



GLENVILLE STATE COLLEGE

AGENDA

Glenville State College
Board of Governors

December 16, 2020
1:00 p.m.

Mollohan Campus Community Center
Ballroom



BOARD OF GOVERNORS

December 16, 2020

MCCC, Ballroom

1:00 PM

AGENDA

1. Call to Order
2. Swearing In of New and Re-Appointed Board Members
3. Establishment of a quorum
4. Public Comment Period
5. Special Recognitions/Presentations
 - A. Retention and Hidden Promise Scholars Program Report – Stacy Adkins
6. Constituent Comments
 - A. Alumni Council
 - B. Faculty Senate
 - C. Staff Council
 - D. Student Government Association
7. **Consent Agenda (Action Item)**
 - A. Minutes of the October 20, 2020 Meeting
 - B. Enrollment Comparison Reports
 - C. Cash Flow Projection Statement (*Document will be provided at the meeting*)
 - D. YTD Budget Projection Report (*Document will be provided at the meeting*)
 - E. Quarterly Financial Statement (*Document will be provided at the meeting*)
8. Committee Reports
 - A. Executive Committee - Mike Rust, Chair
 - B. Board Governance and Human Resources Committee – Ann Green, Chair
 - C. Business and Finance Committee – Doug Morris, Chair
 - D. Enrollment and Student Life Committee – Steve Gandee, Chair
 - E. Academic Affairs Committee – Skip Hackworth, Chair
9. President's Report

10. Actionable Items

A. **Master's Program Letter of Support to the Higher Learning Commission (*Action Item*)**

11. Announcements

12. Adjournment

**Glennville State College
Board of Governors Meeting
October 20, 2020
Stonewall Resort, Ballroom 2
Glennville, West Virginia**

Members Present: Mr. Mike Rust, Chairperson
Mr. Tim Butcher, Vice Chair
Mr. Stephen Gandee
Ms. Ann Green, Via TEAMS
Mr. Tilden "Skip" Hackworth
Mr. Robert Marshall
Mr. Greg Smith
Dr. Kevin Evans, Faculty Representative
Mr. Jason Gum, Staff Representative
Ms. Jasmine Tarman, Student Representative, Via TEAMS

Members Absent: Mr. Doug Morris

Faculty & Staff Present: Ms. Maureen Gildein, Lecturer of Physical Education and Alumni Council President
Ms. Rita Helmick, Vice President for Administration
Mr. Tim Henline, Director of Institutional Research
Mr. David Hutchison, Vice President for Advancement
Mr. Bert Jedamski, CFO
Ms. Caren Jenkins, Controller
Ms. Tegan McEntire, Director of Human Resources
Dr. Mark Manchin, President
Mr. Eric Marks, Information Technology Specialist
Dr. Gary Morris, Provost & Vice President for Academic Affairs
Mr. Thomas Ratliff, Executive Director of Workforce & Community Development
Mr. Jesse Skiles, Director of Athletics
Ms. Teresa Sterns, Executive Assistant to the President
Dr. Marjorie Stewart, Associate Professor of English & Faculty Senate Vice President
Ms. Chelsea Stickelman, Director of Admissions & Staff Council Chair
Dr. Jason Yeager, Vice President for Enrollment & Student Life

Others Present: Ms. Audra Blackwell, Energy Systems Group
Mr. Rick Eskins, Hayflich, PLLC.
Mr. Joseph Nassif, Piper|Sandler
Mr. Joe Parsons, Potential Board Member

Call to Order

Chairperson Mike Rust called the meeting to order at 10:20 am.

Recognition/Swearing In of New and Re-Appointed Board Members

The Governor's office has not confirmed any new or re-appointed Board members at this time.

A quorum was established.

Public Comment – N/A

Special Recognitions/Presentations

Alumni Update - Maureen Gildein, Alumni Council President, provided a handout that included a list of upcoming Alumni events and Council members. She discussed the details of the events and announced that a new Pioneer Progress magazine will be distributed at the end of the year.

Mr. Rust requested that Ms. Gildein provide an Alumni update at all future Board meetings.

Energy Systems Group (ESG) Presentation – Audra Blackwell presented a PowerPoint presentation and reported that ESG saved the College several thousands of dollars in 2013-14 due to energy improvements. ESG is interested in providing an update study to GSC at no cost that will include estimated annual savings amount, propose technologies to improve indoor air quality and ventilation, and establish ways to attract more students and increase enrollment.

Report on FY2020 Audit from Hayflich, PLLC – Rick Eskins, CPA, provided financial statements ending June 30, 2020 to the Board and presented an overview of the audit report. He reported that the financial statements present fairly in the opinion of the auditors.

GSC and Foundation Relations Update –David Hutchison, Vice President for Advancement, displayed two PowerPoint presentations that highlighted new marketing for the College that includes ads in newspapers, digital media, and broadcasts on multiple WV News networks. WV News has also been producing radio marketing for the College. He reported that the College is also working with A4 Media and Fast Signs to provide additional marketing. The following updates were also included in the presentation

- New Foundation board members
- Grants submitted and awarded
- Scholarship endowments
- Goals of the scholarship campaign
- Alumni tracking
- Foundation initiatives
- Legislative information

Mr. Hutchison announced that the College paid off its loan from the Foundation in full.

Facilities Master Plan Update – Rita Helmick, Vice President for Administration, presented a PowerPoint presentation that included the following updates:

- Revamping the Disc Golf Course
- Hired a part-time postal worker
- In process of painting all hand railings on campus

- Mums were planted across campus
- Planning to incorporate a coffee shop in Glenville or on campus
- Washed and cleaned all fleet with assistance of students
- Restoring campus recycling program
- Attempting to install water refilling stations around campus
- Reviewing options to bring a bookstore back on campus
- Repairs were completed or are on-going to Science Hall, AC Units, Boilers, PE Bldg., etc.

Financial and Bond Update - Joseph E. Nassif, Managing Director, Piper | Sandler, reported on the College's Series 2017 Bonds. Bonds were issued to cure previous loans and debt of the College. A comprehensive plan was created for a thirty-year term to consolidate all of the debt into one payment. He recommended that the College stabilize and increase enrollment and increase auxiliary revenues.

Constituent Comments

Faculty Senate – Dr. Marjorie Stewart reported the following:

- Referenced the report provided by Dr. Kevin Evans included in the Board book
- Faculty survey is scheduled to be updated this week
- Faculty morale results will be provided at the next Board meeting
- Morale has decreased due to COVID-19 changes
- Faculty would like appreciation to be acknowledged for teaching 15 hours

Greg Smith requested that an email be sent to faculty and staff on behalf of the Board recognizing their work through the COVID-19 and teaching additional hours.

Kevin Evans requested that President Manchin share an exit plan that includes reducing teaching 15 hours back to 12 hours. He indicated that spring is vague and faculty will be looking elsewhere for jobs.

President Manchin reported that he will be reviewing the plan to research the cost savings benefit of requiring teachers to teach an additional three hours. He will include faculty in discussion beginning in spring.

Staff Council –Chelsea Stickelman reported the following:

- Staff is sponsoring a door and costume contest for Halloween
- Participation by staff in GSC Week activities was great
- Staff seems to be happy
- Planning to host a Christmas door decorating contest with the Elementary schools
- Postponed the Staff event scheduled at President's Home due to COVID-19

Student Government Association (SGA) –Jasmine Tarman reported the following:

- Planning events to encourage more student involvement
- Held discussion regarding December graduation

President Manchin announced that a survey was conducted regarding students' thoughts to possibly hold an in-person graduation. The vast majority indicated they wanted an in-person ceremony. Although nothing has been confirmed at this point, discussions are taking place to possibly hold a ceremony on November 21, 2020 at the Waco Center. Faculty, staff, and students will not be required to attend.

Consent Agenda

GREG SMITH MOVED TO APPROVE THE CONSENT AGENDA AS PRESENTED.
SKIP HACKWORTH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee Reports

Executive Committee/Chair Report

Mike Rust reported that the Committee met on October 7, 2020 and discussed the following:

- Joe Parsons was recommended to be appointed as a new member of the Board. Appointments have not yet been confirmed by Governor.
- COVID-19 cases and new testing requirements
- International Tuition Rate Proposal
- Nursing and Master's in Education Progress
- Set Today's Board Agenda

Board Governance Committee - Bob Marshall, Vice Chair, reported that the Committee discussed the following:

- Reviewed salary analysis comparison report. GSC is competitive in regards to staff and a little lower for faculty.
- Requests that Faculty Senate and Staff Council send meetings minutes to the Board
- Revisions to Final Draft Policy 6A
- Clarify Policy 9 to ensure any surplus property may not be sold without Board approval.
- Requested Board review By-laws and submit suggested changes

Greg Smith requested a list of members, meetings minutes, and by-laws of the Housing Corporation and Research Corporation be provided at the next Board meeting.

Business and Finance Committee - Tim Butcher, Vice Chair, reported that the Committee reviewed and discussed:

- Fiscal Year 2020 Financials
- Fiscal Year 2021 Financial Information
- Cash Flow Projection Report
- CFO has concerns regarding current budget and would like to revisit the projection to make sure it is attainable.
- International tuition rate decrease is being proposed in an effort to increase international student enrollment.

Steve Gandee requested more information on the expenditures of the College listed on pages 70-71 of the financial statements.

Tim Butcher indicated that more information will be provided at the next meeting.

Kevin Evans noted that the out-of-state tuition was previously decreased to recruit more out-of-state students and the number did not increase. He inquired if a plan has been put into place for recruiting international students.

President Manchin reported that if three additional international students enroll, it would cover the \$6,000 difference. He reported that Jason Yeager is working on an extensive plan with athletics. President Manchin offered to schedule a time for Kevin Evans to meet with Bert Jedamski, CFO, to further discuss his concerns if he prefers.

Enrollment and Student Life Committee – Steve Gandee reported that the Committee discussed enrollment numbers, the difficulties in recruiting students, and recruiters not being able to visit schools due to COVID-19. He encouraged all to review page 12 of the handout that Tim Henline provided and pointed out that West Virginia counties has a decline in population.

Academic Affairs Committee – Skip Hackworth reported that progress is being made on the implementation of the two graduate programs to be offered at the College and the first class would begin fall of 2022. He announced that upon anticipated approval by WV HEPC, it will be brought back to the Board. He further reported:

- Dr. Morris provided the information requested by WVU to the Dean regarding the nursing program and is waiting on feedback.
- Discussed program graduation and retention rates. Dr. Morris provided a planning and prioritization analysis of majority and enrollment in programs.
- The College received a favorable report from the Council for the Accreditation of Educator Preparation. The final report should be received in November.

President's Report

Dr. Manchin reported:

- There was a COVID-19 outbreak on campus since the last meeting. All positive case students were isolated in one building to prevent public schools from being closed. There are zero positive cases on campus as of today.
- Implementing a nursing program is high priority.
- Continue to beautify the campus to attract students.

Actionable Items

Approve Auditor's Report for FY20 (*Action Item*)*

TIM BUTCHER MOVED TO APPROVE THE FY2020 AUDIT. GREG SMITH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Revisions to Policy 6A– (*Action Item*)

**Policy 6A – Social Justice: Discrimination, Harassment, Sexual Misconduct, Stalking, Retaliation, Consensual Relationships, and Reasonable Accommodations*

Draft policy 6A is being amended to bring the procedure into further compliance with the USDE Final Rule. The policy was submitted to the constituent groups (WV HEPC Chancellor, Faculty Senate, Staff Council, and Student Government Association) for review and suggested revisions. The draft policy was also posted on the College's website for a twelve (12) day informal public comment period. There were no suggested revisions/comments received during the comment period.

BOB MARSHALL MOVED TO APPROVE THE PROPOSED REVISED BOARD FINAL DRAFT POLICY 6A FOR FINAL FILING WITH THE HIGHER EDUCATION POLICY COMMISSION IF NO COMMENTS ARE RECEIVED AFTER THE THIRTY-DAY COMMENT PERIOD, SUBJECT TO ANY GRAMMATICAL OR TYPOGRAPHICAL ERRORS THAT NEED TO BE MADE. GREG SMITH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

International Tuition Rate Proposal– (Action Item)*

GREG SMITH MOVED TO APPROVE THE INTERNATIONAL TUITION RATE BEGINNING THE FY2021 ACADEMIC YEAR AS PROPOSED. JASON GUMM SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Announcements

Mr. Rust announced the following:

- Next Executive Committee meeting is scheduled for **December 2nd**
- The next Board meeting is scheduled for **December 16, 2020**
- Legislative reception scheduled for 6:00 pm this evening at TJ Muskies
- Board training tomorrow at 9:00 am in Ballroom

Adjournment

With no further business and hearing no objection, Chairperson Rust adjourned the meeting at 1:11 pm.

Mike Rust
Chairperson

Teresa Sterns
Executive Assistant to the President

Enrollment Breakdown and Y2Y Comparison

<i>Returning Traditional & Online</i>					
Class	Fall 2017	Fall 2018	Fall 2019	Fall 2020	F20 FTE
<i>Freshman</i>	122	107	74	124	119.60
<i>Sophomore</i>	168	165	151	167	168.60
<i>Junior</i>	147	156	145	143	145.00
<i>Senior</i>	231	202	185	185	173.33
<i>Other</i>	0	1	1	0	0.00
Total	668	631	556	619	606.53

<i>New Traditional & Online</i>					
Stdnt Type	Fall 2017	Fall 2018	Fall 2019	Fall 2020	F20 FTE
<i>Trans/Readm</i>	85	91	99	102	88.93
<i>First-time</i>	295	290	321	310	302.47
<i>Other</i>	1	1	2	0	0.00
Total	381	382	422	412	391.40

<i>External Programs</i>					
Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020	F20 FTE
<i>Dual Enroll</i>	320	254	432	354	144.27
<i>FCI Gilmer</i>	57	60	87	114	91.27
<i>Huttonsville</i>	125	103	81	79	56.93
Total	502	417	600	547	292.47

<i>Summary</i>					
Category	Fall 2017	Fall 2018	Fall 2019	Fall 2020	F20 FTE
<i>Returning</i>	668	631	556	619	606.53
<i>New</i>	381	382	422	412	391.40
<i>External</i>	502	417	600	547	292.47
Total	1,551	1,430	1,578	1,578	1290.40

Definintions:

Freshmen: < 30.001 credits earned
 Sophomore: 30.001 - 60.000 credits earned
 Junior: 60.001 - 90.000 credits earned
 Senior: 90.001+ credits earned
 Other: Transient & Non-Degree seeking students

Notes:

*Not including DMAPS
 *Historical numbers are final semester counts
 **FTE = total credits divided by 15
 ***Report populated 11/13/2020 6:31:06 AM

Enrollment Breakdown and Y2Y Comparison

<i>Returning Traditional & Online</i>					
Class	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE
Freshman	247	219	256	232	218.5
Sophomore	209	185	181	125	125.4
Junior	156	176	177	105	104.3
Senior	228	221	169	107	91.5
Other	0	2	3	1	0.4
Total	840	794	786	570	540.130

<i>New Traditional & Online</i>					
Student Type	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE
Trans/Readm	32	16	40	37	33.3
First-time	15	11	11	1	0.3
Other	2	0	1	0	0.0
Total	49	27	52	38	33.6

<i>External Programs</i>					
Program	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE
Dual Enroll	234	219	350	15	5.0
FCI Gilmer	51	76	100	0	0
Huttonsville	97	96	84	0	0
Total	382	391	534	15	5.0

<i>Summary</i>					
Category	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE
Returning	840	794	786	570	540.1
New	49	27	52	38	33.6
External	382	391	534	15	5.0
Total	1,271	1,212	1,372	623	578.7

Additional SP21 Info	
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Rolling Enrollment	
11/9/2020	6
11/10/2020	108
11/11/2020	105
11/12/2020	125
11/13/2020	112
11/16/2020	48
11/17/2020	37
11/18/2020	24
11/19/2020	31
11/20/2020	27
Totals	623

Full-time	Part-time
528	79

*Does not include Dual Enroll

In-State	Out-of-State
494	101

Mod Out-St	Foreign
20	8

DMAPS	Online Only
1	32

Definitions:

Freshman: < 31 credits earned
 Sophomore: 31-60.99 credits earned
 Junior: 61-90.99 credits earned
 Senior: 91+ credits earned
 Other: Transient & Non-Degree seeking students

Notes:

*Not including DMAPS
 *Historical numbers are final semester counts
 **FTE = total credits divided by 15
 ***Report populated 11/20/2020 9:00 am

Enrollment Breakdown and Y2Y Comparison							
Returning Traditional & Online						Additional SP21 Info	
Class	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE		
Freshman	247	219	256	242	217.6		
Sophomore	209	185	181	128	123.9		
Junior	156	176	177	107	106.9		
Senior	228	221	169	111	94.73		
Other	0	2	3	1	0.4		
Total	840	794	786	589	543.530		
New Traditional & Online						Rolling Enrollment	
Student Type	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE		
Trans/Readm	32	16	40	45	39.7	11/9/-11/12/2020	344
First-time	15	11	11	1	0.3	11/13/2020	112
Other	2	0	1	0	0.0	11/16/2020	48
Total	49	27	52	46	40.0	11/17/2020	37
						11/18/2020	24
						11/19/2020	31
						11/20/2020	27
						11/23/2020	15
						11/24/2020	6
						11/25/2020	6
						Totals	650
						Spring 2020 Enrollment by Nov 24, 2019 = 733	
External Programs						Full-time	Part-time
Program	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE	546	104
Dual Enroll	234	219	350	15	5.0		
FCI Gilmer	51	76	100	0	0	In-State	Out-of-State
Huttonsville	97	96	84	0	0	492	109
Total	382	391	534	15	5.0	*Does not include Dual Enroll	
Summary						Mod Out-St	Foreign
Category	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE	22	10
Returning	840	794	786	589	543.5		
New	49	27	52	46	40.0	DMAPS	Online Only
External	382	391	534	15	5.0	1	34
Total	1,271	1,212	1,372	650	588.5		
Definitions:			Notes:				
Freshman: < 31 credits earned			*Not including DMAPS				
Sophomore: 31-60.99 credits earned			*Historical numbers are final semester counts				
Junior: 61-90.99 credits earned			**FTE = total credits divided by 15				
Senior: 91+ credits earned			***Report populated 11/25/2020 3:00 pm				
Other: Transient & Non-Degree seeking students							

Enrollment Breakdown and Y2Y Comparison							
Returning Traditional & Online						Additional SP21 Info	
Class	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE		
Freshman	247	219	256	262	250.33		
Sophomore	209	185	181	134	135.2		
Junior	156	176	177	110	110.1		
Senior	228	221	169	112	96.6		
Other	0	2	3	1	0.4		
Total	840	794	786	619	592.6		
						Rolling Enrollment	
						11/9/ -11/23/2020	636
						11/24/2020	6
						11/25/2020	6
						11/26/2020	3
						11/27/2020	2
						11/30/2020	2
						12/1/2020	10
						12/2/2020	12
						12/3/2020	19
						12/4/2020	14
						Totals	710
						Spring 2020 Enrollment by Dec 4, 2019 = 896	
New Traditional & Online						Full-time	Part-time
Student Type	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE	546	104
Trans/Readm	32	16	40	54	46.8		
First-time	15	11	11	4	2.7	In-State	Out-of-State
Other	2	0	1	0	0.0	523	121
Total	49	27	52	58	49.5	*Does not include Dual Enroll	
External Programs						Mod Out-St	Foreign
Program	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE	22	10
Dual Enroll	234	219	350	33	12.5		
FCI Gilmer	51	76	100	0	0	DMAPS	Online Only
Huttonsville	97	96	84	0	0	1	41
Total	382	391	534	33	12.5		
Summary							
Category	Spring 2018	Spring 2019	Spring 2020	Spring 2021	S20 FTE		
Returning	840	794	786	619	592.6		
New	49	27	52	58	49.5		
External	382	391	534	33	12.5		
Total	1,271	1,212	1,372	710	654.5		
Definitions:			Notes:				
Freshman: < 31 credits earned			*Not including DMAPS				
Sophomore: 31-60.99 credits earned			*Historical numbers are final semester counts				
Junior: 61-90.99 credits earned			**FTE = total credits divided by 15				
Senior: 91+ credits earned			***Report populated 12/04/2020 9:00 am				
Other: Transient & Non-Degree seeking students							



November 17, 2020

Dr. Mark Manchin
President
Glennville State College
200 High Street
Glennville, WV 26351

Dear President Manchin:

HLC is writing to inform you of your visit dates for the 2022–2023 academic year. The visit to your institution is scheduled for September 19 – September 20, 2022.

Your institution’s Assurance System lock date will be August 22, 2022, four weeks prior to your visit. This is the due date for your review materials; after this date, HLC will lock the Assurance System from further edits by your institutional users and make your materials available to the review team.

Visit dates are assigned after considering a number of factors, including your preferred dates, HLC’s need to schedule visits throughout the entire academic year, and holidays and major meeting dates. Please acknowledge receipt of this letter and provide confirmation of the dates. If, however, the assigned dates present a serious problem, please contact HLC immediately at evaluations@hlcommission.org.

HLC Resource: HLC offers institutions on the Standard Pathway [assistance](#) in formulating improvement plans and feedback on plans that have been drafted. Participation is not required, but HLC encourages institutions to participate in these offerings.

Sincerely,

Higher Learning Commission

cc: Dr. Gary Morris, Vice President for Academic Affairs

Long Term Plan to Address Accounts Receivable Issues –Ad-Hoc Committee	
Sub-Committees	Suggestion
<p>Jason Yeager, Chair Stephany Harper Chelsea Stickelman</p>	<ul style="list-style-type: none"> • Provide a Payment Agreement form to student and parent(s) at the time student enrolls. The form should include a calendar of dates that balance of payments/new payments are due. • In the payment options section of the Payment Agreement form, include an option that student and parent(s) may choose that state the student volunteers to work for the College throughout the semester to pay off any debt owed for that semester.
<p>Gary Morris, Chair Stacy Adkins</p>	<ul style="list-style-type: none"> • The Board of Governors needs to approve the Room, Board, Fees, and Tuition a year in advance, so financial counselors may provide student and parent(s) with an exact number of costs instead of an estimated amount. Board should approve all the FY22 fees in February 2021 and the FY23 fees in August 2021. This will ensure fees to be put in place and conveyed to students a year in advance so all may plan.
<p>Rita Helmick, Chair Stephany Harper</p>	<ul style="list-style-type: none"> • Include all fees in the amount of tuition, so students may obtain more financial aid and more scholarships because Financial Aid and Scholarships are may not be used to pay for fees.

<p>Bert Jedamski, Chair Stephany Harper David Hutchison</p>	<ul style="list-style-type: none"> • Offer students who are no longer at GSC a 25% discount if they pay their past balances in full. • Provide student a 2% discount on tuition and fees if entire bill is paid up front at the beginning of the semester.
<p>Stephany Harper, Chair President Manchin Ann Reed</p>	<ul style="list-style-type: none"> • Assign financial counselors to each student. Counselors should do financial training and maintain monthly contact with student regarding paying their bill or preparing for the next semester fees.

**Glennville State College Board of Governors
Meeting of December 16, 2020**

ACTION ITEM: Graduate Degree Programs at GSC

COMMITTEE: Academic Affairs

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors endorses and approves the College developing and implementing graduate degree programs at Glennville State College.

STAFF MEMBER: Gary Morris, Ph.D.

BACKGROUND:

In accordance with WVHEPC Series 11, Submission of Proposals for Academic programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs of Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission (WV HEPC), Glennville State College is submitting intent to plan for two new graduate degree programs – Master of Arts in Curriculum and Instruction and a Master of Art in Teaching.

As Glennville State College has indicated it meets the criteria outlined in the Chancellor’s Interpretive Memo Number 14, Criteria for State Colleges to Offer Graduate Degrees, WVHEPC has granted Glennville State College provisional approval to seek permission to pursue the offering of master’s level degrees from Higher Learning Commission (HLC).

As this is a change in mission for the institution and requires a substantive change approval from the HLC, the West Virginia Higher Education Policy Commission (Commission) shall work with the HLC to determine if Glennville State College has the credentialed faculty, the curriculum, library resources, and the facilities to offer master’s level degrees.

Prior to offering any graduate degree programs, Glennville State College must receive full approval from the HLC and approval from the Commission for specific degree programs. Glennville State College shall share all communication to the HLC with the Commission staff. As part of the application to HLC, Glennville State College needs to provide a letter of support from the Board of Governors for a graduate program.



New Academic Program
Substantive Change Application

Institution: Glenville State College City, State: Glenville, WV

Name of person completing this application: Gary Z. Morris

Title: Provost Phone: (304) 462-6111 Email: gary.morris@glenville.edu

Date Submitted:

This completed form will constitute your request for approval of a substantive change. This form will be the basis for review of this application. The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals and has been authorized to submit this form on the institution's behalf.

Please note: HLC plans to update its application forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select "Change Requests" from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

We are currently an undergraduate institution, we want to now offer Master degree programs.

2. Does another characteristic of the change requested in this application require prior HLC approval? (Example: distance education, contractual arrangement, etc.)

[X] No

Yes

If yes, please explain and submit the relevant application form (or indicate the date on which it has been submitted):

3. Classification of Change Request.

Note: not every substantive change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Associate's Bachelor's Master's or specialist
 Doctorate Certificate or diploma
 Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (including credit-based, direct assessment, hybrid) programs
- Contractual arrangement
- Substantially changing the clock or credit hours or content required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Provisional Plans (with or without Teach-Out Agreements, as applicable)
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations
- Access to HLC's Notification Program for Additional Locations

4. Financial Stability

- a. Did the institution's most recent independent audit opinion express doubt about the institution's ability to operate as a going concern or identify any material weakness related to financial stability?

- No
 Yes

- b. Complete the Financial Data Worksheet for your institution using the most recent monthly financial statements. Attach the worksheet and the most recent set of summary month end financial statements.
- c. Explain your institution's financial ability to provide the capital investment to underwrite the requested change until it becomes independently sustainable. Please provide, by academic term, projections of expected revenue until the capital investment is recouped (break-even point).

Total capital investment: \$0 (The MACI will be fully online requiring no additional capital investment)

Define academic term (e.g., quarters, semesters, other): Semester

	Academic Term 1	Academic Term 2	Academic Term 3	Academic Term 4
# Expected Students	7	7	15	15
Projected Revenue ¹	\$19,320	\$19,320	\$41,400	\$41,400
Projected Expense ²	\$20,582	\$20,582	\$41,166.72	\$41,166.72
Projected Profit/(Loss)	\$-1263	\$-1263	\$233.28	\$233.28

Tuition will be \$460 per credit hour

¹ Incl. tuition and student fees

² Incl. all direct expenses—salaries, rent, debt services, etc.—and indirect expenses, such as overhead allocations.

- d. Are there any circumstances present currently that will trigger a requirement for a Provisional Plan under HLC's Teach-Out policy?

No

Yes

5. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other institutional or specialized accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No

- b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No

- c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

Yes

- d) Is the institution experiencing other pressures that might affect its ability to implement the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

6. **Internal Approvals.** Attach documentation of internal (faculty, board) approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

7. **State Approvals.** Attach documentation of state approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

8. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence). Check the box below if the institution is not part of a system.

Not Applicable

9. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

10. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

Note: The Institution's education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The advanced program (MACI) will seek advanced accreditation per the CAEP guidelines.

11. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution's full change application should be submitted along with other materials required for the already scheduled visit.

- b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL: <https://www.glenville.edu/faculty-and-staff>

Catalog URL: <https://www.glenville.edu/academics/college-catalog>

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:
 - a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit 2010 CIP code¹ XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Master of Arts in Curriculum and Instruction, 13.0301
 - b) Total credit hours (indicate whether semester or quarter) for completion of the program

30.0 Semester hours
 - c) Normal or typical length of time for students to complete the program

Candidates will complete the MA in Curriculum & Instruction graduate program within 5 calendar years.
 - d) Proposed initial date for implementation of the program

Fall 2022
 - e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

¹ HLC is currently updating its systems to reflect 2020 CIP codes and expects this project to be completed in spring 2021.

The proposed online Master of Arts in Curriculum and Instruction 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.

- f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

No

Yes

Important: If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

- g) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

No

Yes

Important: If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

No

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit 2010 CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

No

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit 2010 CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

No

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

Glennville State College offers dual enrollment courses at many high schools in surrounding counties. One of the challenges we face is finding qualified high school instructors to teach these courses. The greatest challenge in identifying faculty with proper credentials is that most HS teachers do not have sufficient graduate hours in content areas to teach College courses. If GSC can offer graduate courses, it could offer courses in content areas that would help the HS teachers meet this credential.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

GSC applied for a grant from the WVHEPC that provided some funding work on the application for State approval. With this funding, GSC appointed a faculty member to draft the application, working with the Dean of education.

The idea of graduate programs was presented to the President and the Board of Governors as an information item and then for approval to pursue.

The idea was also presented to department heads and faculty senate for discussion.

Surrounding counties were surveyed for the need of this program.

The Glennville State College Education Preparation Program Advisory Council has supported the need for the program during the Fall 2020 EPPAC meeting.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

The program will be delivered as an online program. The technology requirements of the proposed master's program are already in place to support our existing bachelor's level courses. That is, the proposed master's level programs will primarily use Blackboard, the Learning Management System currently used by Glennville State College to deliver bachelor's level instruction. In addition, video platform Panopto, e-learning software SoftChalk, Respondus assessment monitoring system, Microsoft Teams and other Office 365 products will be used to deliver instruction.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

A survey was created for in-service educators, administrators, and current college students on the need for and interest in graduate programs in education at Glennville State College. A total of 126 participants responded to the survey invitation which included 77 educators (61%), 23 administrators (18%), and 24 college students (19%). Eleven (11) central West Virginia counties were represented: Braxton, Calhoun, Clay, Doddridge, Gilmer, Lewis, Nicholas, Ritchie, Upshur, Webster, and Wirt county.

Results of the survey were supportive of the need for access to graduate degrees in education to be offered at Glenville State College. Highlights of results from the survey results follow:

Two-thirds of all surveyed educators who currently hold graduate degrees reportedly would have chosen Glenville State College to pursue a graduate degree in education; moreover, the majority (89%) expressed that it would have been likely or very likely that they have been to select Glenville State. Among the reasons that would have made the GSC graduate program attractive, in-service educators mentioned online-based instruction, faculty-student ratio, cost, and previous positive experience earning their undergraduate degree from Glenville State College.

Most respondents (92%) reported intending to pursue a graduate degree in the future; all of them planned of pursuing it in education.

Half of all respondents reported planning to enroll in a graduate program within 3-4 years and more than a third (36%) had plans of starting their program within 1-2 years.

WV Department of Education data show that the starting salary for teachers with a Bachelor's degree and zero experience is below state average for the ten out of eleven surveyed counties (except for Doddridge county) with a median salary of \$36,815. Estimated increase in teacher's salary after obtaining Master's degree and quiring four years of classroom experience is projected to be over 20 percent, based on the WV Department of Education county salary schedule.

Almost two-thirds of all respondents (64%) revealed planning to enroll as a full-time graduate student and 43 percent of them considered enrolling in an online graduate degree program.

The majority of surveyed college students (94%) reported that they would choose a graduate program in education at Glenville State College and all of them noted that it would be likely or very likely they would choose GSC for their graduate studies.

Three-quarters of all surveyed administrators reported that between 21-60% of teachers in their school district hold a graduate degree in education.

Twenty five percent of all surveyed revealed that 61-100% of their in-service teachers have a graduate degree in education.

Most respondents (81%) reported encouraging their employees to pursue a graduate degree in education and expecting them to start the program within 1-4 years after accepting a teaching position.

Even though the majority of surveyed administrators reported that their school district does not offer any financial assistance (81%) or other benefits (92%; e.g., workload reduction, days off) for teachers to pursue their graduate degree in education, almost two-thirds of them (62%) reported that they would consider offering financial assistance if the teachers commit to providing services to their school district after graduation.

Qualitative data analysis revealed that an online or hybrid graduate program that is cost- and time-efficient would make Glenville State College's graduate program in education attractive to them.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Growth will begin with the opening of the program. GSC expects an increase of 8-12 students in the first cohort. Initially, GSC expects to use existing staff to cover the instructional load of the new program. GSC estimates that with the second year of the program, one (1) new faculty member will be needed to deliver graduate-level instruction and one (1) support staff to assist with daily

operations of the program. The anticipated enrollment will cover the expense of proposed new positions. Based on the enrollment numbers, additional faculty and/or support personnel may be recruited to meet the needs of the graduate program in the future.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

The program will increase enrollment without the capital or significant financial investment which will positively impact the College's financial stability. Appendix III Section C. Institutional Planning for Program Change

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Associate Vice Provost and Dean of Education will oversee all information to be presented to all constituencies prior to distribution to ensure accuracy.

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

(Appendix IV Section D Curriculum and Instructional Design)

Course number (TBA)	Course Title	Credit Hours
EDCI5XXX	Principles of Curriculum	3
EDCI5XXX	Curriculum Planning and Implementation	3
EDSP5XXX	Adv. Differentiated/Instructional Applications (Universal Design for Learning)	3
EDUC5XXX	Technology and Learning (Emerging Technology)	3
EDUC5XXX	Advanced Children and Adolescent Studies	3
EDCI6XXX	Advanced Assessment	3
EDCI6XXX	Special Topics in Education (Formative Instructional Practices)	3
EDCI6XXX	Critical Pedagogy	3
EDUC5XXX	Educational Research Methodology	3
EDUC6XXX	Master's Research Project	3

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

While working on the Master of Arts in Curriculum and Instruction, the candidate must also 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 Graduate School; supporting documentation may be required.

Maintain a minimum cumulative GPA of 3.0 in all graduate-level coursework.

Complete the MA in Curriculum & Instruction graduate program within 5 calendar years.

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

GSC does not expect to hire additional faculty for year one of the program. With the addition of the second cohort, year two, GSC will project the need for faculty and hire appropriate numbers of faculty (full-time or part-time).

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

Appendix V Section E. Institutional Staffing, Faculty, and Student Support Q 15

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Appendix V Section E. Institutional Staffing, Faculty, and Student Support Q 16

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

While the Library's holdings are currently sufficient for a graduate level curriculum in education, additional database holdings would greatly benefit the program. It would be advantageous for graduate students to have access to ProQuest Dissertations and Theses Global to provide access to the multitude of doctoral and master level work that has been created in localized ways. Another database that would be very helpful in regards to university publications is Project Muse. While instructors have requested individual Project Muse packages associated with their area of expertise, the premium package would provide access to a wide-range of discipline specific holdings that would provide the most benefit for graduate level students in the education field.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

The Master of Arts in Curriculum and Instruction graduate degree program will be designed and implemented based on the Council for the Accreditation of Educator Preparation (CAEP) Advanced-Level Program Standards. The advanced level standards focus on five standards:

Standard 1 focuses on candidate outcomes specific to advanced-level study.

Standard 2 allows for flexibility specific to clinical experiences that encompass the uniqueness and diversity found at the advanced level.

Standard 3 emphasizes the admission of qualified candidates who have demonstrated the proficiency for advanced-level study.

Standard 4 focuses on completer and employer satisfaction.

Standard 5 requests evidence on a quality assurance system specific to continuous improvement.

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

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 while completing their MACI degree program, if applying to the NBPTS and meeting all NBPTS standards.

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 CAEP and 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.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

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 CAEP and 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.

Appendix I
HLC Substantive Change Application
Financial Data Worksheet

Glennville 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.

Appendix II

HLC Substantive Change Application

Q. 6 Internal Approvals

Q. 7 State Approvals

Q. 10 Accreditation

Glennville 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.



GLENVILLE STATE COLLEGE

Faculty Senate

December 1, 2020

Gary Z. Morris, Ph.D.
Provost and Vice President for Academic Affairs
Glenville State College
200 High Street
Glenville, WV 26351

Dear Dr. Morris,

The Glenville State College faculty have been surveyed and I am pleased to report that the majority of faculty (95% or 41/43 respondents, 60 surveyed) support the college's effort to start graduate level programs. Graduate programs will offer students an opportunity to reach their career goals by obtaining an advanced degree. I appreciate this opportunity for faculty to be a part of the shared governance process.

Sincerely,

Brian R. Perkins, Ph.D.
Faculty Senate President



GLENVILLE
STATE COLLEGE

Teacher Education

October 26, 2020

Dr. Jeffrey Hunter
Dean of Teacher Education
Glenville State College
Glenville, WV 26351

Dear Dr. Hunter:

Please be advised that the EPPAC Committee of the GSC Department of Education fully supports implementing graduate programs in Master of Arts in Curriculum and Instruction (MACI) and Master of Arts in Teaching (for initial license seekers). The Committee met on Thursday, October 19 and unanimously voted to support these programs. We believe that offering these two graduate programs in Education are in keeping with the distinction that Glenville State College has had for decades in being a leader in graduating outstanding teachers.

As vice chair of the EPPAC Committee, we are excited that Glenville State College is expanding programmatic offerings to support advanced degrees in the field of public education.

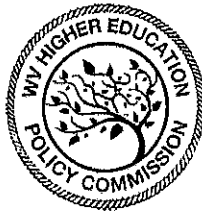
Sincerely

Mrs. Nasia P. Butcher
Vice Chair, EPPAC



Scan Here To
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Michael J. Farrell, Esq.
Chair



Sarah Armstrong Tucker, Ph.D.
Chancellor

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard East, Suite 700 • Charleston, West Virginia 25301

(304) 558-2101 phone • (304) 558-1011 fax

www.wvhepc.edu

October 26, 2020

Dr. Mark A. Manchin
President
Glennville State College
200 High Street
Glennville, WV 26351

Dear Dr. Manchin:

As Glennville State College has indicated it meets the criteria outlined in the Chancellor's Interpretive Memo Number 14, *Criteria for State Colleges to Offer Graduate Degrees*, this correspondence grants provisional approval to seek permission to pursue the offering of master's level degrees. As this is a change in mission for the institution and requires a substantive change approval from the Higher Learning Commission (HLC), the West Virginia Higher Education Policy Commission (Commission) shall work with the HLC to determine if Glennville State College has the credentialed faculty, the curriculum, library resources, and the facilities to offer master's level degrees.

Prior to offering any graduate degree programs, Glennville State College must receive full approval from the HLC and approval from the Commission for specific degree programs. Glennville State College shall share all communication to the HLC with the Commission staff.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Corley F. Dennison, III".

Corley F. Dennison, III, Ed.D.
Vice Chancellor for Academic Affairs

c: Dr. Gary Morris, Provost, Glennville State College
Dr. John Marr, Vice President of Accreditation Relations, Higher Learning Commission
Dr. Sarah Armstrong Tucker, Chancellor, Higher Education Policy Commission

November 9, 2012

Dr. Peter B. Barr
President
Glennville State College
200 High Street
Glennville, WV 26351

Dear Dr. Barr:

I am pleased to inform you that the Unit Accreditation Board (UAB), at its October 22-26, 2012 meeting in Bethesda, Maryland, decided to continue the accreditation of the Teacher Education at Glennville State College at the initial teacher preparation level. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Details of the UAB's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – held under the auspices of the new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP) – is scheduled for **Spring 2019**. As the transition to CAEP progresses, you will receive more information. In the meantime, institutions are asked to complete the NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you provide us with information on your unit's efforts to assure that you continue to meet expectations of the unit standards.

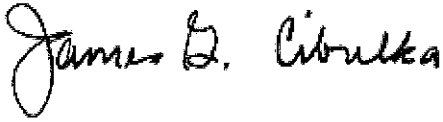
Also, for your information enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents online through NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online resources available at <http://goo.gl/9nym3>. The press packet includes a sample press release announcing an education preparation provider's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because your education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact Patty Garvin, Director of Accreditation for

Continuous Improvement and Transformation Initiatives at patty@ncate.org.

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive, flowing style.

James G. Cibulka
President

Enclosures

cc: Dr. Kevin G. Cain, Teacher Education
Dr. Shara B. Curry, Teacher Education
Dr. Connie Stout, Teacher Education
Joanne Rutherford, Teacher Education
Dr. Ronald B. Childress, Marshall University
Dr. Kathy Butler, Higher Education Policy Commission
Mr. Robert Hagerman, West Virginia Department of Education
Lisa Hedrick, West Virginia Department of Education
Board of Examiners Team

Appendix III
HLC Substantive Change Application
Section C. Institutional Planning for Program Change
Q. 10 Three Year Budget

Glennville 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.

Section C
 Question 10
 3 Year Budget projection

	Academic Term 1	Academic Term 2	Academic Term 3	Academic Term	Academic Term 5	Academic Term 6
# Expected Students	7	7	15	15	23	15
Projected Revenue ¹	19320	19320	41400	41400	63480	41400
Projected Expense ²	20583.36	20583.36	41166.72	41166.72	61750.08	41166.72
Projected Profit/(Loss)	-1263.36	-1263.36	233.28	233.28	1729.92	233.28

Proj rev 460 per credit hour
 revenue calculated at \$460 per grad credit hour x course hours x number of students

Expense 3430.56 per credit hour
 expense per credit hour calculated at faculty salary x 1.30 for payroll expenses /18 credits per year FTE grad

Appendix IV
HLC Substantive Change Application
Section D. Curriculum and Instructional Design
Question 12

Glennville 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.

MACI

Section D Curriculum and Instructional Design 12.	Course Number	Course Title	Credit hours
	EDCI5XXX	Principles of Curriculum	3
Course description	Examines the basic principles of curriculum development, provides knowledge, skills, and experiences in multiple facets of curriculum development, including planning, design, developmental processes and approaches, implementation, evaluation, and improvement/change. Development of curriculum will address technology integration, evidenced-based practices, innovative and collaborative learning experiences, and the impact of social, political, psychological, and economic factors.		
	EDCI5XXX	Curriculum Planning and Implementation	3
Course description	This course provides theories of curriculum organization and a survey of curriculum research focusing on historical patterns of curriculum development and current curriculum trends. Students will analyze and interpret educational literature, especially the social contexts of schooling and society's influences on curriculum development.		
	EDSP5XXX	Adv. Differentiated/Instructional Applications (Universal Design for Learning)	3
Course 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. Analysis of instructional accommodations and modifications in meeting individual learning needs of exceptional students. Implementation of professional collaboration techniques in providing instructional differentiation.		
	EDUC5XXX	Technology and Learning (Emerging Technology)	3
Course description	Explore, apply, and critically 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 design and learning standards across a range of development and delivery options.		

	EDUC5XXX	Advanced Children and Adolescent Studies	3
Course description	Provides an advanced overview of human development through prenatal, childhood, and adolescent phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Engages in coursework and discussions that highlight themes of diversity and social change.		
	EDCI6XXX	Advanced Assessment	3
Course 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.		
	EDCI6XXX	Special Topics in Education (Formative Instructional Practices)	3
Course description	Formative instructional practices (FIP) examines the formal and informal ways that teachers and students gather and respond to evidence of student learning. The course will examine how formative instructional practice features are a part of the educators' daily work. Analysis of records of student learning to make instructional decisions		
	EDCI6XXX	Critical Pedagogy	3
Course description	Examines how educational systems are situated within the context of culture, knowledge, the economy, media and power. Explores the relationship between school and society with interpretive, normative, and critical theories. Applies critical and cultural theories to deconstruct the socio-cultural influences and hegemony acting upon and utilizing education; the implications of those factors on the purposes of education, how we educate, foster student engagement and create successful learning communities in school and beyond will be examined.		
	EDUC5XXX	Educational Research Methodology	3
Course description	Advanced research design and analyses methods will be taught and discussed. Students will gain the skills necessary to conduct, analyze, and interpret empirical research. The course explores both qualitative and quantitative techniques, with emphasis on interpreting research results and preparing a research proposal.		
	EDUC6XXX	Master's Research Project	3
Course description	Master research project that 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-analyses, content analyses, archival studies, and qualitative (e.g., interviews, focus groups) studies. Other types of research may also be acceptable. Literature reviews alone are not considered acceptable for the thesis.		

	Prerequisite: EDUC5XXX Educational Research Methodology
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Appendix V
HLC Substantive Change Application
Section E. Institutional Staffing, Faculty, and Student Support
Question 15, Question 16

Glennville 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.

E. Institutional Staffing, Faculty and Student Support 15. Faculty Name	Academic Qualifications	Instructional responsibilities/other experiences	Course load for new program (MACI)	Course load current	16. Scholarship
Jeff Hunter	PhD Curriculum and Instruction, Science Education	Course instruction, design, development, evaluation, administration	EDCI 6XXX Critical Pedagogy EDUC6XXX Master's Research Project	6cr per semester	<p>Hunter, J. (2014). Reflecting on lab practices. <i>Education</i>, 134(3), 379-382.</p> <p>Hunter, J.C., Behrendt, M.E., Breithaupt, B.H, & Scotchmoor, J.G. (2018). Capitalizing on pre-existing student engagement with fossils: A gateway to generate student interest, participation, and learning. <i>Education</i>, 139(1), 19-37.</p> <p>Hunter, J. (2017). Giving Voice: An Introduction to Qualitative Research. Alpha Iota Chapter of Chi Beta Phi, Glenville, WV.</p> <p>Hunter, J. (2017). Number talk. Improving Teacher Quality Grant (ITQ) seminar co-presenter, Glenville, WV.</p> <p>Hunter, J., Wood, J. (2018). Getting Excited about Teaching Fractions. West Virginia Council of Teachers of Mathematics. Roanoke, WV.</p> <p>Lecea, M., Hunter, J. (2018). Filling the Gaps: Student Experience in Legislative Internships. Midwest Political Science Association, Chicago, IL.</p> <p>Hunter, J. O'Dell, D. (2018). Inquiry based learning in the</p>

					Middle School Classroom. West Virginia Science Teachers Association, Roanoke, WV.
Kaitlin Ensor	PhD in Cognitive Science, Advanced Graduate certificate in Quantitative Methods,	Course instruction, design/development	EDUC5XXX Educational Research Methodology EDUC6XXX Master's Research Project	15 c/semester	<p>Mastropietro, Ensor, Franklin (2019). Effects of moral judgments on memory for event details in high-functioning autism. Poster session at annual meeting of the Eastern Psychological Association, NY, NY.</p> <p>Ensor & Franklin (2018). The effect of familiar contexts on memory for novel faces. Poster session at the annual meeting of the Psychonomic Society, New Orleans, LA.</p> <p>Ensor & Franklin (2018). The multi-angle neutral expression (MANE) face database. Poster session presented at the annual convention of the Association for Psychosocial Science, San Francisco, CA.</p> <p>Beltran, Brown, Held, Ryce, Ofonedu, Hoover, Ensor & Belcher (2016). Yoga-based psychotherapy groups for boys exposed to trauma in urban settings. <i>Alternative Therapies and Health and Medicine</i>, 22(1), 17-24.</p> <p>Ensor & Hamilton (2014). Effect of distinctive frames on memory for pictures. <i>Empirical Study of the Arts</i>, 32(2), 121-131.</p>

Maureen Gildein	<p>MA, Health & Physical Education</p> <p>Certifications, Educational Administration & Supervision</p> <p>Degrees expected, EdS & EdD, Curriculum and Instruction</p>	Course instruction, design, development, evaluation	<p>EDCI5XXX Curriculum Planning and Implementation</p> <p>EDCI6XXX Special Topics in Education (Formative Instructional Practices)</p> <p>EDUC6XXX Master's Research Project</p>	15cr per semester	<p>Global learning in WV schools, (2020). Marshall University College of Education & Professional Development</p> <p>SHAPE America National Convention, (2019). CAEP reviewer training.</p> <p>Gildein, M. (2015). Preparing globally prepared students with the help of Worldview NC. Alpha Delta Kappa. Mocksville, NC</p> <p>Gildein, M. (2015) The leader in me program, a guide to student engagement. Davie County Schools conference, NC</p> <p>Gildein, M. Pacing guide implementation, (2014) Davie County Schools, NC</p> <p>Gildein, M. (2001). Mebane Technology Challenge. Mebane Foundation Board, Mocksville, NC</p>
Shelly Ratliff	EdD Curriculum and Instruction, emphasis in literacy	Course instruction, design, development, evaluation	<p>EDCI5XXX Principles of Curriculum</p> <p>EDUC5XXX Advanced Children and Adolescent Studies</p> <p>EDUC6XXX Master's Research Project</p>	15cr per semester	<p>Using Children's Literature to Make Writing Hands-on, WV English Language Arts Teacher Conference, Morgantown, WV, April 2020 (accepted but was cancelled due to COVID)</p> <p>I Love Math: Integrating Children's Books with Hands-on Math Strategies, WV Council of Teachers of Mathematics Conference, Stonewall Resort, March 2020</p> <p>Learning Together: Activities to Encourage Relationships in Early Childhood Classrooms, Southern Early Childhood Association</p>

					<p>Conference, Tulsa, OK, February 2020</p> <p>Help Me Learn!: Fun, Hands-on Literacy Activities for Children and Their Families, WV Reading Association Conference, Lewisburg, WV, November 2019</p>
Will Vann	EdD Leadership and Innovation	Course instruction, design, development, evaluation	<p>EDUC 5XXX Technology and Learning (Emerging Technology)</p> <p>EDCI 6XXX Advanced Assessment</p> <p>EDUC6XXX Master's Research Project</p>	6cr per semester	<p>Vann, W. (2019) Strengthening EDB Teacher Retention through Structured Collaboration. Teacher Educators for Children with Behavior Disorders. Tempe, AZ.</p> <p>Vann, W. (2019) Action Research Communities of Practice. Arizona State University Doctoral Research Conference. Phoenix, AZ.</p> <p>Vann, W. (2016) Data Collection Application for Teacher Preparation. International Society of Technology in Education, Denver, CO.</p>
Gerda Kumpiene	PhD Special Education	Course instruction, design, development, evaluation	<p>EDSP 5XXX Advanced Differentiated Applications (Universal Design for Learning)</p> <p>EDSP 5220 Exceptional/Culturally Diverse Children, Learning Disabilities (Clinical experience required)</p> <p>EDUC6XXX Master's</p>	6cr per semester	<p>Yell, M. L., Collins, J., Kumpiene, G., & Bateman, D. (2020). The Individualized Education Program: Procedural and substantive requirements. Teaching Exceptional Children, 52(5), 304-318.</p> <p>Carlson, R. G., Hock, R., George, M., Kumpiene, G., Yell, M., McCartney, E. D., Riddle, D., & Weist, M. D. (2020). Relational factors influencing Parents' Engagement in Special Education for High School Youth With Emotional/Behavioral Problems. Behavioral Disorders, 45(2), 103-116.</p>

			Research Project		<p>Lintner, T., & Kumpiene, G. (2017). Social studies instruction for students with mild disabilities: An (updated) progress report. <i>Journal of Social Studies Research</i>, 41(4), 303-310. doi: 10.1016/j.jssr.2017.03.003</p> <p>Plotner, A. J., Reed, G., Oertle, K., Tissot, K., & Kumpiene, G. (2017). Centers for Independent Living and their involvement with transition-age youth with disabilities. <i>Journal of Vocational Rehabilitation</i>, 46(1), 39-48. doi: 10.3233/JVR-160841</p> <p>Plotner, A. J., Oertle, K. M., & Kumpiene, G. (2015). Secondary transition planning and services for state/federal vocational rehabilitation counselors. <i>Directions in Rehabilitation Counseling</i>, 25, 225-240.</p>



New Academic Program

Substantive Change Application

Institution: Glenville State College City, State: Glenville WV

Name of person completing this application: Gary Z. Morris

Title: Provost Phone: (304) 462-6211 Email: gary.morris@glenville.edu

Date Submitted:

This completed form will constitute your request for approval of a substantive change. This form will be the basis for review of this application. The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 12–15 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals and has been authorized to submit this form on the institution’s behalf.

Please note: HLC plans to update its application forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit hlcommission.org/change to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file at hlcommission.org/upload. Select “Change Requests” from the list of submission options to ensure the application is sent to the correct HLC staff member.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

GSC is currently an undergraduate institution, we want to now offer Master degree programs

2. Does another characteristic of the change requested in this application require prior HLC approval? (Example: distance education, contractual arrangement, etc.)

No

Yes

If yes, please explain and submit the relevant application form (or indicate the date on which it has been submitted):

3. Classification of Change Request.

Note: not every substantive change requires prior review and approval. Visit hlcommission.org/change to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

- Associate's Bachelor's Master's or specialist
 Doctorate Certificate or diploma
 Check if program is at a new degree level

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (including credit-based, direct assessment, hybrid) programs
- Contractual arrangement
- Substantially changing the clock or credit hours or content required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Provisional Plans (with or without Teach-Out Agreements, as applicable)
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations
- Access to HLC's Notification Program for Additional Locations

4. Financial Stability

- a. Did the institution's most recent independent audit opinion express doubt about the institution's ability to operate as a going concern or identify any material weakness related to financial stability?

No

Yes

- b. Complete the Financial Data Worksheet for your institution using the most recent monthly financial statements. Attach the worksheet and the most recent set of summary month end financial statements.
- c. Explain your institution's financial ability to provide the capital investment to underwrite the requested change until it becomes independently sustainable. Please provide, by academic term, projections of expected revenue until the capital investment is recouped (break-even point).

Total capital investment: \$0(The MAT will be fully online requiring no additional capital investment)

Define academic term (e.g., quarters, semesters, other): Semester

	Academic Term 1	Academic Term 2	Academic Term 3	Academic Term 4
# Expected Students	7	7	15	15
Projected Revenue ¹	\$19,320	\$19,320	\$41,400	\$41,400
Projected Expense ²	\$20,582	\$20,582	\$41,166.72	\$41,166.72
Projected Profit/(Loss)	\$-1263	\$-1263	\$233.28	\$233.28

Tuition will be \$460 per credit hour

¹ Incl. tuition and student fees

² Incl. all direct expenses—salaries, rent, debt services, etc.—and indirect expenses, such as overhead allocations.

- d. Are there any circumstances present currently that will trigger a requirement for a Provisional Plan under HLC's Teach-Out policy?

No

Yes

5. **Special conditions.** Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

- a) Is the institution, in its relations with other institutional or specialized accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?

No

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

Yes

d) Is the institution experiencing other pressures that might affect its ability to implement the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No

6. **Internal Approvals.** Attach documentation of internal (faculty, board) approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

7. **State Approvals.** Attach documentation of state approvals that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence).

8. **System Approvals.** If applicable, attach documentation of system approval that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed (e.g., applicable regulation, statute or correspondence). Check the box below if the institution is not part of a system.

Not Applicable

9. **Foreign Country Approval(s).** If applicable, attach documentation of foreign country approval(s) that the institution has obtained for the proposed change. **All required approvals must be obtained before submitting the application to HLC.** If no approval is required, attach evidence that approval is not needed. Check the box below if the proposed change is not related to offerings in a foreign country.

Not Applicable

10. **Specialized Accreditation.** Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

- The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

Note: The Institution’s education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The advanced program (MAT) will seek advanced accreditation per the CAEP guidelines.

11. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit.

Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See [Change Visit: Required Materials and Submission Procedures](#) for more information.

- Request to embed a Change Visit into an already scheduled visit.

Note: Such requests must be submitted at least six months before the visit date. HLC staff will determine whether to embed a Change Visit based on peer reviewer availability and the complexity of the scheduled visit, among other factors. HLC may not be able to accommodate all requests.

Specify type of visit and date scheduled:

The institution’s full change application should be submitted along with other materials required for the already scheduled visit.

- b) Provide URLs to the institution’s Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL: <https://www.glenville.edu/faculty-and-staff>

Catalog URL: <https://www.glenville.edu/academics/college-catalog>

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit 2010 CIP code¹ XX.XXXX of the program (CIP codes, program name, and additional description [optional])

Master of Arts in Teaching (13.1299)

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

36 graduate hours and the required content hours to meet licensure requirement

- c) Normal or typical length of time for students to complete the program

Candidates will complete the MA in Teaching graduate program within 5 calendar years

- d) Proposed initial date for implementation of the program

Fall 2022

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The online Master of Arts in Teaching is designed for members of the community who have already earned a bachelor's degree and desire a 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

¹ HLC is currently updating its systems to reflect 2020 CIP codes and expects this project to be completed in spring 2021.

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

- f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

No

Yes

Important: If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required.

- **If contractual approval is required:** Complete the full contractual application and submit it in conjunction with this application.
- **If approval is not required:** Attach the confirmation email from HLC to this application.

- g) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

No

Yes

Important: If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. **Note:** A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

No

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit 2010 CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

No

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit 2010 CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

No

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

Glenville State College offers dual enrollment courses at many high schools in surrounding counties. One of the challenges we face is finding qualified high school instructors to teach these courses. The greatest challenge in identifying faculty with proper credentials is that most HS teachers do not have sufficient graduate hours in content areas to teach College courses. If GSC can offer graduate courses, it could offer courses in content areas that would help the HS teachers meet this credential.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

GSC applied for a grant from the WVHEPC that provided some funding work on the application for State approval. With this funding, GSC appointed a faculty member to draft the application, working with the Dean of education.

The idea of graduate programs was presented to the President and the Board of Governors as an information item and then for approval to pursue.

The idea was also presented to department heads and faculty senate for discussion.

Surrounding counties were surveyed for the need of this program.

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

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

The program will be delivered as an online program. The technology requirements of the proposed master's program are already in place to support our existing bachelor's level courses. That is, the proposed master's level programs will primarily use Blackboard, the Learning Management System currently used by Glenville State College to deliver bachelor's level instruction. In addition, video platform Panopto, e-learning software SoftChalk, Respondus assessment monitoring system, Microsoft Teams and other Office 365 products will be used to deliver instruction.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

Two surveys were created to assess need for graduate programs in education in central West Virginia. Please see attachment Part 2 Section C Question 8. The first survey that spoke to the need for graduate education degrees in general and was followed by a specific survey to identify MAT needs.

The survey for the MAT program (n=11) was addresses to key District decision makers (Superintendents, principals, curriculum directors, guidance counselors) to understand the need for an online MAT program. The areas identified as most vital include Math 5- Adult/5-9 (70%), Elementary Special Education (54.5%), English language Arts 5-Adult/5-9 (27.3%). The survey

identified that that there was significant need for a MAT for Long Term Substitute teachers (80%) and other district employees (10%).

A survey was created for in-service educators, administrators, and current college students on the need for and interest in graduate programs in education at Glenville State College. A total of 126 participants responded to the survey invitation which included 77 educators (61%), 23 administrators (18 %), and 24 college students (19 %). Eleven (11) central West Virginia counties were represented: Braxton, Calhoun, Clay, Doddridge, Gilmer, Lewis, Nicholas, Ritchie, Upshur, Webster, and Wirt county.

Results of the survey were supportive of the need for access to graduate degrees in education to be offered at Glenville State College. Highlights of results from the survey results follow:

Two-thirds of all surveyed educators who currently hold graduate degrees reportedly would have chosen Glenville State College to pursue a graduate degree in education; moreover, the majority (89%) expressed that it would have been likely or very likely that they have been to select Glenville State. Among the reasons that would have made the GSC graduate program attractive, in-service educators mentioned online-based instruction, faculty-student ratio, cost, and previous positive experience earning their undergraduate degree from Glenville State College.

Most respondents (92%) reported intending to pursue a graduate degree in the future; all of them planned of pursuing it in education.

Half of all respondents reported planning to enroll in a graduate program within 3-4 years and more than a third (36%) had plans of starting their program within 1-2 years.

WV Department of Education data show that the starting salary for teachers with a Bachelor`s degree and zero experience is below state average for the ten out of eleven surveyed counties (except for Doddridge county) with a median salary of \$36,815. Estimated increase in teacher`s salary after obtaining Master`s degree and quiring four years of classroom experience is projected to be over 20 percent, based on the WV Department of Education county salary schedule.

Almost two-thirds of all respondents (64%) revealed planning to enroll as a full-time graduate student and 43 percent of them considered enrolling in an online graduate degree program.

The majority of surveyed college students (94%) reported that they would choose a graduate program in education at Glenville State College and all of them noted that it would be likely or very likely they would choose GSC for their graduate studies.

Three-quarters of all surveyed administrators reported that between 21-60% of teachers in their school district hold a graduate degree in education.

Twenty five percent of all surveyed revealed that 61-100% of their in-service teachers have a graduate degree in education.

Most respondents (81%) reported encouraging their employees to pursue a graduate degree in education and expecting them to start the program within 1-4 years after accepting a teaching position.

Even though the majority of surveyed administrators reported that their school district does not offer any financial assistance (81%) or other benefits (92%; e.g., workload reduction, days off) for teachers to pursue their graduate degree in education, almost two-thirds of them (62%) reported that they would consider offering financial assistance if the teachers commit to providing services to their school district after graduation.

Qualitative data analysis revealed that an online or hybrid graduate program that is cost- and time-efficient would make Glenville State College's graduate program in education attractive to them.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

Growth will begin with the opening of the program. GSC expects an increase of 8-12 students in the initial cohort. Initially, GSC expects to use existing staff to cover the instructional load of the new program. GSC estimates that with the second year of the program, one (1) new faculty member will be needed to deliver graduate-level instruction and one (1) support staff to assist with daily operations of the program. The anticipated enrollment will cover the expense of proposed new positions. Based on the enrollment numbers, additional faculty and/or support personnel may be recruited to meet the needs of the graduate program in the future.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

The program will increase enrollment without the capital or significant financial investment which will positively impact the College's financial stability.

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Associate Vice Provost and Dean of Education will oversee all information to be presented to all constituencies prior to distribution to ensure accuracy.

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

(Attachment Section D Curriculum and Instructional Design)

(Content course requirements (36-48 hours) vary by certification area and are already offered in undergraduate programs)

Course Number (TBA)	Course Title	Credit Hours
EDUC5XXX	Educational Research methodology	3
EDUC5203	Foundations of Education (Clinical experience required)	3
EDUC5205	Educational Psychology	3
EDUC5XXX	Technology and Learning (Emerging Technology)	3
EDUC5310	Classroom Management	3
EDCI5XXX	Specialized Methods (Clinical experience required)	3
EDCI6XXX	Advanced Assessment (Clinical experience required)	3

EDSP5XXX	Adv. Differentiated/Instructional Applications (Universal Design)	3
EDSP5220	Exceptional/Culturally Diverse Children, Learning Disabilities (Clinical experience required)	3
READ5XXX	Literacy in Content Areas (Clinical experience required)	3
EDUCXXX	Residency	6

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Program Progression:

1. Praxis Exams. Praxis Content exam(s) and Praxis Principles of Learning and Teaching exam required in order to be eligible for Residency.

2. Clinical Requirements. The Master of Arts in Teaching program requires clinical experiences. Experiences are taken throughout the program and are in conjunction with specific classes.

3. Eligibility for Residency (Student Teaching). In the last semester of the program candidates will be enrolled in Master of Arts in Teaching Residency experience, a full time residency experience under the direct supervision of College faculty and a certified teacher(s). Prerequisites for residency include the following:

3.0 GPA in all graduate (professional education) courses

3.0 GPA in all undergraduate-level coursework required through transcript analysis while in MAT, 2.8 GPA overall undergraduate and in the content courses

Passing score(s) on the Praxis II content test(s), Principles of Learning and Teaching test

Completion of 100% of content courses

Completion of all graduate (professional education) coursework as outlined on the Plan of Study

4. Residency Experience is an intensive (full-day), professional experience arranged and coordinated by the Director of Field Experiences in the Glenville State College Department of Education. Candidates should not enroll in extra coursework, etc. that will interfere with residency. Exceptions to this must be approved by the Director of Field Experiences. Candidates complete residency assignments in PreK-Adult public school(s) located in counties in West Virginia, as well as required seminars offered at the College.

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.

5. Program completion timeline. Complete the Master of Arts in Teaching graduate program within 5 calendar years.

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

GSC does not expect to hire additional faculty for year one of the program. With the addition of the second cohort, year two, appropriate level of faculty (full-time, part-time) will be hired for the program.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

Attachment Section E. Institutional Staffing, Faculty, and Student Support Q 15

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Attachment Section E. Institutional Staffing, Faculty, and Student Support Q 16

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

While the Library's holdings are currently sufficient for a graduate level curriculum in education, additional database holdings would greatly benefit the program. It would be advantageous for graduate students to have access to ProQuest Dissertations and Theses Global to provide access to the multitude of doctoral and master level work that has been created in localized ways. Another database that would be very helpful in regards to university publications is Project Muse. While instructors have requested individual Project Muse packages associated with their area of expertise, the premium package would provide access to a wide-range of discipline specific holdings that would provide the most benefit for graduate level students in the education field.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Master of Arts in Teaching graduate degree program will be designed and implemented based on the Council for the Accreditation of Educator Preparation (CAEP) initial program standards. The initial level standards focus on five standards:

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 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 while completing their MACI degree program, if applying to the NBPTS and meeting all NBPTS standards.

Instructors in the program receive Quality Matters training and all courses will be designed and peer-reviewed for compliance with Quality Matters standards and the Quality Matters rubric. The goal of this effort will be to successfully meet the Quality Matters Rubric Standards and achieve eligibility to

place Quality Matters Certification Mark on all courses for the Master of Arts in Teaching graduate degree program.

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

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

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

The annual assessment of the Master of Arts in Teaching graduate degree program will be carried out following the guidelines set forth by the CAEP and 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.

Appendix I
HLC Substantive Change Application
Financial Data Worksheet

Glennville 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.

Appendix II

HLC Substantive Change Application

Q. 6 Internal Approvals

Q. 7 State Approvals

Q. 10 Accreditation

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.



GLENVILLE STATE COLLEGE

Faculty Senate

December 1, 2020

Gary Z. Morris, Ph.D.
Provost and Vice President for Academic Affairs
Glenville State College
200 High Street
Glenville, WV 26351

Dear Dr. Morris,

The Glenville State College faculty have been surveyed and I am pleased to report that the majority of faculty (95% or 41/43 respondents, 60 surveyed) support the college's effort to start graduate level programs. Graduate programs will offer students an opportunity to reach their career goals by obtaining an advanced degree. I appreciate this opportunity for faculty to be a part of the shared governance process.

Sincerely,

Brian R. Perkins, Ph.D.
Faculty Senate President



GLENVILLE STATE COLLEGE

Teacher Education

October 26, 2020

Dr. Jeffrey Hunter
Dean of Teacher Education
Glenville State College
Glenville, WV 26351

Dear Dr. Hunter:

Please be advised that the EPPAC Committee of the GSC Department of Education fully supports implementing graduate programs in Master of Arts in Curriculum and Instruction (MACI) and Master of Arts in Teaching (for initial license seekers). The Committee met on Thursday, October 19 and unanimously voted to support these programs. We believe that offering these two graduate programs in Education are in keeping with the distinction that Glenville State College has had for decades in being a leader in graduating outstanding teachers.

As vice chair of the EPPAC Committee, we are excited that Glenville State College is expanding programmatic offerings to support advanced degrees in the field of public education.

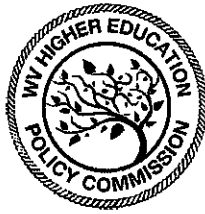
Sincerely

Mrs. Nasia P. Butcher
Vice Chair, EPPAC



Scan Here To
Follow Us On
Facebook!

Michael J. Farrell, Esq.
Chair



Sarah Armstrong Tucker, Ph.D.
Chancellor

West Virginia Higher Education Policy Commission

1018 Kanawha Boulevard East, Suite 700 • Charleston, West Virginia 25301

(304) 558-2101 phone • (304) 558-1011 fax

www.wvhpec.edu

October 26, 2020

Dr. Mark A. Manchin
President
Glennville State College
200 High Street
Glennville, WV 26351

Dear Dr. Manchin:

As Glennville State College has indicated it meets the criteria outlined in the Chancellor's Interpretive Memo Number 14, *Criteria for State Colleges to Offer Graduate Degrees*, this correspondence grants provisional approval to seek permission to pursue the offering of master's level degrees. As this is a change in mission for the institution and requires a substantive change approval from the Higher Learning Commission (HLC), the West Virginia Higher Education Policy Commission (Commission) shall work with the HLC to determine if Glennville State College has the credentialed faculty, the curriculum, library resources, and the facilities to offer master's level degrees.

Prior to offering any graduate degree programs, Glennville State College must receive full approval from the HLC and approval from the Commission for specific degree programs. Glennville State College shall share all communication to the HLC with the Commission staff.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Corley F. Dennison, III".

Corley F. Dennison, III, Ed.D.
Vice Chancellor for Academic Affairs

c: Dr. Gary Morris, Provost, Glennville State College
Dr. John Marr, Vice President of Accreditation Relations, Higher Learning Commission
Dr. Sarah Armstrong Tucker, Chancellor, Higher Education Policy Commission

November 9, 2012

Dr. Peter B. Barr
President
Glennville State College
200 High Street
Glennville, WV 26351

Dear Dr. Barr:

I am pleased to inform you that the Unit Accreditation Board (UAB), at its October 22-26, 2012 meeting in Bethesda, Maryland, decided to continue the accreditation of the Teacher Education at Glennville State College at the initial teacher preparation level. This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the unit's accomplishment is enclosed with the copy of this letter that has been sent to the head of your professional education unit.

Details of the UAB's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – held under the auspices of the new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP) – is scheduled for **Spring 2019**. As the transition to CAEP progresses, you will receive more information. In the meantime, institutions are asked to complete the NCATE annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you provide us with information on your unit's efforts to assure that you continue to meet expectations of the unit standards.

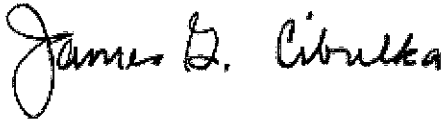
Also, for your information enclosed is a copy of NCATE's Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority has access to these documents online through NCATE's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online resources available at <http://goo.gl/9nym3>. The press packet includes a sample press release announcing an education preparation provider's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because your education unit is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your unit's website.

Congratulations again on this accomplishment. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact Patty Garvin, Director of Accreditation for

Continuous Improvement and Transformation Initiatives at patty@ncate.org.

Sincerely,

A handwritten signature in black ink that reads "James G. Cibulka". The signature is written in a cursive style with a large initial 'J'.

James G. Cibulka
President

Enclosures

cc: Dr. Kevin G. Cain, Teacher Education
Dr. Shara B. Curry, Teacher Education
Dr. Connie Stout, Teacher Education
Joanne Rutherford, Teacher Education
Dr. Ronald B. Childress, Marshall University
Dr. Kathy Butler, Higher Education Policy Commission
Mr. Robert Hagerman, West Virginia Department of Education
Lisa Hedrick, West Virginia Department of Education
Board of Examiners Team

Appendix III
HLC Substantive Change Application
Section C. Institutional Planning for Program Change
Q. 10 Three Year Budget

Glennville 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.

	Academic Term 1	Academic Term 2	Academic Term 3	Academic Term 4	Academic Term 5	Academic Term 6
# Expected Students	7	7	15	15	23	15
Projected Revenue ¹	19320	19320	41400	41400	63480	41400
Projected Expense ²	20583.36	20583.36	41166.72	41166.72	61750.08	41166.72
Projected Profit/(Loss)	-1263.36	-1263.36	233.28	233.28	1729.92	233.28

Proj rev 460 per credit hour
 revenue calculated at \$460 per grad credit hour x course hours x number of students

Expense 3430.56 per credit hour

expense per credit hour calculated at faculty salary x 1.30 for payroll expenses /18 credits per year FTE grad

Appendix IV
HLC Substantive Change Application
Section D. Curriculum and Instructional Design
Question 12

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.

Section D Curriculum and Instructional Design Q 12.	Course Number	Course Title	Credit Hours
	EDUC5XXX	Educational Research methodology	3
Course description	Advanced research design and analyses methods will be taught and discussed. Students will gain the skills necessary to conduct, analyze, and interpret empirical research. The course explores both qualitative and quantitative techniques, with emphasis on interpreting research results and preparing a research proposal.		
	EDUC5203	Foundations of Education (Clinical experience required)	3
Course 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. Co-requisite: 10 clock credits of guided observation focusing on the role of the teacher in a public school.		
	EDUC5205	Educational Psychology	3
Course 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.		
	EDUC5XXX	Technology and Learning (Emerging Technology)	3
Course description	Explore, apply, and critically 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 design and learning standards across a range of development and delivery options.		
	EDUC5310	Classroom Management	3
Course description	Requires analysis and application of various classroom management plans and designs. The course requires completion of instructional planning as well as planning for the implementation of effective management strategies.		
	EDCI5XXX	Specialized Methods (Clinical experience required)	3
Course description	Methods of planning, instruction, and evaluation; use of commercial and teacher-produced media; selection of content materials appropriate for achieving objectives at student's developmental level.		
	EDCI6XXX	Advanced Assessment (Clinical experience required)	3

Course 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.		
	The clinical application of assessment principals learned will be evaluated.		
	EDSP5XXX	Adv. Differentiated/Instructional Applications (Universal Design)	3
Course 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. Analysis of instructional accommodations and modifications in meeting individual learning needs of exceptional students. Implementation of professional collaboration techniques in providing instructional differentiation.		
	EDSP5220	Exceptional/Culturally Diverse Children, Learning Disabilities (Clinical experience required)	3
Course 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 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.		
	READ5XXX	Literacy in Content Areas (Clinical experience required)	3
Course description	Literacy in the Content Areas offers an understanding of language and the literacy process as it applies to teaching. The course emphasizes reading and writing in content areas, as well as instructional strategies to support students' literacy development. It focuses on ways that reading, writing, speaking, and listening are developed and used in learning discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners.		
	EDUCXXX	Residency	6
Course description	Residency 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 residency. Exceptions to this must be approved by the Director of Field Experiences. Candidates complete residency assignments in PreK-Adult public school(s) located in counties in West Virginia, as well as required seminars offered at the College. 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.		

Appendix V
HLC Substantive Change Application
Section E. Institutional Staffing, Faculty, and Student Support
Question 15, Question 16

Glennville 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.

Section E. Institutional Staffing, Faculty and Student Support. Q 15. Faculty Name	Academic Qualifications	Instructional responsibilities/other experiences	Course load for new program (MAT)	Course load current	Q 16. Scholarship
Jeff Hunter	PhD Curriculum and Instruction, Science Education	Course instruction, design, development, evaluation, administration	EDUC5205 Educational Psychology EDCI5XXX Specialized Methods (Clinical experience required)	6cr per semester	<p>Hunter, J. (2014). Reflecting on lab practices. <i>Education</i>, 134(3), 379-382.</p> <p>Hunter, J.C., Behrendt, M.E., Breithaupt, B.H, & Scotchmoor, J.G. (2018). Capitalizing on pre-existing student engagement with fossils: A gateway to generate student interest, participation, and learning. <i>Education</i>, 139(1), 19-37.</p> <p>Hunter, J. (2017). Giving Voice: An Introduction to Qualitative Research. Alpha Iota Chapter of Chi Beta Phi, Glenville, WV.</p> <p>Hunter, J. (2017). Number talk. Improving Teacher Quality Grant (ITQ) seminar co-presenter, Glenville, WV.</p> <p>Hunter, J., Wood, J. (2018). Getting Excited about Teaching Fractions. West Virginia Council of Teachers of Mathematics. Roanoke, WV.</p> <p>Lecea, M., Hunter, J. (2018). Filling the Gaps: Student Experience in Legislative Internships. Midwest Political Science Association, Chicago, IL.</p> <p>Hunter, J. O’Dell, D. (2018). Inquiry based learning in the Middle</p>

					School Classroom. West Virginia Science Teachers Association, Roanoke, WV.
Kaitlin Ensor	PhD in Cognitive Science, Advanced Graduate certificate in Quantitative Methods,	Course instruction, design/development	EDUC5XXX Educational Research Methodology EDCI5XXX Specialized Methods (Clinical experience required)	15 c/semester	<p>Mastropietro, Ensor, Franklin (2019). Effects of moral judgments on memory for event details in high-functioning autism. Poster session at annual meeting of the Eastern Psychological Association, NY, NY.</p> <p>Ensor & Franklin (2018). The effect of familiar contexts on memory for novel faces. Poster session at the annual meeting of the Psychonomic Society, New Orleans, LA.</p> <p>Ensor & Franklin (2018). The multi-angle neutral expression (MANE) face database. Poster session presented at the annual convention of the Association for Psychosocial Science, San Francisco, CA.</p> <p>Beltran, Brown, Held, Ryce, Ofonedu, Hoover, Ensor & Belcher (2016). Yoga-based psychotherapy groups for boys exposed to trauma in urban settings. <i>Alternative Therapies and Health and Medicine</i>, 22(1), 17-24.</p> <p>Ensor & Hamilton (2014). Effect of distinctive frames on memory for pictures. <i>Empirical Study of the Arts</i>, 32(2), 121-131.</p>
Maureen Gildein	MA, Health & Physical Education Certifications, Educational Administratio	Course instruction, design, development, evaluation	EDUC5310 Classroom Management EDUC5203 Foundations of Education	15cr per semester	<p>Global learning in WV schools, (2020). Marshall University College of Education & Professional Development</p> <p>SHAPE America National Convention, (2019). CAEP reviewer training.</p>

	n & Supervision Degrees expected, EdS & EdD, Curriculum and Instruction		(Clinical experience required) EDCI5XXX Specialized Methods (Clinical experience required)		Gildein, M. (2015). Preparing globally prepared students with the help of Worldview NC. Alpha Delta Kappa. Mocksville, NC Gildein, M. (2015) The leader in me program, a guide to student engagement. Davie County Schools conference, NC Gildein, M. Pacing guide implementation, (2014) Davie County Schools, NC Gildein, M. (2001). Mebane Technology Challenge. Mebane Foundation Board, Mocksville, NC
Shelly Ratliff	EdD Curriculum and Instruction, emphasis in literacy	Course instruction, design, development, evaluation	READ5XXX Literacy in Content Areas (Clinical experience required) EDCI5XXX Specialized Methods (Clinical experience required)	15cr per semester	Using Children's Literature to Make Writing Hands-on, WV English Language Arts Teacher Conference, Morgantown, WV, April 2020 (accepted but was cancelled due to COVID) I Love Math: Integrating Children's Books with Hands-on Math Strategies, WV Council of Teachers of Mathematics Conference, Stonewall Resort, March 2020 Learning Together: Activities to Encourage Relationships in Early Childhood Classrooms, Southern Early Childhood Association Conference, Tulsa, OK, February 2020 Help Me Learn!: Fun, Hands-on Literacy Activities for Children and Their Families, WV Reading Association Conference, Lewisburg, WV, November 2019
Will Vann	EdD	Course instruction, design,	EDUC 5XXX Technology and Learning	6cr per semester	Vann, W. (2019) Strengthening EDB Teacher Retention through Structured Collaboration. Teacher

	Leadership and Innovation	development, evaluation	(Emerging Technology) EDCI 6XXX Advanced Assessment EDCI5XXX Specialized Methods (Clinical experience required)		Educators for Children with Behavior Disorders. Tempe, AZ. Vann, W. (2019) Action Research Communities of Practice. Arizona State University Doctoral Research Conference. Phoenix, AZ. Vann, W. (2016) Data Collection Application for Teacher Preparation. International Society of Technology in Education, Denver, CO.
Gerda Kumpiene	PhD Special Education	Course instruction, design, development, evaluation	EDSP 5XXX Advanced Differentiated Applications (Universal Design for Learning) EDSP 5220 Exceptional/Culturally Diverse Children, Learning Disabilities (Clinical experience required) EDCI5XXX Specialized Methods (Clinical experience required)	6cr per semester	Yell, M. L., Collins, J., Kumpiene, G., & Bateman, D. (2020). The Individualized Education Program: Procedural and substantive requirements. <i>Teaching Exceptional Children</i> , 52(5), 304-318. Carlson, R. G., Hock, R., George, M., Kumpiene, G., Yell, M., McCartney, E. D., Riddle, D., & Weist, M. D. (2020). Relational factors influencing Parents' Engagement in Special Education for High School Youth With Emotional/Behavioral Problems. <i>Behavioral Disorders</i> , 45(2), 103-116. Lintner, T., & Kumpiene, G. (2017). Social studies instruction for students with mild disabilities: An (updated) progress report. <i>Journal of Social Studies Research</i> , 41(4), 303-310. doi: 10.1016/j.jssr.2017.03.003 Plotner, A. J., Reed, G., Oertle, K., Tissot, K., & Kumpiene, G. (2017). Centers for Independent Living and their involvement with transition-age youth with disabilities. <i>Journal of Vocational</i>

					<p>Rehabilitation, 46(1), 39-48. doi: 10.3233/JVR-160841</p> <p>Plotner, A. J., Oertle, K. M., & Kumpiene, G. (2015). Secondary transition planning and services for state/federal vocational rehabilitation counselors. <i>Directions in Rehabilitation Counseling</i>, 25, 225-240.</p>
Connie Stout-O'Dell	Masters in Education, West Virginia University, Morgantown, WV	Field clinical placement, General and Special Subjects Supervisor	EDUCXXX Residency 6	1-3 cr	<p>National Association for the Education of Young Children Annual Conference Anaheim, CA (11/20) Proposal was accepted but conference was postponed due to COVID-19 pandemic. Research poster presentation, <i>Cultivating Future Leaders in Early Education: One College's Journey in Growing Leaders in the Field of Early Education</i></p> <p>West Virginia Celebrating Connections Conference in Charleston, WV (4/20) Presentation was accepted by conference was postponed due to COVID-19 closures. Early Education Student Group was to assist with presentation. <i>Playing Together: Intentional Learning through Play and Literature Activities.</i></p> <p>Southern Early Childhood Association Annual Conference, Tulsa, OK (2/20) Presentation, <i>Learning Together: Activities to Encourage Relationships in Early Childhood Classrooms</i> (Early Education Student Group assisted with this presentation)</p>

				<p>West Virginia Reading Association Annual Conference, White Sulphur Springs, WV (11/19) Presentation, <i>"Help Me Learn!"</i>: <i>Fun, Hands-On Literacy Activities for Children and Their Families</i></p> <p>West Virginia Celebrating Connections Conference in Charleston, WV (4/19) Presentation, <i>Implementing Activities for Preschoolers and Their Families Using Children's Literature</i></p> <p>Southern Early Childhood Association Annual Conference, Orlando, FL (3/19) Presentation, <i>Encouraging Young Children's Curiosity through Exploration and Discovery Activities</i></p>
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