Dr. Mark M. Manchin
President

West Virginia Higher Education Policy Commission
December 10, 2021

ITEM: Revocation of Authorization to Confer Degrees in West Virginia

INSTITUTION: Ohio Valley University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission revokes Ohio Valley University's authorization to confer degrees in the State of West Virginia effective June 30, 2022.

Further Resolved, That the West Virginia Higher Education Policy Commission authorizes the Chancellor to enter an order directing the steps Ohio Valley University must take to wind down its operations pending loss of its authorization, which steps shall include, but not be limited to, not accepting or enrolling new students beginning with the Spring 2022 semester; not returning any current students to campus for the Spring 2022 semester, except for seniors scheduled to graduate at the end of the semester who wish to return to complete their degrees; developing and executing appropriate plans related to the teach-out and/or transfer of currently enrolled students; providing transcripts and financial aid records and/or assistance to students; and any other necessary and appropriate student services.

STAFF MEMBER: Randall Brumfield

PURPOSE AND POLICY:

The purpose of this agenda item is to review Ohio Valley University's status as a degree-granting institution in accordance with W. Va. Code § 18B-4-7 and Section 2 of Series 52, Legislative Rule, Annual Reauthorization of Degree-Granting Institutions:

2.1. The West Virginia Higher Education Policy Commission (Commission), through a process of granting authorization and annual reauthorization of baccalaureate and graduate level higher education institutions operating in West Virginia, has the responsibility of protecting consumers and ensuring students are

offered quality education by postsecondary providers to West Virginia residents. An institution authorized by the Commission shall be required to operate in accordance with fair consumer practices to ensure that students can make appropriate decisions concerning their investment of time and money.

2.4. The Commission is responsible for the annual reauthorization of any private, proprietary, or out-of-state postsecondary institution that has physical presence in West Virginia and offers degree programs above the associate level except for those institutions exempted by the Commission under Section 4 of this rule. The process of conferring reauthorization by the Commission includes the monitoring of standards for degrees awarded, the collection and dissemination of pertinent institutional data, the conduct of certain reviews and audits, and the imposition of certain sanctions including revocation of degree-granting authority.

The further purpose of this agenda item is to consider taking action to revoke Ohio Valley University's authorization to confer degrees in accordance with W. Va. Code § 18B-4-7(g) and those sections of the reauthorization rule discussed further below.

BACKGROUND:

In a letter dated July 15, 2020 (attachment 1), Commission staff informed Ohio Valley University (OVU) that the institution's accreditor, the Higher Learning Commission (HLC), had informed the Commission of a change in OVU's accreditation status. Specifically, HLC notified the Commission that it was placing OVU on probation until its overall financial condition improved. By way of reference, institutions placed on probation by HLC are removed from the pathway for reaccreditation for up to two years. If the institution placed on probation does not provide evidence that the areas of concern resulting in its probation have been resolved, HLC may withdraw accreditation. The Commission's letter to OVU included a summary of feedback HLC provided to OVU during HLC's virtual site visit conducted on July 15, 2020. The letter reiterated the institution's assurance that its financial status would be improving in light of anticipated donations.

On or about October 20, 2021, OVU students, parents, and employees began reporting complaints to the Commission office. The issues complained of ranged from the inability of the institution to provide academic transcripts to the institution's failure for months to compensate employees for work performed. In response, Commission staff conducted a meeting with OVU officials on October 29, 2021. During this meeting OVU confirmed the reported issues were accurate and ongoing. Ohio Valley University claims that its inability to process transcripts for students began in early Summer 2021 due to an inoperable server. Ohio Valley University claims that its inability to pay employees started in the 2020-21 academic year. Ohio Valley University also confirmed that, as a result of continuing issues with its server, its student and institutional performance data has not been provided within the established deadlines to the U.S. Department of Education as required for federal accountability purposes.

Ohio Valley University indicated that it was expecting a donation on November 3, 2021 to help remedy the aforementioned issues, which would include repairing technology and processing payroll. This donation was expected the day after HLC was scheduled to conclude its probationary site visit on November 2, 2021.

In response to an inquiry by Commission staff, on November 5, 2021, the institution indicated the donor requested its meeting be moved to November 9 or November 10 and that it had a meeting with another donor scheduled for November 8. The institution informed Commission staff it would provide an update following each meeting. To date, OVU has provided neither additional information nor confirmation of the donation(s).

Also in its November 5 correspondence to Commission staff, OVU stated it was unable to provide a date by which the payroll situation would be resolved. From that date to this, OVU has provided no update with respect to this item. The Commission has received credible information that OVU will have neither English nor math faculty for the Spring 2022 semester. Additionally, despite repeated inquiries by Commission staff throughout November, OVU has not yet provided a timeframe by which it will be able to provide students with their transcripts.

On November 29, 2021, Commission staff from the Office of Financial Aid and West Virginia Network (WVNET) conducted a site visit at OVU specifically to assess the situation regarding the provision of financial aid and the condition of OVU's servers. They found that there is not sufficient depth of experience in OVU's financial aid office, bursar's office, or IT office to help move OVU out of its current descent. With regard to financial aid, the financial aid and bursar's offices are relying on hand-written paper records and only know cumulative student data, not the specific data necessary for it to create transcripts or other essential student records. Specifically, OVU can only provide total hours attempted, total hours completed, and overall grade point average at the end of the Spring 2020 and Spring 2021 semesters; it does not have data evidencing what the hours and grade point averages were after Fall 2020. Thus, Commission staff could not determine how many credits OVU's students took in Fall 2020 or Spring 2021; they could only determine the total numbers of hours for the academic year by subtracting the total hours at the end of Spring 2021 from the total hours at the end of Spring 2020. Fall 2021 student registration information is kept on hand-written forms.

With regard to the condition of OVU's servers, WVNET found that a power surge caused the disc array to crash, not that lightning had struck the servers. This means that the data is still there, but OVU has lost access to it. WVNET also found that PowerCAMPUS, the software system OVU uses to store and access student data and records, is broken. It has not been updated in seven years, and Ellucian, the company that provides PowerCAMPUS, will not update it for OVU at this point until OVU pays for the seven years it has not availed itself of Ellucian's services. WVNET has committed to assisting OVU in resolving these issues so that OVU can access its student data and create the records necessary for students to transfer and/or provide potential employers.

ACCREDITATION:

HLC has raised significant concerns during the institution's probation period. It has requested a response from OVU with regard to its potential non-compliance with the requirement that it "provide support for student learning and resources for effective teaching." This is documented in multiple letters from HLC to OVU, beginning on August 20, 2021 (attachment 2). Because the institution failed to provide a response to this item, it was included as criteria for the HLC site visit evaluation on November 1 and 2, 2021. This is noted in HLC's October 6, 2020 letter to OVU (attachment 3). On October 26, 2021, a letter from HLC to the university summarized HLC's concerns regarding the institution's lack of transparency and failure to provide information; inability to provide signed teach-out agreements for use in the event of the institution's closure, which is part of its probation requirements; and non-remittance of annual accreditation dues (attachment 4).

Pending OVU's response to the issues outlined in HLC's October 26 letter, HLC will be evaluating whether OVU should be placed on administrative probation. When an institution placed on administrative probation does not remedy the issue(s) resulting in administrative probation within the provided timeframe (usually a period of up to 90 days), HLC will consider a number of sanctions against the institution, including withdrawal of the institution's accreditation. Any action to be taken with respect to OVU's accreditation status will be decided at the HLC Board of Trustees meeting on June 23-24, 2022.

RECOMMENDATION:

As a result of its demonstrated inability to fulfill essential obligations to students, employees, its accrediting agency, the Commission, and the U.S. Department of Education, in addition to its lack of substantive improvement of its financial status throughout the last year, it is recommended that the Commission revoke Ohio Valley University's authorization to confer degrees in the State of West Virginia; that this revocation be effective June 30 2022; and that the Commission authorize the Chancellor to enter an order directing the steps Ohio Valley University must take to wind down its operations pending loss of its authorization. These steps shall include, but not be limited to, not accepting or enrolling new students beginning with the Spring 2022 semester; not returning any current students to campus for the Spring 2022 semester, except for seniors scheduled to graduate at the end of the semester who wish to return to complete their degrees; developing and executing appropriate plans related to the teach-out and/or transfer of currently enrolled students; providing transcripts and financial aid records and/or assistance to students; and any other necessary and appropriate student services.

This action would be taken in accordance with W. Va. Code § 18B-4-7(g), which requires the Commission to "revoke an institution's authority to confer degrees when the institution[has] . . . failed to maintain the minimum standards for conferring degrees;" and Section 10 of Series 52, Legislative Rule, *Annual Reauthorization of Degree-Granting Institutions*, which reads:

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

Michael J. Farrell, Esq.
Chair



Sarah Armstrong Tucker, Ph.D.
Chancellor

West Virginia Higher Education Policy Commission

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July 15, 2020

President Michael Ross
Ohio Valley University
1 Campus View Drive
Vienna, WV 26105

Dear President Ross:

Thank you for taking the time to speak with the Policy Commission team on Tuesday, July 14, 2020. Ohio Valley University (OVU) has been placed on probation by the Higher Learning Commission (HLC) primarily for financial concerns. In our discussion, you indicated that OVU has received a significant donation of land from an energy company consisting of approximately 130,000 acres with a taxable value of \$4 million dollars. You indicated this donation will significantly improve your Financial Composite Index score (CFI) and improves the overall financial situation at the university. This will certainly be a factor in your future reporting to the HLC.

We are required to notify the West Virginia Higher Education Policy Commissioners of the change in your accreditation status. We also agreed to the following:

- Beginning on Friday, August 28, 2020 and continuing the last Friday of each month throughout the HLC probation period, you will provide me with a monthly report of OVU's enrollment, your financial situation, and any other information relevant to your probation status. You may send the reports to me via email.
- As needed, we may follow up the written reports with a phone call to discuss any specific concerns in detail.
- You are also to copy my office on any written correspondence between your institution and the HLC and to keep my office informed of any HLC site visits to your campus or any change in your accreditation status.

Please feel free to contact me if you have questions or need any further information. Good luck to you and Ohio Valley University in the upcoming fall semester.

Sincerely,

A handwritten signature in blue ink, reading "Corley F. Dennison III".

Corley F. Dennison III, Ed.D.
Vice Chancellor for Academic Affairs

C: Dr. Ed Magee, Vice Chancellor for Finance, Commission Staff
Ms. Kristin Boggs, General Counsel, Commission Staff
Ms. Sheree "Nikki" Bryant, Director of Academic Programming, Commission Staff



August 20, 2021

VIA ELECTRONIC MAIL

Michael Ross, President
Ohio Valley University
1 Campus View Dr.
Vienna, OH 26105

Dear President Ross:

This letter is to inform you that the Higher Learning Commission (HLC or “the Commission”) recently received a complaint regarding Ohio Valley University (“the institution”). In accordance with HLC Policy COMM.A.10.030, Complaints and Other Information Regarding Affiliated Institutions, HLC initially reviewed the complaint to determine whether it suggested potential substantive non-compliance with the institution’s ability to meet the Criteria for Accreditation or other HLC requirements.

Based on that initial review, HLC concluded that the complaint and related materials raises potential concerns regarding the institution's substantive compliance with the following HLC requirement:

- Criterion Three, Core Component 3.D, “the institution provides support for student learning and resources for effective teaching.”

Based on these potential concerns, the institution is required to provide HLC a formal response to the complaint. This response should provide narrative and appropriate evidence to demonstrate that the institution continues to meet the requirement noted above in light of the complaint.

The institution should prepare and submit its response within 30 days of the date of this letter, or no later than **September 20, 2021**. The response should be no more than 15 pages of narrative and contain appropriate supporting evidence. The response, including any supporting evidence, should be submitted electronically as a single PDF file that does not contain links to external websites or documents to <https://spaces.hightail.com/uplink/HLC-LRA>.

The Commission will review the information within 30 days of receipt and will notify the institution of its determination and any next steps, if applicable, upon conclusion of the review.

President Ross, August 20, 2021 2

Thank you for your cooperation. If you have any questions regarding this letter, please contact your HLC Staff Liaison, Dr. Karen Solomon.

Sincerely,



Robert Rucker
Manager of Compliance and Complex Evaluations

Enc: Complaint

CC: Mara Ashley, ALO and Director of the Graduate School, Ohio Valley University
Karen Solomon, Vice President and Chief Transformation Officer, Higher Learning
Commission



October 6, 2021

VIA ELECTRONIC MAIL

Michael Ross, President
Ohio Valley University
1 Camus View Dr.
Vienna, WV 26015

Dear President Ross:

On August 20, 2021, the Higher Learning Commission (HLC “or the Commission”) notified Ohio Valley University (“the institution”) that it received a complaint regarding the institution. As noted in that communication, HLC initially reviewed the complaint to determine whether it suggested potential substantive non-compliance with the institution’s ability to meet the Criteria for Accreditation or other HLC requirements. Based on that initial review, HLC determined that the information contained in the complaint raised potential concerns regarding the institution’s compliance with the HLC requirements as noted in the August 20 letter.

The institution was afforded an opportunity to respond and to provide evidence that the institution continued to meet the requirement noted in the August 20 letter in light of the complaint. HLC requested a response by no later than thirty days from the date of the letter, which was September 20, 2021. To date, however, the institution has not provided HLC with a response to the complaint.

Without the benefit of the information that the institution may have provided in its response, HLC has determined that further evaluation of the institution’s compliance with HLC requirements is necessary. Specifically, potential concerns remain regarding the institution’s compliance with the HLC requirement noted in the August 20 letter:

- Criterion Three, Core Component 3.D, “the institution provides support for student learning and resources for effective teaching.”

Commission Policy INST.E.20.010, Probation, states that an institution on Probation is required to submit an Assurance Filing prior to hosting a comprehensive evaluation for Probation. Furthermore, Commission Policy INST.C.10.020, Process Requirements for Each Pathway, states that an Assurance Filing shall consist of, among other items enumerated in the policy, “information supplied by HLC including but not limited . . . complaints, and any other information HLC deems appropriate.”

In accordance with these policies and due to the concerns detailed above, HLC will provide the complaint dated August 13, 2021, to the peer review team that is scheduled to conduct the

institution's comprehensive evaluation for Probation. The team will also be provided a copy of this letter. The materials will be provided to the team through the Commission's Assurance System, and the team will review the complaint as part of the comprehensive evaluation for Probation. Under HLC procedure, the institution should provide any additional documentation requested by the peer review team, including any documents related to the complaint, using the "Addendum" tab in the Assurance System.

As a reminder, the institution must continue to abide by HLC's Obligations of Membership, including the obligation that the "institution participates in periodic evaluation through the structures and mechanisms set forth in HLC policies, submission of reports as requested by HLC, filing of the Institutional Update, and any other requirements set forth in its policies; that the "institution [adhere to HLC's] policies and procedures in good faith;" and that the institution "cooperat[e] with all requests for information from HLC."

Thank you for your cooperation. If you have any questions about this letter, please contact your HLC Staff Liaison, Dr. Karen Solomon.

Sincerely,



Robert Rucker
Manager of Compliance and Complex Evaluations

Cc: Wes Crum, Vice President for Academic Affairs, Ohio Valley University
Karen Solomon, Vice President and Chief Transformation Officer, Higher Learning
Commission



October 26, 2021

VIA ELECTRONIC MAIL

Michael Ross, President
Ohio Valley University
1 Camus View Dr.
Vienna, WV 26015

Dear President Ross:

As you know, on November 1-2, 2021, the Higher Learning Commission (HLC) will conduct a Probation Visit at Ohio Valley University ("the institution" or OVU) to review and validate the institution's evidence of the compliance with the Criteria for Accreditation, Federal Compliance requirements, and any Assumed Practices specifically cited by the HLC Board of Trustees in its letter of June 30, 2020.

Wholly separate from that review, this letter addresses concerns that have arisen as a result of OVU's recent conduct as an HLC member institution.

Pursuant to HLC's Obligations of Membership (INST.B.30.020), member institutions "must remain in compliance with the Obligations of Membership at all times." An institution that is not in compliance with the Obligations of Membership may be placed on Administrative Probation.

The institution's recent conduct suggests that OVU may not be in compliance with several Obligations of Membership. Specifically:

"The institution is candid, transparent, and forthcoming in its dealings with HLC, including cooperating with all requests for information from HLC. "(Obligation #4)

- OVU did not submit any response to a student complaint as required on September 20, 2021, resulting in the addition of that issue to the Probation team's scope of review. (See HLC Letter to OVU, October 6, 2021)
- The institution has not submitted signed teach-out agreements for HLC approval to supplement its Provisional Plan. Such teach-out agreements were required by September 20, 2021 to ensure that its enrolled students can complete their required academic programs within a reasonable time should the institution cease to operate. Teach-out agreements that account for the institution's currently enrolled students' needs in the event of a closure remain outstanding.

"The institution submits timely payment of dues and fees in accordance with the published Dues and Fees Schedule and accepts the fact of surcharges for late payment." (Obligation #15)

- OVU has not remitted payment for its annual dues invoice which is now approximately 120 days past due.

In consideration of the institution's Probation Visit next week, HLC is affording OVU additional time beyond the minimum of two weeks for its response to this letter. The institution is expected to provide an institutional response that confirms it has rectified all outstanding items no later than **November 30, 2021**. The response, including any supporting evidence, should be submitted electronically as a single PDF file that does not contain links to external websites or documents to <https://spaces.hightail.com/uplink/HLC-LRA>. The institution is not expected to provide any evidence related to the lack of response to the student complaint, as review of that complaint has been embedded in the upcoming Probation Visit.

Upon receipt of the institution's response, I will make a determination whether to impose Administrative Probation.

Thank you for your cooperation. If you have any questions about this letter, please contact your HLC Staff Liaison, Dr. Karen Solomon.

Sincerely,

A handwritten signature in cursive script, reading "Barbara Gellman-Danley".

Barbara Gellman-Danley
President

Cc: Wes Crum, Vice President for Academic Affairs, Ohio Valley University
Karen J. Solomon, Vice President and Chief Transformation Officer, Higher Learning Commission
Anthea Sweeney, Vice President of Legal and Regulatory Affairs, Higher Learning Commission
Michael Seuring, Vice President and Chief Financial Officer, Higher Learning Commission