



GLENVILLE
STATE UNIVERSITYTM

2025-2026 GRADUATE CATALOG

Version 1 – Published July 24, 2025

200 High Street
Glenville, West Virginia 26351

Table of Contents

Contents

GENERAL INFORMATION	1
MISSION STATEMENT	1
VISION STATEMENT	1
STRATEGIC PLAN	2
HISTORY	3
LOCATION.....	4
ACCREDITATIONS	4
NON-DISCRIMINATION POLICY	5
ADMISSION AND FINANCIAL AID	6
ADMISSION REQUIREMENTS.....	6
CURRICULAR REQUIREMENTS	6
INTERNATIONAL GRADUATE ADMISSIONS REQUIREMENTS	7
TRANSFER OF GRADUATE CREDIT	8
TUITION, FEES, AND EXPENSES	9
SPECIAL FEES AND CHARGES	11
PAYMENT POLICIES	12
FINANCIAL ASSISTANCE.....	14
TYPES OF FINANCIAL AID	21
ACADEMIC AND STUDENT LIFE SERVICES	25
ACADEMIC POLICIES AND PROCEDURES.....	39
ACADEMIC INFORMATION	39
ACADEMIC POLICIES	42
COLLEGE OF GRADUATE STUDIES	55
ACADEMIC PROGRAMS.....	56
MASTER OF ARTS IN CURRICULUM AND INSTRUCTION.....	57
MASTER OF ARTS IN TEACHING	61
ALTERNATIVE COURSEWORK	70
MASTER OF BUSINESS ADMINISTRATION	71
MASTER OF SCIENCE IN CRIMINAL JUSTICE.....	85
COURSE OFFERINGS	88
UNIVERSITY OFFICERS AND FACULTY	102

BOARD OF GOVERNORS.....	102
OFFICERS OF THE UNIVERSITY	103
GRADUATE FACULTY	105

GENERAL INFORMATION

MISSION STATEMENT

Glenville State University 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.

VISION STATEMENT

Glenville State University will provide a safe, supportive learning community, equipping students to make a positive impact on the world.

Our Values

Service: As a student-centered institution, the University's faculty and staff serve the curricular and co-curricular needs of its students.

Scholarship: The University promotes the pursuit of knowledge, inquiry, and lifelong learning, and nurtures professional success through sustaining rigorous, research-based, curiosity-driven, and thought-provoking academic programs.

Growth: The University fosters the growth of quality academic programs that reflect the contemporary needs of its constituencies and advances the personal growth of individuals, the institution, and the community through responsible, innovative practices.

Collaboration: The University supports partnerships and cooperation among individuals, departments, and the larger community through an environment that encourages teamwork, open communication, and trust.

Community: The University oversees its legacy, which includes delivering quality education, serving the public, and maintaining a safe, inviting, and healthy environment on and around its campus.

Equity: The University respects cultural diversity and inclusivity, welcoming and valuing all members of the campus communities.

Objectives

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

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

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

STRATEGIC PLAN

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

Goals

Deliver Quality Education

- Goal 1: Enhance and recognize professional development for faculty and staff
- Goal 2: Attain and/or renew relevant professional and regional accreditations
- Goal 3: Establish and promote relevant academic programs
- Goal 4: Enhance instructional facilities

Foster Equity

- Goal 1: Increase the presence of the underserved and historically underrepresented among faculty, staff, and student populations
- Goal 2: Enhance equity programs and opportunities
- Goal 3: Strengthen curriculum offerings that encompass diversity

Enhance Financial Position

- Goal 1: Increase enrollment and retention in a predictable and sustainable fashion
- Goal 2: Implement software, business process, and reporting improvements
- Goal 3: Develop strategies for pursuing grant awards and partnerships
- Goal 4: Develop, maintain, and fund a master capital operating plan

Enhance Community Engagement

- Goal 1: Develop clear systems of communicating events/updates to and from the community
- Goal 2: Increase number of, access to, and visibility at events that serve the community
- Goal 3: Increase community connections through expanding service learning, job shadowing, and internships
- Goal 4: Make the campus more inviting and accessible; capitalize on the existing campus facilities and activities.

HISTORY

Glenville State University was founded in 1872 to serve the higher education needs of central West Virginia citizens. Early in its history, the University gained preeminence for the preparation of teachers to serve in classrooms across the state. Teacher preparation continues to be a central part of the University's mission.

By 1910, the University had established an athletic program and constructed its first residence hall. In the subsequent decade, the University constructed its first gymnasium and library (Clark Hall) and held its first homecoming.

During the 1930s, the University built a science building and established the Pioneer as its mascot. In 1930, the state legislature approved the University's first Bachelor of Arts degree. Today, the University offers Associate, Bachelor, and Master's degree programs in the humanities, social sciences, and sciences, along with academic certificates, that support the needs of the 21st century workplace and society.

During the 1950s and 1960s, the University met enrollment increases with the construction of the Health and Physical Education Building, the institution's first student center, Pickens Hall residence hall, an amphitheater, and the Kidd Library.

With the 1970s and 1980s came Pioneer Field, the Fine Arts Building, and Pioneer Village, a residential community for upper class students. The most recent additions to the campus are a completely renovated science building, a new residence hall (Goodwill Hall), the Morris Center for Criminal Justice Studies, and the Waco Center, a state-of-the-art academic and athletic facility.

In 2022, a year of renaissance for Glenville, the institution was granted permission to offer two graduate programs in education, and with that it also earned permission to officially transition from a college to a university.

Since its founding, the University has recognized an obligation to educate students from diverse backgrounds. Glenville State takes pride in continuing an honored heritage of supporting first generation university students, students of modest means, and students who enter higher education still unsure of their educational and career pathways to the future.

Throughout its history, Glenville State has maintained a long tradition of teaching excellence by professors who care about each student as an individual, who take the time to get to know each student's goals, and who are committed to helping students get an education that will prepare them for personal and professional success.

LOCATION

Glenville (population 1,500) is located near the geographic center of West Virginia and is nestled deep within the colorful Appalachian hills whose beauty inspired the state song The West Virginia Hills. The area is rich in Appalachian culture and the town of Glenville is the site of the West Virginia State Folk Festival held each June. Surrounded by towering trees and rich foliage, the Glenville State University campus overlooks the rural town of Glenville. Glenville is a community where students and residents come together, along the shaded banks of the Little Kanawha River, to create an informal, friendly atmosphere that leaves a lasting impression.

ACCREDITATIONS

Glenville State University is accredited by:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
Telephone (800) 621-7440

Teacher Education Programs are accredited by:

Council for the Accreditation of Educator Preparation (CAEP)
2010 Massachusetts Avenue, North West, Suite 500 Washington, D.C. 20036-1023
Telephone (202) 223-0077

National Council for State Authorization Reciprocity Agreements (NC-SARA)

In addition to the accreditations listed above, Glenville State University is a participating institution in the National Council for State Authorization Agreements. SARA participation enables GSU programs to be offered online to students in other states. Should a student have a SARA-related complaint, normal student complaint processes (<https://www.glenville.edu/academics/student-complaint>) should first be followed. If a satisfactory response has not been received, a student may submit a complaint to the West Virginia Higher Education Policy Commission (<https://www.wvhepc.edu/wp-content/uploads/2014/06/Complaint-Form.pdf>).

NON-DISCRIMINATION POLICY

Glenville State University does not discriminate on the basis of race, ethnicity, sex, age, disability, veteran status, religion, marital status, gender, sexual orientation, or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment. Glenville State University also does not discriminate based upon genetic information in the areas of employment or employee health insurance benefits. Casey Smola, Title IX Coordinator, has been designated to handle inquiries regarding the University's non-discrimination policies, to receive discrimination/harassment complaints including but not limited to complaints based upon sex or disability and to monitor the institutions compliance with state and federal non-discrimination laws and regulations including but not limited to Title IX and the Americans with Disabilities Act.

ADMISSION AND FINANCIAL AID

Admission Requirements

Individuals interested in pursuing a graduate degree or taking graduate courses without seeking a degree may apply for admissions at <https://www.glenville.edu/admissions/apply>. The Office of Admissions should receive all application material at least four weeks prior to the beginning of the session in which the student wishes to register. Applications received after this deadline may be considered for admission to the next session.

A very limited number of students who do not meet the admission criteria to a graduate degree program may be considered on a case-by-case basis for admission to graduate degree program. Students admitted under these circumstances' students must maintain a cumulative GPA of 3.0 as defined by the institution and must complete any provisions of their acceptance within the first semester of enrollment.

Curricular Requirements

Each program may have curricular requirements that must be met prior to full admission into that program. Please refer to the specific program for more information.

ALL CANDIDATES MUST SUBMIT THE FOLLOWING FOR CONSIDERATION OF ADMISSION TO GRADUATE STUDIES:

1. An application for admission, along with an unofficial transcript. Applications must be received 4 weeks prior to the beginning of each semester.
2. Official undergraduate transcripts sent directly to the GSU Admissions Office from all undergraduate institutions attended.
3. Official undergraduate transcript demonstrating an overall 2.75 minimum GPA from the bachelor's degree-granting program. For applicants in their final semester of their undergraduate education, a second official transcript must be sent directly once the degree is awarded. Please see individual program for further information, as they may require a higher GPA
4. Test scores (e.g., PRAXIS, GRE, GMAT), as required by the specific program.
5. Selective Service Registration verification*
6. Graduate transcripts from all graduate institutions attended, if any.

*State law provides that a male person who has attained the age of eighteen years may not enroll in a state- supported institution of postsecondary education unless he is following the Military Selective Service Act (50 U.S. Code, Appendix §451, et seq. and the amendments thereto). Also, a male person may not receive a loan, grant, scholarship, or other financial assistance for postsecondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this State, or receive a student loan guaranteed by the State unless he is following the Military Selective Service Act. Registration information is available at all U.S. Postal Service facilities and may be available at some high schools. The Selective Service System also provides information through a web site at <http://www.sss.gov>.

International Graduate Admissions Requirements

**Currently, the only program approved to admit international students for U.S. attendance is the Master of Business Administration. International applicants interested in other programs should reach out to the Graduate Coordinator of the program to ascertain the feasibility of completing the degree from their home country.*

Glenville State University is authorized by the United States Department of Homeland Security to enroll non-immigrant visa students with F-1 student status. Glenville State University participates in the West Virginia Higher Education Policy Commissions J-1 scholars' program. International students must have earned the equivalent of a United States baccalaureate degree from accepted, accredited institution. Glenville State University requires that the accredited non-United States baccalaureate degree be evaluated by an approved evaluation firm using a course-by-course evaluation procedure prior to being fully admitted into an approved SEVP approved master's program.

How to Apply

1. Review the graduate degree program to ensure that it has been approved to admit international students. Glenville State University offers both hybrid and online programs. The regulatory requirements for F-1 students indicate that a student must be enrolled in a program that physically meets in an approved location.
2. Determine that you have met the admissions requirement of the program selected.
3. A member of the graduate committee with international experience will review all applications to ensure that the application is complete and meets the minimum institutional requirements for admission. In order to be reviewed, the application file must be complete with the master's degree program and international requirement prior to review.
4. Admissions requirements for all international students, regardless of their program of choice includes:
 - a. Application for Admission
 - b. Copy of passport
 - c. Original or attested copies of the undergraduate degree, including the diploma
 - d. Proof of English language proficiency, as evidenced by:
 - i. International English Language Testing System (IELTS) score of 7.0 or higher, or;
 - ii. Test of English as a Foreign Language (TOEFL) score of 94 or higher on the internet-based test (TOEFL-IBT)
 - e. A course-by-course evaluation of all courses completed at a non-US institution by an approved evaluating service provider:
 - i. Educational Credential Evaluators (ECE)
 - ii. World Evaluation Services (WES)
 - f. Documentation of financial support by a sponsor, and
 - g. One year's worth of certified bank statements demonstrating sufficient funds to cover all costs associated with the first year of the graduate degree program.

5. International applicants admitted to the program must pay 40% of net tuition and fees (after any awards or scholarships have been applied) is due in U.S. currency before travel date. All remaining tuition and fees and must be paid in full by first day of classes or the I- 20 will be terminated.
6. Submit your application

TRANSFER OF GRADUATE CREDIT

A student who has completed graduate level courses at another accredited institution may request to have up to twelve semester hours of the graduate work transfer in and applied toward a graduate degree. Transfer credit is subject to a seven-year limit. Transfer credit older than seven years is subject to revalidation requirement. Please see “Time Limit for Degree Completion”.

To request credits to transfer and apply, the credits must be applicable toward the student’s declared graduate degree and an *Application for Approval of Transfer Credit* must be submitted.

Courses with a minimum grade of B may be transferred. Courses without letter grades (graded “credit” or “pass”) must be accompanied by official evidence that such grades equated to a B or higher at the institution at which they were earned. Official transcripts sent directly from the college or university from which the credits are to be transferred are required before the transfer credits will be reviewed and can be added to the Glenville State University transcript. Graduate transfer credit earned after enrollment (i.e., transient credit) must be approved in advance by the student’s Graduate Program Coordinator and the Graduate Studies Council and an approved *Transient Student Request Form* must be on file.

Non-Degree Seeking Student

If a non-degree seeking student at Glenville State University is later accepted into a graduate degree or certificate program, all applicable credit hours earned at Glenville State University while in non-degree status may be applied to the degree program. Courses taken as a non-degree seeking student are subject to the seven-year limit applicable to all courses (see Time Limit for Degree Completion).

TUITION, FEES, AND EXPENSES**TUITION 2024-2025**

Credit Hours	WV, Out of State, and International Students
1	\$488
2	\$976
3	\$1464
4	\$1952
5	\$2440
6	\$2928
7	\$3416
8	\$3904
9	\$4392

Each additional credit hour shall be billed at the rate of \$488/credit hour. Students must submit and have approved a request to carry extra hours beyond nine. Graduate students are limited to no more than 12 hours per semester.

RESIDENCE HALL STUDENTS**Estimated costs for one semester:**

	WV Resident, Out of State, and International Double-Occupancy Room
Tuition (Semester)	\$4,392
Housing (Semester)**	\$3,128
Food (Semester)*	\$2,735
Fees (Semester)***	\$405
Books	\$628
Total	\$11,288

*Students residing in a residence hall, or who have not received approval to live off campus, must purchase a meal plan. The meal plan choices are as follows:

- Blue All Access - \$2,735 – Access to all Dining Hall meal offerings, plus \$300 (19 meals per week) per semester in “Dining Dollars”. (Mandatory selection for all Freshman meal plan students.)
- White Weekly 14 - \$2,678 – Any 14 meals per week, plus \$300 per semester in “Dining Dollars”

Any student can also voluntarily purchase one of these meal plans by visiting the Cashiers Office or Dining Services Office. Accommodations of nutritional or dietary needs can generally be accommodated by our Food Service Provider. Please visit their offices to initiate those requests.

All Commuters with at least 9 hours are required to purchase a \$100 Non-resident Food Service Plan. This fee is non-refundable.

****Housing rate is based on double occupancy in Goodwin Hall. There is an additional premium charged per semester for private and single occupancy housing, or to reside in Pioneer Village. You may contact Student Life for additional information.**

Goodwin Hall charge - \$3,886 for a single-occupancy housing semester or \$3,128 for a double-occupancy housing per semester.

Pioneer Village - \$3,669 for single – occupancy housing per semester. (May only be occupied by upper-classmen.)

Pickens Hall^^ - \$3,128 for double housing per semester (same as the rate charged for a double room in Goodwin Hall).

^^ - Rooms in Pickens Hall may be made available in limited circumstances or for limited situations. There is no certainty that rooms will be provided as an option to students.

*****Total fees do not include traveling expenses, course supplies, or spending money.**

The University reserves the right to increase or decrease the rates for housing and food, without notice, should economic conditions make a change necessary.

SPECIAL FEES AND CHARGES

Application Fee	\$20
Application Fee (International)	\$100
Bad Check Fee	\$35
Book Fee (Per Credit Hour)	\$27
(shipping costs are incurred by the student)	
Diploma Replacement Fee	\$35
Graduation Application Fee (per degree)	\$80
(exclusive of cap, gown, and hood) (non-refundable)	
Graduation Verification Letter	\$5
Instructional Technology Fee (per semester)	\$85
Late Graduation Application Fee (non-refundable)	\$105
Late Registration Fee	\$100
Music Instrument Maintenance Fee (per semester)	\$53
Photocopy Charges (per page)	\$2
Replacement ID Card	\$20
Transcript	\$7
Transcript (Express fee, if express handling needed)	\$35
Transcript (unofficial, sent by facsimile)	\$5
Student Services (residential students)	\$133*
Parking (optional)	\$52
Microwave/Refrigerator/Cable (Residence Hall Students Only)	\$127

*Includes access to student events, activities, and on campus health services.

PAYMENT POLICIES

FINANCIAL OBLIGATIONS: Glenville State University expects that students will promptly pay all University bills and accounts when due. Failure to meet financial obligations may result in a student not being permitted to attend classes, re-enroll, receive transcripts or diplomas, participate in extra-curricular or Athletic activities, or remain in the residence halls.

Information pertinent to fees and other regulations has been listed below. Should additional information or clarification be needed, address your inquiry to the University Chief Financial Officer (304-462-6181).

Students must make payments or arrangements for payment of their accounts before the opening of each semester. Students that have not paid, or made payment arrangements, may be removed from all classes and, as applicable, may not be allowed to occupy a dorm room. Students receiving U.S. Department of Veteran Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment benefits will not be prevented from enrolling or penalized while payment to the institution is pending from the VA.

The cashier accepts cash, Discover, MasterCard®, Visa®, postal money orders, or personal checks. All checks must be payable to GLENVILLE STATE UNIVERSITY and cannot exceed the balance due on a student's account. You should contact the Cashiers' Office for information on institutional and payment plans. Online payments can be made via EDNET.

FINANCIAL AID NOTICE: If a student has not completed financial aid paperwork when payment is due, the student will be provided with a financial aid estimate based on the information the student has provided to that date. The student is responsible for payment on the remaining estimated balance. When the financial aid process is complete, the student will be responsible for any remaining balance resulting from changes to the anticipated award.

DISHONORED CHECKS: Dishonored checks will result in a \$35 assessment as approved by the West Virginia Higher Education Policy Commission. In case of failure to pay all amounts due, the University will place a HOLD on the student's records, thereby prohibiting subsequent registration and issuance of transcripts and diplomas. Dishonored checks not redeemed within 10 days from date of notification will be referred to the local Magistrate for collection.

WITHDRAWAL: Students must contact the Graduate Program Coordinator if they intend to withdraw from all their classes. Students receiving financial aid must contact the Financial Aid Office as well. See Return of Title IV Funds in the Financial Aid Section and Tuition and Fees Refund section for essential information about potential student financial liability as well as refund schedule.

Tuition and Fees Refund

Students who enroll at Glenville State University but officially withdraw during the semester or session will be refunded tuition and fees* according to the following schedule:

1. ACADEMIC YEAR (Semester/Session)	
10% or less of semester/session.....	90%
11% to 25% of semester/session.....	75%
26% to 50% of semester/session.....	50%
More than 50% of the semester/session.....	No Refund
2. SUMMER TERM	
First 10% of term	90%
11% to 25% of term	75%
26% to 50% of term	50%
More than 50% of term	No Refund

Fall and spring semesters offer two sessions per semester.

Note that the Book Fee is not refundable except for the case in which the student is officially expunged or fully withdrawn from their classes prior to the Book Fee Opt-Out date.

A student must officially withdraw from ALL classes to be eligible for a refund of tuition and fees. No refund will be given for partial withdrawal (i.e., dropping of some but not all classes). Depending on the withdrawal date and financial aid received, a repayment from the student could be due a federal program (refer to Return of Title IV Funds in the Financial Aid Section). All refunds for tuition and fees are calculated from the first day of class for each semester or session. Any refund due to the student will be mailed to the student's permanent address, or direct deposited to the bank account provided by the student, approximately four weeks after official withdrawal.

A STUDENT WHO IS SUSPENDED OR EXPELLED FROM THE UNIVERSITY FOR DISCIPLINARY REASONS WILL NOT RECEIVE REFUNDS OF TUITION, FEES, ROOM, AND/OR BOARD.

TUITION AND FEE WAIVERS FOR RESIDENTS AT LEAST 65 YEARS OF AGE

The reduced tuition and fee program at Glenville State University is designed for **residents of West Virginia** who are **at least sixty-five years of age**. Prospective participants in the reduced tuition and fee program will be permitted to enroll in courses at Glenville State University under the following conditions:

- Classroom space must be available. If space is limited, a prioritized waiting list will be developed identifying date and time of attempted enrollment. If and when space becomes available, participants will be notified of available space by the Registrar's Office.
- Participants will be subject to Glenville State University programmatic and financial guidelines for enrollees and to the rules, regulations, procedures, and requirements, including course prerequisites, of Glenville State University and the Higher Education Policy Commission.
- Special fees required of students in a given course will be required of participants in the reduced tuition and fee program.

The tuition and fees charged to residents at least 65 years old enrolling in courses **for credit** option will be 50% of the normal rates charged to state residents by the institution. This tuition and fee adjustment are applied to classroom-based courses, electronic and internet-based courses, and all other distance education delivery. Participants in this category will be responsible for any fees which may be part of the course requirements.

FINANCIAL ASSISTANCE

A need analysis form, the Free Application for Federal Student Aid (FAFSA), approved by the U.S. Department of Education is used to determine student eligibility for federal financial aid. Glenville State University's Department of Education Code Number is 003813. Students apply online at www.studentaid.gov. Soon after filing the FAFSA, the student will receive a FAFSA Submission Summary and, if the student listed GSU on the FAFSA, the school also will receive the information electronically. All students are encouraged to apply by March 1 for priority processing. There is no separate institutional application unless consideration for summer school financial aid is requested.

The U.S. Department of Education believes that the financing of a university education is primarily the responsibility of the student and family. However, financial assistance in the form of loans, scholarship, and work opportunities is available when resources from the family are not adequate to cover the cost of education. The amount the family or individual is expected to contribute is related to the family or individual's financial strength. Factors involved in determining eligibility include income, size of family, assets, and other allowable expenses and indebtedness.

Students with special circumstances should contact the Financial Aid Office (304-462-4103) for assistance as soon as possible.

Outside scholarships and resources can affect the student's federal financial aid eligibility.

Some students completing the FAFSA must have all information verified and may be required to submit income documentation. All students must be officially fully or provisionally accepted to Glenville State University before any aid can be paid.

Summer school financial aid is treated as a part of the immediately preceding academic year. There are limited funds available for summer school. Students must have a completed FAFSA for the previous school year and submit an institutional summer school financial aid application (available on the website www.glenville.edu) to be considered for summer aid.

Award notifications are emailed to all students and mailed to first-time financial aid applicants who have completed a FAFSA at www.studentaid.gov and who have also submitted all requested documents to the Financial Aid Office. The student is offered federal aid based on the Student Aid Index (SAI), as reported on the FAFSA, date application was received at the processing center, and availability of funds. Awards are made assuming full-time enrollment. Students may be awarded loans and scholarships and may decline any or all loan amounts.

Students who enroll at less than full-time level must contact the Financial Aid Office and have their awards pro-rated. The financial aid budget may be increased for documented childcare expenses.

The Financial Aid Office reserves the right to review, adjust, or cancel an award at any time due to changes in the recipient's financial or academic status. Awards may also be changed based on the availability of funds and/or changes in regulations and/or procedures mandated by university, state or federal authorities, or computer error.

Funds will be disbursed to a student's account the third week of school provided all eligibility requirements are met. Generally, those requirements are a processed award letter, any necessary promissory notes and entrance counseling (completed through www.studentaid.gov), enrollment and documented attendance in classes, full or provisional acceptance to a degree-seeking program, and evidence of satisfactory academic progress.

If there is a credit balance after funds have been paid to the student's account, then the credit balance will be available within seven working days by check or electronic funds transfer if proper forms are submitted to the Cashier's Office.

Students who receive financial aid and find it necessary to withdraw from all classes must notify the Financial Aid Office, as well as the Graduate Program Coordinator, as part of the withdrawal process. Any refund due because of this action will first be used to repay any financial aid funds the student used while enrolled. Students may be required to reimburse all or a percentage of funds received through federal and state funding.

All recipients of federally guaranteed loans (Federal Unsubsidized or Graduate PLUS loans) are required to complete exit counseling at www.studentaid.gov upon leaving Glenville State University due to graduation or termination of enrollment, or upon dropping below six hours.

Suspected cases of financial aid fraud will be reported to the U.S. Office of Inspector General. Students may call 1-800-MIS-USED (1-800-647-8733) to report suspected cases of fraud, waste or abuse involving Federal Financial Aid.

William D. Ford Federal Direct Unsubsidized Loans and PLUS Loans for Graduate Students

Glenville State University cooperates directly with the U.S. Department of Education in securing these loans. The student borrower must meet the general eligibility requirements for federal student aid and must be a graduate student enrolled at least half-time to apply for the loan. A credit check is required for PLUS loans. Student borrowers will begin repayment six months after graduation, dropping below half-time, or upon withdrawal from Glenville State University. The interest rate is fixed for the life of the loan, and the amount a student can borrow is dependent upon the cost of attendance minus any other financial assistance received. All graduate students seeking to apply for a Direct PLUS Loan must submit an application to the Financial Aid Office, then will be required to complete Entrance Counseling and a Master Promissory Note (MPN) at studentaid.gov, upon approval. For more information on this type of loan, please visit <https://studentaid.gov/understand-aid/types/loans/plus/grad> or contact the Financial Aid Office.

Return of Title IV(R2T4) Funds for Withdrawal

Title IV funds recipients are subject to the “Return of Title IV Funds Policy,” which is based on the percentage of the enrollment period completed and the amount of Title IV aid disbursed. This is a separate calculation from the institution’s tuition and housing refund policy. This policy applies to all federal and state financial aid programs, including but not limited to: Federal Direct Loans (Unsubsidized, PLUS loans for parents and graduates) and Federal TEACH Grant.

Official Withdrawals

Financial aid is awarded under the assumption that the student will attend for the entire semester. If a student finds it necessary to fully withdraw from Glenville State University during a semester of enrollment, that student should first consult with their Graduate Program Coordinator, who coordinates the withdrawal process and assists the student in obtaining additional information from other faculty or staff members, if needed. When a student withdraws from school before completing a period of enrollment, Glenville State University must determine whether any of the student’s financial aid must be returned (removed from the student account). When a student initiates the full withdrawal process, the Graduate Program Coordinator or designee sends communication to all the student’s professors requesting a last date of attendance in each class, which determines the student’s official withdrawal date and determines whether any aid must be returned.

Per federal regulations, students that fully withdraw from University may only keep federal financial aid that was earned up to the last date of attendance/withdrawal date. This also applies to state financial aid programs. How much aid is “earned” is based on the length of time enrolled. If more than 60% of the enrollment period is completed by the student, funds are

considered to be “earned,” and no funds must be returned to the financial aid provider/donor, and hence, no aid is removed from the student account.

To determine the percentage of time completed in the semester, Glenville State University must divide the number of calendar days the student attended classes by the number of calendar days in the semester (minus any scheduled breaks of five or more days). The amount of “earned” aid is calculated by multiplying the amount of disbursed Title IV funds by the percentage of time completed. The amount to be returned to the United States Department of Education is determined by taking the total amount of disbursed aid and subtracting from it the amount of earned aid. The institution’s share of the amount to be returned is calculated by multiplying institutional charges by the percentage of time not enrolled. The student’s share is calculated by subtracting the amount the school must return from the total amount to be returned. The student must repay remaining loan balances according to the terms and conditions of the promissory note.

The “unearned” aid must be returned to the financial aid provider(s) no later than 45 days after the date of the determination that the student has withdrawn. Returning financial aid funds to the provider may result in a balance due on the student’s account. Once a full withdrawal has been processed, the student will receive communication from the Glenville State University Financial Aid and/or Business and Finance Office notifying the student of any changes to the student account and any balance or refund due, along with payment options. If a balance is due to the University, a hold will be placed on the student’s account. Students owing a repayment to any federal financial aid program cannot receive any federally supported enrollment periods until repayment has been made with either the Glenville State University Cashier’s Office or the United States Department of Education.

During the Return of Title IV calculation, it may be determined that a post-withdrawal disbursement of funds is permitted. If the student or parent is eligible for a post-withdrawal loan disbursement, Glenville State University will notify the student and/or parent in writing advising them of the post-withdrawal disbursement eligibility. The University will advise the student or parent that a response is required from them within thirty calendar days from the date the school notified them if they wish to accept the post- withdrawal disbursement of loan(s). If a student or parent submits a timely response accepting all or a portion of a post-withdrawal loan disbursement, the school will disburse the loan funds as soon as possible, but within 180 days of the date of the institution’s determination that the student withdrew.

If the student is eligible for a post-withdrawal Title IV grant disbursement, Glenville State University is permitted to credit the student’s account with the post-withdrawal disbursement of grant funds without the student’s permission to cover current outstanding allowable charges for tuition, fees, room, and board. To cover charges other than current charges, Glenville State University must obtain a student’s authorization to credit the student account with Title IV grant funds. The school will disburse the grant funds within 45 days of the date of the determination of the student’s withdrawal.

Federal Aid

When a student withdraws prior to completing 60% of the payment period or semester, federal aid is recalculated based on the percentage of the semester that was completed. Based on this calculation, the institution must return the amount of Title IV funds the student is no longer eligible to receive by removing it from the student's account. For graduate students, Federal Title IV aid is returned in the following order:

1. Federal Direct Unsubsidized Loans
2. Federal Direct Graduate PLUS Loans
3. Federal Direct Parent PLUS Loans
4. Iraq and Afghanistan Service Grants
5. Federal TEACH Grant
6. Any other Title IV assistance
7. State aid according to state policies
8. Institutional/outside aid according to institutional and/or outside financial aid policies

State Aid

If a student fully withdraws from the semester, Glenville State University must recalculate the amount of the state aid the student earned. If the student is receiving Title IV aid, this recalculation is performed by determining the percentage of the payment period the student completed. If the student is not receiving Title IV aid, the institution must use the West Virginia Higher Education Policy Commission's rules for determining the portion of state aid to be returned.

Unofficial Withdrawals

If a student does not officially withdraw from, but stops attending, all courses for the semester and receives a combination of grades of all F's, FIW's, and/or W's at the end of the term, that student may be considered to have unofficially withdrawn from the institution.

After grades post for the current semester, grades are reviewed by the Financial Aid Office, in coordination with the Registrar's Office and the professors of the classes in question, to determine the student's participation in enrolled classes. Each professor must specify the student's last date of attendance. If the last date of attendance was prior to when all financial aid is considered "earned" for the semester, Glenville State University is required to return a portion of the student's financial aid.

Financial Aid and Satisfactory Academic Progress Policy

All graduate students who wish to receive Federal Financial Aid while attending Glenville State University, must meet all of the requirements of this policy, which is based on the US Department of Education regulations. Compliance with these standards will be measured each semester and includes all transfer hours (including summer, if applicable) on all enrolled students, whether or not financial aid is applied for or received. Students will be notified and permitted one semester of financial aid warning. If the student is not meeting the standards of this policy at the end of the warning semester, then he/she will be placed on financial aid

suspension. This policy is separate and distinct from the Academic Probation and Suspension Policy. The funds affected by the policy are Federal Direct Graduate PLUS loans and TEACH Grants.

Qualitative Standards

All students must maintain the minimum cumulative grade point average (GPA) set by their degree program. At present, this minimum GPA is 3.00 for all master level programs. The cumulative GPA is based upon the number of overall attempted hours as recorded in the Office of the Registrar.

Quantitative Standards

The ratio of total hours passed to total hours attempted must be 2/3 or greater. Total hours passed will include courses for which a student received a grade of “A,” “B,” “C,” “S,” or “CR,” or any other passing grade code in use. The total hours attempted will include all courses in which a student passed, failed, received an incomplete grade, withdrew, or repeated, and non-credit remedial hours.

The total attempted hours cannot exceed 1.5 times the maximum hours required for graduation. The evaluation of this quantitative standard (maximum time frame) commences the first term of enrollment the student begins his/her graduate program and is counted going forward, whether or not the student enrolls in all subsequent terms. Financial aid eligibility is limited to the student receiving a maximum of two master’s degrees.

Compliance and Appeals

If students are not meeting these standards at the end of their warning semester, the Financial Aid Administrator shall notify them that they are on financial aid suspension and no longer eligible for federal financial aid, including loans. To be removed from financial aid suspension, students may attend GSU at their own expense, provided they are eligible academically, until the minimum grade point average or ratio of hours passed is reached, or have an appeal approved. Simply attending and paying for one’s classes or being out of college one or more semesters does not automatically qualify students to receive financial aid again but may be considered during an appeal if other extenuating circumstances exist. Students earning a second degree or who have changed majors will be evaluated under these standards.

Students may appeal their financial aid suspension by submitting a full appeal to the Scholarship and Financial Aid Appeals Committee through the Financial Aid Office no later than three weeks prior to the term for which the students are appealing, with the exception of summer. The summer appeal deadline is a week before summer courses begin. A full appeal consists of the following:

1. A completed Free Application for Federal Student Aid (FAFSA) on file by the appeal deadline dates.

2. A completed Financial Aid Satisfactory Academic Progress Appeal Form, available on the Financial Aid Forms section of the GSU website.
3. A signed letter of explanation that includes specific details about what happened to cause the financial aid suspension and specific details about how the situation has changed to allow for success in the future (Part B-1 of the appeal form).
4. Supporting documentation for the appeal, which could include medical documentation, letters from faculty or staff supporting the student's specific situation, Degree Works printouts, etc. (Part B-2 of the appeal form).
5. An academic plan of your own to get back on track to graduation signed off on by your academic advisor/Graduate Program Coordinator (Part C of the appeal form).

Appeals may be based on situations such as (1) the death of an immediate family member; (2) a documented injury or illness of the student; or (3) unusual circumstances **beyond the student's control**.

Once the appeal is reviewed by the Scholarship and Financial Aid Appeals Committee, a written or electronic response will be provided to the student within ten working days of the committee's decision. Students whose appeal requests are denied by the Committee may request a level two appeal within three calendar days of the notification of the committee's decision through the Director of Financial Aid, who will forward the information to the next level of administration for review. A reply to the second level appeal will be provided, when possible, within ten working days. Appeals that are not approved are eligible to be resubmitted to the Committee after one semester if changes in the student's situation have occurred.

Students with approved appeals will have their records evaluated again at the end of the next semester of enrollment to determine if the student has met the standards of this policy or the minimum semester academic progress requirements. Semester academic progress is defined as:

1. Students on financial aid suspension because of grade point average (qualitative) standards must obtain a 3.00 GPA for the semester.
2. Students on financial aid suspension because of not meeting pace (2/3 quantitative) standards must complete 75% of the attempted hours for the semester.
3. Students on financial aid suspension for both qualitative and quantitative standards, or above the maximum time frame quantitative standard, must meet both standards.

If neither has happened, the student will again be placed on financial aid suspension and not eligible for another appeal unless other extenuating circumstances have occurred, or until one semester showing academic progress toward a degree is completed without the assistance of financial aid.

TYPES OF FINANCIAL AID

GRANTS

Grants are a type of financial aid that does not require repayment. Apply at www.studentaid.gov. Teacher Education Assistance for University and Higher Education (TEACH) Grant – This program provides up to \$4,000 per year to students who intend to teach a high-need subject in a public or private elementary or secondary school that serves students from low-income families. Additional information is available at <http://studentaid.ed.gov/sites/default/files/teach-grant.pdf>. If, after reading all the information, a student is interested in learning more about receiving the TEACH Grant, that student should contact the Financial Aid Office. This grant becomes a loan with interest accruing from the date of disbursement if students do not meet the specific conditions.

LOANS

Loans are a type of financial aid which must be repaid after the student leaves school. Glenville State University participates in the following loan programs.

William D. Ford Federal Direct Unsubsidized and PLUS Loans for Graduate Students – Glenville State University cooperates directly with the U.S. Department of Education in securing these loans.

The student borrower must meet the general eligibility requirements for federal student aid and must be a graduate student enrolled at least half-time to apply for federal loans. A credit check is required for PLUS loans. Student borrowers will begin repayment six months after graduation, dropping below half-time, or upon withdrawal from Glenville State University. The interest rate is fixed for the life of the loan, and the amount a student can borrow is dependent upon the cost of attendance minus any other financial assistance received. The annual loan amount cannot exceed \$20,500 and the aggregate limit for all Federal loans (undergraduate and graduate) is \$138,500. All graduate students seeking to apply for a Direct PLUS Loan must submit an application to the Financial Aid Office, then will be required to complete Entrance Counseling and a Master Promissory Note (MPN) at www.studentaid.gov, upon approval. For more information on this type of loan, please visit <https://studentaid.gov/understand-aid/types/loans/plus/grad> or contact the Financial Aid Office.

Private Loans – These are private loans obtained through a lending institution used to pay for educational expenses. Students may seek these opportunities through several lenders. The private loans and eligibility amounts must be certified by a Financial Aid Administrator at the school after being approved by the lender.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships (GA) provide students with training and valuable professional experience in a higher education work environment. Assistantship duties should contribute to the students' intellectual growth and degree goals. The purpose of an assistantship is to:

- (a) provide graduate students part-time employment offering practical experience in fields related to their advanced study, and
- (b) assist faculty in the direct instructional program.

A GA is a graduate student who is appointed as a University employee to provide the student with an apprenticeship experience and with financial support for graduate education. Financial support can be an hourly wage or a graduate fee waiver. As such, graduate assistantships affect the amount of financial aid to which students would otherwise be entitled.

Appointment as a GA does not confer any rights to permanent appointment to any person. The length of service of a GA does not alter the temporary nature of the appointment or confer additional rights upon such person. Appointments are generally made on a semester-by-semester basis. Glenville State recognizes student employment as an assistantship only under the definitions, conditions, and categories below. Student employment outside these parameters will not be deemed assistantships.

There are three categories of Graduate Assistantships:

Teaching Assistantship

Teaching Assistants (TA) assist faculty with instructional responsibilities or serve as the instructor of record in one or more courses. TAs are selected based on past teaching experience or academic promise as effective instructors in their field of study. Duties may include assisting faculty with teaching-related tasks (e.g., leading discussion groups, lecturing, laboratory, preparing instructional materials, grading exams), responsibilities associated with a self-contained class, and/or advising students. Graduate TAs who have the primary responsibility of teaching a course for credit and/or assigning final grades for such a course must have earned at least eighteen graduate semester hours in the teaching discipline, be under the direct supervision of a faculty member experienced in the teaching discipline, receive regular in-service training, and be regularly evaluated. All first-time teaching assistants are required to attend the Professional Development/Teaching Workshop that is held during the summer. Students who plan to serve as TAs should attend this workshop the summer prior to teaching.

Graduate Research Assistantship

Graduate Research Assistants (GRA) are selected for excellence in scholarship and promise as researchers. GRAs work in research, administrative, academic, and other university settings to assist faculty or other university personnel on research projects. They do part-time research as a portion of their training under the direct supervision of regular faculty members or work with administrative units to support the research initiatives of the institution. Duties vary by discipline and program, but may include data collection and entry, data analysis, proposal writing, policy

research, attending conferences to present results, and training and supervising less experienced researchers.

Service Assistantship (SA)

Service Assistants (SA) work with the administrative staff of a department or office to assist in the operations of the university whose mission is closely related to the student's area of academic study or interest. SAs are available for academic and nonacademic units. Duties vary widely, but may include gathering, organizing, and analyzing information, implementing, and evaluating programs, academic advising, academic tutoring, career counseling, preparing marketing materials, and organizing recruitment events. The main purpose of the assignment is to assist in the service role of the unit.

Graduate Assistantship Requirements

A full-time assistantship requires a maximum of 20 hours per week of service. Graduate assistants may not work more than a total of 20 hours per week on the average. Full-time graduate assistants may not be appointed concurrently in other Glenville State classification.

Glenville State University recognizes less than full-time assistantships (half-time and three-quarter time graduate assistantships). Half-time assistantships are based on a workload of 10 hours per week and three-quarter time assistantships are based on a workload of 15 hours per week.

Graduate Assistantship Application Procedures

Students who wish to be considered for an assistantship while completing their master's degree at Glenville State must complete an application. When graduate assistantships are available, applications will be located on the graduate program's website.

The graduate assistant application may require additional information to be submitted (i.e., resume and other information as required by the department). Students are not required to submit the admission application and GA application at the same time; however, for full consideration, students must submit graduate assistantship applications by May 1.

No student may hold a graduate fee waiver for a period of time that exceeds the number of semesters normally required in the recipient's academic discipline.

Graduate Assistantship Eligibility

Only students fully admitted to degree seeking status in a master's program at Glenville State University are eligible to receive a Graduate Assistantship. Non-degree seeking students are not eligible for Graduate Assistantships or tuition waivers.

Initial appointment to the position of GA requires:

- current full-time enrollment (see specific program for full-time enrollment requirements) in a graduate degree program;
- communication skills appropriate to responsibilities of the graduate assistantship;
- evidence of subject matter competence; and
- other qualifications as necessary to perform assigned duties.

In addition to the qualifications listed above, reappointment to the position of a GA requires a pattern of significant academic progress toward the completion of degree requirements. At minimum, the GA must

- a) earn a 3.0 grade point average or better during each semester of appointment,
- b) complete nine hours of graduate level coursework each semester (withdrawal from a course(s) after the fourth week does not constitute acceptable progress), and
- c) meet the requirements for and achieve advancement to candidacy in a timely manner.

FOUNDATION SCHOLARSHIPS

Applicants will be reviewed continuously but for priority consideration, required documents must be submitted to the Admissions Office by March 1. Students are ranked academically and matched with available awards until funds are exhausted throughout the winter, spring, and summer. Award amounts generally range from \$1,000 to \$3,000 based on academic records. Students who are selected for scholarships will receive an award notification in the mail and be required to return an acknowledgement form to accept the award. Scholarships will only be awarded to students enrolled full-time at Glenville State University and may not be used for summer session classes.

Most Foundation scholarships are renewable if the student maintains a 3.0 cumulative GPA and follows Glenville State University's progress towards degree requirements. All students with a 3.0 cumulative GPA who do not already have an institutional scholarship and wish to be considered for one should complete the *GSU Academic Scholarship Application* available under the Financial Aid tab of the website.

Other Tuition Assistance: Each academic year, Glenville State University awards tuition assistance to students who have demonstrated excellence in music or athletics or have financial need. These awards are available to in-state, out-of-state, and international students. Students must apply through the appropriate department.

ACADEMIC AND STUDENT LIFE SERVICES

CAMPUS SERVICES

ALAN B. MOLLOHAN CAMPUS COMMUNITY CENTER

The Mollohan Center is a multi-purpose facility housing an array of student and community activities and functions.

Located on the main floor of the Mollohan Center is a full-service Post Office, student mailboxes, eSports Arena, Aramark offices where students can add Musket Bucks (flex dollars) or meals to their meal cards, and the Health Center.

Dining services are located on the second floor. Multiple food stations make up the Mollohan Restaurant, which serves three meals a day Monday through Friday and two meals a day on Saturday and Sunday. The Cedar Creek Grill offers convenient eating options, serves an assortment of snacks, and provides meals at extended hours. The Office of Student Life, 200 Mollohan Campus Center, is located adjacent to the Mollohan Restaurant and just down the hall from the Cedar Creek Grill.

There are multiple meeting spaces on the third floor including a ballroom and a multi-purpose room, which serves as a movie theater. Also, on this floor is the Office of Admissions where prospective students can meet with an Admissions Advisor and schedule a campus tour.

The Fitness Center is located on the lower level closest to Goodwin Hall. It has Precor cardio and fitness equipment as well as a group fitness studio that offers classes such as karate and yoga.

ATHLETICS

The Athletic Department is located at the Waco Center (921 Mineral Road). Boxing is governed by USA Boxing and eSports are under the National Association of Collegiate Esports. Glenville State University is a member of the Mountain East Conference, and all varsity men's and women's sports teams compete in NCAA Division II sports. The University will sponsor one co-ed, seven men's, and nine women's varsity sports for the 2022-2023 school year, which are:

Men's Sports: Baseball, Basketball, Cross Country, Football, Golf, Track & Field (Indoor & Outdoor), Wrestling

Women's Sports: Acrobatics & Tumbling, Basketball, Cross Country, Golf, Soccer, Softball, Track & Field (Indoor & outdoor), Volleyball

Co-Ed: Boxing, eSports, Cheerleading

Admission to all home athletic events (excepting fundraiser or tournament events) is free to Glenville State University students upon presentation of a valid student identification card. Tickets can be purchased for non-students at all football and basketball games; most other events do not require paid admission.

ALUMNI SERVICES

The Alumni Director and Annual Fund Coordinator are located in the Alumni House. The Director manages all relations for University alumni by working with the President of the University and the Executive Council of the Alumni Association. The Alumni Office maintains an up-to-date list of Glenville State

University alumni. The Alumni Center is the headquarters for all the institution's alumni chapters. Contact the Alumni Director for more information at 304-462-6116.

CAMPUS COMMITTEES

There are many opportunities available for Glenville State University students to take active roles in the shared governance of the University. If you are interested in serving on an academic or student life committee, please contact the Office of Student Life.

CAMPUS STORE

The Pioneer Store at Glenville State University is a physical, in-person bookstore on campus that also has an online presence and ordering function at <https://glenville.bncollege.com/>. Barnes & Noble operates the Pioneer Store, which is located on the first floor of Louis Bennett Hall. The Pioneer Store carries apparel, electronics, gifts, graduation regalia, supplies, and textbooks. Selections can be browsed both in person and online.

The on-campus location is where students pick up their textbooks and course materials (subject to registration deadlines) in advance of the start of classes. Textbooks are provided to students for a flat fee- based charge structure, which is included in the cost of attendance. The Pioneer Store and adjacent Starbucks coffee shop are friendly surroundings where students, faculty, and staff can enjoy spending a few moments studying, reading, or enjoying a hot cup of coffee.

POSTAL SERVICE

A full-service post office is located on the first floor of the Mollohan Campus Community Center. Stamps and other mail supplies are available for sale. FedEx, UPS, and USPS Parcel Post package services are also available.

CIVILITY

Glenville State University is committed to civility as essential to human relationships. All members of the campus community have a responsibility to observe certain standards of civility in their interactions with one another. The choice to associate oneself with this fellowship of

scholars is freely made by each participant but obligates those who do join to observe the following expectations for civilized conduct within the Glenville State University community:

- the practice of personal honesty in all matters;
- professional conduct and decorum in classroom, organization, and other group environments;
- a positive regard for the dignity and value of each citizen in the community;
- respect for the individual rights and possessions of community members;
- respect for the collective rights and property of the community;
- tolerance for diversity among students, staff, and faculty;
- tolerance for the convictions and opinions of others, even when not in agreement with one's own beliefs;
- disdain for bigotry and hatred expressed in any form or medium and directed toward identifiable groups or individuals in the community; and
- a recognition of community members' mutual needs and concerns, and acceptance of a responsibility held in common to support the personal growth and efforts of each individual in furtherance of the well-being of the entire community.

COUNSELING SERVICES

Located in the Molloyhan Campus Community Center, the Counseling Center (room 137) provides counseling and basic mental health assessment to any currently registered students on an as-needed basis. The Center is staffed by a full-time WV Licensed Professional Counselor, a second full-time counselor, and a graduate counseling intern. Staff have expertise and certification in the treatment of chemical and gambling addiction as well as mental health issues such as depression, anxiety, and anger and communication problems. All services are confidential. Self-referrals are welcome as are referrals from Glenville State University employees or parents of registered Glenville State University students. All services, whether assessment or individual/family counseling sessions, are free to registered students who have paid the activity fee.

This service is available via telehealth for individuals who cannot meet in person. Please contact our WV Licensed Professional Counselor at (304)462-6432 for more information.

CULTURAL EVENTS

Art Exhibits

Throughout the school year, the Fine Arts Gallery hosts local, regional, and national art exhibits, including an annual juried Glenville State student art show.

Music Performances

Many opportunities exist for Glenville State University students to participate in the musical performing arts. Please contact the Department of Fine Arts or the Pioneer Stage for more information. Current performance groups include Concert Band, Jazz Band, Jazz Combo,

Marching Band, Pep Band, Concert Choir, Chamber Singers, Clarinet Ensemble, Saxophone Ensemble, Woodwind Ensemble, Brass Ensemble, Brass Quintet, Trumpet Ensemble, Tuba/Euphonium Ensemble, and Percussion Ensemble.

Theatre Productions

Glenville State University Theatre produces plays on campus, choosing from a variety of genres and performance styles. Casting is open to the entire University community, as are all design/technical positions.

E-MAIL ACCOUNTS

All students are issued an official Glenville State University e-mail account when they enroll. The account is the official e-mail address to which the University will send many important communications including bills and financial notifications. Students are not permitted to bulk mail or spam students, faculty, staff, or administration address lists. Students are expected to check their Glenville State University e-mail on a frequent and consistent basis to remain informed of University-related communications. All use of e-mail will be consistent with the Student Conduct Code and other University policies, including the Glenville State University Electronic Mail Policy, and local, state, and federal law. Communications sent to a student's official Glenville State University e-mail address may include notification of University related actions. E-mail is not appropriate for transmitting sensitive or confidential information.

Glenville State University reserves the right, consistent with this policy and applicable law, to access, review, and release all electronic information that is transmitted over, or stored in, University equipment, systems or facilities, whether or not such information is private in nature, and therefore, confidentiality or privacy of electronic mail cannot be guaranteed.

E-MAIL POLICY

Glenville State University provides an email address ending in "@GSU.glenville.edu" to all students. It is University policy the Glenville State University e-mail address assigned to a student is the official email address used by the institution for all correspondence including invoices, financial aid notifications, and communication from offices on campus. Students are responsible for all information sent from these and other official offices of the institution. Failure to read e-mail messages will not constitute an exception.

HEALTH SERVICES

There is a clinic at the Waco Center operated by an independent provider which is available for medical services for students and community members.

IDENTIFICATION (ID) CARDS

Glenville State University students are required to possess a valid identification card called the Pioneer Passport. The card is the property of the University and must be surrendered to any

University official upon proper request. Student identification cards are obtained in the Student Life Office. There is no charge to issue the ID; however, there is a fee for all replacement cards. With payment of the activity fee and board charges, the Pioneer Passport enables students to attend athletic events and other activities, access their meal plan, gain security admittance to certain residence halls, use the Robert F. Kidd Library and Campus Fitness Center, and receive health services. Students are expected to carry their campus ID with them while on campus.

INTERNET SERVICES

Wireless connectivity is available throughout campus for students using laptops and other portable computing devices. Computer access and internet connectivity are provided in computer laboratories located in the Robert F. Kidd Library and elsewhere on campus.

Students living in residence halls receive internet service. It is the responsibility of students to contact the Office of Technology if there is a problem with their connection. Students are not permitted to install or use their own routers or access points for wireless services. Using the internet services illegally or in an improper way is prohibited. This includes, but is not limited to, the unlicensed and illegal downloading or copying of copyrighted material.

Any attempt to override, hack, or breach the security of the University's network is illegal and strictly prohibited. Any attempt to gain unauthorized access or breach the network's security will result in immediate suspension of computer privileges and referral to the Student Life judicial process.

JUDICIAL SYSTEM

All members of the campus community are expected to demonstrate civility, tolerance, mutual respect, and lawful behavior at all times. Responsible use of and respect for University property and the property of other members of the campus community is also expected. Accordingly, students are to conduct themselves in accordance with the Student Code of Conduct (see Student Handbook).

Alleged violations of the Code of Conduct will be handled according to the process delineated in the Student Handbook. The University uses a Judicial Coordinator, who is a staff member assigned to administratively address judicial matters and is authorized to conduct administrative hearings, and a Judicial Council that includes student and faculty representatives. The Judicial Council is authorized to conduct Judicial Council Hearings. The jurisdiction of both hearing authorities is to hear evidence in cases of disciplinary action against students, to make findings of fact from the evidence presented, to make recommendations and/or decisions as to the disposition of the disciplinary action, including sanctions to be imposed, and to refer actions to another disciplinary channel as appropriate.

LIBRARY

The Robert F. Kidd (RFK) Library provides access to a broad range of information resources supporting research into many disciplines and curriculum development. Resources include

digital, hardcopy print, audiovisual, and archival materials. Digital resources are available 24 hours a day both on and off campus and include numerous academic databases as well as the WVDELI e-Book consortium with over 100,000 eBook/e-audiobook titles. Librarians and trained support staff are available to assist patrons in library use, assignments, and research needs.

On the first floor, the RFK Library Research Center provides a full-service computer lab, reference assistance, and study areas. On the second floor, the Berlin B. Chapman Room houses materials pertaining to West Virginia, the University, local history, genealogy, and other special collections. The second floor also has the children's book collection, hardcopy book collections, independent and group study areas, computers, and conference room. The ground floor houses additional book collections as well as the campus's archives. The campus's archives hold many one-of-a-kind items and primary source material related to the originations of the University and the history of the surrounding area. Additional small and large meeting areas are available throughout the library. For additional information, such as hours of operation, see the library's webpage at <https://www.glenville.edu/library>.

OATH OF EXCELLENCE

Consistent with its mission, the University expects all members of the campus community to conduct themselves in a professional, ethical, and lawful manner. Consequently, new students are to commit themselves at the Convocation to abide by the principles contained in the University's oath of excellence which follows.

“As a member of the Glenville State University community, I dedicate myself to the pursuit of intellectual, cultural, personal, and social growth. To show this commitment I affirm the following:

Freedom of Speech - I will respect the right of others to express themselves as guaranteed by the Constitution of the United States.

Civil and Human Rights - I pledge to protect the civil and human rights of my fellow students, the faculty, staff and administrators and all members of our University community.

Cultivation of Character - I pledge that I will continue to develop virtues such as courage, compassion, humility, honesty, and loyalty.

Academic Integrity - I will dedicate myself to the on-going pursuit of knowledge and truth.

Diversity - I will respect the integrity of each person and value individuals for their contributions, which enrich our community.

Social Responsibility - I will contribute to the Glenville State University community and leave our University a better place for my having been here.

Consideration of Others - I will demonstrate concern for the welfare of others and I will respect the dignity of all persons.”

PIONEER MEDIA

Pioneer Media serves the campus community by producing broadcasts of athletic competitions via MEC TV and live University events such as Convocation and Commencement via YouTube. Additionally, Pioneer Media is available to record and produce academic and public service programming for various campus groups. Pioneer Media is operated by students working under the supervision of a staff member. Students may also earn academic internship credit for their work with Pioneer Media. The Pioneer Media studio and master control room are located at the Waco Center.

PUBLIC SAFETY

If you have any Public Safety concerns or questions, wish to request foot or parking lot patrol and/or security escort, report or give information related to an incident or crime, or obtain information regarding campus security and/or campus crime, contact the Glenville State University Department of Public Safety at (304) 462-4132, extension 6450 or (304) 904-2041. In case of an emergency, call 911.

STUDENT CODE OF CONDUCT

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom of the individual may be defined as the right to act or speak, so long as it does not adversely affect the rights of others. Believing in this concept, Glenville State University will protect freedom of action and freedom of speech for both students and employees, so long as it is not of an inflammatory or demeaning nature and does not interfere with students' living and study conditions or the administration of its affairs. It shall constitute a disruptive act for any member of the campus community to engage in any conduct which would substantially obstruct, interfere with or impair instruction, research, administration, authorized use of University facilities, the rights and privileges of other members of the Glenville community, or disciplinary proceedings.

Moreover, Glenville State University is committed to improving the quality of student life by promoting a diversified educational and cultural experience for all its students. Racist conduct or other acts of bigotry will not be tolerated.

Rights and freedoms imply duties and responsibilities. Students should take note that a student who exercises his or her rights as a private citizen—whether individually or as a member of a group—must assume full responsibility for his or her actions. All Glenville State University students are subject to and are required to observe and comply with: the laws of the United States; the laws of the state of West Virginia; local city, county and municipal ordinances; the

policies, rules, and regulations of Glenville State University, the Glenville State University Board of Governors, and the West Virginia Higher Education Policy Commission; and the directives of the officers, faculty, and staff of Glenville State University who are charged with the administration of institutional affairs on campus.

Violations of laws and regulations will subject the perpetrator to disciplinary action by the University and/or the appropriate civil or criminal court.

For further information about the Code of Conduct and related disciplinary processes, please refer to the Graduate Student Handbook.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is an elected body of students serving as a medium for campus student opinion. Meetings are open to any member of the campus community. More information about the Student Government Association can be found in the Student Handbook and on the GSU website.

STUDENT ORGANIZATIONS

Glenville State University has over thirty active student organizations. These groups include professional organizations, Greek organizations, special interest groups, and honorary societies. The Office of Student Activities has contact information for all Student Organizations. Students wishing to form a new campus organization must complete an application that may be obtained in the Office of Student Activities.

STUDENT RIGHTS AND RESPONSIBILITIES

Students should consult the Glenville State University Student Handbook for information concerning student rights and responsibilities and campus policies and procedures. Included in this information is the AIDS Policy, Alcohol & Drug Policy, Campus Security Procedures, Discrimination and Discriminatory Harassment Policy, Hazing Policy, Parking Policy, Sales and Solicitation Policy, Sexual Misconduct Policy, Sexual Harassment Policy, Student E-mail Policy, Smoking/Tobacco Policy, and information on services for students with disabilities. Students are responsible for familiarizing themselves with these policies.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Glenville State University is committed to maintaining the confidentiality of student records and abides by the Family Educational Rights and Privacy Act (FERPA). The law ensures the confidentiality of student records, permits students access to their records and prohibits the release of records except by permission of the student or by court order, while permitting the continued release of directory information without specific permission from the student.

Glenville State University designates the following items as Directory Information: student name; addresses; telephone numbers; date of birth; program of study; honors, awards and

scholarships received; participation in officially recognized activities and sports; weight and height of athletes; enrollment status; degrees and dates conferred; dates of enrollment; class level; anticipated date of graduation; and other educational institutions attended.

Glenville State University may disclose any of those items without prior written consent, unless the student has completed and submitted a Request to Prevent Disclosure of Directory Information Form to the Registrar's Office. This form remains active for as long as the student remains enrolled unless revoked in writing by the student. Information determined to be part of a student's educational record may be released according to the guidelines included in this policy.

Glenville State University has designated certain information as Limited Use Directory Information. Disclosure of this information without the consent of the student shall be limited to:

- a) those official within the University who have access, consistent with FERPA, to such information and only in conjunction with an official institutional purpose;
- b) publication on websites hosted by, on behalf of, or for the benefit of the University and/or other media source and only in conjunction within official institutional use; and
- c) other disclosure FERPA authorizes without consent.

The following information has been designated as "Limited Use Directory Information": electronic mail addresses, photographs, videos, or other media containing a student's image or likeness.

For Glenville State University officials to disclose student information other than Directory Information, to parents, family, or anyone other than the individual student, that student must complete the appropriate form(s). A FERPA Release Form is available to permit the release of Educational Records. This form will need to be completed by the student and returned to the Registrar's Office in advance of any anticipated need for sharing of information. Parents may have access to a student's academic records by submitting the Parent/Guardian Request for Access to Student's Educational Records Form along with a copy of the preceding year's tax returns to demonstrate the student is a tax dependent. This form must also be returned to the Registrar's Office to be active. Students have the legal authority to notify the Office of the Registrar that they are no longer dependent for federal income tax purposes, at which time the release will be rescinded.

SEXUAL HARASSMENT POLICY

Definition of Sexual Harassment

Sexual harassment undermines the integrity of the University's work, learning, and teaching environments. It is unsolicited, non-reciprocal behavior. Unwelcome sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is an explicit or implicit condition of employment or evaluation;

- submission to or rejection of such conduct by an individual is used as the basis for employment decisions; and
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment is conduct that is sexual in nature, is unwelcome, and denies or limits an individual's ability to participate in or benefit from a school's education program or activity. Harassment that is targeted at an individual because of his or her sex is also considered sexual harassment even if it does not involve sexual comments or conduct. For example, frequent, derogatory remarks about women or men could constitute unlawful harassment even if the remarks are not sexual in nature.

Sexual Misconduct is a broad term encompassing a wide range of sex-based offenses including but not limited to sexual harassment, sexual exploitation, forcible sex offenses such as rape, forcible fondling, nonconsensual contact and abuse, and non-forcible sex offenses such as statutory rape and incest. Sexual misconduct is included in the general term sexual harassment.

Bringing a Complaint

Any individual who has observed or feels that he or she has been directly affected by the conduct described above may bring a complaint of sexual harassment. Complaints should be filed within 30 days of the occurrence of the act in question. The Title IX Coordinator may extend this time limit. Any form of retaliation against an individual who brings such a complaint in good faith is strictly prohibited. However, any student or employee who knowingly and with malicious intent brings a false charge of sexual harassment against another student or employee will be subject to severe sanctions. The full complaint procedure and forms can be found on the Title IX/Sexual Misconduct web page at <https://www.glenville.edu/about-us/title-ix/complaint-process>.

Responsibilities

Glenville State University is an Equal Opportunity/Affirmative Action Institution that does not discriminate on the basis of race, color, religion or creed, national origin or ancestry, sex (including gender, pregnancy, sexual orientation, and gender identity), age, physical or mental disability, veteran status, genetic information, or citizenship in the administration of any of its educational programs, activities, or with respect to admission or employment. Glenville State University also does not discriminate based upon genetic information in the areas of employment or employee health insurance benefits. Glenville State University is committed to providing an environment that is supportive and comfortable for members of the university community to discuss concerns regarding individual treatment in the workplace, educational setting, equal employment opportunity, and diversity. Every effort will be made to ensure the fair and equal treatment of all parties involved during the complaint investigation process. Glenville State University requests that discrimination, harassment, sex discrimination, sexual harassment, disability, and any other complaints of unlawful discrimination be filed within 30 days from the date of the alleged incident(s).

CONSENSUAL RELATIONSHIPS

Section 1 There are inherent risks in any romantic or intimate relationship between individuals in unequal positions. Thus, except as otherwise provided in Sections 2 and 3, the University prohibits any romantic or intimate relationships in which power differentials are inherent, which relationships include, but are not limited to, the following:

- Relationships between students or applicants for admission and administrators, faculty, coaches, or any University employee where a direct power differential exists between the student or applicant for admission and the employee;
- Relationships between a University employee holding a direct or indirect supervisory and/or evaluative role over the other person in the relationship; or
- Any other romantic or intimate relationship between students or applicants for admission and employees or between employees where any employment-related power differential exists between the persons in the relationship.

Section 2. Notwithstanding the prohibitions in Section 1, any romantic or intimate relationship prohibited in Section 1 that existed prior to the creation of a power differential between the individuals involved in the romantic or intimate relationship shall not violate this policy if:

- the individuals in the relationship report the existence of the relationship as required in Section 4 before the power differential is created and
- the individuals consent to the removal of any potential power differential that could exist, which may require appropriate administrative action, including but not limited to, shifting or otherwise relocating an employee within a separate department or reporting capacity from the other individual involved in the relationship or the shifting of grading or other decision-making responsibilities of a faculty member which affect a particular student in the case of a pre-existing relationship with that student.

Section 3. Issues may also arise in the educational setting or workplace from romantic or intimate relationships between students or applicants for admission and University employees or between University employees where a direct or indirect supervisory and/or evaluative role or other power differential does not exist between the people in the relationship. Thus, while not prohibited, such relationships are highly discouraged.

Section 4. If a relationship develops that falls under Sections 2 or 3, the employee(s) involved in the relationship must timely report the existence and termination, if any, of such relationship to the Title IX Coordinator.

Section 5. Once a relationship is reported under Section 4, the Title IX Coordinator shall inform the persons involved in the relationship of the University's standards concerning consensual relationships, may set parameters while the persons are on campus, and may take other steps as appropriate.

Section 6. Persons who engage in any relationship prohibited by Section 13.1 of Glenville State University Administrative Policy 6A or who engage in any relationship listed in Policy 6A

Sections 13.2 and 13.3 and who fail to timely report shall be subject to administrative action, up to and including termination of employment or dismissal from the University, as applicable.

PIONEER SUPPORT CENTER

The PSC located on the third floor of the RFK Library, provides an array of services and programs to enhance the academic and overall development of all students while impacting student success, retention, and graduation rates of Glenville State University (GSU). These services include tutoring, accommodation and accessibility services, veteran support services, new Pioneer orientation, and career services.

For more information about the Pioneer Support Center at Glenville State University, email Pioneer.Support@glenville.edu or call 304-462-4118.

STUDENT ACCOMMODATION AND ACCESSIBILITY SERVICES

The Office of Accessibility and Accommodations Services (OAAS) housed within the PSC provides accommodations and services to students who have a qualified disability. The OAAS works with students to individualize the type and level of accommodation needed for a successful University experience. Accommodations, services, and equipment may be provided on an as-needed, reasonable basis. Glenville State University will make reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. No academically qualified student with a disability shall be denied access to participation in the services, programs, and activities of the University solely because of their disability.

For more information about student accommodations and accessibility services, please contact the PSC at 304-462-4118 or email Pioneer.Support@glenville.edu

ADVISING

Students will work closely with their Graduate Program Coordinator or a faculty advisor within their degree program in developing a customized plan of study for successful completion of their program. Individual plans of study will be submitted on an annual basis to the Graduate Program Coordinator, who has the power to require modifications to the plans.

The Graduate Program Coordinator will assign an appropriate advisor to the student. The advisor will:

- Direct the student in the formulation of the program,
- Approve course selections and course changes,
- Give guidance relative to examinations for the program, and
- Ascertain that the candidate is meeting the requirements for the degree.

The assignment of an advisor does not relieve the student of the primary responsibility for adequate program planning and for progress toward completion. All degree seeking students should work closely with their advisors to prepare a plan of study or degree plan. Refer to the Degree Works section of the catalog for information on the online advising and degree auditing tool.

VETERAN AFFAIRS

The PSC's Office of Military and Family support assists student veterans by assuring veterans complete their education programs through academic support and by recognizing and awarding academic credit based on technical and vocational military training, assisting veterans with applying for both federal and state education benefits, providing social support to veterans through organized activities and organization, providing counseling services, developing programs that help veterans share their knowledge and experience with public school programs and community organizations, and coordinating efforts with campus disability services.

New students who wish to begin receiving their GI Bill® benefits must contact the Pioneer Support Center. Veterans must apply for benefits and receive a Certification of Eligibility from the Department of Veterans Affairs (VA) before having their enrollment certification (Form 1999) submitted by the University to the VA. Veterans must also comply with academic standards and enroll for courses required for their program of study. The VA will only credit courses applicable to the veteran's program of study.

Enrollment is monitored and if a course is dropped, or if the student withdraws from University, then a 1999-b form is submitted to the VA to adjust the enrollment certification. Monies owed to the VA after any adjustment is the responsibility of the veteran.

SECTION 103 INFORMATION FOR STUDENTS USING U.S. DEPARTMENT OF VETERAN AFFAIRS BENEFITS

On December 31, 2018, the President signed into law the Veterans Benefits and Transition Act of 2018. It contains a provision (Section 103) that took effect on August 1, 2019. Therefore, despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, GSU will not:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;

- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

VETERAN'S STANDARDS OF PROGRESS AND ATTENDANCE POLICY

Veterans must comply with the University academic standards to draw educational benefits. In accordance with Veterans Administration regulations, the enrollment of veterans is regularly checked. If a veteran withdraws from a course, or courses, a 1999-b form is submitted to the Department of Veterans Affairs adjusting the course load, or withdrawing the student entirely, whichever is appropriate. Veterans receive payment based on their enrollment for courses required for their program of study.

MILITARY RESERVE TUITION ASSISTANCE

Glenville State University is listed with the Army's federal tuition assistance program ArmyIgnitED as a non-LOI (letter of instruction) school. Students eligible to receive this tuition assistance must apply through the GoArmyEd.com website and provide the appropriate documentation, including tuition and fees, a complete program of study, and an authorization letter from their unit commander.

NATIONAL GUARD TUITION POLICIES

West Virginia National Guard (WVNG) members in good standing with their unit may be eligible for tuition assistance. It is the student's responsibility to apply for tuition assistance and submit final grades to the WVNG. WVNG will not pay for repeated courses.

For more information about Military and Family Support services and resources, please call 304-462-4118 or email Pioneer.Support@glenville.edu

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC INFORMATION

Academic Course Load

An appropriate course load is dependent upon the (a) scholastic ability of the student as reflected by the academic history and (b) the time available for study. Students may carry up to nine hours during a semester. To be considered a full-time student, a student must enroll in at least six hours during a semester. Enrolling in fewer than a total of six semester hours is considered part-time. Students must petition to take more than nine hours by submitting the Request to Carry Extra Hours form to their Graduate Program Coordinator prior to the term in which the overload is requested. It is recommended that graduate students not register for more than twelve credit hours during a fall or spring semester or nine credits during a summer semester.

Academic Progress

For the purpose of this policy, a “semester” is defined as a 16-week session of instruction during the fall and spring or an 8-week session of instruction during the summer. A “term” is defined as an 8-week session of instruction within the fall or spring semester or a 4-week session of instruction within the summer semester.

Graduate students at Glenville State University must meet the following academic standards:

- Maintain an overall graduate grade point average of 3.00 or higher. Failure to maintain the minimum GPA will result in academic suspension.
- All grades earned in graduate coursework will remain on the official transcript and will be used in the calculation of the student's overall graduate grade point average, even if the student transfers graduate programs.
- A student may earn no more than one grade of C in all graduate courses and remain eligible for graduation. Students who earn more than one grade of C will be dismissed from the program. A student who earns a grade of D, F, or FIW in any required graduate course will be dismissed from the program.

Academic Suspension

Academic standings will be reviewed by the Graduate Coordinator at the end of each term. Graduate students who do not maintain a cumulative GPA of 3.0 or above will be placed on academic suspension. Students, Academic Affairs, and the Registrar's Office will be notified of the suspension by the Graduate Coordinator. The Registrar's Office will then record this information on the student's transcript.

Students on academic suspension must “sit out” for one semester prior to reenrolling. The student will be readmitted on academic probation and will be limited to no more than 6 hours within the semester. The student must earn a 3.0 or higher GPA for each subsequent semester or

earn and maintain a cumulative GPA of 3.0 or above to be eligible to continue enrollment. If a student earns a 3.0 or higher GPA for each subsequent semester but has not reached a cumulative GPA of 3.0, the student will continue on academic probation until a cumulative 3.0 or higher GPA has been earned. Students who have been readmitted on academic probation or continued on academic probation may not hold a graduate assistantship.

A student who has been placed on their second academic suspension will not be permitted to take any graduate level coursework unless they have met the eligibility requirements and have been approved for academic forgiveness.

Program Dismissal

Dismissal from a program is defined as termination of student status and privileges to participate in a specific academic program. Dismissal from a program may occur at the end of a term or a semester. However, students can be dismissed from their program at times other than the end of a term or semester in case of serious violations of academic or professional standards. Students who have been dismissed from a program will be formally notified in writing by the Graduate Program Coordinator of their respective program. A copy of the dismissal notice will be provided to the student's academic advisor, Provost and the Registrar's Office.

If the program dismissal occurred at the end of the first term within a semester and the student is also registered in a course for the following term within that semester, the student will be dropped from the upcoming course. If the student is enrolled in a full semester course, depending on the reason for dismissal and their current standing in the full semester course, the student may have the choice to continue in the course or request to be withdrawn. This option is not available to students who do not hold a passing grade (i.e. a grade of 'B' or higher) in the full semester course. Students need to be aware that if they choose to remain in the full semester course, their decision to continue in the course will have no impact on their dismissal from the program.

If the student wishes to pursue a different program, the student will be required to apply to the new graduate program for evaluation for admission eligibility.

Students may appeal the decision of dismissal by submitting an Academic Petition, along with a written letter explaining the nature of the appeal, to the Academic Appeals Committee within five working days of receiving the notification of dismissal. Please refer to the Academic Appeal Policy section of the catalog for additional information. If the appeal is denied, the dismissal will be enacted immediately, and the student will be removed or withdrawn from any remaining courses in their program.

Assessment of Student Academic Achievement

Glenville State University employs a variety of assessment processes to inform students of progress toward their degree, to analyze programs to make appropriate curricular changes, and to determine institutional effectiveness. The institution follows policies of the Higher Learning Commission (HLC), the WV Higher Education Policy Commission (WVHEPC), and its own governing board.

In addition to regular course examinations and presentations, assessments may include field tests of proficiency in the major, electronic portfolios, capstone projects, internships, and clinical practice reviews. Some programs also require nationally normed entrance and exit examinations (e.g., Praxis II, PPAT).

All degree programs analyze and review their effectiveness every five years, reporting this information to the WVHEPC and the Glenville State University Board of Governors. The institution also reports its overall progress to the HLC.

Credit Hour Definition

Glenville State University defines a credit hour consistent with the Carnegie Unit: One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15-weeks for one semester hour of credit. For an eight-week session (seven weeks of instruction and a final examination day) the required instruction and student work is six hours per one semester hour of credit.

Reservation of Rights

Glenville State University reserves the right to modify any of its policies, regulations, or requirements as deemed necessary without notice. The institution will attempt to comply with the requirements published in the catalog for the year a student initially registers, provided the student continues in attendance without interruption of more than two semesters. Students who interrupt their attendance by more than two consecutive semesters and later return must meet curricular requirements as determined by the catalog policy.

Course Numbering

Courses are numbered in the following way:

500-599 – introductory graduate-level courses or courses designed for first-year graduate students.

600-699 – general graduate-level courses designed for master's-level graduate students.

Course Prerequisites

When selecting courses, students must adhere to required prerequisites and special course restrictions established by the University and academic departments. Prerequisites must be passed with the minimum acceptable grade before subsequent courses may be taken.

Credit Hours for a Master's Degree

Candidates for a master's degree must complete the minimum number of semester hours of graduate courses within the degree plan required for their program. At least eighteen semester hours of graduate credit must be earned at Glenville State University to be awarded a degree by Glenville State University.

ACADEMIC POLICIES

ACADEMIC APPEAL POLICY

Students may elect to appeal academic penalties including but not limited to final grade, grade penalty, academic dishonesty, administrative withdrawals for attendance reasons, re-evaluation of transfer credit, denial of admission to academic programs, early reinstatement following academic suspension, or readmission to the University. When applicable, the appeal will be received by the Academic Appeal Committee for review and recommendation. If appealing a final grade, please also refer to the section in the catalog on Grade Appeals. While actively involved in the appeals process, the student may continue to attend class except in the case of the student teaching Residency I which is covered by policies under Requirements for Admission to Residency I in the Glenville State University Catalog. If appealing a denial of admission to an academic program, early reinstatement following an academic suspension or readmission to the University; the appeal must be submitted at least thirty days prior to the first day of classes of the intended semester of enrollment. Not meeting this deadline will require the student to delay enrollment until the following semester.

Academic Appeals

Level 1:

The student must submit an appeal within seven workdays of the assignment of the academic penalty. When appealing a grade, the student must submit a Grade Appeal Form and should review the section in the catalog on Grade Appeals. All other appeals require the Academic Petition Form. A written letter from the student explaining the nature of the appeal must be included. The forms are available in the Registrar's Office and on the University website.

Level 2:

If the matter in dispute is not resolved at Level 1, the student may appeal to the Academic Appeals Committee within seven workdays of the decision at Level 1. No person shall serve on this Committee who has been previously involved in the matter in dispute. The request for a Level 2 appeal must be in writing to the Provost and Vice President for Academic Affairs.

The Academic Appeals Committee shall hear the appeal. In the hearing the student may present evidence or relevant information. The student may be accompanied by an advisor/counsel of the student's choice. The advisor/counsel may consult with the student and speak on the student's behalf at the request of the student. The student shall give at least 48 hours' notice to the chairperson if an advisor/counsel will be accompanying them.

The chairperson shall maintain detailed minutes of the work of the committee. The minutes shall be maintained in the Office of the Registrar and shall remain confidential.

The recommendation of the Academic Appeals Committee shall be communicated in writing to the Provost and Vice President for Academic Affairs within five workdays of the committee's

meeting. As soon as possible, but no longer than seven workdays, the Provost will notify the student of the decision.

Level 3:

A student wishing to appeal the decision of the Provost must do so within seven regular class days of receipt of written notification from the Provost. The appeal must be in writing to the President of the University. The President (or his designee) will send a written decision within seven regular class days of receipt of the appeal. The decision of the President is final.

At any time during the process, the student may withdraw the appeal.

Academic Appeal Committee

The responsibility of the Academic Appeals Committee is to receive, evaluate, and make recommendations to the Provost and Vice President for Academic Affairs on appeals from students in the areas of penalties for academic misconduct, students seeking early reinstatement following academic suspension, administrative withdrawals for attendance reasons, grade appeals, denial of transfer or prior learning credits,

ACADEMIC FORGIVENESS POLICY

Glenville State University recognizes students may not perform satisfactorily due to factors that may have been beyond their control or interfere with their academic performance. Academic Forgiveness provides previous Glenville State University graduate students with poor academic performance the opportunity to reenroll in their graduate program and request their previous low grades be disregarded from GPA calculations.

A graduate student must meet the following conditions:

1. The student must request academic forgiveness by submitting the Graduate Academic Forgiveness Request form to the graduate program coordinator overseeing the degree program. The request must be submitted no later than 30 days prior to reapplying for admissions. The student must include, in writing, a personal statement that addresses professional or personal growth during the time away from the University and provide evidence supporting their current potential for academic success.
2. The student must not have been enrolled in a graduate program during the two academic years immediately preceding the readmission semester.
3. The policy allows students to exclude graduate courses in which they received a C or lower grade at the University from the GPA calculation.
4. The student will specify which courses and grades are being requested for Academic Forgiveness. If approved, the specified grades will be disregarded for GPA computation. Once the grade is disregarded for purposes of GPA computation, the credit earned is also disregarded.
5. Each grade that is subject to this policy will remain on the official transcript but will be marked and a notation of Academic Forgiveness placed on the student's transcript.

6. Any statements of Academic Probation or Suspension will remain on the transcript.
7. A student can have Academic Forgiveness applied to their academic record only one time during their graduate career at Glenville State University.
8. Academic Forgiveness cannot be applied after a student earns a Glenville State University graduate degree.
9. If the Academic Forgiveness request is approved, the student must complete a minimum of 6 hours with a minimum 3.0 GPA within one semester of the application or they are subject for dismissal.

Students reapplying for admission under this policy are subject to the program requirements in the university catalog at the time of reenrollment.

ACADEMIC INTEGRITY

Glenville State University requires adherence to the University's standards of academic integrity. While every case of academic dishonesty cannot be listed exhaustively, the following examples represent some basic types of behavior that are unacceptable and represent those items for which students may be sanctioned.

1. **Cheating:** using unauthorized notes, mechanical or electrical devices (calculators, cell phones, etc.), study aids, or information on an examination; making unauthorized changes to graded work and misrepresenting those changes as instructor grading error; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.
2. **Plagiarism:** to plagiarize is, according to Webster's Third New International Dictionary, "To commit literary theft." Writers or speakers plagiarize if they use words, ideas, or arguments of another and make it appear that these materials are their own. To avoid the charge of plagiarism when using materials derived from another, the writer should follow accepted conventions of punctuation, indentation, and documentation. A handbook of composition will provide a list of these conventions. Glenville State University defines plagiarism as follows:
 - a. Quoting material from a particular source, such as a text, article, or Internet page, or email, without indicating the source and without placing the directly quoted material within quotation marks;
 - b. Taking the ideas or arguments of another person without acknowledging the source of the ideas or arguments;
 - c. Substituting synonyms for an author's words but preserving the sentence structure or mixing the author's words or phrases within the paraphrasing and failing to put the author's words in quotation marks. Citing the source does not excuse you from the charge of plagiarism or;
 - d. Using a theme (paper or essay) or portion of a theme written by someone else. For example, plagiarism occurs if an individual takes or purchases an essay from an Internet service or uses someone else's essay from a previous semester or another

- class. Any assignment that is turned in either for credit or review that has been plagiarized will be subject to sanctions of academic dishonesty.
- e. Submitting work created using artificial intelligence (AI) tools (including but not limited to (ChatGPT) in any way that violates the policy defined in the syllabus for an individual course.
3. **Self-Plagiarism:** Submitting a theme (paper or essay) written for one course to fulfill academic requirements in another, including repeated classes or outside employment. Slightly altered work from one course that has been resubmitted to another is also considered to be fraudulent. In some instances, the subject matter expert may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance.
 4. **Fabrication:** falsifying or inventing any information, data, or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
 5. **Obtaining an Unfair Advantage:**
 - a. stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor;
 - b. stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use;
 - c. unauthorized collaborating on an academic assignment;
 - d. retaining, possessing, using, or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination;
 - e. intentionally obstructing or interfering with another student's academic work, or
 - f. otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
 6. **Aiding and Abetting Academic Dishonesty:**
 - a. providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above,
 - b. providing false information in connection with any inquiry regarding academic integrity.
 7. **Falsification of Records and Official Documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.
 8. **Unauthorized Access:** computerized academic or administrative records or systems: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

Procedures for Handling Cases of Academic Dishonesty

1. Within five instructional days from the time the incident of academic dishonesty was discovered, the instructor shall submit to the Provost and Vice President for Academic Affairs a written report stating the facts of the case along with any appropriate physical evidence and the recommended penalty. The instructor must also send a copy of the written report and physical evidence to the student and Department Chairperson.
2. Although the specific circumstances of the academic dishonesty and the professor's individual course policy (as provided to the student in the syllabus) will determine the outcome in each circumstance, the punishment will typically be as follows:
 - a. For a first offense, the student will fail the assignment.
 - b. For a second offense (in the same course or in different courses), the student will fail the course.
 - c. For a third or subsequent offense, the student will be suspended from the university for the following semester (fall or spring). If the suspension is imposed for fall semester, the student will also not be permitted to enroll in the preceding summer term.
 - d. Particularly egregious offenses may receive more severe penalties, even on the first offense.

The Provost shall immediately notify, in writing, the student, the instructor, and his/her advisor of the incident and the recommendation from the instructor that a penalty is being imposed and the degree of the sanction.

The Provost shall also advise the student of his/her right to appeal the case to the Academic Appeals Committee. Such an appeal must be made in writing and filed with the Office of Academic Affairs within seven working days of the notification.

The appeal process shall begin with Level 1 of the Academic Appeal Policy.

If the penalty is the assignment of a final course grade of "F" or "NC," and the student has not appealed the decision, the student will no longer be permitted to attend or participate in the class. The student will be required to stop attending the class and will not be permitted to withdraw from the class, regardless of when the offense occurs. Access to the Learning Management System (LMS) will also be disabled. Students who have appealed the decision will not be permitted to withdraw from the class but will be allowed to remain in the class pending the decision of the Appeals Committee. If the student does not appeal or if the Academic Appeals Committee denies the student's appeal, the student will receive a final grade of "F", or "NC" for the class. The "F", or "NC" will then become part of the student's permanent record. (Note that a student who has appealed the decision is permitted to attend the class until the appeal has been heard and a decision on that appeal rendered.)

When a student is suspended from the University a permanent notation will be placed on the student's academic transcript. Please refer to the Disciplinary Notations on Academic Transcripts section for additional information.

After the mandatory suspension time has passed, students suspended for academic dishonesty may be considered for reinstatement by petitioning the Provost.

Academic Repeat Policy

A graduate student may repeat one graduate-level course for each graduate degree program one time in which a grade of C has been earned. Failure to correct the academic deficiency will result in dismissal from the program. Course withdrawals are not counted as course repeats. The institution is not obligated to offer courses outside of the normal course rotation to enable students to repeat them. Remediated grades will still count against the one maximum grade of C. Please refer to the Academic Progress section of the University catalog for additional information.

When a student repeats a course, the original grade shall be disregarded for the purpose of determining the overall GPA and the grade earned when the course is repeated shall be used in the GPA calculations. The original grade is not deleted from the student's permanent record. The original grade is marked on the student's transcript as excluded (E) in the semester that the student originally took the course. The second grade is marked on the student's transcript as included (I) in the semester that the course was repeated. When a course grade is excluded from GPA calculations, the course credit is removed from the total number of hours passed, total number of earned hours and the total number of GPA hours.

Disciplinary Action

Graduate students are expected to conduct themselves professionally and honorably throughout their association with Glenville State University. It is the student's responsibility to be familiar with the Glenville State University Student Handbook, which details student rights, responsibilities, and expected conduct;

rules and regulations of Glenville State University; and procedures for grievance, appeals, due process, and other policies and procedures not included in this document.

In addition, students are expected to exemplify and adhere to the codes of conduct prescribed by the professional organization in their field of study. Students violating any institutional regulation will be subject to disciplinary action, which may result in dismissal from a graduate program at Glenville State University.

Student Academic Responsibility

It is the responsibility of the graduate student to become informed about all regulations and procedures required by the program and by the institution. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that an advisor or other authority did not give needed information. Students should consult their Graduate Program Coordinator concerning requirements, deficiencies, the planning of a program, and special regulations.

Any falsification of information on any admissions or academic records materials provided to the university (including but not limited to application, transcripts, recommendations, or test scores) will be sufficient cause for disqualification for admission or dismissal if the individual has been admitted. All paid tuition, fees and graduate credit earned are forfeited under such dismissal.

GRADING AND ACADEMIC PROGRESS

Grading System

A	Exceptional
B	Good
C	Minimal*
D	Unsatisfactory*
F	Failure*
FIW	Failure due to Irregular Withdrawal*
W	Withdrawal*
I	Incomplete*

*See notes below regarding these grades and their impact on program status.

Quality Points: The quality point is the unit used to measure student achievement in a course. The number of quality points received for any course is equal to the number of points attached to the grade received multiplied by the number of quality hours yielded by the course. Quality points are computed as follows:

A	= 4.00 quality points per credit hour
B	= 3.00 quality points per credit hour
C	= 2.00 quality points per credit hour
D	= 1.00 quality points per credit hour
F	= 0.00 quality points per credit hour
FIW	= 0.00 quality points per credit hour
W	= 0.00 quality points per credit hour. Does not impact GPA.
I	= 0.00 quality points per credit hour. Does not impact GPA.

Students' grade point averages (GPA) are computed by dividing the total number of quality points by the total number of attempted GPA hours in that semester.

Incomplete Grades

A grade of Incomplete "I" is a temporary grade assigned to students who miss course work due to circumstances beyond their control which prohibit them from completing course assignments or examinations by the end of the course. To request an Incomplete, students must meet two criteria of eligibility. First, students must have attended and completed work for the course past the last day to withdraw from the course with a grade of "W." Second, students must also be in good academic standing in the course (a grade sufficient for passing the course).

The student and instructor of record must complete a Request for Grade of Incomplete form detailing the work to be completed and the timeline for completion. The form must be submitted before the submission deadline for final grades as noted on the academic calendar and must be approved by the instructor of record and their Graduate Program Coordinator.

The remaining course work must be completed no later than the end of the following semester unless an earlier completion date has been specified. An “Incomplete” for a class during the fall semester must be completed no later than the end of the following spring semester; an Incomplete for a class during the spring semester must be completed no later than the end of the following fall semester; and an Incomplete for a summer session must be completed no later than the end of the following fall semester. If the deficiency represented by “I” is not made up as stipulated, the “I” automatically becomes a “F” or “NC” at the end of the allotted makeup period.

Administrative Withdrawal

Faculty members may recommend the removal (administrative withdrawal) of a student from class for excessive absences. In such cases, faculty members will forward their written recommendation for administrative withdrawal to the Provost and Vice President for Academic Affairs for approval. The Registrar will advise the student of the recommendation.

Faculty members are expected to have advised the student and the Graduate Program Coordinator of their intent to recommend that the student be administratively withdrawn from class prior to submission of their recommendation.

If the student is identified as an “at-risk” student for the instructor’s attendance policy for the specific course, the instructor will recommend that the student be administratively withdrawn from the class for lack of attendance as follows:

1. Instructor will provide the names of students identified as “at-risk” with their attendance policy to the relevant Graduate Program Coordinator. Instructors will also contact students and inform them that they are at risk of being withdrawn from the course, invite them to address the issue, and offer assistance if possible.
2. If the student is unresponsive and/or continues to miss class, the instructor will send the recommendation for administrative withdrawal to the Registrar.
3. The Registrar will send an e-mail notifying the student that they are being withdrawn from the course and will receive a “W” for the course (if before the last day to withdraw from a course) or an “FIW” (if after the last day to withdraw). The instructor of record, academic advisor, and Graduate Coordinator will also be notified by the Registrar.
4. Unless the student is officially appealing the decision to be withdrawn to the Academic Appeals Committee, the student is no longer allowed to attend the course from the date they are withdrawn by the Registrar. Online courses will be deactivated on that date.
5. A student may appeal in accordance with the Academic Appeal Policy.

In cases of disorderly and/or disruptive behavior in the classroom setting please refer to the Academic M Withdrawal from Glenville State University.

Withdrawal from Glenville State University

Students can withdraw from the institution and all classes up until the last day of classes and before final exam period for the term. Students who stop attending but fail to follow this procedure will receive final grades of FIW. To withdraw from the institution, students must contact their Graduate Program Coordinator. Please refer to Official Withdrawals in the Financial Information section of the University catalog for additional information.

DIPLOMAS

Diplomas are issued to students who have met all graduation requirements as outlined in the respective catalog for their degree. A final verification of degree requirements is completed after final grades have been posted for the semester in which students have applied for graduation. Glenville State University issues printed and digital diplomas to students who have successfully completed their graduation requirements for their declared degree program three times each academic year: December, May and July.

Both the print and digital diploma are 8.5" x 11" in landscape format with the official university seal and signatures of authorized university officials. All diplomas include the degree (e.g. Master of Arts, Master of Science, etc.) and program (e.g. Business Administration, Curriculum and Instruction, etc.). Degree program information may be found under Academic Programs in the university catalog. The diploma represents the culmination of the student's educational achievements at the university and serves as an official document verifying their earned degree.

Diplomas reflect the student's legal name on file in the university's student information system. If a student needs to officially change their legal name, an Address/Name Change Request form must be submitted to the Registrar's Office along with the required documentation, preferably prior to the student submitting their application for graduation. If the graduation application has already been submitted, the request must be submitted as soon as possible and no later than the last day of classes of the semester of graduation for the change to be applied to the diploma. Updates made after degree conferral will require ordering a duplicate diploma and the standard fee will apply.

Students who have applied for graduation with multiple degree programs will receive one diploma for each program regardless of the number of majors they are graduating with under each program of study. Students who have applied for graduation with a single degree program will receive one diploma for that degree program regardless of the number of majors they are graduating with. Diplomas do not reflect majors, minors, concentrations, areas of interest, or areas of emphasis.

Per institutional policy, diplomas are not permitted to be issued until all financial obligations to the university have been satisfied. Students who have a financial obligation to the institution will receive notification via email when their diploma is being held. Students will need to contact the appropriate office and take care of their hold in order for their diploma to be released for processing.

Diploma Printing

Glenville State University has partnered with a third-party vendor (currently Parchment) to provide diploma services to our graduates. Students will receive an email notification directly from Parchment once their diploma is ready for processing. It is the student's responsibility to verify and/or provide an address through their Parchment account with the 48-hour timeframe. When an undeliverable diploma is returned to the Registrar's Office, the office will make every effort to contact the student for a new address. Undeliverable diplomas will be destroyed after a period of 30 days. Alumni Graduates who contact the Registrar's Office after the 30-day period will be required to complete the Replacement Diploma Request and pay the applicable fee.

Digital Diplomas

Glenville State University provides a complimentary Digital Diploma to current graduates. Digital Diplomas are a certifiable document that can be shared through social media with one click or downloaded for third parties. Digital Diplomas are immediately available to students barring any financial obligations to the institution. Digital Diplomas are held until all financial obligations to the university have been satisfied.

Replacement Diplomas

Requests for replacement diplomas are made through the Registrar's Office by submitting the Replacement Diploma Request form. Reissued diplomas reflect the information contained on the original diploma unless an official name change has been submitted to the Registrar's Office. The signatories will be of current authorized university officials.

Withholding Diplomas, Official Transcripts, or Registration

The University expects students to meet all financial and other obligations to the institution during their enrollment and upon graduation. The Registrar's Office is authorized to withhold official transcripts and diplomas from students and former students who have failed to meet their obligations to the University. Registration may be withheld when the financial obligation is equal to or greater than \$1,000.00 or when other fines or charges have been assessed as outlined below.

Official transcripts refer to transcripts provided through the Registrar's Office which are printed on secure transcript paper or digitally through the National Student Clearinghouse. Registration includes all priority registrations and open registrations. This policy will not prevent a student from having the ability to drop a class, withdraw from a class or officially withdraw from the University (all classes). Holds are placed on student records who have unmet financial obligations. When a student satisfies their financial obligation, the office responsible for the hold will remove the hold enabling a diploma or official transcript to be issued or registration to be processed.

Office	Reason	Services Withheld
Academic Department	Equipment not returned	Registration/Transcript/Diploma
Admissions	Outstanding admissions documents	Registration
Athletics	Sports equipment not returned	Registration/Transcript
Cashier's Office	Past due tuition/feed	Diploma/Registration/Transcript
Financial Aid	No FAFSA	Registration
Financial Aid	Outstanding FAFSA documents	Registration
Financial Aid	Exit Interview	Transcript
Library	Overdue Fines	Diploma/Transcript
Public Safety	Parking Fines	Diploma/Registration/Transcript
Registrar's Office	Unpaid graduation fee	Diploma/Registration/Transcript
Student Affairs	Judicial Fines	Diploma/Registration/Transcript

Upon student request, a one-time unofficial transcript can be provided to a student with unmet financial obligations. An unofficial transcript will be printed on paper with a watermark stating "UNOFFICIAL" and will be stamped with the word "UNOFFICIAL".

Degree Works

Degree Works is the official online advising and degree auditing tool for Glenville State University. It is designed to assist students and advisors in reviewing degree programs. Students should review their audit often during the semester, and particularly prior to and after registration, dropping or adding courses, when a course substitution has been requested, and after grades are posted. Degree Works is accessed through the student's EdNet account. Students should consult their Degree Works Audit when:

- Creating a list of questions to discuss with their advisor (take an up-to-date audit when meeting with advisor).
- Identifying courses that need to be completed.
- Selecting courses that meet degree requirements.
- Determining a projected graduation date.

Dual or Additional Master's Degree

Institutional policy permits students to obtain more than one master's degree. In these cases, a separate application is required for each program. Each application must be accompanied by payment of a nonrefundable application fee. A student desiring to obtain more than one master's degree must successfully complete sufficient additional credit hours to constitute 75% of the credit hours required by each additional master's degree program. An individual academic unit may require a higher percentage of credit to be earned under its direction. With the approval of the department(s) in which the degrees are sought and the Graduate Program Coordinator of each programs, a maximum of 15 credit hours may be used in common among the degree. Approval must be obtained in writing. Upon graduation, the student must file two graduation applications.

Graduation

Graduation refers to the date a degree is conferred or awarded. Glenville State University confers degrees three times a year: May, July, and December. All students who wish to graduate must officially apply for graduation and pay graduation fees. The application and graduation fee are due regardless of intent to participate in a graduation ceremony. Students whose degree was conferred in July or December are part of the upcoming “Class” of students.

Students should meet with their academic advisor or their Graduate Program Coordinator before registering for the final semester of work to ensure that all degree requirements will have been met by the end of that semester. Students should use the Degree Works evaluation available online to assist them with graduation check out.

The student must submit a Graduation Application Form through EdNet before the deadline published on the Registrar’s webpage. The graduation fee will be added to the student’s account, and a late fee will be incurred for applications received after the deadline. If the requirements for the degree are not completed at the time specified on the application, the student must submit a new Graduation Application form. The graduation fee is a onetime, nonrefundable charge, per each degree awarded. Students must have satisfied all financial obligations to the University before the diploma or academic transcript can be released.

Thesis Examinations

Written and/or oral thesis examinations may be required in graduate programs. The final examination must be passed no later than three weeks before commencement. The oral examination over the thesis or research project is conducted under the direction of the student’s research advisor or the Graduate Program Coordinator.

Time Limit for Degree Completion

All course work applied toward a graduate degree must be completed within a period of seven years. This includes any graduate transfer courses a student formally requested to be applied towards their degree program. The period begins the semester the first course in the degree plan is taken and concludes with the semester the last course or requirement is completed.

A transfer course or course taken as a non-degree seeking student that is more than seven years old must be revalidated if it is to be used towards meeting degree requirements.

All credit that exceeds the seven-year time limit must be revalidated if the credit is to be used towards meeting degree requirements. The Graduate Program Coordinator will determine if a course needs to be retaken or if a revalidation examination/experience can be offered. If offered, a revalidation examination may include a comprehensive examination, a portfolio, or other academically appropriate experience. The student will need to submit the *Application for Course Revalidation*. Please refer to the Course Revalidation section of the catalog for further information.

Transcripts

All transcript requests will be processed through the Registrar's Office and will only be furnished upon the written request of the student. Requests may be submitted directly to the Registrar's Office or through the National Student Clearinghouse service available in a student's EdNet account or directly from the Clearinghouse

(<https://www.studentclearinghouse.org/transcriptservices/>). A transcript will include all coursework completed with Glenville State University (undergraduate and graduate), all transfer work which was accepted and posted, and any credits awarded. Partial transcripts are not available.

A request for a transcript should include full name, student identification number or SSN, current mailing address, the dates of attendance at Glenville State University and the address(es) to which the transcript(s) are to be mailed. Any name changes(s) should be noted on the request.

A fee is charged for each transcript. Credit or debit cards are accepted through the Registrar's Office or Cashier's Office. Ordinarily transcripts are prepared within two working days after the request has been received. Full payment must accompany each request.

All financial and academic obligations must be satisfied, or a request will not be processed. Unfulfilled requests due to unmet obligations are destroyed after 30 calendar days.

COLLEGE OF GRADUATE STUDIES

The College of Graduate Studies is critical to serving the needs of central West Virginia. Graduate studies at Glenville State University are designed to give students advanced knowledge in a special field of study, higher levels of professional competence, an understanding of and respect for scholarly research, and a sophisticated knowledge of the techniques of continuous, lifelong intellectual growth. These goals are achieved through specialized programs of study, investigation, and professionally mentored practical experiences that are carefully planned by each individual student in consultation with his or her graduate faculty advisor and/or Graduate Program Coordinator.

Glenville State University, a comprehensive institution, offers a quality education in a supportive learning environment that fosters individual growth, professional and career development, lifelong learning, global understanding, and a commitment to excellence in academic and community pursuits. In keeping with its tradition of academic excellence, the University promotes graduate education by offering select graduate programs.

Glenville State University is closely identified with its community. Partnership with business and industry, public schools, government agencies, and other organizations contribute to the economic, cultural, and social development of the region and enrich our programs and the experience of our students.

The College of Graduate Studies supports the mission and goals of Glenville State University through graduate education. Glenville State University offers select yet comprehensive high-quality graduate programs. These programs strive to foster core competencies, innovative technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. Glenville State University graduate students receive personal attention as they work closely with faculty in small classes. Graduate programs at Glenville State University are responsive to the needs of the external community and in turn provide the most innovative and highest caliber education in the region.

A student undertakes graduate study to gain a deeper knowledge in a particular academic discipline and to become able to demonstrate to the faculty and practitioners in the field the attained mastery of knowledge. Consequently, graduate study cannot be defined primarily in terms of semester hours of coursework beyond the baccalaureate, even though minimum coursework requirements are commonly specified for graduate degrees. Minimum requirements set the lower limit for an integrated plan of study.

Graduate students are expected to become participating members of the institutional community and are encouraged to attend lectures presented by visiting scholars, to listen to academic discussions of their faculty, and to study with their fellow graduate students.

For more information about the College of Graduate Studies, its programs, faculty, and organizations, consult <https://www.glenville.edu/academics/graduate>.

ACADEMIC PROGRAMS

Definition of Graduate Degrees

Master of Arts (MA): An MA involves the completion of a course of study in an academic area generally falling within the humanities. Some MA programs require a thesis involving research or a creative project. The completion of the MA typically requires two years of work beyond a bachelor's degree.

Master of Business Administration (MBA): Is a: A postgraduate degree in business administration. The core of the program covers various areas of business administration, including accounting, business, management, marketing, and finance, with a focus on management. GSU's MBA includes a set of elective hours that provide an opportunity to focus on the experience in specific areas.

Master of Science (MS): An MS involves the completion of a course of study in an academic area generally falling within the sciences. Some MS programs require a thesis involving research. MS programs typically require two years of work beyond a bachelor's degree.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

Gerda Kumpiene, Department of Education Graduate Program Coordinator

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

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

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

Admission Requirements Master of Arts in Curriculum and Instruction

- Have a minimum GPA of 2.75 in all undergraduate coursework.
- Submit a copy of your current valid teaching license *or provide confirmation showing that acquisition of the license is in progress*; the awarded teaching license must be submitted by the end of the first academic semester in which the student enrolls.
- Submit 500-word essay conforming to APA or Chicago formatting that describes personal and professional background, including teacher preparation, teaching field and experiences, and current and long-range professional goals.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

EDCI	510	Principles of Curriculum Development	3
EDCI	520	Designing Curriculum and Instruction	3
EDCI	610	Advanced Assessment	3
EDCI	630	Critical Pedagogy	3
EDCI	640	Formative Instructional Practices	3
EDSP	555	Advanced Differentiated Instruction	3
EDUC	540	Technology and Learning	3
EDUC	550	Advanced Children and Adolescent Studies	3
EDUC	600	Research Methods	3
EDUC	620	Master's Research Project	3

Total minimum hours required for degree**30 hours**

**MASTER OF ARTS IN
CURRICULUM AND INSTRUCTION
SUGGESTED PLAN OF STUDY
FALL ENROLLMENT**

FIRST YEAR

Fall Semester	Spring Semester
EDCI 5103	EDCI 5203
EDUC 540.....3	EDSP 555.....3
EDUC 550.....3	EDCI 6103
Total Hours – Fall Semester.....9	Total Hours - Spring Semester9

SECOND YEAR

Fall Semester	Spring Semester
EDCI 6303	EDUC 620.....3
EDCI 6403	Total Hours – Spring Semester.....3
EDUC 600.....3	
Total Hours – Fall Semester.....9	

*Students are expected to follow the recommended plan of study; if a student chooses not to enroll in the course(s) as outlined in the plan of study, they will have to wait until the course is offered next.

**MASTER OF ARTS IN
CURRICULUM AND INSTRUCTION
SUGGESTED PLAN OF STUDY
SPRING ENROLLMENT**

FIRST YEAR

Spring Semester		Fall Semester	
EDCI 520	3	EDCI 510	3
EDCI 610	3	EDUC 540.....	3
EDSP 555.....	3	EDUC 550.....	3
Total Hours – Spring Semester.....	9	Total Hours - Fall Semester	9

SECOND YEAR

Spring Semester		Fall Semester	
EDCI 630	3	EDCI 640	3
EDUC 600.....	3	EDUC 620.....	3
Total Hours – Spring Semester.....	6	Total Hours – Fall Semester.....	6

*Students are expected to follow the recommended plan of study; if a student chooses not to enroll in the course(s) as outlined in the plan of study, they will have to wait until the course is offered next.

MASTER OF ARTS IN TEACHING

Gerda Kumpiene, Department of Education Graduate Program Coordinator

The online Master of Arts in Teaching is designed for members of the community who have already earned a bachelor's degree and desire an initial West Virginia teaching license (see content specializations on the next page). Students entering the Master of Arts in Teaching program are seeking opportunities to receive an initial teaching license and to advance their knowledge, skills, and dispositions in instruction, curriculum design, and evaluation. Online coursework and face-to-face clinical experiences in educational settings will focus on innovations in teaching, student learning, curriculum development, pedagogy, assessment, mentoring, and community involvement. In addition to meeting the initial admission requirements for the MAT program, students must make academic progress towards Requirements for Admission to Teacher Education.

The Master of Arts in Teaching (MAT) program objectives are as follows:

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

Admission Requirements Master of Arts in Teaching

- Submit all official undergraduate transcripts.
- Submit 500-word essay describing your personal and professional background (including any teacher experiences) and describing your current and long-range professional goals utilizing APA formatting.
- Have completed successfully or be exempt from the Praxis Core Exam (see *Admission to Teacher Education* section below).
- Transcript Analysis Completed
 - Have completed at least 50% of content area requirements.
 - Have a minimum GPA of 2.80 in undergraduate content licensure area coursework. **(OR)**
 - Be exempt from transcript analysis per West Virginia Department of Education Policy 5100: have an undergraduate degree in the content area in which licensure is being sought, with an overall grade point average of 3.00 and successful completion of the Praxis II Content Test for licensure.

Students pursuing a MAT may select from the following three teaching specializations:

Elementary Specializations:

Elementary Education (K-6) AND Early Education (PreK-K)

(OR)

Elementary Education (K-6) AND Multi-Categorical (K-6)

(OR)

Elementary Education (K-6) AND a Middle School Specialization

Middle School Specializations:

A student must combine a middle school specialization with either Elementary Education or a Secondary Specialization:

English (5-9)

General Math – Algebra I (5-9)

General Science (5-9)

Social Studies (5-9)

Comprehensive

Music (PreK-Adult)

Health and Physical Education (PreK-Adult)

Secondary Education

Biology (9-Adult)

Chemistry (9-Adult)

English (5-Adult)

General Science (5-Adult)

Mathematics (5-Adult)

Social Studies (5-Adult)

Requirements for Admission to Teacher Education

MAT students must meet the following requirements for admission to the teacher education program. Full admission is required for successful completion of the degree.

1. Achieve a passing score on the Praxis CORE Academic Skills for Educators (CORE) in the areas of Reading, Writing and Mathematics OR meet the WVDE approved exemptions for CORE. The PRAXIS CORE OR meeting and exemption of the CORE is a State requirement for certification. Passing scores are posted through the ETS website (<https://www.ets.org/praxis/wv/requirements/>)
2. Meet the West Virginia required computer skills through having passed EDUC 540 – Technology and Learning.
3. Have completed at least 75% of the required undergraduate content area(s) with a minimum grade point average of 2.80 for which the candidate seeks licensure or be exempt per West Virginia Department of Education Policy 5100.

Procedures for Admission to Teacher Education

During the semester in which students enroll in the MAT program, they should initiate procedures for admission to Teacher Education.

1. To initiate the procedure, the candidate obtains an Application Packet and completes the Intent to Apply for Admission to Teacher Education Form. The packet is available from the Department of Education or the Graduate Program Coordinator in Education. Completed forms must be submitted by the following deadlines:

Admission to Teacher Education	Submission of Materials
Summer and Fall	March 1
Spring	December 1
2. Candidates must complete the Admission to Teacher Education Assessment Form as well as the Admission to Teacher Education Evaluation Form. This form assesses the candidate in the areas of performance and disposition. The completed assessment form, along with an additional blank second copy of the form is given to the faculty academic advisor or the Education Graduate Program Coordinator. The academic faculty advisor or Education Graduate Program Coordinator completes the second form.

The faculty advisor or Education Graduate Program Coordinator ascertains the candidate's eligibility for admission, completes the blank assessment form received from the candidate, and returns it to the teacher candidate to be placed in the portfolio, which must be prepared as outlined in the application packet, following the guidelines set forth in the rubric for assessment.

3. The Admission to Teacher Education Assessment Form from the advisor and the candidate's self- assessment are added to the file created for that candidate.

4. When all the paperwork has been completed and filed and the Portfolio Interview process has been successfully completed, the candidate who is applying for admission to teacher education is reviewed by the Teacher Education Review Panel (TERP). The panel membership consists of a representative of all departments offering specializations in teacher education, Vice President of Enrollment Management and Student Affairs, a representative from the Academic Success Center, Provost and Vice President for Academic Affairs, Education Graduate Program Coordinator, and the Dean of Education, who chairs the panel. Non-voting members of TERP include the University certification analyst and the Director of Teacher Education Field Placement.
5. The panel meets each semester prior to registration. An applicant may request to meet with the panel and the applicant's advisor may accompany him/her. Such a request is submitted to the Graduate Program Coordinator in writing at least 10 days prior to the scheduled meeting.
6. Panel members are sent a list of the names of the candidates requesting admission in advance of the scheduled meeting. If a panel member has reasons justifying the denial of any applicants, but cannot attend the meeting, such reasons should be stated in a letter and submitted to the chair of the panel prior to the meeting. All letters expressing concerns will then be read to the panel members in attendance. These letters will become part of the candidate's permanent file maintained in the College of Graduate Studies.
7. The panel reviews each application. The panel makes a recommendation to the Dean of Education. Based upon the panel's recommendation, the Dean may make one of two decisions:
 - **Admission:** This status is given to candidates who meet all admission requirements. Candidates may then enroll in MA courses that require the admission to teacher education prerequisite.
 - **Denied Admission:** This status is given to candidates who have two or more deficiencies and have not met all requirements for admission to teacher education. This decision prohibits enrollment in any additional graduate courses until the deficiencies are resolved. The Dean of Education specifies the reason(s) for the denial. A teacher candidate who has been granted full admission and consequently falls below a 2.80 grade point average in undergraduate content specific coursework will go to denied status. Any candidate receiving denied status must reapply for admission to teacher education after deficiencies are resolved.
8. The Dean of Education notifies each candidate, the Education Graduate Program Coordinator, and the candidate's faculty advisor of the decision regarding application.
9. Candidates wishing to appeal the Dean of Education's decision may do so through the student academic grievance policy as outlined in the GSU Graduate Catalog.

Retention in Teacher Education

To remain in any teacher education program, candidates must meet the following criteria:

1. Maintain a grade point average of 3.00 in graduate course work and 2.80 in undergraduate content specific coursework if required.
2. Maintain a current degree plan with the faculty advisor.
3. Demonstrate professional competency in field experiences as required.
4. Maintain a clear criminal background check.

The Graduate Program Coordinator, as well as the Dean of Education, monitors candidates' progress from admission to teacher education through the completion of the internship. When concerns arise throughout their program of study, candidates work with their faculty advisors to resolve those concerns expeditiously.

Admission to Student Teaching

Candidates must apply for admission to student teaching during the semester prior to enrolling in the student internship.

Requirements for Admission to Student Teaching

To be eligible for admission to student teaching, the following requirements must be met:

1. Hold full admission status in a teacher education program (i.e., have fulfilled any provisions set at the time of admission and be in good standing in the program).
2. Must have completed, or be exempt from, content area requirements per West Virginia Department of Education Policy 5100 at least one semester prior to planned student teaching.
3. Maintain a minimum 2.80 grade point average in all undergraduate content area(s) for which the candidate seeks licensure. Completion of all required hours in specialization area(s) with grades of C or higher.
4. Pass all state-required components of Praxis Core and Praxis II and meet all education department requirements. No teacher candidate will be admitted to the Internship until ALL components of Praxis II are passed. Candidates for the fall semester must pass the Praxis II tests by the June test date. Candidates for the spring semester must pass the Praxis II tests by the November test date.
5. Adhere to the current West Virginia State Department of Education requirements for licensure.

Procedures for Admission to Student Teaching

Students must submit the Application for Admission to Student Teaching Form to the Director of Teacher Education Field Placement by March 1 to enroll in the following fall semester and October 1 to enroll in the following spring semester. Application forms are available in the Department of Education. Specific meetings for application for admission to student teaching will be held prior to each semester's application due date. All teacher education candidates

applying for admission to student teaching must attend these meetings in which necessary documents are reviewed and completed.

Candidates are responsible for ensuring that their paperwork is submitted by the deadlines for Admission.

The Teacher Education Review Panel (TERP) screens the list of Student Teaching applicants each semester to determine their individual status. An applicant may request to meet with the panel. Such a request is submitted in writing at least 10 days prior to the scheduled meeting. Typically, panel meetings are scheduled during the week prior to the beginning of each semester. If admission to student teaching is denied, the TERP must provide notification and the reason for denial to the candidate within five days of the decision. If denied admission the candidate may not begin student teaching during that respective semester. Once all deficiencies are met, the candidate may reapply for student teaching (by the stated deadline) to be considered for admission for the next semester.

Organization of the Internship Semester

Candidates meet with the Director of Teacher Education Field Placement and supervising professors at the beginning of the semester in which they are enrolled in the internship. Primarily, the remainder of the semester is spent in the public schools; however, candidates may be required to attend meetings, workshops and/or other professional development activities.

Grading of Student Teaching

Students enrolled in Student Teaching will receive either credit or no credit. Credit indicates successful performance of competencies; no credit indicates inadequate performance of competencies. EDUC 680 – Student Internship is six credit hours.

Student teaching will include the Capstone Assessment. Using portfolio artifacts and oral defense, candidates must validate that they have met the Interstate Teacher Assessment and Support Consortium (InTASC) standards as well as the standards designated for their particular content area. Candidates must successfully complete the capstone assessment based on rubric evaluation to receive full credit.

Retention in Student Teaching

The Department of Education is dedicated to preparing teachers who are skilled, reflective, and responsive with a commitment to their profession and to the students they serve. This requires that all candidates be monitored as they progress through the teacher preparation program, as well as all candidates as they progress through student teaching. If candidates encounter difficulties, remediation plans are developed and implemented through the Teacher Candidate Assistance Program (TCAP).

Candidates may only attempt student teaching twice. After the second unsuccessful attempt at student teaching, the candidate will not be allowed to continue in the teacher education program.

Licensure Requirements

Upon completion of the program requirements, student teaching and the capstone assessment, successful residents will be eligible for the Master of Arts in teaching degree. At that time, they are recommended to the West Virginia Department of Education for licensure to teach in West Virginia. Successful residents will need to meet the following:

1. Complete all required graduate course work with a minimum grade point average of 3.0.
2. Complete all required undergraduate content specialization(s) with a minimum grade point average of 2.80 in which the student intern is seeking graduation and licensure or be exempt as per West Virginia Department of Education Policy 5100.
3. Pass state-required Praxis Core (or be exempt as per West Virginia Department of Education Policy 5100) and Praxis II assessments for all fields in which licensure is pursued.
4. Have and maintain a clear legal history including the following:
 - a. Never having had a teaching license refused, suspended, or revoked.
 - b. Never having willingly surrendered a teaching license.
 - c. Never having had a criminal conviction or currently pending charge (felony or misdemeanor).
5. Complete all Student Teaching requirements and competencies as documented by the Professional Semester Evaluation (PSE) performance assessment and the Special Subjects Supervisor Evaluation Form and West Virginia Teacher Performance Assessment (WVTPA).

MASTER OF ARTS IN TEACHING

Teaching			27 hours
EDCI	534	Specialized Methods	3
EDCI	610	Advanced Assessment	3
EDSP	555	Advanced Differentiated Instruction	3
EDSP	560	Exceptional/Culturally Diverse Learners	3
EDUC	523	Foundations of Education	3
EDUC	525	Educational Psychology	3
EDUC	531	Classroom Management	3
EDUC	540	Technology and Learning	3
READ	510	Literacy in Content Areas	3
Student Teaching			6 hours
EDUC	680	Student Teaching	6
Total minimum hours required for degree			33 hours

The course list does not include undergraduate content courses the candidate may need to be completed to meet the West Virginia Department of Education licensure requirements.

**MASTER OF ARTS IN TEACHING
SUGGESTED PLAN OF STUDY
FALL ENROLLMENT**

FIRST YEAR

Fall Semester	Spring Semester
EDUC 523.....3	EDUC 525.....3
EDUC 540.....3	EDSP 555.....3
EDSP 560.....3	EDCI 6103
Total Hours – Fall Semester.....9	Total Hours - Spring Semester9

SECOND YEAR

Fall Semester
EDCI 5343
EDUC 531.....3
READ 510.....3
Total Hours – Fall Semester.....9
Spring Semester
EDUC 680.....6
Total Hours – Spring Semester.....6

*Students are expected to follow the recommended plan of study; if a student chooses not to enroll in the course(s) as outlined in the plan of study, they will have to wait until the course is offered next.

ALTERNATIVE COURSEWORK

Autism Coursework

Glenville State University offers two graduate-level courses (a total of 6 credit hours):

- EDSP 570 Foundations of Autism
- EDSP 580 Teaching Students with Autism (Prerequisite – EDSP 570)

EDSP 570 will be offered every Fall semester and EDSP 580 every Spring semester (16 weeks each) in an online/asynchronous format.

A total of 30 hours of field-based classroom observation experience focusing on the characteristics of students with Autism and the application of evidence-based practices for educating students with Autism or 30 hours of documented field-based experience serving students with Autism is required. Glenville State University Department of Education will assist the candidates in arranging for the required field-based experiences in public school settings.

Individuals who have earned a bachelor's degree may enroll in the 6-credit hour graduate-level Autism coursework. Upon successful completion of the coursework, the qualified individuals who hold a Professional Teaching Certificate in Emotional/Behavior Disorders, Multi-Categorical Special Education, Mental Impairment (Mild/Moderate), Severe Disabilities, or Pre-School Special Needs or the equivalent to these endorsements may apply to the West Virginia Department of Education for an additional endorsement in Autism.

For more information regarding the additional certification application process, please visit: <https://wvde.us/certification/certification-info/>

MASTER OF BUSINESS ADMINISTRATION

Dwight Heaster, Department of Business Graduate Program Coordinator

The Master of Business Administration (MBA) program is designed to provide advanced educational opportunities that forge confident leaders. The robust curriculum, delivered through online and hybrid formats, explores the field of business with technology and a global perspective woven throughout the course content. A very limited number of students who do not meet the GPA admission criteria to the MBA program may be considered on a case-by-case basis for admission. Students admitted under these circumstances must maintain a cumulative GPA of 3.0 as defined by the institution and must complete any provisions of their acceptance within the first semester of enrollment.

The MBA program objectives are as follows:

1. Demonstration of the foundational educational requirements of business functions.
2. Apply business principles to solve structured and unstructured problems to strengthen strategic positioning in the global economy.
3. Deliver professional quality communication that demonstrates appropriate audience awareness for the development of effective leadership.
4. Identify problems, generate, and evaluate alternatives using appropriate analytical and quantitative techniques, and draw conclusions in order to evaluate business opportunities and make sound business decisions.
5. Examine and analyze the value of diverse perspectives in business decision making and organizational life.
6. Demonstrate awareness of the current legal, global and economic regulatory environments that impact business.
7. Evaluate the business environment and opportunities and devise strategies for responding effectively to problems, threats, and opportunities.
8. Utilize qualitative and quantitative methods to investigate and solve critical business problems by taking a multiple function approach.

Admission Requirements for the Master of Business Administration

- Have a minimum GPA of 2.75 in all undergraduate coursework.
- An earned bachelor's degree from an accredited institution in a business area.
 - Applicants whose undergraduate degree was not in business or whose undergraduate business degree had deficiencies in accounting and/or applied managerial theories will undergo specific transcript review.
 - Students who do not have coursework in the field of accounting (i.e., course[s] covering foundational principles of accounting, cost accounting, or managerial accounting) will be required to complete ACCT 520 as part of their MBA degree.
 - Students who do not have coursework in the field of management ((i.e., course in operations management, project management, or human resource management) will be required to take MGMT 537 – Applied Managerial Theories.
- A professional resume.
- Two letters of professional reference (requirement waived for those with undergraduate GPAs at or above 2.75).

**MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
ARTIFICIAL INTELLIGENCE CONCENTRATION**

Business Administration Major **21 hours**

ACCT	621	Financial Reporting & Controls	3
BUSN	630	Data Driven Analyses	3
ECON	620	Public Policy & the Economy	3
MGMT	600	Leadership & Corporate Accountability	3
MGMT	610	Innovative Business Strategies	3
MGMT	693	Capstone	3
MRKT	645	Marketing and Brand Communications	3

Artificial Intelligence Concentration **15 hours**

BUSN	651	Generative AI for Managers	3
BUSN	652	Business Use Cases for AI	3
BUSN	653	AI Governance and Ethics	3
BUSN	684	Managing AI Projects	3

Restricted Electives (must choose one of the following) 3

ACCT	520*	Applied Managerial Accounting
BUSN	670	Business & International Law
FINC	621	Business Continuity & Risk Management
MGMT	537*	Applied Managerial Theories
MGMT	615	Modern Management Theory
MGMT	625	Ethics & Social Responsibility
MGMT	683	HR & Organizational Development
MGMT	687	Operations & Supply Chain

Any 599 or 699 course(s) in ACCT, BUSN, ECON, FINC, MGMT OR MRKT

Total minimum hours required for degree **36* hours**

This concentration area includes courses that are provided through a consortium of institutions in partnership with rize™ education.

*Students who do not hold a business degree or are deficient in an area of business may be required to complete ACCT 520 Applied Managerial Accounting and/or MGMT 537 Applied Managerial Theories. Students with both course deficiencies will be required to complete 39 credit hours.

**BUSINESS ADMINISTRATION
ARTIFICIAL INTELLIGENCE CONCENTRATION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester	Spring First Half Semester
ACCT 520+ (OR) MRKT 645.....3	BUSN 651*3
	MGMT 6103
Fall Second Half Semester	Spring Second Half Semester
MGMT 537+ (OR) BUSN 630 (OR)	ACCT 6213
MGMT 6003	Total Hours - Spring Semester9
MGMT 652*3	
Total Hours – Fall Semester.....9	

SUMMER

ECON 620.....3
MGMT 600 (OR) Restricted Elective.....3
MRKT 6453
Total Hours – Fall Semester.....9

SECOND YEAR

Fall First Half Semester
MGMT 6933
BUSN 653*3
Fall Second Half
ACCT 520+ (OR) BUSN 630 (OR)
MGMT 6003
Total Hours – Spring Semester.....9

* rize™ course

+This course is required for those students that were admitted with course deficiencies. Students may or may not need to complete both courses.

**MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
BUSINESS ANALYTICS CONCENTRATION**

Business Administration Major **21 hours**

ACCT 621	Financial Reporting & Controls	3
BUSN 630	Data Driven Analyses	3
ECON 620	Public Policy & the Economy	3
MGMT 600	Leadership & Corporate Accountability	3
MGMT 610	Innovative Business Strategies	3
MGMT 693	Capstone	3
MRKT 645	Marketing and Brand Communications	3

Business Analytics Concentration **15 hours**

BUSN 681	Storytelling with Data	3
BUSN 682	Spreadsheet Modeling for Decision-Making	3
BUSN 683	Python for Business Analytics	3
BUSN 684	Managing AI Projects	3

Restricted Electives (must choose one of the following) 3

ACCT 520*	Applied Managerial Accounting
BUSN 670	Business & International Law
FINC 621	Business Continuity & Risk Management
MGMT 537*	Applied Managerial Theories
MGMT 615	Modern Management Theory
MGMT 625	Ethics & Social Responsibility
MGMT 683	HR & Organizational Development
MGMT 687	Operations & Supply Chain

Any 599 or 699 course(s) in ACCT, BUSN, ECON, FINC, MGMT OR MRKT

Total minimum hours required for degree **36* hours**

This concentration area includes courses that are provided through a consortium of institutions in partnership with rize™ education.

*Students who do not hold a business degree or are deficient in an area of business may be required to complete ACCT 520 Applied Managerial Accounting and/or MGMT 537 Applied Managerial Theories. Students with both course deficiencies will be required to complete 39 credit hours.

**BUSINESS ADMINISTRATION
BUSINESS ANALYTICS CONCENTRATION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester		Spring First Half Semester	
ACCT 520+ (OR) MRKT 645.....	3	BUSN 681*	3
		MGMT 610	3
Fall Second Half Semester		Spring Second Half Semester	
MGMT 537+ (OR) BUSN 630 (OR)		ACCT 621	3
MGMT 600	3	Total Hours - Spring Semester	9
MGMT 652*	3		
Total Hours – Fall Semester.....	9		

SUMMER

ECON 620.....	3
MGMT 600 (OR) Restricted Elective.....	3
MRKT 645	3
Total Hours – Fall Semester.....	9

SECOND YEAR

Fall First Half Semester	
BUSN 683*	3
MGMT 693	3
Fall Second Half	
ACCT 520+ (OR) BUSN 630 (OR)	
MGMT 600	3
BUSN 684*	3
Total Hours – Spring Semester.....	9-12

* rize™ course

+This course is required for those students that were admitted with course deficiencies. Students may or may not need to complete both courses.

**MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
CYBERSECURITY CONCENTRATION**

Business Administration Major **21 hours**

ACCT	621	Financial Reporting & Controls	3
BUSN	630	Data Driven Analyses	3
ECON	620	Public Policy & the Economy	3
MGMT	600	Leadership & Corporate Accountability	3
MGMT	610	Innovative Business Strategies	3
MGMT	693	Capstone	3
MRKT	645	Marketing and Brand Communications	3

Cybersecurity Concentration **15 hours**

CIA	601	Information Governance, Risk Management & Compliance	3
CIA	602	Networking Architecture for Cyber Managers	3
CIA	603	Cyber Risk Management & Strategy	3
CIA	604	Ethical Hacking	3

Restricted Electives (must choose one of the following) 3

ACCT	520*	Applied Managerial Accounting
BUSN	670	Business & International Law
FINC	621	Business Continuity & Risk Management
MGMT	537*	Applied Managerial Theories
MGMT	615	Modern Management Theory
MGMT	625	Ethics & Social Responsibility
MGMT	683	HR & Organizational Development
MGMT	687	Operations & Supply Chain

Any 599 or 699 course(s) in ACCT, BUSN, ECON, FINC, MGMT OR MRKT

Total minimum hours required for degree **36* hours**

This concentration area includes courses that are provided through a consortium of institutions in partnership with rize™ education.

*Students who do not hold a business degree or are deficient in an area of business may be required to complete ACCT 520 Applied Managerial Accounting and/or MGMT 537 Applied Managerial Theories. Students with both course deficiencies will be required to complete 39 credit hours.

**BUSINESS ADMINISTRATION
CYBERSECURITY CONCENTRATION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester	Spring First Half Semester
ACCT 520+ (OR) MRKT 645.....3	CIA 601*.....3
	MGMT 6103
Fall Second Half Semester	Spring Second Half Semester
CIA 602*.....3	ACCT 6213
MGMT 537+ (OR) BUSN 630 (OR)	Total Hours - Spring Semester9
MGMT 6003	
Total Hours – Fall Semester.....9	

SUMMER

ECON 620.....3
MGMT 600 (OR) Restricted Elective.....3
MRKT 6453
Total Hours – Fall Semester.....9

SECOND YEAR

Fall First Half Semester
CIA 603*.....3
MGMT 6933
Fall Second Half
ACCT 520+ (OR) BUSN 630 (OR)
MGMT 6003
CIA 604*.....3
Total Hours – Spring Semester..... 9-12

* rize™ course

+This course is required for those students that were admitted with course deficiencies. Students may or may not need to complete both courses.

**MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
FINANCE CONCENTRATION**

Business Administration Major **21 hours**

ACCT	621	Financial Reporting & Controls	3
BUSN	630	Data Driven Analyses	3
ECON	620	Public Policy & the Economy	3
MGMT	600	Leadership & Corporate Accountability	3
MGMT	610	Innovative Business Strategies	3
MGMT	693	Capstone	3
MRKT	645	Marketing and Brand Communications	3

Finance Concentration **15 hours**

FINC	661	Managerial Finance	3
FINC	662	Capital Markets & Investing	3
FINC	663	Financial Statements Analysis & Valuation	3
FINC	664	Frontiers of Finance	3

Restricted Electives (must choose one of the following) 3

ACCT	520*	Applied Managerial Accounting
BUSN	670	Business & International Law
FINC	621	Business Continuity & Risk Management
MGMT	537*	Applied Managerial Theories
MGMT	615	Modern Management Theory
MGMT	625	Ethics & Social Responsibility
MGMT	683	HR & Organizational Development
MGMT	687	Operations & Supply Chain

Any 599 or 699 course(s) in ACCT, BUSN, ECON, FINC, MGMT OR MRKT

Total minimum hours required for degree **36* hours**

This concentration area includes courses that are provided through a consortium of institutions in partnership with rize™ education.

*Students who do not hold a business degree or are deficient in an area of business may be required to complete ACCT 520 Applied Managerial Accounting and/or MGMT 537 Applied Managerial Theories. Students with both course deficiencies will be required to complete 39 credit hours.

**BUSINESS ADMINISTRATION
FINANCE CONCENTRATION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester		Spring First Half Semester	
ACCT 520+ (OR) MRKT 645.....	3	FINC 661*	3
		MGMT 610	3
Fall Second Half Semester		Spring Second Half Semester	
FINC 662*	3	ACCT 621	3
MGMT 537+ (OR) BUSN 630 (OR)		Total Hours - Spring Semester	9
MGMT 600	3		
Total Hours – Fall Semester.....	9		

SUMMER

ECON 620.....	3
MGMT 600 (OR) Restricted Elective.....	3
MRKT 645	3
Total Hours – Fall Semester.....	9

SECOND YEAR

Fall First Half Semester	
FINC 663*	3
MGMT 693	3
Fall Second Half	
ACCT 520+ (OR) BUSN 630 (OR)	
MGMT 600	3
FINC 664*	3
Total Hours – Spring Semester.....	9-12

* rize™ course

+This course is required for those students that were admitted with course deficiencies. Students may or may not need to complete both courses.

**MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
HEALTHCARE ADMINISTRATION CONCENTRATION**

Business Administration Major **21 hours**

ACCT	621	Financial Reporting & Controls	3
BUSN	630	Data Driven Analyses	3
ECON	620	Public Policy & the Economy	3
MGMT	600	Leadership & Corporate Accountability	3
MGMT	610	Innovative Business Strategies	3
MGMT	693	Capstone	3
MRKT	645	Marketing and Brand Communications	3

Healthcare Administration Concentration **15 hours**

HCA	601	Structures & Economics of the US Healthcare System	3
HCA	602	Management of Healthcare Organizations	3
HCA	603	Data Analysis for Healthcare Management	3
HCA	604	Healthcare Finance	3

Restricted Electives (must choose one of the following) 3

ACCT	520*	Applied Managerial Accounting
BUSN	670	Business & International Law
FINC	621	Business Continuity & Risk Management
MGMT	537*	Applied Managerial Theories
MGMT	615	Modern Management Theory
MGMT	625	Ethics & Social Responsibility
MGMT	683	HR & Organizational Development
MGMT	687	Operations & Supply Chain

Any 599 or 699 course(s) in ACCT, BUSN, ECON, FINC, MGMT OR MRKT

Total minimum hours required for degree **36* hours**

This concentration area includes courses that are provided through a consortium of institutions in partnership with rize™ education.

*Students who do not hold a business degree or are deficient in an area of business may be required to complete ACCT 520 Applied Managerial Accounting and/or MGMT 537 Applied Managerial Theories. Students with both course deficiencies will be required to complete 39 credit hours.

**BUSINESS ADMINISTRATION
HEALTHCARE ADMINISTRATION CONCENTRATION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester		Spring First Half Semester	
ACCT 520+ (OR) MRKT 645.....	3	HCA 601*	3
		MGMT 610	3
Fall Second Half Semester		Spring Second Half Semester	
HCA 602*	3	ACCT 621	3
MGMT 537+ (OR) BUSN 630 (OR)		Total Hours - Spring Semester	9
MGMT 600	3		
Total Hours – Fall Semester.....	9		

SUMMER

ECON 620.....	3
MGMT 600 (OR) Restricted Elective.....	3
MRKT 645	3
Total Hours – Fall Semester.....	9

SECOND YEAR

Fall First Half Semester	
HCA 603*	3
MGMT 693	3
Fall Second Half	
ACCT 520+ (OR) BUSN 630 (OR)	
MGMT 600	3
HCA 604*	3
Total Hours – Spring Semester.....	9-12

* rize™ course

+This course is required for those students that were admitted with course deficiencies. Students may or may not need to complete both courses.

**MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
MANAGEMENT CONCENTRATION**

Business Administration Major			21 hours
ACCT 621	Financial Reporting & Controls	3	
BUSN 630	Data Driven Analyses	3	
ECON 620	Public Policy & the Economy	3	
MGMT 600	Leadership & Corporate Accountability	3	
MGMT 610	Innovative Business Strategies	3	
MGMT 693	Capstone	3	
MRKT 645	Marketing and Brand Communications	3	
Management Concentration (must choose from the following)			15 hours
ACCT 520*	Applied Managerial Accounting	3	
BUSN 670	Business & International Law	3	
FINC 621	Business Continuity & Risk Management	3	
MGMT 537*	Applied Managerial Theories	3	
MGMT 615	Modern Management Theory	3	
MGMT 625	Ethics & Social Responsibility	3	
MGMT 683	HR & Organizational Development	3	
MGMT 687	Operations & Supply Chain	3	
Any 599 or 699 course(s) in ACCT, BUSN, ECON, FINC, MGMT, or MRKT			
Total minimum hours required for degree			36* hours

*Students who do not hold a business degree or are deficient in an area of business may be required to complete ACCT 520 Applied Managerial Accounting and/or MGMT 537 Applied Managerial Theories. Students with both course deficiencies will be required to complete 39 credit hours.

**BUSINESS ADMINISTRATION
MANAGEMENT CONCENTRATION
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester
ACCT 520+ (OR) MRKT 645 (OR)
Concentration Course.....3

Spring First Half Semester
Concentration Course.....3
MGMT 6103

Fall Second Half Semester
MGMT 537+ (OR) BUSN 630 (OR)
MGMT 6003
Concentration Course.....3
Total Hours – Fall Semester.....9

Spring Second Half Semester
ACCT 6213
Total Hours - Spring Semester9

SUMMER

Concentration Course.....3
ECON 620.....3
MGMT 600 (OR) Concentration Course.....3
Total Hours – Fall Semester.....9

SECOND YEAR

Fall First Half Semester

MGMT 6933
MRKT 645.....3

Fall Second Half

ACCT 520+ (OR) BUSN 630 (OR)
MGMT 6003
Concentration Course.....3
Total Hours – Spring Semester..... 9-12

* rize™ course

+This course is required for those students that were admitted with course deficiencies. Students may or may not need to complete both courses.

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Scott A. Beatty, Department of Criminal Justice Graduate Program Coordinator

The Master of Science in Criminal Justice program is a 30–credit hour, asynchronous online program, designed to prepare students to work in administrative and leadership roles in criminal justice professions. The program is intended to prepare criminal justice professionals or recent criminal justice baccalaureate graduates to perform in administrative and supervisory roles, especially in areas of criminal justice administration. Students will receive training, knowledge, and experience in the areas of administration and leadership to include administrative components, managerial styles, and community approaches.

The Master of Science in Criminal Justice program centers on the introductory and advanced managerial leadership needs within the criminal justice profession. The program will expand student’s critical thinking and reasoning skills to work in supervisory capacities within any criminal justice profession.

The Master of Science in Criminal Justice program objectives are as follows:

1. Acquire and apply ethically advanced administrative and leadership theories and skills beneficial for criminal justice.
2. Recognize and evaluate principles of management and leadership.
3. Differentiate and critique technological advances in criminal investigations.
4. Evaluate research, assessments, and analyses of complex social issues contributing to identified complexities in criminal justice.
5. Formulate new and innovative approaches to apply justice equitably in a diverse population.

Admission Requirements for the Master of Science in Criminal Justice

- Submission of a 5 to 8–page writing sample (double spaced), explaining:
 - The applicant’s goals in completing a Master of Science in Criminal Justice at Glenville State University;
 - How the degree will benefit them in their current or intended career choice, and
 - Explaining positive and negative attributes exhibited in administrative and leadership roles of a selected criminal justice system.
- Three (3) letters of recommendation from professionals within an institution of higher education or the student’s current profession.

MASTER OF SCIENCE IN CRIMINAL JUSTICE

CRJU	500	Constitutional Law	3
CRJU	520	Leadership and Management	3
CRJU	540	Critical Infrastructure	3
CRJU	560	Contemporary Issues and Trends	3
CRJU	580	Class, Culture and Justice	3
CRJU	600	Research Methods	3
CRJU	620	Comparative Justice Systems	3
CRJU	640	Training and Development	3
CRJU	660	Policy Analysis	3
CRJU	693	Capstone Project	3

Total minimum hours required for degree**30 hours**

**MASTER OF SCIENCE IN
CRIMINAL JUSTICE
SUGGESTED PLAN OF STUDY**

FIRST YEAR

Fall First Half Semester		Spring First Half Semester	
CRJU 500.....	3	CRJU 540.....	3
Fall Second Half Semester		Spring Second Half Semester	
CRJU 520.....	3	CRJU 560.....	3
		CRJU 580.....	3
Fall Full Semester		Total Hours - Spring Semester	
CRJU 600.....	3		9
Total Hours – Fall Semester.....			
	9		

SUMMER

CRJU 620.....	3
CRJU 640.....	3
Total Hours – Fall Semester.....	6

SECOND YEAR

Fall First Half Semester	
CRJU 660.....	3
CRJU 693*.....	3
Total Hours – Spring Semester.....	6

COURSE OFFERINGS

The following pages list the course offerings of Glenville State University graduate programs. The course offerings are in alphabetical order. Each course listing includes the course number, a summary course description, any prerequisites, any co-requisites, and credit hours.

Please contact the Graduate Program Coordinator for your program if you have any questions about your eligibility to enroll in a particular course.

Course Numbers:

Courses are numbered in the following way:

500-599—introductory courses or courses designed for first-year graduate students.

600-699—general courses designed for master's level graduate students.

Course Prerequisites:

When selecting courses, students must adhere to prerequisites and special course restrictions established by the University and academic departments. Prerequisites must be passed with the minimum acceptable grade before subsequent courses may be taken.

Upper-level courses (e.g., courses numbered 600-699) may have prerequisites (a course or courses that must be taken prior to enrollment in said course).

Credit Hours:

All courses have a set number of credit hours, usually set at one, two, three, or four credit hours. However, there are some courses offered on a variable credit basis, normally between one and six hours. In these cases, students should be sure that they have enrolled in the intended number of credits.

Courses may not be repeated for additional credit unless this option is specified in the course listing.

Note: The University follows federal, state, and accreditation association guidelines in the setting of credit hours for specific courses and degree programs. The minimum classroom/laboratory and/or out-of-class student work required for a course is set at 45 hours per credit hour.

Special Topics and Problems Courses:

ADDITIONAL COURSE OFFERINGS

Special Topics:

Courses based on group study of a special topic or problem may be offered with the approval of the department chair. The department chair, in consultation with the instructor requesting to offer the course sets prerequisites. Students interested in a special topic or program course offering should convey their interest to the appropriate department chair.

An approved special topic and problems course will be listed on the schedule of classes at the appropriate level and for the agreed upon credit hours:

599 Special Topics and Problems	1 – 6 Hours
699 Special Topics and Problems	1 – 6 Hours

Graduate Internship:

The course provides experiential learning for graduate level students where they can apply content and learning concepts in a real-world environment. To enroll in this course, the student must have successfully completed one semester of the respective graduate program and have an overall GPA of 3.0 or higher.

597 Graduate Internship	3 hours (may be repeated for credit one time)
-------------------------	---

Student Payment in Courses for Which They Receive Credit:

Students enrolled in graduate internship courses, are eligible to be paid by the institution or organization they are earning the experience through, if this is an option. Payment is not a requirement or expectations for students enrolled in these classes. Students are requirement to meet all of their financial obligations to Glenville State University for courses they are enrolled in, regardless of whether they are paid or not.

ACCOUNTING (ACCT)

ACCT 520 Applied Managerial Accounting

The course provides accounting information to aid managers in planning, control, and decision-making. It examines managerial accounting and cost management related accounting principles in a business environment.

ACCT 621 Financial Reporting & Controls 3 Hours

The course examines the integration of key concepts from accounting, finance, economics, and business strategies from an accounting perspective to construct financial decisions to today's technological and global business.

BUSINESS (BUSN)**BUSN 630 Data Driven Analyses****3 Hours**

This course examines, describes, and analyzes data to facilitate economic and financial decision-making in a modern and complex business system. Appropriate advanced forecasting tools are used to make decisions regarding operations, risk management, finance, integrated marketing, and similar business-related endeavors.

BUSN 651 Generative AI for Managers 3 Hours

Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips student to drive impact in any industry using GenAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends. Offered in partnership with rize®

BUSN 652	Business Use Cases for AI	3 Hours
-----------------	----------------------------------	----------------

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementations strategies. By the end of this course, student will address key challenges and solutions in AI implementation. Offered in partnership with rize®

BUSN 653	AI Governance and Ethics	3 Hours
-----------------	---------------------------------	----------------

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI related risks, and communicate governance standards to stakeholders. Offered in partnership with rize®

BUSN 670 Business & International Law 3 Hours

A study of selected international legal issues affecting or regulating multinational enterprises, foreign investments, the international banking and currency systems, labor matters, intellectual property, sales transactions, transportation, and trade financing.

BUSN 681 Storytelling with Data 3 Hours

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. Offered in partnership with rize®

BUSN 682 Spreadsheet Modeling for Decision Making 3 hours

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. Basic familiarity with spreadsheets recommended. Offered in partnership with rize®

BUSN 683 Python for Business Analytics 3 Hours

Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides the solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. Excel proficiency, whether from a core MBA class, and undergraduate class, or work experience is recommended. Offered in partnership with rize®

BUSN 684 Managing AI Projects 3 Hours

AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened by what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. Offered in partnership with rize®

COMPUTER INFORMATION ANALYSIS (CIA)**CIA 601 Information Governance, Risk Management, and Compliance 3 Hours**

Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data

responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. Offered in partnership with rize®

CIA 602 Network Architectures for Cyber Managers 3 Hours

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. Offered in partnership with rize®

CIA 603 Cyber Risk Management and Strategy 3 Hours

Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' Offered in partnership with rize®

CIA 604 Ethical Hacking 3 Hours

To defend against hackers, you need to think like a hacker. This course oversees the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. Offered in partnership with rize®

CRIMINAL JUSTICE (CRJU)

CRJU 500 Constitutional Law 3 Hours

This course highlights the critical role criminal justice plays in the preservation of ordered liberty in society. Students will examine the constitutional checks on the criminal justice system from policing, criminal investigation, prosecution, sentencing, and corrections. Developments in constitutional law will also be examined as well as practical techniques to address the pressures placed on public servants to defend individual liberty and public safety while respecting the rights of the accused.

CRJU 520 Leadership & Management 3 Hours

Criminal justice organizations are comprised of a complex network of connections in the legal system whereby each agency is constructed with its own individualistic nature. Students will learn about theories concerning leadership, and organizational effectiveness. Concepts concerning the decision-making process, conflict, occupational socialization, and evaluating personnel in the criminal justice system are also reviewed.

CRJU 540 Critical Infrastructure 3 Hours

This course prepares student to identify and mitigate threats to critical infrastructure. Students will apply risk analyses and management techniques to critical infrastructure sectors including

physical, digital, and human assets. Students will apply threat analysis techniques to forecast, plan, secure, and respond to infrastructures threats and ensure continuity of operations. Students will develop the skills to formulate these actions plans with an emphasis on prevention, minimizing disruption and harm, and safety.

CRJU 560 Contemporary Issues and Trends 3 Hours

This course examines current social and legal trends in the justice system. Students will explore the various controversial issues that stem from criminal justice policy and practice. Students will integrate differing points of view to analyze individual rights, social responsibilities, and future policy in the field of criminal justice. Students will reconcile their own positions with opposing views, obligations to stakeholders, and the legal mandates of criminal justice organizations. An emphasis will be placed on the social value of ethical and responsible public safety policy and how that comports with the exercise of discretion, authority, and power.

CRJU 580 Class, Cultures, Crime and Justice 3 Hours

This course allows for further contextual understanding of cultures and communities served by our criminal justice system. Students will have the opportunity and space to think, question, and cultivate the ability to relate and respond properly within our perpetually changing society. The aim is to generate applicable and timely solutions for criminal justice professionals, departments, and ultimately, and communities served.

CRJU 600 Research Methods 3 Hours

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

CRJU 620 Comparative Justice Systems 3 Hours

This is a comparative survey course that examines justice systems from a global perspective. Students will demonstrate an understanding of international and cultural influence that impacts justice systems worldwide, and develop solutions for reconciling variances of justice in an interconnected world.

CRJU 640 Training and Development 3 Hours

This course explores industry best practices for the training and development of criminal justice professionals from the hiring stage through executive level management. Students will garner an understanding of employee training and development techniques that provide the most effective, socially- conscious, skills and abilities required in the modern environment of the discipline.

CRJU 660 Policy Analysis 3 Hours

This course prepares students to interpret and evaluate existing research related to criminal justice. Examples of core analytical competencies include policy formation and implementation, cost-benefit, and crime analysis. Students will acquire an extensive set of skills that can be applied to develop innovative solutions within the criminal justice community.

CRJU 693 Capstone Project**3 Hours**

The intent of the Capstone Project is to engage the student in a critical thinking inquiry of a defined problem within the criminal justice system and to expound upon potential solutions. The Capstone Project needs to reflect the student's capability of utilizing their extensive knowledge base and problem-solve, as this process emulates the long-lived practice as exercised in the criminal justice system. The student will need to successfully demonstrate their ability to bridge theory and practice with their selection in a presentation.

ECONOMICS (ECON)**ECON 620 Public Policy & Economy****3 Hours**

This course analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In this course, you will learn how to use economic tools and empirical analysis to answer questions such as why government should intervene in the economy, when and where should the government intervene, what are the types of government intervention, and what are the effects of policy intervention on economic decision making of households and businesses. The course will include topics such as: income redistribution programs, taxation, government debt, market failures, entitlement programs and social insurances, fighting business cycle problems, planning for economic development and growth, and trade policies.

EDUCATING STUDENTS WITH SPECIAL NEEDS (EDSP)**EDSP 555 Advanced Differentiated Instruction****3 Hours**

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

EDSP 560 Exceptional/Culturally Diverse Learners**3 Hours**

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.

Co-requisite: 20 hours field experience.

EDSP 570 Foundations of Autism**3 Hours**

This course provides students with information on the historical, philosophical, and legal foundations of Autism Spectrum Disorder (ASD). It also examines the characteristics of learners with autism as well as implications for the assessment and application of evidence-based practices across settings. The course is the first in a two-course sequence that leads to the WV

Endorsement in Autism. 10 hours of field-based classroom observation experience focusing on the characteristics of students with Autism or 10 hours of documented field-based experience serving students with Autism is required.

EDSP 580 Teaching Students with Autism 3 Hours

This course provides students with information on the evidence-based practices used for assessment, planning, and delivery of instruction for students with Autism Spectrum Disorder (ASD). The course is the second in a two-course sequence that leads to the WV Endorsement in Autism. 20 hours of field-based classroom observation experience focusing on the application of evidence-based practices for educating students with Autism or 20 hours of documented field-based experience serving students with Autism is required.

EDUCATION (EDUC)

EDUC 523 Foundations of Education 3 Hours

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

Co-requisite: 20 hours field experience.

EDUC 525 Educational Psychology 3 Hours

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.

EDUC 531 Classroom Management 3 Hours

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

Co-requisite: 20 hours field experience.

EDUC 540 Technology and Learning 3 Hours

Explore, apply, and evaluate the potential and efficacy of emerging technologies in teaching and learning. Building on a structure of universal design for learning, the course will investigate leveraging technology to support student strengths and minimize barriers to learning.

Approaches will include investigation of both synchronous and asynchronous distance learning platforms and applying instructional theory and learning standards across a range of options for both curriculum design and delivery.

EDUC 550 Advanced Children and Adolescent Studies**3 Hours**

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

EDUC 600 Research Methods 3 Hours

This course is designed to equip master's level students to design and conduct their own empirical research and to understand and critique the existing research literature. The course will introduce the major concepts of quantitative design, qualitative design, mixed design, and action research. Students will be prepared to create an appropriate research proposal that is both feasible and ethical that can address a research question of interest. EDUC 600 is a full academic semester course (16 weeks).

EDUC 620 Master's Research Project 3 Hours

Master's research project will tie scholarly concepts learned through the MACI program to the classroom. Possible types of acceptable research include experiments, quasi-experiments, correlational studies, action research, single-subject designs, surveys, meta-analysis, content analyses, archival studies, and qualitative (e.g., interviews, focus groups) studies. Other types of research may also be acceptable. The master's research project will be completed individually with a guidance from the academic advisor in the respective study area. The course culminates in a written project (APA, literature review, data collection and analysis, findings). EDUC 620 is a full academic semester course (16 weeks).

Prerequisites: Successful completion of EDUC 600.

EDUC 680 Student Teaching 6 Hours

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

Prerequisites: Full admission Status to teacher education, completion of all MAT course work with an average of B or higher, pass required Praxis exams (Praxis Core, PLT, Praxis II).

EDUCATION CURRICULUM & INSTRUCTION (EDCI)

EDCI 510 Principles of Curriculum Development 3 Hours

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

EDCI 520 Designing Curriculum and Instruction 3 Hours

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

EDCI 534 Specialized Methods 3 Hours

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

Co-requisite: 50 hours field experience.

EDCI 610 Advanced Assessment 3 Hours

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.

EDCI 630 Critical Pedagogy 3 Hours

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

EDCI 640 Formative Instructional Practices 3 Hours

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

FINANCE (FINC)**FINC 621 Business Continuity & Risk Management 3 Hours**

The course will explore risk assessment, reduce organizational vulnerabilities (internal, external, and digitally) to the organization by selecting effective risk controls, and consistent continuity through the relevant channels of the organization.

FINC 661 Managerial Finance 3 Hours

This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budgeting management and decision-making that allow you to drive value creation in every aspect of the corporate world. Offered in partnership with rize®

FINC 662 Capital Markets and Investing 3 Hours

Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and substantial financial growth. Basic understanding of accounting and economics, from either an undergraduate course of a core MBA course is recommended. Offered in partnership with rize®

FINC 663 Financial Statements Analysis and Valuation 3 Hours

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions, and drive financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. Basic understanding of accounting and economics, from either an undergraduate course or core MBA course is recommended. Offered in partnership with rize®

FINC 664 Frontiers of Finance 3 Hours

Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralize finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. Basic understanding of accounting and economics, from either and undergraduate course or core MBA course is recommended. Offered in partnership with rize®

HEALTHCARE ADMINISTRATION (HCA)**HCA 601 Structure and Economics of the US Health 3 Hours**

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. Offered in partnership with rize®

HCA 602 Management of Healthcare Organizations 3 Hours

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance. Offered in partnership with rize®

HCA 603 Data Analysis for Healthcare Management 3 Hours

Healthcare managers who can leverage data analysis make more informed decisions that lead to better outcomes. Data in healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. Offered in partnership with rize®

HCA 604 Healthcare Finance 3 Hours

In healthcare organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. Offered in partnership with rize®

MANAGEMENT (MGMT)**MGMT 537 Applied Managerial Theories 3 Hours**

The course examines the organizational and operational concepts related to analysis and decision-making. Topics include the effects of organizational structure on human behavior and motivation, development of human capital, and utilizing internal and external data to adapt operations to meet the demands of the business entity stakeholders.

MGMT 600 Leadership & Corporate Accountability 3 Hours

This course will examine the dynamic and ever-evolving role of leadership and accountability in today's business environment. The course will explore advanced management and governance

systems that focus on the complex and diverse challenges with conflicting demands that confront businesses today.

MGMT 610 Innovative Business Strategies 3 Hours

An entrepreneurial approach to understanding the basis for the performance of the firm and to identify those changes that are most likely to affect future performance. Managers will formulate and implement strategies to compete successfully using a data driven analysis approach.

MGMT 615 Modern Management Theory 3 Hours

Using an innovative approach in a modern business environment, this course will focus on the concepts of planning, organizing, leading, controlling, and influencing the organization, the human capital, and the community through a technologically changing work environment.

MGMT 625 Ethics & Social Responsibility 3 Hours

Students will explore the ethical considerations that guide and inform decisions, strategies, goals, products, services, and organizational leadership in the context of corporate social responsibility. Students will learn applications and implementations of ethics and Corporate Social Responsibility (CSR) in domestic and international settings, assessing the debates about CSR practices and the socio-economic, cultural, and political challenges to businesses looking to develop CSR programs through an application approach.

MGMT 683 HR & Organizational Development 3 Hours

The current knowledge economy necessitates the continuous development of individuals' knowledge and skills as we as developing the organization and its human capital. The course aligns employee performance and organizational goals in a diverse and dynamically changing environment.

MGMT 687 Operations & Supply Chain 3 Hours

The course examines the systematic approaches to managing all activities involved in the production and moving materials, products, services, and information from point to point. Students will learn to make improved operational and supply chain management decisions through the practical application of multiple analytic techniques used by managers in the field. Emphasis is placed on transportation systems, inventory analysis and management, and warehouse management.

MGMT 693 Capstone 3 Hours

This course is the culmination of the content from the MBA program. It is the integration of tools and techniques that have been explored throughout the program. Students engage in the development of a senior level analysis for a business or non-profit.

MARKETING (MRKT)

MRKT 645 Marketing & Brand Communications

3 Hours

The course focuses on the importance of developing a favorable brand and brand experience throughout the segmenting and marketing strategy process. Students will develop an insight-driven communication tactic that brings a brands identity to life.

READING (READ)

READ 510 Literacy in Content Areas

3 Hours

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

***Co-requisite:** 15 hours field experience.*

UNIVERSITY OFFICERS AND FACULTY
GLENVILLE STATE UNIVERSITY 2025-2026
BOARD OF GOVERNORS

Ms. Ann Starcher Green, Chair
133 Quarry Ridge
South Charleston, WV 25304

Mr. Robert Marshall
4604 Carole Dr
Vienna, WV 26105

Ms. Alexandria Lay, Vice Chair
554 Coleman Drive
Lewisburg, WV 24901

Mr. Douglas Morris
PO Box 397
Glenville, WV 26351

Dr. M. Katherine Butler
382 Riverview Acres
Washington, WV 26181

Faculty Representative:
Mrs. Maureen Gildein
GSU Campus

Mr. Dan Durbin
10814 Jimson Street
Prospect, KY 40059

Staff Representative:
Mrs. Leslie Mason
GSU Campus

Mr. Tilden “Skip” Hackworth
36 Skylark Terrace
Keyser, WV 26726

Student Representative:
Mr. Jahzeiah Wade
GSU Campus

Mr. Richard “Rick” Simon
1049 Abrams Run Road
Walkersville, WV 26447

OFFICERS OF THE UNIVERSITY

MARK A. MANCHIN, ED. D *President*
 D. DUANE CHAPMAN, M.F.A. *Vice President for Enrollment Management and Student Affairs*
 MARI CLEMENTS, PH. D *Provost and Vice President for Academic Affairs*
 RITA HEDRICK-HELMICK, J. D *Vice President for Administration*
 TIMOTHY HENLINE, M.B.A..... *Vice President/Chief Financial Officer/CPO*
 DAVID HUTCHISON, M... *Vice President for Advancement & Executive Director of GSU Foundation*
 JESSE SKILES, B. A..... *Director of Athletics*

ACADEMIC DEPARTMENTS OF THE UNIVERSITY

SCOTT A. BEATTY, PH. D *Chair, Department of Criminal Justice*
 ADAM J. BLACK, J. D..... *Chair, Department of Land Resources*
 LLOYD E. BONE, JR., D.M.A *Chair, Department of Fine Arts*
 JAMES D. CARPENTER, Ed. D *Chair, Department of Business*
 AMANDA L. CHAPMAN, PH. D *Chair, Department of Language and Literature*
 KAITLIN M. ENSOR, PH. D..... *Chair, Department of Social Science*
 KEVIN L. EVANS, PH. D *Dean, College of Health Sciences*
 DAVID J. O'DELL, PH. D..... *Chair, Department of Science and Math*
 CONNIE STOUT, M. A *Dean of Teacher Education*

GENERAL ADMINISTRATIVE STAFF OF THE UNIVERSITY

STEPHANY AMOS, B.S.B.A..... *Director of Financial Aid*
 JEREMY S. CARTER, M.M..... *Director of the Pioneer Support Center*
 DUSTIN CRUTCHFIELD, M.S..... *Alumni Director and Annual Fund Coordinator*
 LEISA DEAN, A.S. *Interim Executive Director of Admissions*
 ADRIAN DUELLEY, B.S.B.A. *Director of Student Activities*
 LORA FREELAND, B.S.B.A. *Director of Marketing and Public Relations*
 KATHLEEN GILBERT, B.A..... *Director of Aquatics and Recreation*
 JASON GUM, M.S..... *Director of Robert F. Kidd Library*
 TEGAN MCENTIRE, M.B.A. *Human Resources Director*
 JASON PHARES, B.A. *Director of Information Technology*
 THOMAS R. RATLIFF, R.B.A. *Executive Director of Operations*
 ANN REED, M.S..... *Registrar*
 JOYCE RIDDLE, B.S.B.A. *Director of Purchasing*
 ABBY SALISBURY, B.A..... *Director of Residence Life*
 TERESA G. STERNS, M.A. *Executive Assistant and Secretary to the Board of Governors*
 LESLIE T. WARD, M.S..... *Director of Institutional Research*
 MICHAEL J. WHEELER, B.S..... *Chief Public Safety Officer*

ACADEMIC PROGRAM DIRECTORS OF THE UNIVERSITY

SCOTT A. BEATTY, PH. D *MSCJ Graduate Program Coordinator*
JEREMY S. CARTER, M.M..... *Director of the Pioneer Support Center*
DWIGHT W. HEASTER, PH. D..... *MBA Graduate Program Coordinator*
SHELLY A. HAYNES, ED.D *Director of Teacher Education Field Placement*
GERDA KUMPIENE, PH. D *MAT & MACI Graduate Program Coordinator*
MELODY A. WISE, PH. D..... *Assessment Director*

**GRADUATE FACULTY
(Full-Time)
2025 – 2026**

ARBOGAST, GARY L.* (1988) Professor of Economics; B.S. Davis and Elkins College, M.A. West Virginia University, Ph.D. West Virginia University.

BEATTY, SCOTT A. (2023) Assistant Professor of Criminal Justice; B.S.Ed. Ohio University, Ph.D. Indiana University of Pennsylvania.

BLACK, ADAM J.* (2004) Professor of Natural Resource Management; Department Chair of Land Resources; B.A. Marshall University, J.D. Appalachian School of Law

BRYSON, JEFFREY S. (2024) Associate Professor of Criminal Justice, B.A. Ohio Valley University, M.A.R. Harding Graduate School of Religion, Ph.D. Capella University

CAIN, KEVIN G.* (1999) Associate Professor of Business; B.A. Glenville State University, M.A. West Virginia Graduate College, Ed.D. West Virginia University.

CARPENTER, JAMES D. (2023) Assistant Professor of Business; Department of Business Chair; B.S.R. West Virginia University, M.S. West Virginia University, Ed.S. Marshall University, Ed.D. West Virginia University

CLEMENTS, MARI L. (2020) Provost and Vice President for Academic Affairs, Professor of Psychology, B.A. Yale University, M.A. University of Denver, M.A.T. Fuller Theological Seminary, Ph.D. University of Denver.

GILDEIN, MAUREEN K. (2018) Assistant Professor of Physical Education; B.A. Glenville State University, M.A. Gardner-Webb College, Ed.S. Marshall University.

HARDIN, DONAL A.* (2018) Associate Professor of Criminal Justice; B.S. University of Phoenix, M.A. Chapman University-San Diego, Ph.D. Walden University.

HAYNES, SHELLEY A.* (2008) Associate Professor of Education, Director of Teacher Education Field Placement; B.A. Glenville State University, M.A. Marshall University, Ed.D. Marshall University

HEASTER, DWIGHT W.* (2011) Associate Professor of Business Administration, Department of Business Graduate Coordinator, A.S. Bluefield State College, B.S. Bluefield State College, M.S. Capella University, Ph.D. Capella University.

KUMPIENE, GERDA (2018) Assistant Professor of Special Education; B.A. Vilnius, Lithuania, M.Ed. Vilnius University, M.Ed. University of South Carolina, Ph.D. University of South Carolina.

OULDMOULAYEELARBI, YOUNA (2023) Associate Professor of Business; B.S. University of Phoenix, M.S. Colorado-Technical University, M.A. Ashford University, M.B.A. Ashford University, D.B.A. Columbia Southern University

QUEEN, KANDAS A.* (2016) Associate Professor of Business; B.S.B.A. Glenville State University, M.B.A. West Virginia Wesleyan College, Ed.D. Marshall University.

RICE, ROBERT E. JR. (2023) Assistant Professor of Criminal Justice; B.S. Eastern Kentucky University, M.S. Oklahoma State University, DFS Oklahoma State University

SARVER, MARK E. (2021) Professor of Business; B.A. Longwood University, M.B.A. Averett University, Ph.D. Union Institute and University.

VANN, WILLIAM C., JR. (2020) Assistant Professor of Education; B.A. Virginia Commonwealth University, M.T. Virginia Commonwealth University, Ed.D. Arizona State University.

WISE, MELODY A.* (2011) Professor of English, Assessment Coordinator, B.S.E. Ouachita Baptist University, M.A. University of Arkansas at Little Rock, Ph.D. Indiana University of Pennsylvania.

***Tenured**

200 High Street,
Glenville, West Virginia 26351

Phone: 1-800-924-2010 or 1-304-462-7361
www.glenville.edu