



GLENVILLE
STATE UNIVERSITY

AGENDA
Glenville State University
Board of Governors
SPECIAL MEETING

January 21, 2026
9:30 a.m.

Via ZOOM

**Glenville State University
Board of Governors
Meetings Schedule
2025-26**

Board of Governors Meetings

All Board of Governors meetings will be held in the Waco Center, Rooms A227/228 at 9:30 am in person unless noted otherwise in the schedule.

Committees of the Board

All committees will meet beginning at 9:00 am via Zoom on the dates listed in the schedule unless noted otherwise. Committees will meet in the following order:

1. *Board Governance and HR Committee*
2. *Enrollment and Student Life Committee*
3. *Academic Affairs Committee*
4. *Business and Finance Committee*
5. *Athletics Committee*
6. *Executive Committee*

Join Zoom Meeting (Committee and Board of Governors meetings)

<https://us06web.zoom.us/j/3896758045?pwd=d29TWjNzZmx1S0FYenhzcjJ1MzJCQT09>

Meeting ID: 389 675 8045

Passcode: GSU

or

Dial by your location: +1-929-205-6099 US (New York) Meeting ID:

389 675 8045

Passcode: 551330

Schedule

| | |
|--|------------------------------|
| Wednesday, August 20, 2025 | All Committees of the Board |
| Wednesday, September 10, 2025 | Board of Governors |
| Wednesday, October 8, 2025 | All Committees of the Board |
| Thursday, October 23, 2025, via ZOOM at 9:30 am | Board of Governors |
| Wednesday, November 19, 2025 | All Committees of the Board |
| Friday, December 12, 2025 | Board of Governors |
| Wednesday, January 21, 2026, via ZOOM at 9:30 am | Special Meeting of the Board |
| Wednesday, February 4, 2026 | All Committees of the Board |
| Wednesday, February 25, 2026 | Board of Governors |
| Wednesday, April 22, 2026 | All Committees of the Board |
| Friday, May 8, 2026 | Board of Governors |
| Wednesday, June 10, 2026 | All Committees of the Board |
| Wednesday, June 24, 2026 | Board of Governors |

Approved by the GSU Board of Governors June 25, 2025.
Updated September 2, 2025; January 5, 2026.



BOARD OF GOVERNORS

SPECIAL MEETING

January 21, 2026

Via ZOOM

9:30 AM

AGENDA

1. Call to Order
2. Establishment of a quorum
3. Discussion/Actionable Items
 - A. **Minutes of the December 12, 2025 Meeting** (*Action Item*)
 - B. **Master of Arts in Clinical Psychology** (*Action Item*) – *Mari Clements*
 - C. **Audit Presentation** – *CliftonLarsonAllen LLP* (*Discussion Item*)
 - D. **Auditor's Report for FY25** (*Action Item*) – *Tim Henline*
4. Adjournment

Special Board of Governors Meeting

Join Zoom Meeting

<https://us06web.zoom.us/j/3896758045?pwd=d29TWjNxZmx1S0FYenhzcjJ1MzJCQT09&omn=88088400542>

Meeting ID: 389 675 8045

Passcode: GSU

One tap mobile

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**Glenville State University
Board of Governors Meeting
December 12, 2025
Waco Center, Rooms 227/228**

Members Present: Ms. Ann Green, Chair
Ms. Alexandria Lay, via Zoom
Dr. Kathy Butler, via Zoom
Mr. Tilden "Skip" Hackworth
Mr. Robert Marshall
Ms. Maureen Gildein, Faculty Representative
Ms. Leslie Mason, Staff Representative

Members Absent: Mr. Doug Morris
Mr. Rick Simon
Ms. Graylin Floyd, Student Representative

Faculty & Staff Present: Mr. Duane Chapman, Vice President of Enrollment & Student Affairs
Dr. Schuyler Chapman, Assoc. Professor of English & Faculty Senate President
Dr. Mari Clements, Provost and Vice President for Academic Affairs
Mr. Dustin Crutchfield, Director of Alumni Relations
Dr. Kevin Evans, Dean of Health Sciences
Ms. Kathy Gilbert, Director of Aquatics and Recreation
Ms. Rita Hedrick Helmick, Vice President for Administration and General Counsel
Mr. Tim Henline, Vice President for Business & Finance, CFO, & CPO
Mr. David Hutchison, Vice President for Advancement
Ms. Tegan McEntire, Human Resources Director, via Zoom
Ms. Carrie McKeown, Human Resources Assistant, via Zoom
Dr. Mark Manchin, President
Mr. Eric Marks, Asst. Director of Information Technology & Staff Council Chair
Mr. Drew Metheney, Controller, via Zoom
Mr. Tom Ratliff, Executive Director of Operations
Dr. Mark Sarver, Professor of Business and Mayor of Glenville
Mr. Jesse Skiles, Director of Athletics
Ms. Teresa Sterns, Chief of Staff/Executive Assistant to the President

Call to Order

Chair Ann Green called the meeting to order at 9:34 am.

A quorum was established.

Public Comment

Kathy Gilbert distributed informational packets to all attendees, delivered a PowerPoint presentation, and discussed aquatic facility needs for Glenville State University. The packet included flyers outlining fitness and recreation facility schedules and offerings, as well as a preliminary budget and scope for a warm-water therapy pool.

Ms. Gilbert shared photographs and information about other aquatic centers and presented a conceptual diagram she developed for a proposed "Pioneer Lagoon and Spa," which she suggested be included as an annex to the Morris Family Health and Fitness Center. The proposed facility would include a warm-water therapy pool and a free-form recreational pool.

The preliminary budget for the warm-water therapy pool is estimated at \$210,000 and does not include costs associated with excavation, decking, drainage, electrical work, gas lines, water service, landscaping, fencing, or other necessary site or building improvements. Ms. Gilbert recommended that the project be added to the University's legislative agenda for the upcoming session to seek funding.

Constituent Comments

Alumni Council – Dustin Crutchfield, Director of Alumni Relations, reported the following:

- The Mid-Ohio Valley Alumni Chapter Christmas Dinner was well attended.
- "Save the Date" for the Class of 1976 50-Year Graduate Recognition, scheduled for May 9, 2026.
- GSU is awaiting approval from the WV Division of Motor Vehicles to begin collecting interest in orders for a GSU special license plate.
- Hard copies of the Oral History Project are scheduled to be delivered this summer. Digital books are currently available.
- The deadline to nominate individuals for GSU Alumni Awards is December 31, 2025. The awards banquet will be held April 2026.

Faculty Senate – Schuyler Chapman, President, reported the below new updates not included in the Board packet.

- The Salary Task Force Committee met recently to review and revise language originally drafted by Kathy Butler for possible inclusion in a Board policy. The updated language was forwarded to Teresa Sterns for implementation. The Committee will meet again in January.
- Senate is in the process of recommending a milestone policy to the University Leadership Council (ULC).

Staff Council – Eric Marks, Chair, referred to the updates included in the Board packet and reported that there were no additional updates.

Student Government Association (SGA) – Duane Chapman presented an update on behalf of Graylin Floyd, President.

- An average of ten students has been utilizing the Robert F. Kidd Library after 8:00 pm each evening.
- Pods for Pioneer Village and Goodwin Hall have been approved by Aramark.
- The Student Organization Banquet was held Wednesday evening and was well attended.

- SGA is currently planning for GSU Day at the Capitol.

Consent Agenda

BOB MARSHALL MOVED TO APPROVE THE CONSENT AGENDA. SKIP HACKWORTH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee Reports

Executive Committee/Chair Report

Ann Green reported that the Committee met on November 19, 2025 via Zoom and set today's agenda.

Board Governance and HR Committee – Alex Lay, Chair, referred to the updates included in the Board packet and reported that during the most recent committee meeting:

- Tegan McIntyre provided an overview of open positions and recent hires.
- Tom Ratliff presented updates on facilities and capital projects.
- David Hutchison shared a PowerPoint presentation highlighting updates on scholarships, events, and governmental affairs.

Ms. Lay also announced that requests for new Board appointments and reappointments were submitted to the Governor's Office; however, no response has been received.

Tom Ratliff reported that the state has extended the deferred maintenance project spending deadline until next year with plans to complete all projects by December 31, 2026. He noted that approximately 90 percent of faculty and staff housing roofs have been completed.

David Hutchison reported that he and President Manchin met with legislators during interim sessions on Monday. The regular legislative session begins January 14, 2026 and GSU's Legislative Day at the Capitol is scheduled for January 27. Efforts will focus on aligning legislative priorities with the University's needs.

Enrollment and Student Life Committee – Skip Hackworth, Chair, reported that substantial updates were provided at the recent Committee meeting. He asked Duane Chapman to provide any new updates.

Duane Chapman distributed an updated report and highlighted the following:

- Retentions is up four percent from last year. Fall to Spring retentions is currently 84.04%.
- eSports' new coach, Austin Pantaleo, and the Team Rocket League won the National Championship Tuesday night which is a first in GSU history.
- eSports is working with Monster Energy Drink on sponsorship of a GSU Monster eSports Arena.
- Two eSports athletes from Europe will enroll at GSU.
- Student visits and campus tours have improved significantly.
- Weekly letters are mailed from the President to prospective students with a GPA of 3.5 or higher.

Academic Affairs Committee – Kathy Butler, Chair, commended the quality of the Nursing Intent to Plan and asked Mari Clements to provide updates since the committee meeting.

Mari Clements reported the following:

- Spring semester course sections decreased from 615 to 606.
- On-campus seat registrations increased from 1,957 to 2,154 with average enrollment rising from 8.23 to 9.5.
- Average enrollment in online sections increased from 13.2 to 14.3.
- Total seats registered increased from 4,745 to 5,319.
- A total of 170 seats in 54 courses are waitlisted, 44 of which are online.
- Courses with zero enrollment decreased from eleven to seven.
- Sections with fewer than ten students decreased from 405 to 186.
- The University is conducting an expanded search for a Director of Nursing.

Business and Finance Committee –Tim Henline reported:

- Spring semester financial projections are positive due to increased retention.
- The December budget is the strongest it has been during his tenure.
- The Scholarship Committee recommends a two percent tuition increase, which would still keep GSU as the lowest-tuition institution in the state.
- Barnes & Noble College Store book fees will increase by one dollar.
- Aramark's food and labor costs will increase by eight percent in July due to inflation.
- Student fees will not increase.
- Inflationary pressures will continue to impact the University's budget.

Maureen Gildein requested that Mr. Henline attend a Faculty Senate meeting to address questions and he agreed.

Leslie Mason asked the following questions:

Q: What report reflects PEIA increases?

A: Financial statements prepared for the auditors.

Q: What report shows that GSU has the best December since you have been here?

A: The cashflow statement.

Q: Is there a report showing both cash profit and loss?

A: Reports may be requested from Drew Metheney. The cash flow report has been worked on by the financial controller to provide more clarity and for ease of understanding.

Leslie Mason requested a comprehensive report showing current financial standing and budget alignment.

Ann Green inquired about the timeline for submitting the tuition increase proposal and requested discussion at the next Business and Finance Committee meeting on February 4, 2026. She asked that the committee meeting order be adjusted so Business and Finance meets first at 9:00 a.m.

Tim Henline stated that the tuition and fee increase deadline is the end of February and that he will email the proposal report to the Board.

Athletics Committee – Bob Marshall, Chair, asked Jesse Skiles to provide an update.

Jesse Skiles reported:

- Men's Basketball is 4-4
- Women's Basketball is 5-2
- Wrestling is ranked #10 nationally.
- Cross Country athlete Natalie Barr qualified for Nationals.
- GSU will host the MEC Conference Championships on January 31.
- The high school showcase will be held in the Waco center tomorrow night.
- Jesse introduced the newly hired Head Football Coach Jake Casteel.

President's Report – President Manchin recognized Rita Hedrick Helmick and expressed appreciation for her years of service, noting her planned retirement in January 2026. He further stated that key institutional priorities include completing the Morris Family Health and Fitness Complex site, establishing a nursing program, and hiring a Director of Nursing.

Discussion/Actionable Items

Audit Report and Financial Statements for FY2025

The auditors were unable to present the audit, so the presentation by the auditors regarding the audit report and financial statement for FY2025 will either be moved to a special meeting in January or moved to the February full Board meeting.

Final Draft Board Policy 33 – University Credit for Prior Learning

KATHY BUTLER MOVED TO APPROVE THE PROPOSED BOARD FINAL DRAFT POLICY 33 FOR FINAL FILING WITH THE HIGHER EDUCATION POLICY COMMISSION IF NO COMMENTS ARE RECEIVED AFTER THE THIRTY-DAY COMMENT PERIOD.
BOB MARSHALL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Associate Degree in Nursing Intent to Plan

KATHY BUTLER MOVED TO APPROVE THE ASSOCIATE DEGREE IN NURSING INTENT TO PLAN FOR SUBMISSION TO THE WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION (HEPC), WITH TARGET IMPLEMENTATION DATE OF SPRING 2027. SKIP HACKWORTH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Announcements

Chair Green announced the following:

- Board is invited to join the faculty and staff for a Christmas Luncheon following the meeting in the MCCC, Ballroom.
- Hooding Ceremony is at 6:00 pm this evening in the Fine Arts Center.

- December Commencement is tomorrow at 10:00 am in the Waco Center.
- Board Committee Meetings will be held via Zoom on February 4, 2026 beginning with the Business and Finance Committee at 9:00 am and all others to follow.
- Board Meeting is Wednesday, February 25, 2026 at 9:30 am.

Adjournment

With no further business and hearing no objection, Chair Green adjourned the meeting at 11:53 am.

Ann Green, Chair

Teresa Sterns, Chief of Staff/Executive Assistant to the President

**Glenville State University Board of Governors
Special Meeting of January 21, 2026**

ACTION ITEM: Master of Arts in Clinical Psychology

COMMITTEE: Academic Affairs

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Master of Arts in Clinical Psychology for submission to the West Virginia Higher Education Policy Commission (HEPC), with target implementation date of Fall 2026.

STAFF MEMBER: Mari L. Clements, PhD

BACKGROUND:

The MA in Clinical Psychology Intent to Plan was approved by the GSU Board of Governors at its October 23, 2025 meeting and submitted to the WV Higher Education Policy Commission.



GLENVILLE

STATE UNIVERSITY

**Master of Arts in Clinical Psychology
Full Program Proposal
Effective Date of Proposed Action: Fall 2026**



Master of Arts in Clinical Psychology Full Program Proposal

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Master of Arts in Clinical Psychology

The proposed low-residency Master of Arts in Clinical Psychology graduate degree program is designed for individuals who have already earned a bachelor's degree and are seeking entry-level preparation in clinical psychology. It is intended for those seeking opportunities to receive an entry-level clinical psychology license by preparing them with graduate level coverage of the Discipline-Specific Knowledge domains and Profession-Wide Competencies of health service psychology including a foundational health service psychology curriculum and specialization in clinical practice. Coursework and clinical experiences in professional psychology settings will focus on meeting the competency standards of the American Psychological Association (APA) Committee on Accreditation (CoA) Standards of Accreditation for Master's Degree Programs in health service psychology.

6.2. Program Description

The low-residency Master of Arts in Clinical Psychology is designed for people with psychology bachelor's degrees (or degrees from related or adequately applicable fields) pursuing entry-level health service psychology practitioner or related health service psychology professional careers. In alignment with health service psychology licensure in most states, including West Virginia psychology licensure, the program is 60 credit hour programs. Students entering the Master of Arts in Clinical Psychology program are seeking graduate level preparation in a core curriculum for clinical psychology professionals within the context of comprehensive preparation in the Discipline-Specific Knowledge domains and Profession-Wide Competencies outlined by the APA CoA Standards of Accreditation.

6.2.1. Program Objectives

In addition to approval from HEPC and HLC, the university plans to obtain American Psychological Association accreditation for this program. Correspondingly, the program's objectives and learning outcomes are aligned with those comprehensive accreditation standards. As explicitly stated in the accreditation standards, the training students receive across and within program objectives will reflect the following:

- the existing and evolving body of general knowledge and methods in the science and practice of psychology,
- level-appropriate training (i.e. master's degree graduate level preparation),
- level-appropriate expectations for students (i.e., preparation for entry-level health service psychology practice),
- evaluation of trainee competence, and
- the professional value of individual and cultural diversity,

The following description of the proposed program learning objectives directly paraphrase relevant parts of the Implementing Regulations Section C-M (American Psychological Association Commission on Accreditation, 2023; <https://irp.cdn-website.com/a14f9462/files/uploaded/IR+Section+C-M-06fd0839.pdf>) which outlines accreditation standards. Additionally, the university has consulted with the West Virginia Board of Examiners of Psychologists to ensure that the program contains necessary coursework to qualify them for initial licensure as supervised psychologists in West Virginia. Accordingly, graduates of the program will:

- 1) Demonstrate a master's degree level of proficiency across *Discipline-Specific Knowledge* domains, namely, the affective, biological, cognitive, developmental, and social aspects of behavior as well as research and psychometrics.
- 2) Have developed *Profession-Wide Competencies*. Abilities are expected to develop sequentially, cumulatively, and with graduated degrees of complexity. These competencies include integration of psychological science and practice, ethical and legal standard, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.
- 3) Qualify for entry-level, supervised professional psychology practice as licensed by the West Virginia Board of Examiners in Psychology. The current language related to coursework from the Board includes courses that cover: Clinical interviewing, diagnosis making, treatment planning, psychopathology, biological bases of behavior, ethics, psychotherapy, clinical practicum, clinical internship, cognitive assessment, and psychopathology/personality assessment.

For specific details, please see Appendix I Program Objectives, which includes a matrix aligning Master of Arts in Clinical Psychology courses to the program objectives.

The Master of Arts in Clinical Psychology will prepare graduates for entry level supervised licensure as a Psychologist in West Virginia as well as a health service psychology practitioner in some other states. As noted above, the proposed program has been designed in accordance with APA standards. As other states increasingly adopt licensure rules for master's degree level health service psychology providers, graduates of the program will be prepared to begin their postgraduate supervised work experience in those jurisdictions, as well.

6.2.2. Program Identification

The Classification of Instructional Programs (CIP) code for the Master of Arts in Clinical Psychology graduate degree program is 42.2801.

6.2.3. Program Features

The program features a combination of online and in-person training elements. The content and format of the courses and clinical experiences have been carefully chosen to ensure that students are provided with the knowledge and skills as well as the appropriate oversight from licensed professionals to be able to function competently as student therapists and at graduation as entry-level supervised psychologists. The low-residency format will allow some courses (primarily those focusing on knowledge acquisition) to be taken fully online while requiring other courses (requiring skill development) to be taken in an intensive, in-person format.

6.2.3.a. Admissions and Performance Standards. The Master of Arts in Clinical Psychology prepares students for important careers in healthcare, educational, and academic professions. The program specifically focuses on developing discipline-specific knowledge and profession-wide competencies serving foundational and functional needs of entry-level health service psychology professionals. During their training, students will demonstrate their developing proficiencies during supervised real-world health service psychology practice monitored both by approved supervisors in the community and by program faculty. These field placements are in addition to a variety of evaluative tasks across the course of the program that

are used to assess minimal competency of individual students and adequacy of program-wide goals.

Applicants to the program must meet the following requirements:

- 1) Complete the application for admission to the Glenville State University graduate degree program. Applications must be received at least 4 weeks prior to the beginning of the fall semester. Although we reserve the right to delay decision making until after the deadline, applications are reviewed on a rolling basis and the review process may close before the deadline if enrollment caps are met by clearly qualified applicants who accept offers of admission.
- 2) Official undergraduate transcript demonstrating an overall 3.0 out of 4.0 minimum GPA (GPA at or above 3.5 is strongly preferred) from their 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.
 - a. Note: Students who meet minimum but not preferred GPA standards (i.e., those students with GPAs between 3.0-3.5) are encouraged to consider submitting additional evidence of academic preparation and scholarly capabilities (e.g., general and or psychology subject GREs, poster or paper presentations, additional writing samples reflecting advanced undergraduate achievement).
- 3) Official transcripts for all undergraduate and graduate institutions (when applicable) need to be directly sent to Glenville State University. If the applicant earned a bachelor's degree at Glenville State University, transcripts are not necessary.
- 4) Students are expected to have undergraduate coursework that is representative of the skills and knowledge that suggests they are prepared to succeed in a clinical psychology master's program. Although psychology majors with some advanced clinically-relevant coursework most clearly meet this criteria, otherwise qualified students with other degree types will be reviewed by faculty.
- 5) Submission of a 1–3-page personal statement (double spaced), explaining:
 - a. The candidate's understanding of why the field of Clinical Psychology and related professions aligns with their career goals (and only if particularly relevant and applicable, their personal goals).
 - b. Why the candidate believes they are qualified and prepared to pursue graduate training in health service psychology within a hybrid online/in-person format.
 - c. Why the candidate, based on personal and professional factors, is a good fit for a career in Clinical Psychology or a related field.

Applicants should write their application without generative artificial intelligence assistance. Portions of applications determined by the judgment of the faculty to be the product of generative artificial intelligence will be omitted from consideration.
- 6) Maximum three letters of recommendation from professionals within an institution of higher education or the student's current profession or a profession related to health service psychology. At least one letter must be from a faculty member of the student's undergraduate or previous graduate program.
- 7) Selective Service Registration verification. State law provides that a male person who has attained the age of 18 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. Selective Service Act registration information should be 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>. (GSU, Graduate Catalog, 2022)

- 8) Complete applications will be submitted the Department of Social Sciences Graduate Coordinator for dissemination to psychology faculty, who will review, then approve or deny the student's admission in the program by majority vote (ties will lead to re-review and subsequent re-vote).

Students in the program must meet the following performance standards:

- 1) The candidate must maintain a minimum cumulative GPA of 3.0 for all graduate-level coursework, including practicum and internship.
- 2) The MA in Clinical Psychology graduate degree program must be completed within seven calendar years.

6.2.3.b. Program Requirements. The Glenville State University Master of Arts in Clinical Psychology graduate degree requires 60 credit hours of graduate coursework comprising demonstration of minimum competencies in the Discipline-Specific Knowledge domains and Profession-Wide Competencies that are central to the APA accreditation process and which also reflect the requirements for entry-level supervised practice outlined by the WV Board of Examiners of Psychologists. The table below provides the course number, title, description, and credit hours awarded for successful completion of the course.

The following courses reflect graduate program courses only and do not include undergraduate prerequisites. All courses listed below are new courses offered by Glenville State University with the sole exception of STAT 600 which is a modification of an existing graduate level research methods course.

Where applicable, example signature assignments or equivalent projects that meet specific APA accreditation criteria are outlined in the assessment plan, Appendix V. Appendix II includes course outlines for each course identified in Table I.

Table I. Required Courses Master of Arts in Clinical Psychology

| Course Number | Course Title and Description | Credit Hours |
|---------------|---|--------------|
| STAT 500 | Statistics in Health Service Psychology* This course presents the conceptual and technical aspects of statistical analyses used in health service psychology research. Students will gain the skills necessary to compute, test the assumptions and analyze statistical techniques. Statistical analyses covered will include basic parametric and nonparametric techniques, general linear model derived models, and power analysis. Upon completion of the course, students will be able to interpret and communicate statistical techniques in APA style. | 3 |
| PSYC 510 | Ethics in Psychology* This course explores the ethical, legal, and professional foundations of psychology, preparing trainees to navigate increasingly complex professional situations they will face with independence and integrity. Students will gain familiarity with the current APA Ethical Principles of | 3 |

| | | |
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| | Psychologists and Code of Conduct, as well as relevant laws, regulations, policies, and professional standards at multiple levels of practice. Emphasis is placed on recognizing dilemmas and applying sound ethical decision-making processes. | |
| PSYC 520 | <p>Developmental Psychology</p> <p>A survey of developmental transitions, psychological changes, and growth across the lifespan, with an emphasis on the importance of ensuring that all clinical interactions, assessments, and interventions are developmentally and culturally appropriate. Includes diagnostic criteria and intervention strategies for developmental psychopathologies.</p> | 3 |
| PSYC 530 | <p>Psychopathology</p> <p>This course introduces students to the scientific study of mental health problems and other maladaptive behavior patterns. The course surveys core psychological disorders across the lifespan while analyzing how historical and contemporary frameworks shape our understanding, including biological, cognitive, behavioral, affective, sociocultural, and integrative models. Students will examine issues of classification, diagnosis, and assessment with particular attention to the DSM system, while also engaging critically with debates regarding the limits and challenges of different approaches to nosology.</p> | 3 |
| PSYC 540 | <p>Psychometrics*</p> <p>This course provides a foundation in the theory and practice of psychological measurement, introducing the skills and concepts that are necessary to understand and conduct assessment in psychology. The course covers classical and contemporary measurement theories, reliability and validity, scale and inventory construction, standardization, and methods for evaluating the quality of psychological instruments.</p> | 3 |
| PSYC 550 | <p>Multicultural Psychology</p> <p>This course focuses on introducing students to the necessary theory and practices that support delivery of multiculturally competent psychological services with sensitivity to human diversity, including but not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, socioeconomic status, and their intersections. Emphasis is placed on developing self-awareness regarding one's own cultural background, biases, and assumptions, while also building skills to understand and respect the lived experiences of diverse clients and communities.</p> | 3 |
| PSYC 560 | <p>Cognitive and Affective Bases of Behavior</p> <p>This course explores behavior through the lens of cognition, biology, affect and how they may interact. Students will gain an understanding of each perspective, in terms of the basic theories and recent applications. Additionally, a major focus of the class will be the synthesis and integration of the lenses for a better understanding of human behavior.</p> | 3 |
| PSYC 570 | <p>Theories of Behavior Change*</p> <p>Students will learn major models of behavior change by examining classical and contemporary frameworks, including but not limited to</p> | 3 |

| | | |
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| | learning theories, cognitive-behavioral models, and current transtheoretical models. Broad coverage is important in this course; however, attention to both efficacy and mechanism research will be prioritized. Trainees will focus on developing the tools that are needed to critically evaluate theories encountered in professional psychology settings. | |
| PSYC 580 | <p>Social Psychology</p> <p>This course discusses theories and current issues in the science of how individuals think about, influence, and relate to one another. Students will engage with foundational and contemporary theories addressing topics such as social cognition, attitudes and persuasion, conformity and obedience, group dynamics, interpersonal attraction, prejudice and discrimination, prosocial and antisocial behavior, and the psychology of social identity.</p> | 3 |
| PSYC 593 | <p>Practicum*</p> <p>Entry level, supervised field work experience distinct from and completed prior to internship. Students are placed in in-person or hybrid professional clinical mental health settings and practice basic work duties of clinical psychology professionals alongside and under the supervision of experienced behavioral health professionals. Students participate in weekly, faculty-supervised course section meetings as part of this experience.</p> | 3 |
| PSYC 600 | <p>Clinical Assessment I: Personality and Psychopathology*</p> <p>Students apply basic psychometric and assessment knowledge to specific assessment situations encountered in clinical psychology and other health service psychology professions, namely the assessment of a range of pathological behavior patterns as well as more stable patterns of behavior, or traits, over time. Students learn about various testing situations and approaches (including but not limited to specific psychological tests and testing situations) and are given the chance to learn to integrate these findings with other sources of information.</p> | 3 |
| STAT 600 | <p>Research Methods</p> <p>This course is designed to equip master's level students to design and conduct their own empirical research and to understand and critique the existing research literature. The course will introduce the major concepts of quantitative design, qualitative design, mixed design and action research. Students will be prepared to create an appropriate research proposal that is both feasible and ethical that can address a research question of interest.</p> | 3 |
| PSYC 610 | <p>Intervention Techniques*</p> <p>This course builds on theoretical foundations with practical application of scientifically supported methods for promoting adaptive psychological outcomes. Students will gain hands-on experience with strategies derived from cognitive-behavioral, behavioral, motivational, and acceptance-based approaches, including but not limited to: goal setting, self-monitoring, contingency management, behavioral activation, exposure,</p> | 3 |

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| | cognitive restructuring, motivational interviewing, and mindfulness-based practices. | |
| PSYC 630 | <p>Clinical Assessment II: Cognitive and Adaptive Functioning *</p> <p>This course provides students with the opportunity to apply psychometric knowledge in developing assessment skills. Students will learn and practice key measures of cognitive functioning (e.g., intelligence, memory, language, attention, achievement) and adaptive functioning (e.g., independent living skills). Students will learn about various clinical testing questions and approaches and how to integrate these findings with other sources of information.</p> | 3 |
| PSYC 640 | <p>Biopsychology*</p> <p>This course emphasizes neural, genetic, and physiological processes shape psychological functioning. Topics include neuroanatomy and neurophysiology, neurotransmission, brain–behavior relationships, genetics, psychopharmacology, sensory and motor systems, and the biological underpinnings of motivation, emotion, learning, and memory. Students will explore the biological contributions to both normal behavior and mental disorders.</p> | 3 |
| PSYC 657 | <p>Internship I*</p> <p>A more advanced, post-practicum, supervised fieldwork experience focusing on refinement and enhancement of basic health service psychology skills developed in practicum and elsewhere. Includes secure audio or video recordings and/or live supervision of students' interactions with clients, and introduction to the use of technology that is commonly encountered in health service psychology practice. Students participate in regular, faculty-supervised course section meetings as part of this experience.</p> | 3 |
| PSYC 660 | <p>Supervision in Psychology*</p> <p>Students will examine the theories, methods, and skills necessary to effectively engage with and eventually become effective supervisors in Psychology. Students will explore the major models of supervision, including developmental, competency-based, and integrative approaches. The course emphasizes the fostering supervisee growth, competence, and professional identity and highlights the ethical, legal, and multicultural dimensions of supervision, including issues of power, evaluation, and dual roles, as well as the responsibilities supervisors hold to clients, trainees, and the profession.</p> | 3 |
| PSYC 670 | <p>Advanced Seminar*</p> <p>This course provides an in-depth study of a specific topic related to clinical psychology and related topics. Potential topics include Critical Analysis of Trauma Models, Applied Behavior Analysis, Addiction, History of Psychology, and Multivariate Statistics. The course may be repeated as the topic changes. Students interested in any of the specific topics may inquire directly with the Director of Clinical Training or Department Chair for planned upcoming details.</p> | 3 |

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| PSYC 680 | <p>Couple and Family Intervention</p> <p>This course provides students with the opportunity to learn evidence-based practices in the domain of couple and family interventions. Students will explore interventions such as: Parent-Child Interaction Therapy, Family Focused Therapy, Cognitive Behavioral Couples Therapy, and Emotion Focused Therapy, the Marriage Checkup, and Prevention and Relationship Enhancement Program. For each intervention, students will review the literature while developing foundational skills in service delivery.</p> | 3 |
| PSYC 697 | <p>Internship II*</p> <p>Additional semester of post-practicum, supervised fieldwork experience focusing on refinement and enhancement of basic health service psychology skills developed in previous professional experiences and elsewhere. Includes secure audio or video recordings and/or live supervision of students' interactions with clients, and introduction to the use of technology that is commonly encountered in health service psychology practice. Students participate in regular, faculty-supervised course section meetings as part of this experience.</p> | 3 |

*These courses are delivered in hybrid format with in-person participation required.

6.2.4. Program Outcomes

As noted previously, the proposed program has been developed in accordance with APA CoA accreditation standards. The following description of the program learning objectives directly paraphrase relevant parts of the Implementing Regulations-Section C-M (American Psychological Association Commission on Accreditation, 2023).

- 1) Students will demonstrate a master's degree level of proficiency across *Discipline-Specific Knowledge* domains, namely, basic content areas of scientific psychology as well as research and psychometrics across the following subcategories:
 - a. Affective aspects of behavior. Including but not limited to the influence of mood, emotion, and affect on behavior.
 - b. Biological aspects of behavior. Reflecting multiple biological influences on behavior. Including but not limited to neural, genetic, physiological, and anatomical influences.
 - c. Cognitive aspects of behavior. Including but not limited to thought processes, memory, learning, and decision making.
 - d. Developmental aspects of behavior. Covers transitions, growth, and development across the life of an individual. For instance, infancy, adolescence, and older adulthood.
 - e. Social aspects of behavior. Including but limited to attributions, discrimination, group dynamics, and attitudes.
 - f. Consumption of research. Ability to read and interpret quantitative and qualitative research. Students will have some capacity to evaluate the trustworthiness of research based on factors including but not limited to study design, statistical assumptions, meta-analysis, and sampling.
 - g. Research related to practice. Students will be able to utilize research within the context of clinical practice, including but not limited to topics of basic statistics, study design, qualitative inquiry, and logic models.

- h. Psychometrics. The development, evaluation, and use of psychological measurement tools. Including but not limited to test validation, scale development, test theory, and standardization.
- 2) Students will develop Profession-Wide Competencies. Abilities within the following categories are expected to develop sequentially, cumulatively, and with graduated degrees of complexity. Accordingly, specific program-wide and student-specific assessment strategies referenced later in this document are intended to reflect measurement of minimal competency and readiness for entry-level practice in the health service psychology professions.
- a. Integration of psychological science and practice. Students will demonstrate the ability to consume knowledge related to scientific methods, procedures, and practice and use that knowledge to solve problems. This will include but is not limited to demonstrating the ability to understand and evaluate scholarly work, to use scientific methods to support patient and organizational outcomes, and to understand the impact of multicultural factors while evaluating research.
 - b. Ethical and legal standards. Demonstrated by developing, over the course of their training, increasing capacity to independently make good decisions regarding the use of relevant codes of ethics, rules, and guidelines as well as an ability to recognize and handle ethical dilemmas.
 - c. Individual and cultural diversity. Includes but is not limited to development of critical self-reflection, knowledge of diversity theory and empirical data, and an ability to integrate this knowledge into their professional roles while working effectively with diverse populations with awareness of and ability to advocate for diverse populations not excluding those facing unfair discrimination due to their immutable characteristics.
 - d. Professional values and attitudes. Trainees are expected to behave in ways that align with the values of the psychology profession as defined in the accreditation standards and implementing regulations. Their development of these values and attitudes should be in the context of developing self-reflective conduct as well as openness to feedback and supervision.
 - e. Communication and interpersonal skills. Trainees will demonstrate the capacity for maintaining effective relationships with diverse individuals and groups across types of trainee roles. They will articulate and understand good written and spoken communication demonstrating professional language and concepts across interpersonally challenging and/or multiculturally complex situations.
 - f. Assessment. Trainees are expected to develop competent psychological assessment skills within their practice areas. Although assessment ability expectations for master's degree graduates are less complex than for their doctoral counterparts, trainees will demonstrate current knowledge of diagnosis of psychopathology and classification of dysfunctional behavior. They will also be able to competently consider functional behaviors and patient strengths. Trainees will demonstrate consideration of context and utilize appropriate assessment methods. Trainees will demonstrate the ability to understand and communicate assessment results that are consistent with current professional guidelines within the scope of their practice areas.

- g. Intervention. Students will demonstrate competence in evidence-based intervention including but not limited to psychotherapy within their health service psychology roles. Intervention may be across different types of roles or populations (e.g., individuals, groups, organizations, etc.) and must reflect competent consideration of information related to equity, diversity, and inclusion, where informative. These competencies will include, at a minimum, the ability to develop and maintain effective helping relationships as well as develop and implement evidence-based intervention plans that are consistent with current scientific understanding. Trainees will conduct and apply knowledge from outcome monitoring strategies as part of intervention approaches.
- h. Supervision. Students will meaningfully engage in and utilize processes that are in place to monitor and mentor trainees in the development of skills and the practice of those skills. Students will understand and demonstrate understanding of supervision roles and relevant requirements for their training level and/or professional practice.
- i. Consultation and interprofessional/interdisciplinary skills. Trainees will demonstrate the ability to seek collaboration with professionals and groups outside of psychology in support of their professional roles. This will include but is not limited to working on interprofessional teams with people who are professionally and personally diverse and will demonstrate respect for the roles of other professionals and nonprofessionals that are involved in the trainee's professional work.

Appendix I Program Objectives includes a matrix aligning Master of Arts in Clinical Psychology courses to the program objectives. In addition, the Assessment Plan in Appendix V includes a matrix aligning Master of Arts in Clinical Psychology courses to specific learning outcomes.

6.2.5. Program Content

As noted above, the proposed master's program is consistent with the mission of Glenville State University, namely, *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.* The university is currently in the midst of strategic planning, but this mission has been reaffirmed by the faculty, staff, and administration.

Clinical psychology is, by its nature, centrally committed to improving well-being. In preparing students in this area, the proposed program is well aligned with the university mission.

6.2.5.a. The content and length. The content and length of the program is commensurate with the expectations for the training of entry level health service psychology professionals as outlined by state boards of psychology professionals as well as national professional organizations. The Master of Arts in Clinical Psychology graduate degree program will include 60 credit hours of graduate course work which includes three semesters of supervised practice. The program is designed for low-residency delivery in which in-person and online delivery combine to deliver both flexibility and direct supervision, culminating in strong preparation for practice. Online courses will be offered in the university's traditional 16-week academic fall and spring semesters as well as one summer term between years one and two. Courses with an in-person component will be offered on the GSU campus in an intensive format, or in the case of practicum and internship, in clinical placements across the state with in-person supervision coupled with consultation from GSU program faculty.

6.2.5.b. As the proposed program is a master's degree program offered only to students who have completed a bachelor's degree, general education requirements are not relevant.

6.2.5.c. See 6.2.5.b; general education requirements are not relevant to this degree program.

6.3. Program Need and Justification

6.3.1. Relationship to Institutional Goals/Objectives

As noted previously, the university is in the midst of strategic planning, but its mission remains unchanged: *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.*

The mission of the Glenville State University Graduate programs will be revised, as it was developed when the university only offered the Master of Arts in Teaching and the Master of Arts in Curriculum and Instruction. The mission of the College of Graduate Studies is *Glenville State University graduate programs build on the University's history of training quality educators to continue preparing them for careers in life-long professional and public service.* Notably, the proposed master's program, however, is consistent with that mission as it provides preparation for life-long professional and public service.

The proposed program is also an excellent expression of the following Glenville State University values, objectives, and goals from the previous strategic plan.

1) Values

- a. Service: As a student-centered institution, the University's faculty and staff serve the curricular and co-curricular needs of its students.
- b. 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.
- c. 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.
- d. Collaboration: The University supports partnerships and cooperation among individuals, departments, and the larger community through an environment that encourages teamwork, open communication, and trust.
- e. 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.

2) Objectives

- a. 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.

3) Goals

- a. 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.
- b. Deliver Quality Education. Attain and/or renew relevant professional and regional accreditations. Establish and promote relevant academic programs. Enhance instructional facilities.
- c. Enhance Community Engagement. Increase community connections through expanding service learning, job shadowing, and internships

6.3.2. Existing Programs

The West Virginia Higher Education Policy Commission West Virginia Higher Education Degree Inventory (<https://www.wvhepc.edu/resources/data-and-publication-center/degree-inventory/>) was used to identify existing programs related to the proposed program. The most closely related degree program is the Master of Arts in Clinical Psychology at West Liberty University, but this program is currently in teachout.

The next most closely related programs are the Clinical Psychology doctoral programs at West Virginia University (Ph.D.) and Marshall University (Psy.D.). Although these programs are clearly related to the proposed program and are also accredited by APA, they reflect a higher level of training. Consistent with the views of both the American Psychological Association and the West Virginia Board of Examiners of Psychologists, there is a distinct contribution to be made by master's level psychologists.

The remaining psychology programs, although reflected in the broad-based psychology competencies our students are responsible for achieving, prepare students for careers outside of health service psychology, such as the West Virginia University's Educational Psychology, Neuroscience, Psychology (General) master's degrees and Marshall University's Psychology (General) master's degree. Note that Marshall previously had a clinical master's track, but this track is also inactive.

West Virginia University also grants doctoral degrees in the related nonclinical fields of Behavioral Neuroscience, Developmental Psychology, Neuroscience, and Experimental Psychology. West Virginia University also grants masters's degrees in Neuroscience; however, their website says that these degrees are only granted for students en route to doctoral degrees. West Virginia University also grants a PhD in Sport, Exercise, and Performance Psychology, but this degree is outside of the realm of health service psychology, and thus is not directly comparable to the proposed program. Students in this program are provided with the opportunity for dual enrollment in the Master of Science Clinical Mental Health Counseling, but this program is aligned with the professional counseling discipline instead of health service psychology and is accredited by a different organization.

Similarly, Marshall University and West Virginia University also provide Counseling master's degree with a NCES CIP code specifying specialization in school and guidance services. Both the University of Charleston and West Virginia Wesleyan College also provide offer master's degrees in counseling, but again, these programs are in alignment with the professional counseling, rather than clinical psychology, discipline. West Virginia University also lists a master's degree in Rehabilitation Counseling in the HEPC inventory; however, a review of the master's in counseling website at West Virginia University mentions only their clinical mental health and school tracks, suggesting that this rehabilitation program is not currently offered.

- November 2024. Following discussion at the university level, the College of Health Sciences began the planning process in the spirit of shared governance, in collaboration with the Social Sciences Faculty, in partnership with Glenville State University's Provost (herself a clinical psychologist by training), and sought outside consultation from a large behavioral health provider, Community Care of West Virginia. Contract for external consultant services entered into.
- June 2025. The planning committee discussed West Virginia Psychologist licensure requirements with the Executive Director of the West Virginia Board of Examiners of Psychologists.
- August 2025. Further discussion regarding essential aspects of master's level psychology training provided helpful clarification from the Executive Director of the West Virginia Board of Examiners of Psychologists.
- September and October 2025. Formal surveys of various stakeholders including students and alumni/ae ($N = 37$) as well as of community mental health practitioners, trainers, and managers ($N = 82$) to inform the development of the program and curriculum.
- September and October 2025. The planning committee met with two former leaders from terminal master's program in clinical psychology that is currently in teachout to gather additional feedback about program planning, structure, and sustainability.
- October 2025. The planning committee met with psychology professionals to discuss priorities and logistics for program elements, including clinical placements.
- October 2025. The Intent to Plan was submitted to and approved by the GSU Board of Governors, Senate, and Graduate Council.
- November 2025. The Provost met with the Dean from the university previously offering the master's in clinical psychology to better understand the factors leading to its termination.
- December 2025. Approval of Notice of Intent to Plan received from HEPC. Feedback from Marshall University, West Virginia University, and HEPC Health Sciences received and reviewed.

Throughout this process, psychology faculty members discussed the design, curriculum, and nature of the program. The outlines for courses in the program were developed by individual faculty members or the external consultant, and these outlines were reviewed, and where necessary, amended, in several meetings of the psychology faculty and the external consultant.

6.3.4. Clientele and Need

The Glenville State University Master of Arts in Clinical Psychology graduate degree program is designed for individuals with a bachelor's degree in psychology (or a related discipline) who are pursuing a career as a Health Services Psychologist in West Virginia (or the corresponding master's level health service psychology practitioner in other states). As described above, the program is designed to prepare students with the discipline-specific knowledge and profession-wide competencies in health service psychology to allow for entry-level practice in this field.

According to the Executive Director of the West Virginia Board of Examiners of Psychologists, the board receives multiple calls each month about the availability of a master's

level program within the state. Additionally, the National Alliance for Mental Illness has reported that 90,000 adults in West Virginia have a serious mental illness and more than 760,000 people in West Virginia live in a community with insufficient numbers of mental health professionals (see <https://www.nami.org/wp-content/uploads/2025/05/WestVirginia-GRPA-Data-Sheet-8.5-x-11-wide-1.pdf>). These statistics, as well as those cited below, suggest that graduates of the proposed program could play an important role in meeting statewide needs.

6.3.5. Employment Opportunities

Specifically, the National Bureau of Labor Statistics cites a projected increase of clinical and health service psychology psychologists of 7% from 2023-2033 which is higher than the growth projection of 4% for all occupations (<https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>). The National Center for Health Workforce Analysis projects an increase of 19% over the same period for counselors that focus in mental health, behavioral disorders, and addictions as well as a 9% increase for counselors, social workers, and community service specialists (<https://data.hrsa.gov/topics/health-workforce/workforce-projections>).

Research by the Census Bureau in 2013 and reported by KFF (<https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/west-virginia/>) identified higher rates of anxiety and depression symptoms by West Virginia adults than the national average (approximately 38% vs 32%). The impact of substance use disorders has also been a major contributor to despair in the nation, with a particularly devastating impact on West Virginia. Although the nation has experienced significant increases in drug overdose deaths in recent years (rising from 13.2 to 32.4 per 100,000 people), this increase has been particularly challenging for our state where rates rose from 36.3 to 90.9 per 100,000 during the same time period. Additionally, the nation has lost over half a million lives to suicide since 2010, and when controlling for age of people who commit suicide, West Virginia evidences a higher rate than the national average. The proposed program will train mental health providers with entry level competence in fields that will help meet this demand.

The HEPC salary data (<https://www.wvhepc.edu/resources/data-and-publication-center/workforce-data/>) indicates that graduates from 2018-2019 with doctoral degrees in clinical psychology have a median 4-year post-graduation income of \$99,958 with a median income of \$109,223 after 6 years. Information is not available for those with master's degrees; however, West Virginia psychologist licensure does not distinguish between psychologists with doctoral versus master's degrees. The proposed program's focus on APA accreditation will prepare graduates to display knowledge and competencies that will make them competitive with psychologists throughout the state.

6.3.6. Program Impact

The proposed low-residency Master of Arts in Clinical Psychology graduate degree program is designed for individuals who have already earned a bachelor's degree and are seeking an entry level, supervised license in health service psychology or a closely related field. It is intended for individuals with some relevant background to advance their introductory awareness of profession-wide competencies and discipline specific knowledge domains to the point of competence for entry-level professional work in the field.

This preparation is one that has been repeatedly requested by Glenville State University behavioral science and psychology majors. Students with relevant undergraduate preparation outside of Social Sciences will also have the ability to continue their existing education into a

higher, more specialized form of training. In this way, the program is expected to have a positive impact on existing GSU programs.

6.3.7. Cooperative Arrangements

Glenville State University will develop formal partnerships with mental health practitioners and agencies in surrounding counties for the clinical practice requirements for the Master of Arts in Clinical Psychology. A significant part of the Director of Clinical Training's role will be to maintain and pursue additional training partnerships in the surrounding areas. Given that a significant portion of the coursework will be completed online, students may complete supervised practica and internships in areas where Glenville State University will not have existing partnerships. Accordingly, program faculty and staff, but particularly the Director of Clinical Training will serve to assist the student with identifying and securing appropriate clinical placements in partial completion of the Master of Arts Clinical Psychology program.

6.3.8. Alternatives to Program Development

The university sees no viable alternatives for a Master of Arts in Clinical Psychology. The proposed program will be the only master's level health service psychology degree in the state. Additionally, although there are programs that provide master's degrees that qualify for other forms of supervised entry level practice, those hail from different training traditions that either present a distinct body of theory and empirical knowledge or are best thought of as covering a subset of the knowledge covered by the Discipline-Specific Knowledge domains and Profession-Wide Competencies of Psychology that define American Psychological Association accredited psychology graduate training.

Collectively, the expertise of existing psychology faculty lends itself to a clinical psychology program rather than a counseling or other mental health program, an impression that was reinforced by a consultation meeting with the Credentialing Committee of the West Virginia Board of Examiners.

6.4. Program Implementation and Projected Resource Requirements

6.4.1. Program Administration

The administration of the program will largely follow existing GSU processes, with the addition of a Director of Clinical Training, a new administrative faculty position. The Director will be responsible for coordinating with the Admissions Office to admit students into the program. The Director will advise students, coordinate clinical placements, and assist other faculty with aligning program material, operating procedures, and evaluation procedures with program accreditation standards. By APA CoA standards, the Director is the identified leader of the program who devotes no less than 50% of their professional time to program-related activities. The Director must have expertise and credentials in clinical psychology.

Initially, the Director will be assisted by the Graduate Programs secretary. As the program grows and if other proposed programs requiring clinical placements are approved, an additional staff person will be hired.

6.4.2. Program Projections

Appendix III provides the Five-year Projection of Program Size, including the Series 11 Form I. Glenville State University anticipates that 12 students will enroll in the first year of the

program. It is expected that the students will take no more than 12 hours per semester. Based on this expectation and allowing for some minor attrition and program delays, 10 students are expected to graduate after year two, and each year thereafter.

Glenville State University expects the program to be fully developed within 2 years in line with American Psychological Association accreditation procedures and enrollment caps are expected to be met by that time or in the following year. The number of students enrolled at five years should be 22 with the FTE approaching the program cap of 12 students per academic year cohort.

6.4.3. Faculty Instructional Requirements

The Higher Learning Commission, Glenville State University's accrediting body, requires faculty teaching in graduate programs hold a terminal degree, determined by the discipline, and have a record of research, scholarship, or achievement appropriate for the graduate program. Faculty teaching graduate courses will have qualifications that meet Higher Learning Commission's and American Psychological Association expectations. This includes individuals with appropriate education, experience, and commitments to the university. They will be identified with and have program-related academic and professional responsibilities to the program.

The Glenville State University adjunct faculty review process will be followed for adjunct faculty that teach in the program. The Social Sciences Chair and Director of Clinical Training will review qualifications of potential adjunct faculty. Potential adjuncts are then reviewed by the Provost. This process frequently require faculty with a doctoral degree in psychology or a closely related field but, given West Virginia's licensure laws, we expect the Social Sciences Chair to consider exceptional candidates when an individual with a Master's degree has additional experience and knowledge that suggest a high likelihood of substantial positive impact to the quality of the program.

As noted under Program Administration, the Director of Clinical Training is the identified leader of the program who devotes no less than 50% of their time to program-related activities. They will have expertise and credentials in the relevant area of health service psychology (i.e., completion of an APA-accredited doctoral degree and an APA-accredited internship as well as West Virginia psychology licensure [or license eligibility]).

Additional core faculty will have experience and theoretical perspectives that are appropriate to the program's goals. Together, core faculty and the Director of Clinical Training design the program and oversee instruction by adjunct faculty

6.4.4. Library Resources and Instructional Materials

The Robert F. Kidd Library has numerous resources to support a Master of Arts degree in Clinical Psychology. Several of these holdings are part of subscription databases, including products from the American Psychological Association (APA). In addition, interlibrary loans through the OCLC Worldshare system provide GSU students and faculty with the ability to easily submit an online request and have a library staff member retrieve material from libraries across the nation.

APA PsycArticles and APA PsycInfo have been part of Glenville State's holdings for the past few years, and these services provide access to a multitude of related materials. PsycArticles currently provides access to over 247,000 full-text articles that are published through 119 different periodicals produced by APA Journals and affiliates. In addition, PsycInfo indexes and

provides abstracts to over 5.5 million records from 2,400 different journals. The PsycInfo coverage spans numerous subjects beyond psychology such as Social Work, Sociology, and Neuroscience.

In addition to these APA products, the library provides access to a large amount of multidisciplinary subscriptions and is involved in cohorts to support the information needs of our constituents. There are 45 additional databases through Ebscohost that provide access to medical, social science, education, business, history, humanities, and science journals with a multitude of these access points being full-text. Other Psychology related journals, such as the Annual Review of Psychology, are indexed through these multidisciplinary holdings. Glenville State also subscribes to the complete JSTOR holdings, the ProQuest Criminal Justice collection, and the Britannica Online Academic Encyclopedia.

The university eBook collection is provided through a cohort agreement with ten public libraries as well as Fairmont State University library. This collection is constantly growing and currently provides access to over 90,000 titles which includes a number of academic-related materials. The Overdrive platform works with many academic publishers. The university solicits faculty recommendations for relevant additions to this eBook collection each year.

On-site library services include a 26,000 square foot facility with four library employees, a collection of around 70,000 physical books, over 60 desktop and 13 laptop computers, several spaces for group activities or independent study, seven designated testing/tutoring rooms, a 28-seat classroom, and a math tutoring center. The personnel and services related to the Pioneer Support Center are also housed on the third floor of the building. During semester hours include seven days a week and nearly 100 hours of availability weekly. The library also provides faculty with the ability to place materials within a physical Reserve system which limits accessibility of materials when appropriate.

The library's dedicated staffing, subscription services, consortium agreements, and physical location provide the campus with the tools necessary to successfully support a Master's in Clinical Psychology.

6.4.5. Support Service Requirements

Glenville State University will use existing support service infrastructure to deliver online courses, as well as online components of in-person courses (e.g., paper submission, virtual office hours or consultations). Glenville State University utilizes the learning management system (LMS) Brightspace. Course materials for all graduate programs are available through Brightspace.

The LMS landing page allows for deployment of recorded video tutorials from Net Tutor. Additional information that is pertinent to graduate students, such as the Graduate Catalog, Graduate Council information, support services (discussed below), and scholarships are linked on the LMS landing page as well as on the university website.

All students at Glenville State University (including graduate students) have access to the Pioneer Support Center which provides 24/7 online access to learning support resources as well as in-person tutoring services. The Pioneer Support Center uses a tutoring scheduling service, Penji, for by-appointment virtual tutoring. Virtual tutoring meetings take place on the Microsoft Teams platform which is provided to all Glenville State University students through access to the Microsoft Office software suite. For instance, students who require additional academic support with statistical and otherwise challenging quantitative course requirements may benefit from

consultation with tutors and math faculty who have regular office hours in the Pioneer Support Center.

The university Dean of Student Success and Retention aims to offer universal levels of support across our diverse student constituencies including graduate students. Accordingly, the Pioneer Support Center is ready and willing to provide tutoring, career services, and mentoring within the context of the relatively strict faculty mentoring required for graduate students. Furthermore, the Pioneer Support Center anticipates ongoing collaboration with the leadership of the Master of Arts Clinical Psychology program to identify and implement appropriate supports for students throughout the course of this program. Pioneer Support Center also coordinates accommodations in accordance with the Americans with Disabilities Act and other statutes.

The university has an active and vibrant Student Government Association (SGA). Graduate students are represented on SGA, and the current president is a graduate student. The SGA president is a non-voting member with voice on the university Board of Governors. In addition, the Graduate Council includes a student member with full voting privileges.

6.4.6. Facilities Requirements

Glenville State University anticipates minimal additional space or facilities needs for the proposed program. Faculty offices are located in the Social Sciences Tower of Louis Bennett Hall. Although most supervised experiences will take place in external mental health and related settings in the communities where students live, the Social Sciences tower already has space configured for a therapy suite (i.e., therapy room, reception area, restroom, and DCT office) on the ground floor of this building. The university will be adding secure video recording and storage equipment as well as appropriate furnishings to this currently unused space.

Additional assessment space anticipated to be available at the Morris Family Health and Fitness Center, which is currently under construction. Both locations are accessible, with adjacent parking for clients.

6.4.7. Operating Resource Requirements

Appendix IV is the Five-year Projection of Total Operating Resources Requirements, includes the Series 11 Form 2. Form 2 provides a summary of operating resource requirement by object of expenditures.

6.4.8. Source of Operating Resources

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

The training clinic contained in the Social Sciences Tower plans will provide psychological treatment, therapy, and assessment services on a sliding cost scale. Although this income stream will make a modest contribution to overall operating resources, we do not expect this source of income to have a meaningful impact on our annual budgetary needs.

6.5. Program Evaluation

6.5.1. Evaluation Procedures

Program evaluation procedures will align with existing procedures at Glenville State University and HEPC, but will add specific evaluation requirements from APA CoA. That is, annual program reviews will be submitted to the university assessment committee and five-year program reviews will be provided in accordance with HEPC Series 10, but comprehensive self-studies and site visits are also required by the APA CoA.

Internally, programs are reviewed annually through the Glenville State University Assessment report (Appendix V Assessment Plan MACP), following GSU Academic Policy 26 (<https://www.glenville.edu/sites/default/files/2022-08/gsu-policy-26.pdf>).

As outlined above in this document, the Master of Arts in Clinical Psychology graduate degree program will be preparing graduates for entry-level, supervised licensure in health service psychology or a related health service psychology professional field and will undergo American Psychological Association Commission on Accreditation review. Accordingly, the program's Review procedures will be tailored to align with the American Psychological Association Standards of Accreditation for Health Service Psychology: Master's Programs (<https://irp.cdn-website.com/a14f9462/files/uploaded/SoA-M.pdf>). For ease of review, the relevant Standards and their components are outlined below.

1) Standard I. Institutional and Program Context

- a. Type of Program: Verifying that the program is a psychology program that is preparing students for entry level work in Health service psychology with an identified practice area. For the proposed program, this practice area is Clinical Psychology.
- b. Institutional and Administrative Structure: Verifying administrative structure and support for the program within the context of a legally authorized institution of higher learning where the program is integral to the mission of the institutional setting (e.g., department, school) where it is located. The program is also required to demonstrate its understanding of the importance of cultural and individual differences in the training and eventual professional competence of psychologists.
- c. Program Context and Resources: Appropriate identification and adequacy of program leadership and administrative procedures that are consistent with institutional and program aims. Further assesses the length, delivery format, and design of the program while the viability of resources allocated or otherwise available to the program, defined broadly, in terms of those resources that are likely to be necessary to fulfill the aims of the program.
- d. Program Policies and Procedures: Ensuring that policies covering various aspects of program functioning (including but not limited to student records and grievances) are written, followed, and recorded with sufficient scope, legal executability, and availability to interested parties.

2) Standard II. Aims, Competencies, Curriculum, and Outcomes

- a. Aims of the Program: Aims are reflective of both program and profession-wide approaches to Health Service Psychology training, as appropriate to the stated subdiscipline (i.e., clinical psychology).
- b. Discipline Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession: Coverage of foundational and other required knowledge and competency. In addition to coverage, the criteria

- for evaluation and coverage of these areas must be clearly articulated in the curriculum in a way that is consistent with professional standards and program aims in addition to the adequacy of clinical training placements across a variety of criteria.
- c. Evaluation of Students and Program: Procedures for defining, assessing, and following up on the requirements for student success in the program must be outlined. These and other indices of program effectiveness must be collected, reported, and used for Quality Improvement activities. Programs must demonstrate achievement of outcomes that reflect their effectiveness as a program.
- 3) Standard III. Students
- a. Student Selection Processes and Criteria: Evaluates the adequacy of the number of students for allowing meaningful peer interaction, support, and socialization as well as how the program is using past performance to evaluate student readiness for graduate psychology training and how the effectiveness of these admission standards are reflected in student preparedness, interests, and intended careers.
 - b. Supportive Learning Environment: Examines the degree to which faculty are accessible and provides students with guidance, supervision, and professional role modeling to support their development in line with the program's goals. The program promotes respectful, collegial interactions among students, faculty, and staff, in keeping with the highest ethical and professional standards. It informs students of their rights and available support channels for addressing concerns.
 - c. Plans to Maximize Student Success: Sees that faculty actively support student success and timely program completion through documented efforts and responsive support for individual needs. That the program addresses avoidable barriers to progress and fosters an encouraging learning environment. Students receive regular written feedback on their performance and progress. When concerns arise, the program provides timely written notice, guidance for improvement, and follow-up on whether corrective steps have been effective.
- 4) Standard IV. Faculty
- a. Program Leadership, Administration, and Management: Ensures that the program has stable leadership, with a designated core faculty member devoting at least 50% of their time to overseeing the master's program (i.e., the Director of Clinical Training). This leader's qualifications align with the program's mission and area of focus. Leadership, along with core faculty, is responsible for managing and evaluating clinical training, maintaining relationships with training sites, and overseeing key administrative functions such as admissions, student evaluation, coursework, and training experiences.
 - b. Faculty Qualifications and Role Modeling
 - 1. Core Faculty: Evaluates how the program has a clearly defined core faculty responsible for its operations, curriculum, and overall quality. These faculty members are fully integrated into the academic unit, sufficient in number to meet program needs, and possess relevant theoretical, academic, and applied expertise aligned with the program's goals. They are qualified in key content areas, supervise adjunct instruction to ensure consistency with the intended curriculum, and serve as accessible role models to support student learning and professional development. They hold multi-year institutional commitments and are actively involved in program development, decision-making, and student training. Faculty

are publicly recognized as part of the program and engage in core activities such as teaching, supervision, mentoring, and program evaluation. Responsibilities unrelated to the master's program, such as teaching in other programs or independent clinical work, are not considered part of their core faculty role.

2. Associated and Adjunct Faculty: In addition to core faculty, programs may include associated, contributing, and adjunct faculty. This standard ensures that associated faculty are not involved in program leadership but contribute meaningfully to teaching or supervision. Adjunct faculty are hired on a temporary basis to teach specific courses or provide supervision as needed.
 - c. Faculty Sufficiency: Mandates that the program must have a sufficient number of faculty—especially core faculty—to support student development, deliver coursework, fulfill administrative and committee responsibilities, oversee clinical training, and ensure continuity and quality. Faculty size should also support student success from admission through graduation. At least one core faculty member must be a licensed psychologist in the program's jurisdiction.
- 5) Standard V. Communication Practices
- a. Public Disclosure: Verifies that the program ensures transparency by providing clear, accurate information about its goals, curriculum, and graduate outcomes. It also discloses its accreditation status, including contact details for the accrediting body. The program must communicate clearly and accurately with prospective and current students. All materials should be complete, up to date, and presented in a way that helps applicants make informed choices. Descriptions must include details on admission criteria, graduation requirements, costs, curriculum, time to completion, faculty-to-student ratio, facilities, clinical training, and licensure outcomes. The program is also responsible for giving students timely notice of any significant changes that could affect their training or experience.
 - b. Communication and Relationship with the Accrediting Body: Evaluates the program on its ability to uphold its responsibilities in the accreditation process by following all relevant policies and procedures, submitting required reports on time, and maintaining good standing through timely fee payments. It must also promptly notify the accrediting body of any significant changes—such as shifts in leadership, faculty, degree offerings, or resources—that could affect program quality.

6.5.2. Accreditation Status

Upon enrollment of the second cohort of students (in at least the second academic year of the program, after the initial cohort has started their clinical field placements) the Master of Arts Clinical Psychology will be eligible to apply for the “Accredited, on Contingency” status from APA. As part of this process, the program would submit a comprehensive self-study to the APA CoA in preparation for a site visit following the completion of the first term in which students complete their clinical field experiences. At this stage, the program will be evaluated in terms of available data, plans for future data collection, policies, procedures, course syllabi, and faculty sufficiency. Following at least one graduated student (and within three years of securing Accredited, on Contingency” status) the program would be eligible to apply for full accreditation. At the time of accreditation, the program will be informed of the date for the next review. Accreditation may be granted for a maximum of 10 years, but all accredited programs are required to provide annual reports to APACoA.

Appendix I Program Objectives Matrix

| Program Objectives | Courses | | | | | | | | | | |
|-------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | STAT 500 | PSYC 510 | PSYC 520 | PSYC 530 | PSYC 540 | PSYC 550 | PSYC 560 | PSYC 570 | PSYC 580 | PSYC 593 | PSYC 600 |
| Discipline-Specific Knowledge | X | | X | X | X | X | X | X | X | | X |
| Profession-wide Competencies | X | X | X | | X | X | X | X | | X | X |
| WV Psychology Licensure | | X | | X | X | | X | X | | X | X |
| Program Objectives | Courses | | | | | | | | | | |
| | STAT 600 | PSYC 610 | PSYC 630 | PSYC 640 | PSYC 657 | PSYC 660 | PSYC 670 | PSYC 680 | PSYC 697 | | |
| Discipline-Specific Knowledge | X | | X | X | | X | # | X | | | |
| Profession-wide Competencies | | X | X | X | X | X | # | X | X | | |
| WV Psychology Licensure | | X | X | X | X | * | # | X | X | | |

**Coursework in supervision is not listed as a condition of initial WV psychologist licensure; however, coursework in supervision supports the graduate's ability to become an approved psychologist supervisor in WV following 2 years of independent, ethical practice.*

Advanced seminar content is subject to change, and although all seminars are expected to cover one or more program objective the specific categories may vary based on the specific year's course.

Appendix II Course Outlines

Note that all course outlines were reviewed, discussed, and revised by the entire psychology faculty. The “Form Completed By” reflects the name of the person providing the initial draft.



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

| | | |
|----------------------|---------------------------------------|----------------------|
| COURSE NUMBER | STAT 500: Statistics in Health | 3 |
| AND TITLE: | Service Psychology | CREDIT HOURS: |

CATALOG DESCRIPTION:

This course presents the conceptual and technical aspects of statistical analyses used in health service psychology research. Students will gain the skills necessary to compute, test the assumptions and analyze statistical techniques. Statistical analyses covered will include basic parametric and nonparametric techniques, general linear model derived models, and power analysis. Upon completion of the course, students will be able to interpret and communicate statistical techniques in APA style.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

1. Demonstrate an understanding of the fundamental concepts underlying statistical decision making in descriptive and inferential statistics. (APA-Discipline Specific Knowledge: Research Related to Practice).
2. Demonstrate critical thinking skills necessary for understanding and evaluating statistical choices. (APA Profession-Wide Competency: Integration of Psychological Science and Practice).
3. Identify and explain the logic and models behind statistical analyses and apply them to published data. (APA Discipline-Specific Knowledge: Research Related to Practice).
4. Demonstrate an understanding of the relationship between experimental design and statistical analyses. (APA Profession-Wide Competency: Integration of Psychological Science and Practice).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | |
|---------------------------|----------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Kaitlin Ensor</u> | DATE: <u>10/29/2025</u> |

| | | |
|-------------------------------|----------------------|--------------------------------|
| REVIEWED BY DEPARTMENT | | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | DATE: <u>11/12/2025</u> |

| | |
|---|--|
|  <div style="display: inline-block; vertical-align: middle;"> GLENVILLE STATE UNIVERSITY </div> | <h2 style="margin: 0;">COURSE OUTLINE</h2> <p style="margin: 0;">(AA-7/22)</p> |
|---|--|

☒ **New Course**
☐ **Revised Course**
COURSE NUMBER
AND TITLE:
PSYC-510 Ethics in Psychology
CREDIT HOURS:
3
CATALOG DESCRIPTION:

This course explores the ethical, legal, and professional foundations of psychology, preparing trainees to navigate increasingly complex professional situations they will face with independence and integrity. Students will gain familiarity with the current APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws, regulations, policies, and professional standards at multiple levels of practice. Emphasis is placed on recognizing dilemmas and applying sound ethical decision-making processes.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

1. Define and examine the core principles of ethics as described in the *American Psychological Association (APA) Ethical Principles of Psychologist and Code of Conduct* to recognize and resolve ethical, legal, and organizational issues (APA Profession-Wide Competency: Ethical and Legal Standards).
2. Apply self-awareness and sensitivity to one's personal and professional functioning and performance (APA Profession-Wide Competency: Professional Values and Attitudes).
3. Apply self-awareness and sensitivity to diversity within the practice of psychology, as it relates to race, socioeconomic status, gender, and ethnicity (APA Profession-Wide Competency: Individual and Cultural Diversity).
4. Demonstrate the ability to seek out supervision regarding ethical dilemmas (APA Profession-Wide Competency: Supervision).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

FORM COMPLETED BY
COURSE INSTRUCTOR:
Patrick McMunn
DATE: 10/28/25
REVIEWED BY DEPARTMENT
CHAIRPERSON:
Kaitlin Ensor
DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER AND TITLE: PSYC 520: Developmental Psychology

CREDIT HOURS: 3

CATALOG DESCRIPTION: A survey of developmental transitions, psychological changes, and growth across the lifespan, with an emphasis on the importance of ensuring that all clinical interactions, assessments, and interventions are developmentally and culturally appropriate. Includes diagnostic criteria and intervention strategies for developmental psychopathologies.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES:

Students will:

1. Identify the major developmental variables to be considered in the delivery of services to clients across the lifespan (APA Discipline-Specific Knowledge: Developmental Aspects of Behavior. APA Profession-Wide Competency: Individual and Cultural Diversity).
2. Identify clinically-relevant differences in developmental milestones and transitions across cultures (APA Profession-Wide Competency: Individual and Cultural Diversity).
3. Identify and evaluate various assessment tools and procedures used to classify and intervene for issues correlated with developmental disorders (APA Profession-Wide Competency: Assessment; Intervention).
4. Evaluate, critique, and communicate current research in developmental psychology (APA Profession-Wide Competency: Integration of Psychological Science and Practice; Communication and Interpersonal skills).

OTHER RELEVANT INFORMATION: None

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

G.A. Lieving, Ph.D.

DATE:

10/24/2025

**REVIEWED BY
DEPARTMENT
CHAIRPERSON:**

Kaitlin Ensor

DATE:

11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER

3

AND TITLE: **PSYC 530 Psychopathology**

CREDIT HOURS:

CATALOG DESCRIPTION:

This course introduces students to the scientific study of mental health problems and other maladaptive behavior patterns. The course surveys core psychological disorders across the lifespan while analyzing how historical and contemporary frameworks shape our understanding, including biological, cognitive, behavioral, affective, sociocultural, and integrative models. Students will examine issues of classification, diagnosis, and assessment with particular attention to the DSM system, while also engaging critically with debates regarding the limits and challenges of different approaches to nosology.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Demonstrate their ability to remember, understand, evaluate, and synthesize primary source research findings (APA Discipline-Specific Knowledge: Consumption of Research) regarding patterns of problem behavior encountered in the practice of health service psychology.
- 2) Demonstrate their ability to understand, evaluate, and apply research methodologies used in the study of maladaptive behavior patterns (APA Discipline Specific Knowledge: Research Related to Practice).
- 3) Demonstrate their ability to remember, understand, evaluate, and synthesize research findings regarding diverse aspects of problem behavior (APA Discipline-Specific Knowledge: Affective Aspects of Behavior; Biological Aspects of Behavior; Cognitive Aspects of Behavior; Developmental Aspects of Behavior; Social Aspects of Behavior).

OTHER RELEVANT INFORMATION: None.

FORM COMPLETED BY
COURSE INSTRUCTOR:

Liam Condon

DATE: 11/12/2025

REVIEWED BY DEPARTMENT
CHAIRPERSON:

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER

3

AND TITLE: PSYC 540 Psychometrics

CREDIT HOURS:

CATALOG DESCRIPTION:

This course provides a foundation in the theory and practice of psychological measurement, introducing the skills and concepts that are necessary to understand and conduct assessment in psychology. The course covers classical and contemporary measurement theories, reliability and validity, scale and inventory construction, standardization, and methods for evaluating the quality of psychological instruments.

PREREQUISITES: STAT 500

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Demonstrate their understanding of the theory of psychological assessment across psychological testing situations (APA Discipline-Specific Knowledge: Psychometrics. APA Profession-Wide Competency: Assessment).
- 2) Apply primary source research literature in their analysis of psychological testing situations to help them evaluate best courses of action in those situations (APA Profession-Wide Competency: Integration of Psychological Science and Practice).
- 3) Analyze multiculturally complex psychological testing situations and evaluate appropriate courses of action based on their understanding of multicultural factors (APA Profession-Wide Competency: Individual and Cultural Diversity).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

FORM COMPLETED BY
COURSE INSTRUCTOR:

Liam Condon

DATE: 11/12/2025

REVIEWED BY DEPARTMENT
CHAIRPERSON:

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER PSYC 550 Multicultural
AND TITLE: Psychology

CREDIT HOURS: 3

CATALOG DESCRIPTION:

This course focuses on introducing students to the necessary theory and practices that support delivery of multiculturally competent psychological services with sensitivity to human diversity, including but not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, socioeconomic status, and their intersections. Emphasis is placed on developing self-awareness regarding one's own cultural background, biases, and assumptions, while also building skills to understand and respect the lived experiences of diverse clients and communities.

PREREQUISITES: PSYC 510

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Apply theoretical concepts and empirical findings in the analysis of multicultural influences among other social influences of behavior (APA Discipline-Specific Knowledge: Social Aspects of Behavior).
- 2) Analyze of primary source literature while, conversely, synthesizing their understanding of empirical literature to evaluate concepts discussed in the course (APA Discipline-Specific Knowledge: Consumption of Research; APA Profession-Wide Competency: Integration of Psychological Science and Practice).
- 3) Engage in self-reflection and analyze how diversity factors influence the conduct of professional roles in Psychology and evaluate opportunities for advocacy and the pursuit of fairness and justice in professional psychological roles (APA Profession-Wide Competency: Individual and Cultural Diversity).

OTHER RELEVANT INFORMATION: None.

FORM COMPLETED BY
COURSE INSTRUCTOR:

Liam Condon

DATE: 11/12/2025

REVIEWED BY DEPARTMENT
CHAIRPERSON:

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER

AND TITLE: **PSY 560: Cognitive and Affective** CREDIT HOURS: **3**

CATALOG DESCRIPTION:

This course explores behavior through the lens of cognition, biology, affect and how they may interact. Students will gain an understanding of each perspective, in terms of the basic theories and recent applications. Additionally, a major focus of the class will be the synthesis and integration of the lenses for a better understanding of human behavior.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

1. Describe aspects of emotion, including theories of emotion regulation, and the neural pathways for basic emotion. (APA-Discipline Specific Knowledge: Affective Aspects of Behavior & Consumption of Research).
2. Differentiate and evaluate the roles of learning processes such as respondent and operant conditioning in emotional regulation/dysregulation, cognitive outcomes, and motivation, including the general neurostructural substrates for these processes. (APA-Discipline Specific Knowledge: Biological Aspects of Behavior & Consumption of Research)
3. Evaluate theories of cognitive systems (i.e., information processing model) from basic cognitive function (attention and memory) to higher order skills (judgment and decision making and executive function). (APA-Discipline Specific Knowledge: Cognitive Aspects of Behavior & Consumption of Research)
4. Synthesize research findings on cognition and affect on behavior in applied, clinical studies. (APA Profession-Wide Competency: Intervention)

OTHER RELEVANT INFORMATION:

FORM COMPLETED BY
COURSE INSTRUCTOR:

Kaitlin Ensor

DATE: 11/11/25

REVIEWED BY
DEPARTMENT
CHAIRPERSON:

Kaitlin Ensor

DATE: 11/11/25



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

| | | |
|----------------------|--------------------------------------|----------------------|
| COURSE NUMBER | PSYC 570 Theories of Behavior | 3 |
| AND TITLE: | Change | CREDIT HOURS: |

CATALOG DESCRIPTION:

Students will learn major models of behavior change by examining classical and contemporary frameworks, including but not limited to learning theories, cognitive-behavioral models, and current transtheoretical models. Broad coverage is important in this course; however, attention to both efficacy and mechanism research will be prioritized. Trainees will focus on developing the tools that are needed to critically evaluate theories encountered in professional psychology settings.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Analyze and evaluate psychological theories using their knowledge of research methods and primary source literature (APA Discipline-Specific Knowledge: Consumption of Research. APA Profession-Wide Competency: Integration of Psychological Science and Practice).
- 2) Demonstrate their understanding of, analyze, and critically evaluate theories and generalize that knowledge to evaluation of theoretical questions related to psychological intervention (APA Discipline-Specific Knowledge: Research Related to Practice).
- 3) Evaluate research with regard to its strengths and limitations for different target populations (APA Profession-Wide Competency: Individual and Cultural Diversity).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | |
|-------------------------------|----------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Liam Condon</u> | DATE: <u>11/12/2025</u> |
| REVIEWED BY DEPARTMENT | | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | DATE: <u>11/12/2025</u> |



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER

3

AND TITLE: PSYC 580 Social Psychology

CREDIT HOURS:

CATALOG DESCRIPTION:

This course discusses theories and current issues in the science of how individuals think about, influence, and relate to one another. Students will engage with foundational and contemporary theories addressing topics such as social cognition, attitudes and persuasion, conformity and obedience, group dynamics, interpersonal attraction, prejudice and discrimination, prosocial and antisocial behavior, and the psychology of social identity.

PREREQUISITES: None

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Demonstrate their ability to remember, understand, and critically evaluate social psychological concepts and research (APA Discipline-Specific Knowledge: Social Aspects of Behavior).
- 2) Students will use information from other areas of psychological science (e.g., the cognitive, affective, biological, and developmental bases of behavior) to conceptualize, critically evaluate, and integrate social psychological research in the context of the broader psychology field (APA Discipline-Specific Knowledge: Consumption of Research)
- 3) Synthesize information they have learned in the course with other discipline-specific knowledge, as applicable, and apply it in a presentation targeting other professionals in a mock consultation role (APA Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills).

OTHER RELEVANT INFORMATION: None.

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

Liam Condon

DATE:

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER

3

AND TITLE: PSYC 593: Practicum

CREDIT HOURS:

CATALOG DESCRIPTION:

Entry level, supervised field work experience distinct from and completed prior to internship. Students are placed in in-person or hybrid professional clinical mental health settings and practice basic work duties of clinical psychology professionals alongside and under the supervision of experienced behavioral health professionals. Students participate in weekly, faculty-supervised course section meetings as part of this experience.

PREREQUISITES: PSYC 510, PSYC 530, PSYC 570

COREQUISITES: None

LEARNING OBJECTIVES

- 1) Students will demonstrate understanding of introductory psychological assessment skills (APA Profession-Wide Competency: Assessment) while applying them under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 2) Students will demonstrate understanding of introductory psychological intervention skills (APA Profession-Wide Competency: Intervention) while applying them under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 3) Students will demonstrate introductory analysis of ethical practice situations, evaluate possible courses of action, and apply solutions under the close supervision and evaluation of licensed behavioral healthcare professionals (APA Profession-Wide Competency: Ethical and Legal Standards).
- 4) Students will demonstrate introductory use of scientific methods and research (APA Profession-Wide Competency: Integration of Psychological Science and Practice) while analyzing practice situations, evaluating possible courses of action, and applying those solutions under the close supervision and evaluation of licensed behavioral healthcare professionals.

OTHER RELEVANT INFORMATION:

The expectation is that field experiences will take place in-person in clinical settings providing direct care. The class meeting component of this course is to be delivered online in synchronous format. This is an arranged, credit/no-credit course.

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

Liam Condon

DATE: 11/12/2025

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

| | | |
|----------------------|--|----------------------|
| COURSE NUMBER | PSYC 600 Clinical Assessment I: | 3 |
| AND TITLE: | Personality and Psychopathology | CREDIT HOURS: |

CATALOG DESCRIPTION:

Students apply basic psychometric and assessment knowledge to specific assessment situations encountered in clinical psychology and other health service psychology professions, namely the assessment of a range of pathological behavior patterns as well as more stable patterns of behavior, or traits, over time. Students learn about various testing situations and approaches (including but not limited to specific psychological tests and testing situations) and are given the chance to learn to integrate these findings with other sources of information.

PREREQUISITES: PSYC 530, PSYC 540

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Evaluate the scientific support for specific tests covered in this course using peer reviewed and other available evidence (APA Discipline-Specific Knowledge: Consumption of Research; Psychometrics).
- 2) Competently administer, score, interpret, and communicate results of specific psychological tests (APA Profession-Wide Competency: Assessment).
- 3) Analyze and evaluate the impact of contextual factors such as developmental and cultural variables at all stages of psychological testing (APA Discipline-Specific Knowledge: Developmental Aspects of Behavior. Profession-Wide Competency: Individual and Cultural Diversity).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | |
|-------------------------------|----------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Liam Condon</u> | DATE: <u>11/12/2025</u> |
| REVIEWED BY DEPARTMENT | | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | DATE: <u>11/12/2025</u> |

| | |
|---|-------------------------------------|
|  GLENVILLE STATE UNIVERSITY | COURSE OUTLINE (-AA-7/22) |
|---|-------------------------------------|

☐

New Course

☒

Revised Course

| | | |
|---------------------------------|---|------------------------|
| COURSE NUMBER AND TITLE: | STAT 600 Research Methods (formerly EDUC/CRJU 600 Research Methods) | CREDIT HOURS: 3 |
|---------------------------------|---|------------------------|

CATALOG DESCRIPTION:

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

PREREQUISITES: None**COREQUISITES:** None**LEARNING OBJECTIVES:**

Students will:

1. Demonstrate an understanding of quantitative, qualitative, mixed methods, and action research methodology, including the ability to discern the appropriate circumstances for the use of each.
2. Evaluate the literature within their areas of research interest.
3. Plan a quantitative, qualitative, mixed methods, and/or action research methods project.
4. Competently interpret findings obtained from quantitative, qualitative, mixed methods, and/or action research methods.

OTHER RELEVANT INFORMATION:**For MA Curriculum and Instruction students:**

| Learning Outcomes | Principles of Learning and Teaching | | |
|-------------------|---|------------|-------------|
| | Grades K-6 | Grades 5-9 | Grades 7-12 |
| 1, 3, 4 | Recognizes the purpose of reflecting upon, analyzing, and evaluating the effectiveness of instructional strategies. | | |
| 1, 4 | Defines and explains terms related to testing and scoring (validity; reliability; raw score; scaled score; percentile; standard deviation; mean, mode, and median; grade-equivalent scores; age-equivalent scores). | | |
| 2 | Is aware of a variety of professional development practices and resources. A. Professional literature | | |
| 3 | Is aware of a variety of professional development practices and resources. A. Independent research | | |
| 1, 4 | Interprets data, results, and conclusions from research on teaching practices. | | |
| 1, 4 | Is able to relate data, results, and conclusions from research and/or views, ideas, and debates to a variety of educational situations. | | |
| 1 | Recognizes the role of reflective practice for professional growth. B. Knows a variety of activities that support reflective practice—self and peer assessment | | |

For MA Clinical Psychology students:

Learning Objectives 1 and 2 are aligned with the APA DSK Consumption of Research. Learning Objectives 1, 3, and 4 are aligned with the APA DSK Research Related to Practice.

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

REVIEWED BY
DEPARTMENT CHAIRS: _____ **DATE:** _____

_____ **DATE:** _____

_____ **DATE:** _____



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER PSYC 610 Intervention

3

AND TITLE: Techniques

CREDIT HOURS:

CATALOG DESCRIPTION:

This course builds on theoretical foundations with practical application of scientifically supported methods for promoting adaptive psychological outcomes. Students will gain hands-on experience with strategies derived from cognitive-behavioral, behavioral, motivational, and acceptance-based approaches, including but not limited to: goal setting, self-monitoring, contingency management, behavioral activation, exposure, cognitive restructuring, motivational interviewing, and mindfulness-based practices.

PREREQUISITES: PSYC 510, PSYC 530

COREQUISITES: N/A

LEARNING OBJECTIVES

Students will:

- 1) Competently apply a variety of commonly used psychological intervention techniques (APA Profession-Wide Competency: Intervention).
- 2) Analyze professional psychology situations and synthesize information from other areas of their training (e.g., theory, cognitive and affective bases of behavior) to articulate competent, scientifically defensible rationales for interventions (APA Profession-Wide Competency: Integration of Psychological Science and Practice; Communication and Interpersonal Skills).
- 3) Analyze professional psychology situations, evaluate, and apply ethical considerations in the conduct of psychological intervention (APA Profession-Wide Competency: Ethical and Legal Standards).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

FORM COMPLETED BY
COURSE INSTRUCTOR:

Liam Condon

DATE: 11/12/2025

REVIEWED BY DEPARTMENT
CHAIRPERSON:

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

| | | |
|----------------------|---------------------------------------|------------------------|
| COURSE NUMBER | PSYC 630 Clinical Assessment II: | |
| AND TITLE: | Cognitive and Adaptive Functioning | CREDIT HOURS: 3 |

CATALOG DESCRIPTION:

This course provides students with the opportunity to apply psychometric knowledge in developing assessment skills. Students will learn and practice key measures of cognitive functioning (e.g., intelligence, memory, language, attention, achievement) and adaptive functioning (e.g., independent living skills). Students will learn about various clinical testing questions and approaches and how to integrate these findings with other sources of information.

PREREQUISITES: PSYC 540, PSYC 560

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Evaluate the applicability and psychometric properties of psychological tests, accurately evaluating strengths and limitations of various measures for specific assessment situations and questions (APA Discipline-Specific Knowledge: Psychometrics. Profession-Wide Competency: Ethical and legal standards; Assessment).
- 2) Competently administer, score, and interpret specific psychological tests and communicate those results clearly (APA Discipline-Specific Knowledge: Cognitive Aspects of Behavior. Profession-Wide Competency: Communication and Interpersonal Skills; Assessment).
- 3) Analyze and evaluate the impact of contextual factors such as developmental and cultural variables in psychological testing (APA Discipline-Specific Knowledge: Developmental Aspects of Behavior. Profession-Wide Competency: Individual and Cultural Diversity; Assessment).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | |
|-------------------------------|----------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Mari Clements</u> | DATE: <u>10/28/2025</u> |
| REVIEWED BY DEPARTMENT | | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | DATE: <u>11/12/2025</u> |



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

COURSE NUMBER

AND TITLE:

PSYC 640 Biopsychology

CREDIT HOURS:

3

CATALOG DESCRIPTION:

This course emphasizes neural, genetic, and physiological processes shape psychological functioning. Topics include neuroanatomy and neurophysiology, neurotransmission, brain-behavior relationships, genetics, psychopharmacology, sensory and motor systems, and the biological underpinnings of motivation, emotion, learning, and memory. Students will explore the biological contributions to both normal behavior and mental disorders.

PREREQUISITES: PSYC 520, PSYC 560

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Demonstrate knowledge of basic facts about human physiology with particular focus on nervous system structure and function (APA Discipline-Specific Knowledge: Biological Aspects of Behavior).
- 2) Analyze clinical problems using biological models and integrate those models with other scientifically supported bases of behavior (APA Profession-Wide Competency: Integration of Psychological Science and Practice).
- 3) Evaluate and utilize primary source research literature in the broad subject area of biological bases of behavior (APA Discipline-Specific Knowledge: Consumption of Research) including specialized research methods of biological psychology (APA Discipline-Specific Knowledge: Research Related to Practice).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

Liam Condon

DATE: 11/12/2025

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

**COURSE NUMBER
AND TITLE:**

PSYC 657 Internship I

CREDIT HOURS:

3

CATALOG DESCRIPTION:

A more advanced, post-practicum, supervised fieldwork experience focusing on refinement and enhancement of basic health service psychology skills developed in practicum and elsewhere. Includes secure audio or video recordings and/or live supervision of students' interactions with clients, and introduction to the use of technology that is commonly encountered in health service psychology practice. Students participate in regular, faculty-supervised course section meetings as part of this experience.

PREREQUISITES: PSYC 593

COREQUISITES: None

LEARNING OBJECTIVES

- 1) Students will demonstrate understanding of novice psychological assessment skills (APA Profession-Wide Competency: Assessment) while applying them under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 2) Students will demonstrate understanding of novice psychological intervention skills (APA Profession-Wide Competency: Intervention) while applying them under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 3) Students will demonstrate a novice level analysis of ethical practice situations, evaluate possible courses of action, and apply solutions under the close supervision and evaluation of licensed behavioral healthcare professionals (APA Profession-Wide Competency: Ethical and Legal Standards).
- 4) Students will demonstrate a novice use of scientific methods and research (APA Profession-Wide Competency: Integration of Psychological Science and Practice) while analyzing practice situations, evaluating possible courses of action, and applying those solutions under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 5) Students will demonstrate a novice understanding and application of professional values and attitudes, engage in self-reflection for purposes of professional and personal development, and utilize supervision and other feedback to improve in those areas (APA Profession-Wide Competency: Professional Values and Attitudes).
- 6) Students will demonstrate introductory engagement in additional professional relationships under the supervision of behavioral health professionals, including active engagement in, analysis, and evaluation of in their own supervision (APA Profession-Wide Competency: Supervision).

OTHER RELEVANT INFORMATION:

The expectation is that field experiences will take place in-person in clinical settings providing direct care. The class meeting component of this course is to be delivered online in synchronous format. This is an arranged, credit/no-credit course.

**FORM COMPLETED BY
COURSE INSTRUCTOR:**

Liam Condon

DATE: 11/12/2025

**REVIEWED BY DEPARTMENT
CHAIRPERSON:**

Kaitlin Ensor

DATE: 11/12/2025



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

| | | | |
|---------------------------------|---|----------------------|----------|
| COURSE NUMBER AND TITLE: | PSYC 660 Supervision in Psychology | CREDIT HOURS: | 3 |
|---------------------------------|---|----------------------|----------|

CATALOG DESCRIPTION:

Students will examine the theories, methods, and skills necessary to effectively engage with and eventually become effective supervisors in Psychology. Students will explore the major models of supervision, including developmental, competency-based, and integrative approaches. The course emphasizes the fostering supervisee growth, competence, and professional identity and highlights the ethical, legal, and multicultural dimensions of supervision, including issues of power, evaluation, and dual roles, as well as the responsibilities supervisors hold to clients, trainees, and the profession.

PREREQUISITES: PSYC 510, PSYC 610

COREQUISITES: None

LEARNING OBJECTIVES

Students will:

- 1) Compare and contrast major models, concepts, and requirements for psychological supervision (APA Profession-Wide Competency: Supervision).
- 2) Competently apply primary source research regarding the diverse aspects of behavior to roles and development of supervisor and supervisee (APA Discipline-Specific Knowledge: Consumption of Research).
- 3) Analyze and apply professional values and attitudes, multicultural competent practices, and professional ethics to supervisors and supervisees (APA Profession-Wide Competency: Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values and Attitudes).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | |
|-------------------------------|----------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Liam Condon</u> | DATE: <u>11/12/2025</u> |
| REVIEWED BY DEPARTMENT | | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | DATE: <u>11/12/2025</u> |

| | |
|---|--|
|  <div style="display: inline-block; vertical-align: middle;"> GLENVILLE STATE UNIVERSITY </div> | <h2 style="margin: 0;">COURSE OUTLINE</h2> <p style="margin: 0;">(AA-7/22)</p> |
|---|--|

☒ **New Course**
☐ **Revised Course**

| | | |
|----------------------|-----------------------------------|----------------------|
| COURSE NUMBER | | 3 |
| AND TITLE: | PSYC 670: Advanced Seminar | CREDIT HOURS: |

CATALOG DESCRIPTION:

This course provides an in-depth study of a specific topic related to clinical psychology and related topics. Potential topics include Critical Analysis of Trauma Models, Applied Behavior Analysis, Addiction, History of Psychology, and Multivariate Statistics. The course may be repeated as the topic changes. Students interested in any of the specific topics may inquire directly with the Director of Clinical Training or Department Chair for planned upcoming details.

PREREQUISITES: N/A

COREQUISITES: N/A

LEARNING OBJECTIVES:

Students will:

1. Critique research studies related to the specific topic to demonstrate an understanding of how the research connects to other course content. (APA-Discipline Specific Knowledge: Consumption of Research)
2. Critically evaluate course content to contextualize external clinical practices to improve patient experiences (APA Discipline-Specific Knowledge: Research Related to Practice).
3. Demonstrate the ability to think critically about the seminar topic to formulate informed, reasonable perspectives on the specific issues faced within the study of the topic.

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | |
|---------------------------|----------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Kaitlin Ensor</u> | DATE: <u>10/29/2025</u> |
| REVIEWED BY | | |
| DEPARTMENT | | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | DATE: <u>11/12/25</u> |



COURSE OUTLINE

(AA-7/22)

☒ New Course

☐ Revised Course

| | | |
|----------------------|------------------------------------|----------------------|
| COURSE NUMBER | PSYC 680: Couple and Family | 3 |
| AND TITLE: | Interventions | CREDIT HOURS: |

CATALOG DESCRIPTION:

This course provides students with the opportunity to learn evidence-based practices in the domain of couple and family interventions. Students will explore interventions such as: Parent-Child Interaction Therapy, Family Focused Therapy, Cognitive Behavioral Couples Therapy, and Emotion Focused Therapy, the Marriage Checkup, and Prevention and Relationship Enhancement Program. For each intervention, students will review the literature while developing foundational skills in service delivery.

PREREQUISITES: PSYC 510, PSYC 520, PSYC 530, PSYC 570

COREQUISITES: None

LEARNING OBJECTIVES


Students will:

- 1) Critically evaluate the research evidence for therapeutic approaches (Discipline-Specific Knowledge: Consumption of Research; Research Related to Practice. Profession-Wide Competency: Integration of Psychological Science and Practice).
- 2) Competently deliver interventions to mock couple and family clients (Profession-Wide Competency: Intervention).
- 3) Compare and contrast the likely utility of therapeutic techniques in different clinical scenarios (Discipline-Specific Knowledge: Developmental Aspects of Behavior; Social aspects of behavior. Profession-Wide Competency: Intervention).

OTHER RELEVANT INFORMATION:

This course will be delivered in hybrid format.

| | | | |
|-------------------------------|----------------------|--------------|-------------------|
| FORM COMPLETED BY | | DATE: | |
| COURSE INSTRUCTOR: | <u>Mari Clements</u> | | <u>10/28/2025</u> |
| REVIEWED BY DEPARTMENT | | DATE: | |
| CHAIRPERSON: | <u>Kaitlin Ensor</u> | | <u>11/12/2025</u> |

| | |
|---|------------------------------------|
|  GLENVILLE STATE UNIVERSITY | COURSE OUTLINE (AA-7/22) |
|---|------------------------------------|

☒ **New Course**
☐ **Revised Course**
**COURSE NUMBER
AND TITLE:**
PSYC 697 Internship II
CREDIT HOURS:
3
CATALOG DESCRIPTION:

Additional semester of post-practicum, supervised fieldwork experience focusing on refinement and enhancement of basic health service psychology skills developed in previous professional experiences and elsewhere. Includes secure audio or video recordings and/or live supervision of students' interactions with clients, and introduction to the use of technology that is commonly encountered in health service psychology practice. Students participate in regular, faculty-supervised course section meetings as part of this experience.

PREREQUISITES: PSYC 657

COREQUISITES: None

LEARNING OBJECTIVES

Students will demonstrate

- 1) understanding of advanced beginner psychological assessment skills (APA Profession-Wide Competency: Assessment) while applying them under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 2) understanding of advanced beginner psychological intervention skills (APA Profession-Wide Competency: Intervention) while applying them under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 3) advanced beginner analysis of ethical practice situations, evaluate possible courses of action, and apply solutions under the close supervision and evaluation of licensed behavioral healthcare professionals (APA Profession-Wide Competency: Ethical and Legal Standards).
- 4) advanced beginner ability integration of psychological science and practice (APA Profession-Wide Competency: Integration of Psychological Science and Practice) while analyzing psychological practice situations, evaluating possible courses of action, and applying those solutions under the close supervision and evaluation of licensed behavioral healthcare professionals.
- 5) advanced beginner understanding and application of professional values and attitudes, engage in self-reflection for purposes of professional and personal development, and utilize supervision and other feedback to improve in those areas (APA Profession-Wide Competency: Professional Values and Attitudes).
- 6) novice engagement in additional professional relationships under the supervision of behavioral health professionals, including active engagement in, analysis, and evaluation of in their own

supervision (APA Profession-Wide Competency: Supervision). They will also apply specialized knowledge to the analysis and evaluation of professional situations by contributing to the consultation services provided by behavioral health professionals in their field placement settings, where applicable (APA Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills).

OTHER RELEVANT INFORMATION:

The expectation is that field experiences will take place in-person in clinical settings providing direct care. The class meeting component of this course is to be delivered online in synchronous format. This is an arranged, credit/no-credit course.

| | | |
|---------------------------|--------------------|--------------------------------|
| FORM COMPLETED BY | | |
| COURSE INSTRUCTOR: | <u>Liam Condon</u> | DATE: <u>11/12/2025</u> |
| REVIEWED BY | | |
| DEPARTMENT | | DATE: |
| CHAIRPERSON: | Kaitlin Ensor | 11/12/2025 |

Appendix III Five-Year Projection of Program Size

133CSR11

FORM 1
Page 1 of 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

| | First Year (2026) | Second Year (2027) | Third Year (2028) | Fourth Year (2029) | Fifth Year (2030) |
|--|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| Number of Students Served through Course Offerings of the Program: | | | | | |
| Headcount: | __12__ | __22__ | __22__ | __22__ | __22__ |
| FTE: | __18__ | __28__ | __28__ | __28__ | __28__ |
| Number of student credit hours generated by courses within the program (entire academic year): | __432__ | __672__ | __672__ | __672__ | __672__ |
| Number of Majors: | | | | | |
| Headcount: | __12__ | __22__ | __22__ | __22__ | __22__ |
| FTE majors: | __28__ | __28__ | __28__ | __28__ | __28__ |
| Number of student credit hours generated by majors in the program (entire academic year): | __432__ | __672__ | __672__ | __672__ | __672__ |
| Number of degrees to be granted (annual total): | __0__ | __10__ | __10__ | __10__ | __10__ |

Appendix IV: Form 2
FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

| | 1 st Year 2026-27 | 2 nd Year 2027-28 | 3 rd Year 2028-29 | 4 th Year 2029-30 | 5 th Year 2030-31 |
|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| A. FTE POSITIONS | | | | | |
| 1. Administrators | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 2. Full-time Faculty | 0.5 | 0.5 | 1.0 | 1.0 | 1.0 |
| 3. Adjunct Faculty | 0 | 1.0 | 1.0 | 1.0 | 1.0 |
| 4. Graduate Assistants ¹ | 0.5 | 1.0 | 1.0 | 1.0 | 1.0 |
| 5. Other Professionals | | | | | |
| a. Clerical Workers | 0.25 | 0.50 | 0.50 | 0.50 | 0.50 |
| b. Professionals ² | 0.05 | 0.10 | 0.10 | 0.10 | 0.10 |
| B. OPERATING COSTS | | | | | |
| 1. Personnel Services | | | | | |
| a. Administrators | \$90,000 | \$91,500 | \$93,000 | \$94,500 | \$96,000 |
| b. Full-time Faculty ³ | \$24,000 | \$24,000 | \$60,000 | \$61,500 | \$63,000 |
| c. Adjunct Faculty | \$0 | \$36,000 | \$36,000 | \$36,000 | \$36,000 |
| d. Graduate Assistants | \$12,000 | \$24,000 | \$24,000 | \$24,000 | \$24,000 |
| e. Other Professionals | | | | | |
| i. Clerical Workers | \$10,000 | \$20,750 | \$21,500 | \$22,250 | \$23,000 |
| ii. Professionals | \$500 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| Total Salaries | \$136,500 | \$197,250 | \$235,500 | \$239,250 | \$243,000 |
| 2. Current Expenses | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Repairs and Alterations | \$1,000 | \$500 | \$500 | \$500 | \$500 |
| 4. Equipment | | | | | |
| a. Educational Equipment ⁴ | \$22,900 | \$31,400 | \$24,000 | \$24,000 | \$24,000 |
| b. Library Resources ⁵ | \$300 | \$300 | \$300 | \$300 | \$300 |
| 5. Nonrecurring Expense ⁶ | \$45,000 | | | | |
| Total Costs | \$205,700 | \$201,450 | \$260,300 | \$264,050 | \$267,800 |
| C. SOURCES | | | | | |
| 1. General Fund Appropriations | | | | | |
| <input checked="" type="checkbox"/> Reallocation <input type="checkbox"/> New funds | \$66,000 | \$126,000 | \$126,000 | \$126,000 | \$126,000 |
| 2. Federal Government | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Private and Other | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Tuition and Fees ⁷ | \$203,100 | \$334,482 | \$340,730 | \$340,730 | \$340,730 |
| Total All Sources | \$209,700 | \$460,482 | \$466,730 | \$466,730 | \$466,730 |

¹ Graduate student assistants receive a \$2,000 stipend as well as a 1-course tuition waiver each semester.

² Actors will be used for students' initial therapy and assessment practice.

³ For the first two years, existing Psychology faculty will cover courses as overload. In year three, an additional faculty person will be hired.

⁴ Includes testing materials as well as clinical hours tracking software.

⁵ Includes audiovideo recording equipment and furniture for therapy spaces and Director office.

⁶ The university already subscribes to PsycInfo, PsycArticles, and MEDLINE.

⁷ Includes three years of a planned 2% annual increase in tuition and fees expected to be approved by the university Board of Governors later this month.

Appendix V: Assessment Plan

Appendix V.1. ASSESSMENT PLAN NARRATIVE

The Master of Arts in Clinical Psychology program employs a comprehensive, multi-method assessment system designed to evaluate student attainment of all program learning outcomes through direct, learning-outcome-specific measures. Although some indirect indicators of performance are collected (e.g., course participation scores, supervisor impressions), the program's assessment strategy relies primarily on embedded course assignments and standardized performance evaluations directly measure applied knowledge and skills when indirect indicators are used. Program faculty select or design assignments in each course that align explicitly with learning outcomes, and these artifacts—paired with analytic rubrics housed in Appendix I—serve as the foundation for the program's ongoing assessment process. Grades for entire courses are not used as assessment data; instead, the program extracts outcome-specific information from targeted assignment components that most authentically reflect student learning.

Each learning outcome is assessed in multiple courses across the curriculum. Assessments are typically administered at the end of a major unit or at the conclusion of the course, ensuring that students have sufficient exposure to relevant foundational and applied material before evaluation. Rubrics include outcome-specific criteria, generally requiring students to earn scores of ≥ 3 on a 5-point scale, or to achieve a letter grade of C or better, depending on the assignment structure. For practicum and internship courses, standardized American Psychological Association Benchmarks Evaluation forms are utilized, with required competency thresholds for rating scales specific to each outcome domain.

Appendix V.2. MATRIX OF LEARNING OUTCOMES AND COURSES

Program objectives in the following matrix are coded based on the following guide. American Psychological Association Discipline Specific Knowledge domains are listed A-H whereas their Profession-Wide Competencies are listed 1-9.

- | | |
|---------------------------------------|---|
| A) Affective aspects of behavior. | 1) Integration of psychological science and practice. |
| B) Biological aspects of behavior. | 2) Ethical and legal standards. |
| C) Cognitive aspects of behavior. | 3) Individual and cultural diversity. |
| D) Developmental aspects of behavior. | 4) Professional values and attitudes. |
| E) Social aspects of behavior. | 5) Communication and interpersonal skills. |
| F) Consumption of research. | 6) Assessment. |
| G) Research related to practice. | 7) Intervention. |
| H) Psychometrics. | 8) Supervision. |
| | 9) Consultation and interprofessional/interdisciplinary skills. |

| Course | A | B | C | D | E | F | G | H | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|
| STAT 500 Statistics in Psychology | | | | | | | X | | X | | | | | | | | |
| PSYC 510 Ethics in Psychology | | | | | | | | | | X | X | X | | | | X | |
| PSYC 520 Developmental Psychology | | | | X | | | | | X | | X | | X | X | X | | |
| PSYC 530 Psychopathology | X | X | X | X | X | X | X | | | | | | | | | | |
| PSYC 540 Psychometrics | | | | | | | | X | X | | X | | | X | | | |
| PSYC 550 Multicultural Psychology | | | | | X | | | | X | | X | | | | | | |
| PSYC 560 Cognitive and Affective Bases of Behavior | X | X | X | | | X | | | | | | | | | X | | |
| PSYC 570 Theories of Behavior Change | | | | | | X | X | | X | | X | | | | | | |
| PSYC 580 Social Psychology | | | | | X | X | | | | | | | | | | | X |
| PSYC 593 Practicum | | | | | | | | | X | X | | | | X | X | | |
| PSYC 600 Clinical Assessment I | | | | X | | | | X | | | X | | | X | | | |
| PSYC 610 Intervention Techniques | | | | | | | | | | X | X | | X | | X | | |
| STAT 600 Research Methods | | | | | | | | | | | | | | | | | |
| PSYC 630 Clinical Assessment II | | | X | X | | | | X | | X | X | | X | X | | | |
| PSYC 640 Biopsychology | | X | | | | X | X | | X | | | | | | | | |
| PSYC 657 Internship I | | | | | | | | | X | X | | X | | X | X | X | |
| PSYC 660 Supervision in Psychology* | | | | | | X | | | | X | X | X | | | | X | |
| PSYC 670 Advanced Seminar | # | # | # | # | # | # | # | # | # | # | # | # | # | # | # | # | # |
| PSYC 680 Couple & Family Intervention | | | | X | X | X | X | | X | | | | | | X | | |
| PSYC 697 Internship II | | | | | | | | | X | X | | X | | X | X | X | X |
| Total Representation | 2 | 3 | 3 | 5 | 4 | 7 | 5 | 3 | 10 | 7 | 9 | 4 | 3 | 7 | 7 | 4 | 2 |

**Coursework in supervision is not listed as a condition of initial WV psychologist licensure; however, coursework in supervision supports the graduate's ability to become an approved psychologist supervisor in WV following 2 years of independent, ethical practice.*

#Advanced seminar content is subject to change, and although all seminars are expected to cover one or more program objective the specific categories will vary based on the specific year's course.

Appendix V.3. ASSESSMENTS OF LEARNING OUTCOMES

Identify which courses address each Learning Outcome, the assignment(s), and the Assessment(s). Indicate level of learning. Adjust the table as necessary to include courses, assignments, and assessments for each objective.

| Learning Outcomes | Where/how Assessed |
|--|---|
| Affective aspects of behavior | Course: PSYC 530 Psychopathology Assignment: Term paper Assessment: Term paper rubric affective aspects section ≥ 3 Course: PSYC 560 Cognitive and Affective Bases of Behavior Assignment: Mid-term exam. Assessment: Letter grade $\geq B$ on mid-term exam |
| Biological aspects of behavior | Course: PSYC 530 Psychopathology Assignment: Term paper Assessment: Term paper rubric biological aspects section ≥ 3 Course: PSYC 640 Biopsychology Assignment: Weekly reflection paper Assessment: Average letter grade across papers $\geq B$ |
| Cognitive aspects of behavior | Course: PSYC 530 Psychopathology Assignment: Term paper Assessment: Term paper rubric cognitive aspects section ≥ 3 Course: PSYC 560 Cognitive and Affective Bases of Behavior Assignment: Final exam Assessment: Letter grade $\geq B$ on mid-term exam Course: PSYC 630 Clinical Assessment II Assignment: Mock interpretive report Assessment: Mock report rubric cognitive conceptualization section ≥ 3 |
| Developmental aspects of behavior | Course: PSYC 520 Developmental Psychology Assignment: Term paper Assessment: Term paper grade $\geq B$ Course: PSYC 530 Psychopathology Assignment: Term paper Assessment: Term paper rubric developmental aspects section > 3 Course: PSYC 600 Clinical Assessment I Assignment: Mock interpretive report Assessment: Mock report rubric developmental history section ≥ 3 Course: PSYC 630 Clinical Assessment II Assignment: Mock interpretive report Assessment: Mock report rubric developmental history section ≥ 3 Course: PSYC 680 Couple and Family Intervention Assignment: Therapy role-play Assessment: Role-play rubric developmental appropriateness section ≥ 3 |
| Social aspects of behavior | Course: PSYC 530 Psychopathology Assignment: Term paper Assessment: Term paper rubric social aspects section ≥ 3 Course: PSYC 550 Multicultural Psychology Assignment: Reflection papers Assessment: Average letter grade across papers $\geq B$ Course: PSYC 580 Social Psychology Assignment: Discussion facilitation Assessment: Discussion facilitation rubric average score ≥ 3 Course: PSYC 680 Couple and Family Intervention Assignment: Therapy role-play Assessment: Role-play rubric social aspects section ≥ 3 |

Consumption of Research

Course: PSYC 530 Psychopathology
 Assignment: Term paper
 Assessment: Term paper rubric consumption of research section ≥ 3
 Course: PSYC 570 Theories of Behavior Change
 Assignment: Term paper
 Assessment: Term paper rubric literature review and hypotheses sections average ratings ≥ 3
 Course: PSYC 580 Social Psychology
 Assignment: Discussion facilitation
 Assessment: Discussion facilitation rubric consumption of research section score ≥ 3
 Course: PSYC 640 Biopsychology
 Assignment: Weekly reflection papers
 Assessment: Weekly reflection paper rubric consumption of research section average score ≥ 3
 Course: PSYC 660 Supervision in Psychology
 Assignment: Mid-term Models of Supervision Paper
 Assessment: Models of supervision paper rubric consumption of research section ≥ 3
 Course: PSYC 680 Couple and Family Intervention
 Assignment: Weekly discussion
 Assessment: Instructor final grade for consumption of research section of course discussion participation rubric ≥ 3
 Course: STAT 600 Research Methods
 Assignment: Article Review
 Assessment: Instructor final grade for consumption of research section of the Article Review rubric ≥ 3
 Course: PSYC 560 Cognitive and Affective Bases of Behavior
 Assignment: Applied research paper
 Assessment: Applied research paper rubric consumption of research section score ≥ 3

Research related to practice

Course: STAT 500 Statistics in Psychology
 Assignment: Research proposal
 Assessment: Research proposal rubric clinical outcome measure section ≥ 3
 Course: PSYC 530 Psychopathology
 Assignment: Term paper
 Assessment: Term paper rubric research related to practice section > 3
 Course: PSYC 570 Theories of Behavior Change
 Assignment: Weekly discussion
 Assessment: Instructor final grade for consumption of research section of course discussion participation rubric ≥ 3
 Course: PSYC 640 Biopsychology
 Assignment: Weekly reflection papers
 Assessment: Weekly reflection paper rubric research related to practice section average score ≥ 3
 Course: PSYC 680 Couple and Family Intervention
 Assignment: Therapy role-play
 Assessment: Role-play rubric research related to practice section ≥ 3
 Course: STAT 600 Research Methods
 Assignment: Research Proposal
 Assessment: Final research proposal project final grade $\geq B$

Psychometrics

Course: PSYC 540 Psychometrics
 Assignment: Final Exam
 Assessment: Cumulative final exam letter grade $\geq B$
 Course: PSYC 600 Clinical Assessment I
 Assignment: Mid-term review paper
 Assessment: Review paper rubric psychometric evaluation review section ≥ 3
 Course: PSYC 630 Clinical Assessment II

Integration of psychological science and practice

Assignment: Mid-term review paper
 Assessment: Review paper rubric psychometric evaluation review section ≥ 3
 Course: STAT 500 Statistics in Psychology
 Assignment: Examinations
 Assessment: Average percentage of conceptual test items across 4 exams $\geq 80\%$
 Course: PSYC 520 Developmental Psychology
 Assignment: Term paper
 Assessment: Term paper rubric integration of psychological science and practice section ≥ 3
 Course: PSYC 540 Psychometrics
 Assignment: Test development paper
 Assessment: Test development paper final letter grade $\geq 80\%$
 Course: PSYC 550 Multicultural Psychology
 Assignment: Reflection papers
 Assessment: Average reflection paper rubric integration of science and practice section rating ≥ 3 across all papers.
 Course: PSYC 570 Theories of Behavior Change
 Assignment: Term paper
 Assessment: Term paper rubric research design section average ratings ≥ 3
 Course: PSYC 593 Practicum
 Assignment: Practicum faculty supervisor final ratings
 Assessment: Practicum faculty supervisor average final ratings ≥ 3 on the Readiness for Internship Scale of the Relationships section on the Benchmarks Evaluation form
 Course: PSYC 640 Biopsychology
 Assignment: Weekly reflection paper
 Assessment: Weekly reflection paper rubric integration of science and practice section average score ≥ 3
 Course: PSYC 657 Internship I
 Assignment: Supervisor's Internship I ratings.
 Assessment: Final Internship I faculty supervisor average rating >2 for Sections III and 8 on the Readiness for Entry to Practice scale of the Benchmarks Evaluation form.
 Course: PSYC 680 Couple and Family Intervention
 Assignment: Weekly discussion
 Assessment: Instructor final grade for consumption of research section of course discussion participation rubric ≥ 3
 Course: PSYC 697 Internship II
 Assignment: Supervisor's Internship II ratings.
 Assessment: Final Internship II faculty supervisor average rating ≥ 3 for Sections III and 8 on the Readiness for Entry to Practice scale of the Benchmarks Evaluation form.
 Course: PSYC 510 Ethics in Psychology
 Assignment: Mid-term exam
 Assessment: Mid-term exam letter grade $\geq B$
 Course: PSYC 593 Practicum
 Assignment: Practicum faculty supervisor final ratings
 Assessment: Practicum faculty supervisor final average rating ≥ 3 on the Readiness for Internship scale of the Ethics Sections on the Benchmarks Evaluation rating form.
 Course: PSYC 610 Intervention Techniques
 Assignment: Oral exam
 Assessment: Oral exam rubric ethics section ≥ 3
 Course: PSYC 630 Clinical Assessment II
 Assignment: Mid-term review paper
 Assessment: Review paper rubric ethical and legal considerations section ≥ 3
 Course: PSYC 657 Internship I
 Assignment: Supervisor's Internship I evaluations.

Ethical and legal standards

Individual and cultural diversity

Assessment: Internship I faculty supervisor final average rating ≥ 2 on the Readiness for Entry to Practice scale of the Ethics Sections on the Benchmarks Evaluation rating form.

Course: PSYC 660 Supervision in Psychology

Assignment: Weekly discussion

Assessment: Instructor final grade for ethical and legal section of course discussion participation rubric ≥ 3

Course: PSYC 697 Internship II

Assignment: Supervisor's Internship II evaluations.

Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Ethics section on the Benchmarks Evaluation rating form.

Course: PSYC 510 Ethics in Psychology

Assignment: Weekly discussion

Assessment: Instructor final grade for individual and cultural diversity section of course discussion participation rubric ≥ 3

Course: PSYC 520 Developmental Psychology

Assignment: Term paper

Assessment: Term paper rubric individual and cultural diversity section ≥ 3

Course: PSYC 540 Psychometrics

Assignment: Test development paper

Assessment: Test development paper rubric individual and cultural diversity section rating ≥ 3

Course: PSYC 550 Multicultural Psychology

Assignment: Term paper

Assessment: Self-reflection term paper final letter grade $\geq B$

Course: PSYC 570 Theories of Behavior Change

Assignment: Term paper

Assessment: Term paper rubric individual and cultural diversity section average ratings ≥ 3

Course: PSYC 600 Clinical Assessment I

Assignment: Mock interpretive report

Assessment: Mock report rubric individual and cultural diversity considerations section ≥ 3

Course: PSYC 610 Intervention Techniques

Assignment: Weekly discussion

Assessment: Instructor final grade for individual and cultural diversity section of course discussion participation rubric > 3

Course: PSYC 630 Clinical Assessment II

Assignment: Mock interpretive report

Assessment: Mock report rubric individual and cultural diversity considerations section ≥ 3

Course: PSYC 660 Supervision in Psychology

Assignment: Mock supervision plan

Assessment: Mock supervision plan rubric individual and cultural diversity section ≥ 3

Course: PSYC 697 Internship II

Assignment: Supervisor's Internship II evaluations.

Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Individual and Cultural Diversity sections on the Benchmarks Evaluation rating form.

Course: PSYC Ethics in Psychology

Assignment: Weekly discussion

Assessment: Instructor final grade for Professional Values and Attitudes section of course discussion participation rubric > 3

Course: PSYC 657 Internship I

Assignment: Supervisor's Internship I evaluations.

Assessment: Internship I faculty supervisor final average Rating ≥ 2 on the Readiness for Entry to Practice scale of the Professional Values and Attitudes sections on the Benchmarks Evaluation rating form.

Professional values and attitudes

Communication and interpersonal skills

Course: PSYC 660 Supervision in Psychology
 Assignment: Weekly discussion
 Assessment: Instructor final grade for Professional Values and Attitudes section of course discussion participation rubric ≥ 3
 Course: PSYC 697 Internship II
 Assignment: Supervisor's Internship II evaluations.
 Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Professional Values and Attitudes sections on the Benchmarks Evaluation rating form.

Assessment

Course: PSYC 520 Developmental Psychology
 Assignment: Term paper
 Assessment: Term paper rubric Communication and Interpersonal Skills section ≥ 3
 Course: PSYC 610 Intervention Techniques
 Assignment: Oral exam
 Assessment: Oral exam rubric Communication and Interpersonal Skills section ≥ 3
 Course: PSYC 630 Clinical Assessment II
 Assignment: Mock interpretive report
 Assessment: Mock report rubric Feedback section ≥ 3
 Course: PSYC 520 Developmental Psychology
 Assignment: Term paper
 Assessment: Term paper rubric Assessment section ≥ 3
 Course: PSYC 540 Psychometrics
 Assignment: Test development paper
 Assessment: Test development paper final letter grade $\geq 80\%$
 Course: PSYC 593 Practicum
 Assignment: Practicum faculty supervisor final ratings
 Assessment: Practicum faculty supervisor average final ratings ≥ 3 on the Readiness for Internship Scale of the Assessment section on the Benchmarks Evaluation form
 Course: PSYC 600 Clinical Assessment I
 Assignment: Live observation
 Assessment: Live observation final grade $\geq 80\%$
 Course: PSYC 630 Clinical Assessment II
 Assignment: Live observation
 Assessment: Live observation final grade $\geq 80\%$
 Course: PSYC 657 Internship I
 Assignment: Supervisor's Internship I evaluations.
 Assessment: Internship I faculty supervisor final average Rating ≥ 2 on the Readiness for Entry to Practice scale of the Assessment section on the Benchmarks Evaluation rating form.
 Course: PSYC 697 Internship II
 Assignment: Supervisor's Internship II evaluations.
 Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Assessment section on the Benchmarks Evaluation rating form.

Intervention

Course: PSYC 520 Developmental Psychology
 Assignment: Term paper
 Assessment: Term paper rubric Intervention section ≥ 3
 Course: PSYC 593 Practicum
 Assignment: Practicum faculty supervisor final ratings
 Assessment: Practicum faculty supervisor average final ratings ≥ 3 on the Readiness for Internship Scale of the Intervention section on the Benchmarks Evaluation form
 Course: PSYC 610 Intervention Techniques
 Assignment: Oral exam
 Assessment: Oral exam rubric Intervention Fidelity section ≥ 3
 Course: PSYC 657 Internship I
 Assignment: Supervisor's Internship I evaluations.

Supervision

Assessment: Internship I faculty supervisor final average Rating ≥ 2 on the Readiness for Entry to Practice scale of the Intervention section on the Benchmarks Evaluation rating form.

Course: PSYC 680 Couple and Family Intervention

Assignment: Therapy role-play

Assessment: Role-play rubric Intervention Fidelity section ≥ 3

Course: PSYC 697 Internship II

Assignment: Supervisor's Internship II evaluations.

Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Intervention section on the Benchmarks Evaluation rating form.

Course: PSYC 560 Cognitive and Affective Bases of Behavior

Assignment: Applied research paper

Assessment: Applied research paper rubric intervention section score ≥ 3

Course: PSYC Ethics in Psychology

Assignment: Weekly discussion

Assessment: Instructor final grade for Use and Conduct of Supervision section of course discussion participation rubric > 3

Course: PSYC 657 Internship I

Assignment: Supervisor's Internship I evaluations.

Assessment: Internship I faculty supervisor final average Rating ≥ 2 on the Readiness for Entry to Practice scale of the Supervision section on the Benchmarks Evaluation rating form.

Course: PSYC 660 Supervision in Psychology

Assignment: Mock supervision plan

Assessment: Mock supervision plan rubric average final rating across all sections ≥ 3

Course: PSYC 697 Internship II

Assignment: Supervisor's Internship II evaluations.

Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Supervision section on the Benchmarks Evaluation rating form.

Consultation and interprofessional/interdisciplinary skills

Course: PSYC 697 Internship II

Assignment: Supervisor's Internship II evaluations.

Assessment: Internship II faculty supervisor final average Rating ≥ 3 on the Readiness for Entry to Practice scale of the Consultation and Interprofessional/Interdisciplinary Skills section on the Benchmarks Evaluation rating form.

Course: PSYC 580 Social Psychology

Assignment: Professional consultation service proposal

Assessment: Professional consultation service proposal rubric consultation and interprofessional/interdisciplinary skills section rating ≥ 3 .

APPENDIX V.4.: ASSIGNMENTS AND ASSESSMENTS

The assignment rubrics in this section of the example assessment report were generated with the help of large language model artificial intelligence. The rubrics were reviewed by program faculty and edited where the draft documents, developed for illustrative purposes only, deviated significantly from the type of assignments faculty plan to use to measure assessment outcomes. Any rubrics taken from this section and used for learning outcome assessment will be revised by course faculty and edited to allow for improved matching with instructor and program goals. The Benchmarks rating forms are reproductions from American Psychological Association authored forms and were not edited by the program planners other than automatic re-formatting to portrait orientation from their original landscape format.

STAT 500 – Statistics in Psychology: Rubrics

Research Proposal – Learning Outcome: Research Related to Practice

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|------------------------------|--|---|---|---|--|---|
| Research Related to Practice | No justification of outcome measures; no link to research question; criterion not addressed. | Outcome measures poorly chosen or unrelated; no rationale; major conceptual errors. | Some relevant measures identified but justification weak or incomplete; limited connection to literature. | Appropriate measures selected with adequate rationale; alignment with research question is clear. | Strong justification; measures well-supported by literature; clear methodological reasoning. | Rigorous, evidence-based justification; strong alignment with research aims; demonstrates advanced methodological sophistication. |

Examinations – Learning Outcome: Integration of Psychological Science and Practice

| Learning Outcome | <70% | 70–79% | 80–89% | 90–100% |
|---|--|--|---|---|
| Integration of Psychological Science and Practice | Insufficient conceptual understanding; major errors in interpretation; does not meet expectations. | Basic conceptual accuracy; some gaps or misunderstandings. | Strong conceptual reasoning with minor errors; demonstrates solid integration of scientific principles. | Exceptional conceptual mastery; accurate interpretation and strong integration of psychological science with applied reasoning. |

PSYC 510 – Ethics in Psychology: Rubrics (Landscape Format)

Midterm Exam – Learning Outcome: Ethical & Legal Standards

| Learning Outcome | F | D | C | B | A |
|---------------------------|--|---|---|--|---|
| Ethical & Legal Standards | Major misunderstandings of APA Ethics Code; unsafe or unethical conclusions. | Significant errors; identifies some ethical issues incorrectly; inconsistent reasoning. | Basic competence; identifies core issues; some superficial reasoning; occasional omissions. | Strong understanding; accurate application; minor lapses in nuance or depth. | Exceptional mastery; nuanced ethical reasoning; integrates standards and case factors flawlessly. |

Weekly Discussion – Multi-Outcome Rubric

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---------------------------------|--|---|--|---|---|---|
| Individual & Cultural Diversity | No contribution addressing cultural issues. | Shows misunderstanding or bias; lacks awareness. | Superficial culture references; limited accuracy. | Accurate basic analysis; engages adequately. | Strong use of cultural theory; respectful, supported contributions. | Advanced cultural humility and reflexivity; integrates scholarship and deep insight. |
| Use & Conduct of Supervision | No evidence of supervision concepts. | Misunderstands supervision principles. | Limited or inconsistent knowledge; partially incorrect application. | Basic accuracy; applies core concepts correctly in simple scenarios. | Strong grasp; accurate application; thoughtful peer engagement. | Advanced insight; applies models rigorously; integrates ethical and developmental sophistication. |
| Professional Values & Attitudes | Behavior contrary to professional standards; unprofessional or dismissive. | Significant lapses in professionalism; disregards feedback. | Inconsistent professionalism; limited preparation or responsibility. | Meets expectations; communicates respectfully; adequate responsibility. | Strong professionalism, reliability, respectful engagement. | Models high professionalism, accountability, maturity; highly constructive engagement. |

PSYC 520 – Developmental Psychology: Rubrics (Landscape Format)

Term Paper – Learning Outcome: Developmental Aspects of Behavior (Letter Grade Scale)

| Learning Outcome | F | D | C | B | A |
|-----------------------------------|---|--|---|--|--|
| Developmental Aspects of Behavior | Major conceptual errors; misunderstand developmental theory; arguments unsupported. | Limited understanding; inconsistent application of developmental concepts. | Basic competence; generally correct use of developmental theory; occasional inaccuracies. | Strong analysis; accurate application; good integration of developmental evidence. | Exceptional synthesis; deep insight into developmental theory and research; highly coherent application. |

Term Paper – Multiple Learning Outcomes (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---|---------------------------------------|---|--|---|---|---|
| Individual & Cultural Diversity | No cultural considerations included. | Demonstrates misunderstanding or bias. | Superficial or incomplete cultural analysis. | Accurate but basic discussion of relevant cultural variables. | Strong integration of cultural theory and perspectives. | Sophisticated cultural humility and insight; excellent integration into analysis. |
| Integration of Psychological Science & Practice | No integration of empirical evidence. | Incorrect or inappropriate application of research. | Minimal evidence cited; weak connection to practice. | Adequate integration of research with practical implications. | Strong evidence-based reasoning with clear application. | Exceptional integration of science and practice; advanced evidence-based argumentation. |

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|--------------------------------------|---|--|---|--|--|--|
| Communication & Interpersonal Skills | Writing unclear or disorganized; meaning difficult to follow. | Frequent clarity issues; weak structure. | Some clarity; structure inconsistent. | Clear writing; organization supports understanding. | Well-structured, highly coherent writing. | Exceptionally clear, polished, professional communication. |
| Assessment | No assessment concepts referenced. | Incorrect or irrelevant assessment applications. | Limited assessment knowledge demonstrated. | Basic but accurate integration of assessment concepts. | Strong application of assessment principles. | Exceptional use of assessment reasoning; highly accurate and well-integrated. |
| Intervention | No intervention principles referenced. | Incorrect or inappropriate intervention reasoning. | Minimal or superficial intervention discussion. | Adequate integration of intervention concepts. | Strong grasp of intervention strategies. | Sophisticated application of intervention theory; highly accurate and nuanced. |

PSYC 530 – Psychopathology: Rubrics (Landscape Format)
Term Paper – Multi-Outcome Rubric (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-----------------------------------|---|---|--|---|---|--|
| Affective Aspects of Behavior | No discussion of affective symptoms or processes. | Incorrect or irrelevant application of affective concepts. | Superficial or partially correct description of emotional functioning. | Adequate use of affective theory to analyze symptoms or cases. | Strong integration of affective research with applied analysis. | Sophisticated understanding; integrates theory, research, and nuanced clinical implications. |
| Biological Aspects of Behavior | No biological factors discussed. | Biological explanations incorrect or highly oversimplified. | Limited or superficial biological analysis. | Correct identification of biological contributors; basic integration. | Strong synthesis of biological models with psychopathology. | Advanced integration of neuroscience, genetic, and physiological mechanisms. |
| Cognitive Aspects of Behavior | No cognitive mechanisms referenced. | Misunderstands core cognitive concepts. | Basic but incomplete cognitive analysis. | Accurate application of cognitive models. | Strong integration of cognitive science with clinical observations. | Exceptional synthesis of cognitive processes, distortions, and intervention relevance. |
| Developmental Aspects of Behavior | No developmental perspective applied. | Developmental concepts misused or inaccurate. | Superficial developmental analysis. | Correct application of developmental theory. | Strong grasp of lifespan developmental processes influencing psychopathology. | Highly nuanced developmental formulation integrating multiple systems. |

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|------------------------------|--|---|--|--|--|---|
| Social Aspects of Behavior | No social factors mentioned. | Incorrect or irrelevant social analysis. | Minimal discussion of interpersonal or societal factors. | Appropriate use of social/relational theory. | Strong connection between social context and symptoms. | Sophisticated multisystem social formulation with cultural context. |
| Consumption of Research | No evidence cited. | Uses research incorrectly or irrelevantly. | Minimal or weak evidence integration. | Basic integration of empirical studies. | Strong, accurate use of empirical literature. | Exceptional evidence-based reasoning and synthesis across multiple studies. |
| Research Related to Practice | No practice-relevant research integration. | Incorrect application of research to practice settings. | Weak or incomplete discussion of applied research relevance. | Accurate basic integration of research with clinical implications. | Strong evidence-informed practice reasoning. | Expert-level integration of research and practice recommendations. |

PSYC 540 – Psychometrics: Rubrics

Final Exam – Learning Outcome: Psychometrics (Letter Grade Scale)

| Learning Outcome | F | D | C | B | A |
|------------------|---|---|--|--|---|
| Psychometrics | Fails to demonstrate understanding of reliability, validity, norms, or test construction; major errors. | Limited, inconsistent understanding; frequent inaccuracies in interpreting psychometric concepts. | Basic competence; correct on core ideas but lacks depth or nuance. | Strong grasp of major psychometric principles; accurate application with minor gaps. | Exceptional mastery of psychometric theory; highly accurate interpretation and application. |

Test Development Paper – Multi-Outcome Rubric (Mixed Scales)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---|--|--|---|---|---|--|
| Individual & Cultural Diversity | No cultural considerations in test design. | Cultural issues misunderstood or dismissed. | Minimal or superficial attention to cultural fairness. | Basic but accurate analysis of diversity implications. | Strong integration of cultural theory into test design decisions. | Sophisticated, well-supported cultural adaptation and fairness analysis. |
| Integration of Psychological Science & Practice | No research cited; no link to practice. | Incorrect use of evidence; poor linkage to applied testing. | Superficial or incomplete use of research in applied decisions. | Adequate integration of empirical evidence with applied test development. | Strong evidence-based justification for test design choices. | Exceptional synthesis of science and practice; advanced reasoning. |
| Assessment | No clear connection to assessment principles or usage. | Incorrect or missing assessment foundations; fails to meet expectations. | Basic understanding with notable errors; minimal application. | Solid foundational competence; mostly accurate. | Strong mastery of assessment principles; accurate, well-supported work. | Exceptional mastery of assessment principles with unusually well-supported work. |

PSYC 550 – Multicultural Psychology: Rubrics**Reflection Papers – Learning Outcome: Integration of Psychological Science & Practice (0–5 Scale)**

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---|---|---|---|--|--|--|
| Integration of Psychological Science & Practice | No evidence cited; no connection to multicultural practice. | Incorrect or irrelevant application of research to multicultural issues. | Minimal integration; weak connection between research and practice. | Basic but accurate integration of research with multicultural reflections. | Strong evidence-supported reflections with clear practice relevance. | Exceptional synthesis of research and cultural practice; advanced insight. |
| Social Aspects of Behavior | No meaningful discussion of social or contextual variables. | Limited or inaccurate references to social influences; superficial treatment. | Minimal reference to the social influences on behavior. | Basic but adequate but discussion of interpersonal or contextual factors. | Strong analysis of social dynamics with relevant examples. | Exceptional integration of social theory, context, and multicultural dynamics. |

Term Paper – Learning Outcome: Individual & Cultural Diversity (Letter Grade Scale)

| Learning Outcome | F | D | C | B | A |
|---------------------------------|---|--|---|--|--|
| Individual & Cultural Diversity | Fails to address cultural identity or diversity; major conceptual errors. | Limited or inconsistent understanding of cultural variables. | Basic discussion of diversity; generally accurate with limited depth. | Strong, well-supported cultural analysis with clear application. | Exceptional cultural insight; sophisticated self-reflection and integration. |

PSYC 560 – Cognitive and Affective Bases of Behavior: Rubrics (Landscape Format)**Mid-term Exam – Learning Outcome: Affective Aspects of Behavior (Letter Grade Scale)**

| Learning Outcome | F | D | C | B | A |
|-------------------------------|--|---|---|--|---|
| Affective Aspects of Behavior | No accurate reference to affective processes; major conceptual errors. | Limited understanding; inconsistent or partially incorrect affective interpretations. | Basic competence with affective theory; generally accurate but lacks depth. | Strong understanding of affective mechanisms; accurate application to exam material. | Exceptional mastery of affective science; nuanced, precise discussion across all items. |

Applied Research Paper – Multi-Outcome Rubric (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------|---|--|--|---|--|--|
| Consumption of research | No evidence cited; no research referenced or cited. | Incorrect or irrelevant demonstration of research knowledge. | Minimally meaningful analysis and use of primary source materials. | Basic and accurate analysis and application of primary source research. | Strong evidence-supported analysis and application of primary source research. | Exceptional analysis, synthesis of research, and application of primary source research. |

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|------------------|--|--|--|--|---|---|
| Intervention | No connection to applied intervention. | Incorrect or irrelevant connection to applied intervention | Minimally meaningful connection of research to applied intervention. | Basic and accurate connection of research to applied intervention. | Strong evidence-supported connection of research to applied intervention. | Exceptional analysis, synthesis and connection of research to applied intervention. |

Final Exam – Learning Outcome: Cognitive Aspects of Behavior (Letter Grade Scale)

| Learning Outcome | F | D | C | B | A |
|-------------------------------|---|---|--|---|---|
| Cognitive Aspects of Behavior | Incorrect or missing application of cognitive constructs; fails to meet expectations. | Limited or inconsistent grasp of cognitive theory; frequent errors. | Basic comprehension of cognitive processes; mostly correct but limited analysis. | Strong application of cognitive theory; clear and accurate reasoning. | Outstanding synthesis of cognitive principles; highly accurate, integrated responses. |

PSYC 570 – Theories of Behavior Change: Rubrics (Landscape Format)

Term Paper – Multi-Outcome Rubric (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---|---|---|--|--|---|---|
| Consumption of Research | No empirical sources used or cited. | Uses research incorrectly or irrelevantly. | Some relevant studies referenced but weak integration. | Adequate connection between empirical research and behavior change theory. | Strong, accurate application of research literature. | Exceptional synthesis of empirical evidence with advanced analytical insight. |
| Individual & Cultural Diversity | No diversity considerations included. | Incorrect or biased interpretations; inaccurate cultural reasoning. | Limited or superficial cultural analysis. | Accurate but basic discussion of how cultural factors influence behavior change. | Strong integration of diversity literature; detailed application. | Sophisticated, culturally grounded formulation of behavior change processes. |
| Integration of Psychological Science & Practice | No linkage between theory, research, and applied practice. | Incorrect or irrelevant application of science to practice. | Weak or incomplete integration of evidence into applied recommendations. | Adequate application of theory and evidence to practice contexts. | Strong, accurate evidence-based reasoning. | Exceptional integration of research, theory, and practice implications. |
| Research Related to Practice | Does not relate research findings to practical intervention planning. | Misinterprets research or applies findings incorrectly. | Minimally connects research to applied behavior change strategies. | Makes accurate, basic connections between research and practice. | Strong applied reasoning grounded in research evidence. | Advanced, clinically meaningful integration of research into applied recommendations. |

Weekly Discussion – Learning Outcome: Consumption of Research (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------|---|--|--|--|--|---|
| Consumption of Research | No research discussed; contributions unrelated to evidence. | Misinterprets or inaccurately references research. | Minimal or partially correct reference to research literature. | Basic but accurate research-based contributions. | Strong integration of research findings into discussion. | Sophisticated, well-supported use of empirical literature; advances discussion significantly. |

PSYC 580 – Social Psychology: Rubrics**Discussion Facilitation – Multi-Outcome Rubric (0–5 Scale)**

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|----------------------------|--|--|---|--|--|---|
| Social Aspects of Behavior | No reference to social variables; facilitation unrelated to interpersonal or group dynamics. | Misunderstands key social principles; inaccurate or misleading discussion. | Superficial treatment of social context; limited or partially correct facilitation. | Accurate and relevant discussion of social dynamics; adequately facilitates interaction. | Strong integration of social theory; promotes insightful group dialogue. | Sophisticated application of social principles; facilitates deep, theory-driven discussion with excellent engagement. |
| Consumption of Research | No research referenced; contributions purely opinion-based. | Incorrect or irrelevant use of research literature. | Minimal or weak integration of empirical evidence. | Adequate use of research to support facilitation points. | Strong, accurate integration of relevant empirical findings. | Exceptional synthesis of multiple research sources; elevates group understanding through evidence-based facilitation. |

Professional Consultation Service Proposal – Learning Outcome: Consultation & Interprofessional/Interdisciplinary Skills (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---|--|--|--|--|---|---|
| Consultation & Interprofessional/Interdisciplinary Skills | No demonstration of consultation principles; proposal incomplete or off-topic. | Misunderstands consultation roles; weak or inaccurate conceptualization. | Basic outline of consultation process but lacking clarity or accuracy. | Competent application of consultation frameworks with clear interdisciplinary relevance. | Strong, well-structured consultation plan; integrates interprofessional theory effectively. | Exceptional consultation conceptualization; demonstrates advanced interprofessional competence and systems-level insight. |

PSYC 600 – Clinical Assessment I: Rubrics**Live Observation – Learning Outcome: Assessment (% Scale)**

| Learning Outcome | <70% | 70–79% | 80–89% | 90–100% |
|------------------|--|--|--|--|
| Assessment | Fails to demonstrate adequate assessment skills; major errors in procedures or interpretation. | Basic but inconsistent skills; several errors; limited clinical utility. | Solid assessment competence with mostly accurate procedures and interpretations. | High-level accuracy and professionalism; demonstrates strong assessment mastery. |

Mock Interpretive Report – Multi-Outcome Rubric (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---------------------------------|--|--|--|---|---|---|
| Developmental History | No developmental information; missing or irrelevant content. | Major gaps; incorrect interpretations of developmental data. | Basic but incomplete developmental analysis. | Accurate developmental formulation with adequate detail. | Well-integrated developmental synthesis with strong evidence. | Sophisticated lifespan formulation with nuanced, multidimensional reasoning. |
| Individual & Cultural Diversity | No cultural factors considered. | Misinterprets or ignores relevant cultural issues. | Limited or surface-level cultural analysis. | Accurate but basic connection to cultural considerations. | Strong, relevant, and applied cultural analysis. | Advanced, culturally grounded conceptualization integrated throughout the report. |

Mid-term Review Paper – Learning Outcome: Psychometric Evaluation (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------|-----------------------------------|---|---|---|---|--|
| Psychometric Evaluation | No psychometric analysis present. | Incorrect interpretation of psychometric data; major conceptual errors. | Minimal or superficial analysis of reliability, validity, or norms. | Basic correct evaluation of core psychometric properties. | Strong, accurate psychometric evaluation with clear interpretation. | Advanced, precise psychometric reasoning integrated across multiple test properties. |

Article Review – Learning Outcome: Consumption of Research (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------|---|---|---|---|---|---|
| Consumption of Research | No research engagement; article not summarized or analyzed. | Misinterprets research; incorrect conclusions; major conceptual errors. | Basic but limited summary; minimal evaluation of methodology or findings. | Accurate summary and reasonable critique integrating key methodological points. | Strong evaluation of research design and findings; well-supported critique. | Sophisticated, deeply analytical evaluation integrating methodology, limitations, and implications with advanced insight. |

Research Proposal – Learning Outcome: Research Related to Practice (Letter Grade Scale)

| Learning Outcome | F | D | C | B | A |
|------------------------------|--|--|--|---|---|
| Research Related to Practice | Fails to connect research to practical applications; proposal unclear or inaccurate. | Limited ability to apply research to practice; weak or inconsistent rationale. | Basic but workable applied research rationale. | Strong application of research to practice; well-structured proposal. | Exceptional integration of research literature into a rigorous, practice-relevant proposal with advanced insight. |

PSYC 610 – Intervention Techniques: Rubrics
Oral Exam – Multi-Outcome Rubric (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|--------------------------------------|--|---|--|--|---|--|
| Ethical & Legal Standards | No ethical considerations; unsafe or inappropriate responses. | Misunderstands key ethical principles; inaccurate or risky reasoning. | Basic understanding of ethics but superficial application. | Accurate application of ethical principles in typical scenarios. | Strong, well-reasoned ethical decision-making with correct interpretations. | Advanced ethical analysis integrating complex nuances and multiple standards. |
| Communication & Interpersonal Skills | Communication unclear or inappropriate; ineffective interaction. | Frequent communication issues; difficulty articulating concepts. | Partially clear communication; some organizational issues. | Clear, organized communication; appropriate interpersonal style. | Strong clarity, professional tone, and well-structured responses. | Highly articulate, professional, and effective communication demonstrating advanced interpersonal skill. |
| Intervention Fidelity | No demonstration of intervention principles; responses irrelevant. | Major misunderstanding of core intervention strategies. | Basic but limited grasp of intervention components. | Accurate application of intervention principles in straightforward contexts. | Strong adherence and accurate implementation of intervention models. | Exceptional, nuanced fidelity with advanced conceptual and applied mastery. |

Weekly Discussion – Learning Outcome: Individual & Cultural Diversity (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---------------------------------|--|---|--|---|--|--|
| Individual & Cultural Diversity | No cultural considerations demonstrated. | Misinterprets or disregards cultural variables; problematic statements. | Superficial cultural analysis with limited accuracy. | Accurate but basic discussion of cultural considerations. | Strong application of cultural theory; well-integrated examples. | Exceptional cultural humility and insight; deep integration of diversity concepts. |

PSYC 630 – Clinical Assessment II: Rubrics**Mock Interpretive Report – Multi-Outcome Rubric (0–5 Scale)**

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---------------------------------|---|---|--|--|---|--|
| Cognitive Conceptualization | No cognitive framework applied; irrelevant or missing analysis. | Major misunderstanding of cognitive theory; inaccurate formulation. | Basic but incomplete conceptualization with limited integration. | Accurate cognitive formulation using appropriate theory. | Strong, well-supported cognitive analysis reflecting clear theoretical grounding. | Advanced, nuanced conceptualization integrating multiple cognitive frameworks with high coherence. |
| Individual & Cultural Diversity | No cultural considerations included. | Incorrect interpretations or disregard for cultural variables. | Minimal or surface-level cultural analysis. | Accurate but basic cultural integration. | Strong, relevant application of cultural theory. | Sophisticated cultural conceptualization deeply integrated throughout the report. |

Mid-term Review Paper – Learning Outcome: Psychometric Evaluation (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|------------------|---|--|--|--|---|---|
| Psychometrics | No psychometric reasoning demonstrated. | Incorrect or misleading interpretation of psychometric data. | Basic but incomplete use of reliability, validity, or norms. | Adequate evaluation of psychometric properties with generally correct reasoning. | Strong, accurate psychometric analysis with clear interpretation. | Expert-level integration of psychometric theory with highly accurate reasoning. |

Live Observation – Learning Outcome: Assessment (% Scale)

| Learning Outcome | <70% | 70–79% | 80–89% | 90–100% |
|------------------|---|---|---|---|
| Assessment | Fails to demonstrate assessment competence; major errors. | Basic but inconsistent assessment skills; limited accuracy. | Solid foundational assessment performance; mostly accurate. | High-level assessment accuracy and professionalism; exceeds expectations. |

PSYC 640 – Biopsychology: Rubrics (Landscape Format)**Weekly Reflection Papers – Multi-Outcome Rubric**

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---|--|---|--|--|--|--|
| Biological Aspects of Behavior | No accurate biological concepts used; major errors. | Irrelevant or insufficient reference to biological aspects of behavior. | Limited understanding; inconsistent or partially incorrect biological reasoning. | Basic competence; generally correct but superficial biological explanations. | Strong application of biological theory with clear, correct reasoning. | Exceptional integration of neuroscience, physiology, and behavior with advanced insight. |
| Consumption of Research | No research used or referenced. | Misinterprets or incorrectly cites research. | Minimal or superficial research integration. | Accurate but basic use of empirical evidence. | Strong integration of empirical studies with clear critical insight. | Exceptional synthesis of multiple empirical sources with advanced interpretation. |
| Integration of Psychological Science & Practice | No connection between research and practical application. | Incorrect or irrelevant application of biological research. | Basic but incomplete integration of research into applied reasoning. | Competent linkage of biological research to real-world examples. | Strong, accurate integration of evidence and applied reasoning. | Advanced and sophisticated integration demonstrating high-level evidence-based practice. |
| Research Related to Practice | No discussion of how biological research informs practice. | Misapplies research or draws incorrect practice conclusions. | Minimal or weak connections between research and applied practice. | Accurate application of biological research to practice contexts. | Well-supported translation of research into applied recommendations. | Exceptional evidence-informed reasoning with highly meaningful practice implications. |

PSYC 660 – Supervision in Psychology: Rubrics (Landscape Format)**Mid-term Models of Supervision Paper – Learning Outcome: Consumption of Research (0–5 Scale)**

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------|---|--|---|--|---|---|
| Consumption of Research | No research incorporated; no evidence engagement. | Misinterprets supervision research; incorrect or irrelevant citations. | Minimal or superficial use of supervision literature. | Accurate integration of relevant research; basic critique present. | Strong, well-reasoned integration of supervision research into arguments. | Sophisticated synthesis of supervision literature demonstrating deep mastery. |

Weekly Discussion – Learning Outcome: Ethical & Legal Standards (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---------------------------|---|--|---|--|--|--|
| Ethical & Legal Standards | No consideration of ethics; off-topic or absent contribution. | Misunderstands ethical principles; inaccurate application. | Basic but incomplete ethical reasoning; limited application to supervision. | Accurate ethical analysis relevant to supervision context. | Strong integration of ethical standards with thoughtful application. | Exceptional, nuanced ethical reasoning demonstrating advanced mastery. |

Mock Supervision Plan – Learning Outcome: Individual & Cultural Diversity (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|---------------------------------|--|---|---|---|--|--|
| Individual & Cultural Diversity | No cultural considerations present anywhere in plan. | Misunderstanding or inaccurate interpretation of cultural issues. | Superficial or generic treatment of diversity concerns. | Accurate but basic integration of diversity into supervisory processes. | Strong, relevant application of cultural theory to supervisory planning. | Advanced, nuanced cultural responsiveness deeply embedded in supervision plan. |

PSYC 680 – Couple and Family Intervention: Rubrics (Landscape Format)

Therapy Role-Play – Multi-Outcome Rubric (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------------|--|---|--|--|---|--|
| Developmental Appropriateness | No consideration of developmental stage; irrelevant or harmful intervention. | Misunderstands developmental factors; major mismatches in intervention. | Basic but incomplete application of developmental considerations. | Accurate developmental tailoring of interventions. | Strong integration of developmental science guiding intervention choices. | Sophisticated, nuanced developmental formulation deeply shaping intervention approach. |
| Social Aspects of Behavior | No social dynamics incorporated; missing relational context. | Incorrect or superficial interpretation of interpersonal or systemic factors. | Basic recognition of social or relational elements; limited integration. | Accurate application of social and systemic principles. | Strong integration of social theory; clear relational insight. | Advanced systemic formulation with multi-layered social understanding. |
| Research Related to Practice | No use of intervention research; purely anecdotal approach. | Misapplies research or uses irrelevant findings. | Some research acknowledged but weakly connected to intervention choices. | Adequate use of research to guide applied intervention behavior. | Strong evidence-based decision-making. | Exceptional, sophisticated application of research to complex intervention scenarios. |
| Intervention Fidelity | Does not demonstrate intervention principles; off-model or inaccurate. | Major deviations from intervention model; incorrect strategy use. | Basic but inconsistent fidelity; partial adherence. | Solid intervention fidelity with correct implementation. | Strong adherence with well-reasoned adaptations. | Expert fidelity with nuanced and precise intervention delivery. |

Weekly Discussion – Learning Outcome: Consumption of Research (0–5 Scale)

| Learning Outcome | 0 (Absent) | 1 (Inadequate) | 2 (Needs Improvement) | 3 (Competent) | 4 (Proficient) | 5 (Exemplary) |
|-------------------------|--|--|--|---|---|---|
| Consumption of Research | No research referenced; contributions unrelated to evidence. | Misinterprets or incorrectly applies research. | Minimal or partly correct use of empirical evidence. | Accurate and relevant integration of research findings. | Strong, insightful discussion grounded in research. | Sophisticated, high-level research synthesis that meaningfully advances discussion. |

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

Readiness for Practicum Level Rating Form

Trainee Name:

Name of Placement:

Date Evaluation Completed:

Name of Person Completing Form (please include highest degree earned):

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? Yes No

Type of Review:

Initial Review

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Program:

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

**Not at
All/Slightly**

Somewhat

Moderately

Mostly

Very

0

1

2

3

4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

| | | | | | | |
|---|---|---|---|---|---|-------|
| 1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology. | | | | | | |
| 1A. Integrity - Honesty, personal responsibility and adherence to professional values | | | | | | |
| Understands professional values; honest, responsible | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1B. Deportment | | | | | | |
| Understands how to conduct oneself in a professional manner | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1C. Accountability | | | | | | |
| Accountable and reliable | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1D. Concern for the Welfare of Others | | | | | | |
| Demonstrates awareness of the need to uphold and protect the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1E. Professional Identity | | | | | | |
| Demonstrates beginning understanding of self as professional; "thinking like a psychologist" | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context | | | | | | |
| Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2D. Applications based on Individual and Cultural Context | | | | | | |
| Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | | |
| Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3B. Awareness and Application of Ethical Decision Making | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|-------|
| Demonstrates awareness of the importance of applying an ethical decision model to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | | |
| Displays ethical attitudes and values | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
| 4A. Reflective Practice | | | | | | |
| Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4B. Self-Assessment | | | | | | |
| Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | | | | | |
| Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4D. Participation in Supervision Process | | | | | | |
| Demonstrates straightforward, truthful, and respectful communication in supervisory relationship | 0 | 1 | 2 | 3 | 4 | [N/O] |

II. RELATIONAL

| | | | | | | |
|--|---|---|---|---|---|-------|
| 5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities. | | | | | | |
| 5A. Interpersonal Relationships | | | | | | |
| Displays interpersonal skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5B. Affective Skills | | | | | | |
| Displays affective skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5C. Expressive Skills | | | | | | |
| Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills | 0 | 1 | 2 | 3 | 4 | [N/O] |

III. SCIENCE

| | | | | | | |
|--|---|---|---|---|---|-------|
| 6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | | | | | | |
| 6A. Scientific Mindedness | | | | | | |
| Displays critical scientific thinking | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6B. Scientific Foundation of Psychology | | | | | | |
| Demonstrates understanding of psychology as a science | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6C. Scientific Foundation of Professional Practice | | | | | | |
| Understands the scientific foundation of professional practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | | |
| 7A. Scientific Approach to Knowledge Generation | | | | | | |

| | | | | | |
|---|-------|---|---|---|---|
| Participates effectively in scientific endeavors when available | 0 | 1 | 2 | 3 | 4 |
| | [N/O] | | | | |

FUNCTIONAL COMPETENCIES

IV. APPLICATION

| | | | | | |
|--|---|---|---|---|---------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | |
| Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology | 0 | 1 | 2 | 3 | 4 [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | |
| | | | | | |
| Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing | 0 | 1 | 2 | 3 | 4 [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | |
| Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam | 0 | 1 | 2 | 3 | 4 [N/O] |
| 9C. Application of Assessment Methods | | | | | |
| Demonstrates knowledge of measurement across domains of functioning and practice settings | 0 | 1 | 2 | 3 | 4 [N/O] |
| 9D. Diagnosis | | | | | |
| Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity | 0 | 1 | 2 | 3 | 4 [N/O] |
| 9E. Conceptualization and Recommendations | | | | | |
| Demonstrates basic knowledge of formulating diagnosis and case conceptualization | 0 | 1 | 2 | 3 | 4 [N/O] |
| 9F. Communication of Assessment Findings | | | | | |
| Demonstrates awareness of models of report writing and progress notes | 0 | 1 | 2 | 3 | 4 [N/O] |
| 10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | |
| 10A. Intervention planning | | | | | |
| Displays basic understanding of the relationship between assessment and intervention | 0 | 1 | 2 | 3 | 4 [N/O] |
| 10B. Skills | | | | | |
| Displays basic helping skills | 0 | 1 | 2 | 3 | 4 [N/O] |
| 10C. Intervention Implementation | | | | | |
| Demonstrates basic knowledge of intervention strategies | 0 | 1 | 2 | 3 | 4 [N/O] |

| 10D. Progress Evaluation | | | | | | |
|---|---|---|---|---|---|-------|
| Demonstrates basic knowledge of the assessment of intervention progress and outcome | 0 | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| 11. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | | |
|---|---|---|---|---|---|-------|
| 11A. Expectations and Roles | | | | | | |
| Demonstrates basic knowledge of expectations for supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Skills Development | | | | | | |
| Displays interpersonal skills of communication and openness to feedback | 0 | 1 | 2 | 3 | 4 | [N/O] |

V1. SYSTEMS

| 12. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
|--|---|---|---|---|---|-------|
| 12A. Functioning in Multidisciplinary and Interdisciplinary Contexts | | | | | | |
| Cooperates with others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12B. Respectful and Productive Relationships with Individuals from Other Professions | | | | | | |
| Demonstrates awareness of the benefits of forming collaborative relationships with other professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | | |
| 13A. Administration | | | | | | |
| Complies with regulations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | | |
| 14A. Empowerment | | | | | | |
| Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14B. Systems Change | | | | | | |
| Understands the differences between individual and institutional level interventions and system's level change | 0 | 1 | 2 | 3 | 4 | [N/O] |

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

Competency Benchmarks in Professional Psychology Readiness for Internship Level Rating Form

Trainee Name:

Name of Placement:

Name of Person Completing Form (please include highest degree earned):

Date Evaluation Completed:

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? Yes No

Type of Review:

Initial Review

Mid-placement
review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Program:

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

**Not at
All/Slightly**
0

Somewhat
1

Moderately
2

Mostly
3

Very
4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

1A. Integrity - Honesty, personal responsibility and adherence to professional values

Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values

0 1 2 3 4 [N/O]

| | | | | | | |
|--|---|---|---|---|---|-------|
| 1B. Deportment | | | | | | |
| Communication and physical conduct (including attire) is professionally appropriate, across different settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1C. Accountability | | | | | | |
| Accepts responsibility for own actions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1D. Concern for the welfare of others | | | | | | |
| Acts to understand and safeguard the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11E. Professional Identity | | | | | | |
| Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context | | | | | | |
| Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2D. Applications based on Individual and Cultural Context | | | | | | |
| Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | | |
| Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3B. Awareness and Application of Ethical Decision Making | | | | | | |
| Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | | |
| Integrates own moral principles/ethical values in professional conduct | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
| 4A. Reflective Practice | | | | | | |
| Displays broadened self-awareness; utilizes self- monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 4B. Self-Assessment | | | | | | |
| Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | | | | | |
| Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4D. Participation in Supervision Process | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | [N/O] |

II. RELATIONAL

| | | | | | | |
|--|---|---|---|---|---|-------|
| 5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities. | | | | | | |
| 5A. Interpersonal Relationships | | | | | | |
| Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5B. Affective Skills | | | | | | |
| Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5C. Expressive Skills | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | [N/O] |

III. SCIENCE

| | | | | | | |
|--|---|---|---|---|---|-------|
| 6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | | | | | | |
| 6A. Scientific Mindedness | | | | | | |
| Values and applies scientific methods to professional practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6B. Scientific Foundation of Psychology | | | | | | |
| Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6C. Scientific Foundation of Professional Practice | | | | | | |
| Demonstrates knowledge, understanding, and application of the concept of evidence-based practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | | |
| 7A. Scientific Approach to Knowledge Generation | | | | | | |
| Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology | 0 | 1 | 2 | 3 | 4 | [N/O] |
| | | | | | | |
| Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs | 0 | 1 | 2 | 3 | 4 | [N/O] |

FUNCTIONAL COMPETENCIES

IV. APPLICATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. | | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | | |
| Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | | |
| 9B. Knowledge of Measurement and Psychometrics | | | | | | |
| Selects assessment measures with attention to issues of reliability and validity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | | |
| Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods | | | | | | |
| Selects appropriate assessment measures to answer diagnostic question | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9D. Diagnosis | | | | | | |
| Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | | |
| Utilizes systematic approaches of gathering data to inform clinical decision-making | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9F. Communication of Assessment Findings | | | | | | |
| Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | | |
| 10A. Intervention planning | | | | | | |
| Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10B. Skills | | | | | | |
| Displays clinical skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10C. Intervention Implementation | | | | | | |
| Implements evidence-based interventions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10D. Progress Evaluation | | | | | | |
| Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals. | | | | | | |
| 11A. Role of Consultant | | | | | | |
| Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11B. Addressing Referral Question | | | | | | |
| Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Communication of Consultation Findings | | | | | | |
| Identifies literature and knowledge about process of informing consultee of assessment findings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11D. Application of Consultation Methods | | | | | | |
| Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings | 0 | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. | | | | | | |
| 12A. Knowledge | | | | | | |
| Demonstrates awareness of theories of learning and how they impact teaching. | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12B. Skills | | | | | | |
| Demonstrates knowledge of application of teaching methods | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | | |
| 13A. Expectations and Roles | | | | | | |
| Demonstrates knowledge of, purpose for, and roles in supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13B. Processes and Procedures | | | | | | |
| Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13C. Skills Development | | | | | | |
| Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13D. Supervisory Practices | | | | | | |
| Provides helpful supervisory input in peer and group supervision | 0 | 1 | 2 | 3 | 4 | [N/O] |

VI. SYSTEMS

| | | | | | | |
|--|---|---|---|---|---|-------|
| 14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
| 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | | | | | | |
| Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 14B. Functioning in Multidisciplinary and Interdisciplinary Contexts | | | | | | |
| Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes | | | | | | |
| Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14D. Respectful and Productive Relationships with Individuals from Other Professions | | | | | | |
| Develops and maintains collaborative relationships and respect for other professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | | |
| 15A. Appraisal of Management and Leadership | | | | | | |
| Forms autonomous judgment of organization's management and leadership | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15B. Management | | | | | | |
| Demonstrates awareness of roles of management in organizations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15C. Administration | | | | | | |
| Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | | |
| 16A. Empowerment | | | | | | |
| Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 16B. Systems Change | | | | | | |
| Promotes change to enhance the functioning of individuals | 0 | 1 | 2 | 3 | 4 | [N/O] |

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

Competency Benchmarks in Professional Psychology Readiness for Entry to Practice Level Rating Form

Trainee Name: _____

Name of Placement: _____

Name of Person Completing Form (please include
highest degree earned): _____

Date Evaluation Completed: _____

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your
supervision? Yes No

Type of Review:

Initial Review

Mid-placement
review

Final Review

Other (please describe): _____

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed: Year in Program: _____

Intern: _____

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

**Not at
All/Slightly**
0

Somewhat
1

Moderately
2

Mostly
3

Very
4

**If you have not had the opportunity to observe a behavior in question, please indicate this by
circling "No Opportunity to Observe" [N/O].**

**Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of
the trainee's current level of competence.**

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.

1A. Integrity - Honesty, personal responsibility and adherence to professional values

Monitors and independently resolves situations that challenge
professional values and integrity

0

1

2

3

4

[N/O]

| | | | | | | |
|--|---|---|---|---|---|-------|
| 1B. Deportment | | | | | | |
| Conducts self in a professional manner across settings and situations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1C. Accountability | | | | | | |
| Independently accepts personal responsibility across settings and contexts | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1D. Concern for the welfare of others | | | | | | |
| Independently acts to safeguard the welfare of others | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 1E. Professional Identity | | | | | | |
| Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | | | | | | |
| 2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context | | | | | | |
| Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2B. Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context | | | | | | |
| Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 2D. Applications based on Individual and Cultural Context | | | | | | |
| Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | | | | | |
| 3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines | | | | | | |
| Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3B. Awareness and Application of Ethical Decision Making | | | | | | |
| Independently utilizes an ethical decision-making model in professional work | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 3C. Ethical Conduct | | | | | | |
| Independently integrates ethical and legal standards with all competencies | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | | | | | |
| 4A. Reflective Practice | | | | | | |
| Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4B. Self-Assessment | | | | | | |

| | | | | | | |
|--|---|---|---|---|---|-------|
| Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | | | | | |
| Self-monitors issues related to self-care and promptly intervenes when disruptions occur | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 4D. Participation in Supervision Process | | | | | | |
| Independently seeks supervision when needed | 0 | 1 | 2 | 3 | 4 | [N/O] |

II. RELATIONAL

| | | | | | | |
|--|---|---|---|---|---|-------|
| 5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities. | | | | | | |
| 5A. Interpersonal Relationships | | | | | | |
| Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5B. Affective Skills | | | | | | |
| Manages difficult communication; possesses advanced interpersonal skills | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 5C. Expressive Skills | | | | | | |
| Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts | 0 | 1 | 2 | 3 | 4 | [N/O] |

III. SCIENCE

| | | | | | | |
|--|---|---|---|---|---|-------|
| 6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | | | | | | |
| 6A. Scientific Mindedness | | | | | | |
| Independently applies scientific methods to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6B. Scientific Foundation of Psychology | | | | | | |
| Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 6C. Scientific Foundation of Professional Practice | | | | | | |
| Independently applies knowledge and understanding of scientific foundations to practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | | | | | | |
| 7A. Scientific Approach to Knowledge Generation | | | | | | |
| Generates knowledge | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 7B. Application of Scientific Method to Practice | | | | | | |
| Applies scientific methods of evaluating practices, interventions, and programs | 0 | 1 | 2 | 3 | 4 | [N/O] |

FUNCTIONAL COMPETENCIES

IV. APPLICATION

| | | | | | | |
|---|---|---|---|---|---|-------|
| 8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors. | | | | | | |
| 8A. Knowledge and Application of Evidence-Based Practice | | | | | | |
| Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | | | | | | |
| 9A. Knowledge of Measurement and Psychometrics | | | | | | |
| Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9B. Knowledge of Assessment Methods | | | | | | |
| Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9C. Application of Assessment Methods | | | | | | |
| Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9D. Diagnosis | | | | | | |
| Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9E. Conceptualization and Recommendations | | | | | | |
| Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 9F. Communication of Assessment Findings | | | | | | |
| Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | | | | | | |
| 10A. Intervention planning | | | | | | |
| Independently plans interventions; case conceptualizations and intervention plans are specific to case and context | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10B. Skills | | | | | | |
| Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10C. Intervention Implementation | | | | | | |
| Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 10D. Progress Evaluation | | | | | | |
| Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures | 0 | 1 | 2 | 3 | 4 | [N/O] |

| | | | | | | |
|---|---|---|---|---|---|-------|
| 11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals. | | | | | | |
| 11A. Role of Consultant | | | | | | |
| Determines situations that require different role functions and shifts roles accordingly to meet referral needs | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11B. Addressing Referral Question | | | | | | |
| Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11C. Communication of Consultation Findings | | | | | | |
| Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 11D. Application of Consultation Methods | | | | | | |
| Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases | 0 | 1 | 2 | 3 | 4 | [N/O] |

V. EDUCATION

| | | | | | | |
|--|---|---|---|---|---|-------|
| 12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. | | | | | | |
| 12A. Knowledge | | | | | | |
| Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 12B. Skills | | | | | | |
| Applies teaching methods in multiple settings | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others. | | | | | | |
| 13A. Expectations and Roles | | | | | | |
| Understands the ethical, legal, and contextual issues of the supervisor role | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13B. Processes and Procedures | | | | | | |
| Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13C. Skills Development | | | | | | |
| Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 13D. Supervisory Practices | | | | | | |
| Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting | 0 | 1 | 2 | 3 | 4 | [N/O] |

VI. SYSTEMS

| | | | | | | |
|---|---|---|---|---|---|-------|
| 14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | | | | | | |
| 14A. Knowledge of the Shared and Distinctive Contributions of Other Professions | | | | | | |
| Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14B. Functioning in Multidisciplinary and Interdisciplinary Contexts | | | | | | |
| Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes | | | | | | |
| Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 14D. Respectful and Productive Relationships with Individuals from Other Professions | | | | | | |
| Develops and maintains collaborative relationships over time despite differences | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). | | | | | | |
| 15A. Appraisal of Management and Leadership | | | | | | |
| Develops and offers constructive criticism and suggestions regarding management and leadership of organization | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15B. Management | | | | | | |
| Participates in management of direct delivery of professional services; responds appropriately in management hierarchy | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15C. Administration | | | | | | |
| Demonstrates emerging ability to participate in administration of service delivery program | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 15D. Leadership | | | | | | |
| Participates in system change and management structure | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | | | | | | |
| 16A. Empowerment | | | | | | |
| Intervenes with client to promote action on factors impacting development and functioning | 0 | 1 | 2 | 3 | 4 | [N/O] |
| 16B. Systems Change | | | | | | |
| Promotes change at the level of institutions, community, or society | 0 | 1 | 2 | 3 | 4 | [N/O] |

Overall Assessment of Trainee's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?
- If applicable, is the trainee ready to move to the next level of training, or independent practice?

**Glenville State University Board of Governors
Special Meeting of January 21, 2026**

ACTION ITEM: Glenville State University Audit Report and
Financial Statements for FY2025

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of
Governors approves the FY2025 Audit
Report and Financial Statements.

STAFF MEMBER: Dr. Mark A. Manchin, President

BACKGROUND:

The audit of the financial statements of Glenville State University, a component unit of the West Virginia Higher Education Fund, as of and for the year ended June 30, 2025 and 2024, was completed on October 13, 2025 by CliftonLarsonAllen LLP (CLA). The financial statements comprise the respective financial position of the business-type activities and the discretely presented component unit of the University, and the respective changes in financial position and, where applicable, cash flows for the year then ended. The Audit Opinion states that those financial statements are presented fairly, in all material respects, and in accordance with accounting principles generally accepted in the United States of America.



Board of Governors
Glenville State University
Glenville, West Virginia

We have audited the financial statements of the business-type activities and the aggregate discretely presented component unit of Glenville State University (the University), a component of the West Virginia Higher Education Fund, as of and for the year ended June 30, 2025, and have issued our report thereon dated October 13, 2025. Our report made reference to other auditors who audited Glenville State University Foundation, Inc. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit in our Statement of Work dated May 23, 2025. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Glenville State University are described in Note 2 to the financial statements.

As described in Note 2 to the financial statements, the University adopted Governmental Accounting Standards Board (GASB) Statement No. 101, *Compensated Absences*, in 2025. The implementation of this standard did not affect beginning net position.

We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

- Management's estimate of the allowance for uncollectible accounts is based on historical collection experience. We evaluated the key factors and assumptions used to develop the allowance for uncollectible accounts in determining that it is reasonable in relation to the financial statements taken as a whole.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements.

Corrected misstatements

The following material misstatement detected as a result of audit procedures was corrected by management:

| | | |
|------------------------------|-------------|-------------|
| Dr. Construction in Progress | \$3,183,574 | |
| Cr. Expense | | \$3,183,574 |

To adjust for construction-related costs that were incorrectly expensed rather than recorded as capital assets.

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated October 13, 2025.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other audit issues

We have provided a separate report on internal control dated October 13, 2025, communicating internal control related matters identified during the audit.

Audits of group financial statements

We noted no matters related to the group audit that we consider to be significant to the responsibilities of those charged with governance of the group.

Quality of component auditor's work

There were no instances in which our evaluation of the work of a component auditor gave rise to a concern about the quality of that auditor's work.

Limitations on the group audit

There were no restrictions on our access to information of components or other limitations on the group audit.

Required supplementary information

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

* * *

This communication is intended solely for the information and use of the Board of Governors and management of Glenville State University and is not intended to be, and should not be, used by anyone other than these specified parties.



CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
October 13, 2025

GLENVILLE STATE UNIVERSITY
FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION
YEARS ENDED JUNE 30, 2025 AND 2024



CPAs | CONSULTANTS | WEALTH ADVISORS

**GLENVILLE STATE UNIVERSITY
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INDEPENDENT AUDITORS' REPORT

Board of Governors
Glenville State University
Glenville, West Virginia

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities and the discretely presented component unit of Glenville State University (the University), a component unit of the West Virginia Higher Education Fund, as of and for the years ended June 30, 2025 and 2024, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

In our opinion, based on our audits and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the University as of June 30, 2025 and 2024, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

We did not audit the financial statements of the discretely presented component unit, Glenville State University Foundation, Inc. (the Foundation), which represents 100% of the assets, net assets, and revenues of the discretely presented component unit as of and for the years ended June 30, 2025 and 2024. Those statements were audited by other auditors, whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditor.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions. The financial statements of Glenville State University Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the University's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, and the Schedules of Proportionate Share of Net Pension Liability and Contributions, and the Schedules of Proportionate Share of Net OPEB Liability and Contributions be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 13, 2025, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
October 13, 2025

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

About Glenville State University

Glenville State University, West Virginia's only centrally located public institution of higher education, was founded in 1872 to provide instruction and practice for common school teachers in the science of education and the art of teaching. In the early years, Glenville Normal was obliged to devote resources almost exclusively to secondary studies due to the absence of high schools in the area. Later, as high schools became more numerous, secondary offerings were gradually reduced and more college courses were developed. On May 1, 1930, the State Board of Education authorized the school to award the Bachelor of Arts in Education Degree, and on March 4, 1931, the Legislature changed the school's name to Glenville State Teachers College. Often referred to as the Lighthouse on the Hill, the school's name was changed to Glenville State College in 1943. This name remained in use for 79 years until the Institution officially achieved University status in 2022.

Glenville State has long surpassed its original mission as a teacher's college, having expanded to prepare students for careers in teaching, business, land resources, music, the liberal arts, the sciences, criminal justice, human services, and now health sciences. However, in deference to its origins as a teacher's college, it seems only fitting that Glenville's initial offerings as a University would be graduate programs in Education. In early Fall 2021, the Higher Learning Commission (HLC) approved Glenville's graduate studies expansion application. This was followed by the Higher Education Policy Commission's (HEPC) approval later that year. This momentous development culminated on February 22, 2022, when both the West Virginia House of Delegates and the State Senate unanimously approved of Glenville's new status as a University, followed the next day by the Governor's signature. Fittingly, that landmark event occurred on the same day that Glenville celebrated its 150th Anniversary. We have been operating as Glenville State University (GSU) since that memorable date.

With an annual enrollment of approximately 1,900 students, the University has a student to faculty ratio of 17 to 1. The University's enrollment is made up of 37% first generation students. 83% of Glenville's students are residents of West Virginia. The University fulfills a commitment to serve students in need as approximately 97% of Glenville's students receive some form of financial aid or scholarship assistance.

GSU offers seven degrees across nine academic units. Program offerings include four master's specializations, over 30 baccalaureate majors, five associate's programs, and three certificate programs. Glenville State is institutionally accredited by the Higher Learning Commission (formerly the North Central Association of Colleges and Schools). Specific degrees within the University are programmatically accredited by the Council for the Accreditation of Educator Preparation and by the Society of American Foresters. As a public university, Glenville State University receives policy oversight from the West Virginia Higher Education Policy Commission. GSU is governed by a local, 12-member Board of Governors, including elected heads of the Student Government Association, the Staff Council, and the faculty, alongside nine lay members appointed by the Governor of West Virginia.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

Operational Highlights

The Glenville State University Foundation achieved another record-breaking Day of Giving, securing over \$1.3 million in contributions from 1,171 donors—an increase from 1,070 donors the previous year. All funds raised are held by the Foundation to support the long-term advancement and success of the University.

Operationally, Fiscal Year 2025 sustained a positive trajectory in student enrollment, maintaining levels comparable to the FY24 academic year. Notably, students have continued to enroll in a greater number of credit hours year-over-year since FY23, reflecting increased academic engagement and program demand. GSU remains committed to affordability and access, and in Fall 2025, it was one of the most affordable four-year institutions among its peer universities in West Virginia, offering the lowest tuition and fees statewide.

In support of campus infrastructure improvements, the State of West Virginia awarded Glenville State University nearly \$12 million in deferred maintenance grants. These funds have enabled the University to initiate a series of critical projects aimed at enhancing campus operations and safety. Key initiatives include upgrades to lighting and security systems, modernization of information technology infrastructure, improvements to HVAC systems, structural building repairs, removal of obsolete facilities, and enhancements to campus accessibility.

Glenville State University is preparing to launch its own two-year Associate Degree in Nursing (RN) program, scheduled to begin in Fall 2026. This initiative will provide students within GSU's central West Virginia service region with direct access to high-quality nursing education on campus, addressing a critical need for healthcare professionals and contributing to efforts to mitigate the statewide nursing shortage.

To support the successful implementation of the program, GSU secured approximately \$4.5 million in grant funding through the Governor's Office, with allocations of \$2.1 million in late FY2022 and early FY2023, \$1.6 million in late FY2023, and \$750,000 in FY2024. These funds have been instrumental in building the infrastructure and resources necessary for program readiness. Additionally, a new \$3 million health sciences facility has been constructed within the previously unused space of the WACO Center, further enhancing GSU's capacity to deliver comprehensive healthcare education.

Glenville State University has commenced construction on the \$26 million Morris Family Health and Wellness Complex, located at the WACO Center. This cutting-edge facility will serve as the future home of the College of Health Sciences and is slated for completion in fiscal year 2026. Designed to meet the evolving needs of the healthcare industry, the complex will feature advanced laboratories and modern classrooms that support high-impact training and education. Beyond its academic mission, the facility will promote wellness and improve health outcomes in the local community by offering fitness amenities and health education resources to residents, faculty, staff, and students. This strategic investment will play a pivotal role in addressing the nursing shortage—as well as broader healthcare workforce gaps—across West Virginia.

Glenville State University (GSU) continues to advance its graduate program offerings. The Master of Business Administration (MBA) program, launched in Fall 2023, has expanded to include five new concentrations as of Fall 2025: Artificial Intelligence, Business Analytics, Cybersecurity, Finance, and Healthcare Administration. The inaugural MBA cohort began with 21 students and has grown to 48 students by Fall 2025.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

In addition, GSU introduced a Master of Science in Criminal Justice in Fall 2024 and is actively developing a graduate program in Counseling, anticipated to launch in Fall 2025. The University also plans to enhance its existing graduate programs in Education, which were initiated in Fiscal Year 2023. To further meet evolving workforce demands, GSU is implementing specialized certificate programs. Initial offerings include an Autism certification for educators and certifications in Geographic Information Systems (GIS) and Right of Way, with additional certifications currently in development.

Overview of the Financial Statements and Financial Analysis

Glenville State University (the University) is pleased to present its financial statements for the fiscal years 2025, 2024 and 2023. The following management discussion and analysis provides an overview of the financial position and activities of the University for these years.

There are three financial statements presented: the Statements of Net Position; the Statements of Revenues, Expenses, and Changes in Net Position; and the Statements of Cash Flows. These statements provide both long-term and short-term financial information about the University.

Financial Highlights

Total assets increased year over year while total liabilities increased by a smaller margin, resulting in a 2.9% increase in total net position. Operating revenues increased by 30.8% while nonoperating revenues increased by 8.8%. This was supplemented by a 29.1% increase in total expenses, which still resulted in a positive net income for the current year. All bond debt was refinanced in September, 2017, as discussed in Note 7 to the financial statements. The University continued receiving significant funding through various operational and research grants.

Net Position

The Statements of Net Position present the assets, liabilities, and net position of the University as of the end of the fiscal years. The purpose of the Statements of Net Position is to present to the readers of the financial statements a fiscal snapshot of the University. The Statements of Net Position present end-of-year data concerning Assets (current and noncurrent), Liabilities (current and noncurrent), and Net Position (Assets minus Liabilities).

The Statements of Net Position provide a way to measure the financial position of the University. It provides a picture of the net position and availability of resources for expenditure by the University. From the data presented, readers of the Statements of Net Position are able to determine the assets available to continue the operations of the University. They are also able to determine how much is owed to employees, vendors and lending institutions.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

Net Position is divided into three major categories. The first category, net investment in capital assets, accounts for equity in the property, plant and equipment owned by the University. Title to all property was transferred to the Glenville State University Board of Governors by the Higher Education Policy Commission (HEPC, or the "Commission"), when the HEPC was formed in 2001. The next asset category is restricted, which is divided into two categories: nonexpendable (permanently restricted) and expendable. Expendable restricted resources are available for expenditure but must be spent for purposes as determined by donors and/or external entities that have placed time or purpose restrictions on the use of the assets. Included in restricted expendable resources are balances that have been designated for specific purposes in West Virginia State Code. This category includes auxiliary enterprise balances as well as certain student fee funds that are designated within state code for specific general purposes such as housing operations or library operations. The final category is unrestricted resources, which are available for expenditure for any lawful purpose of the University.

**CONDENSED SCHEDULES OF NET POSITION
JUNE 30, 2025, 2024, AND 2023**

| | 2025 | 2024 | 2023 |
|--|-----------------------------|-----------------------------|-----------------------------|
| Assets: | | | |
| Current Assets | \$ 4,364,427 | \$ 4,431,674 | \$ 3,720,359 |
| Other Noncurrent Assets | 3,196,704 | 5,048,461 | 3,810,203 |
| Capital Assets, Net | <u>77,363,739</u> | <u>71,998,652</u> | <u>73,427,230</u> |
| Total Assets | <u>84,924,870</u> | <u>81,478,787</u> | <u>80,957,792</u> |
| Deferred Outflows of Resources | <u>361,858</u> | <u>329,137</u> | <u>555,652</u> |
| Total Assets and Deferred Outflows of Resources | <u><u>\$ 85,286,728</u></u> | <u><u>\$ 81,807,924</u></u> | <u><u>\$ 81,513,444</u></u> |
| Liabilities: | | | |
| Current Liabilities | \$ 9,702,306 | \$ 8,033,913 | \$ 4,275,266 |
| Noncurrent Liabilities | <u>33,147,589</u> | <u>34,542,478</u> | <u>36,179,519</u> |
| Total Liabilities | <u>42,849,895</u> | <u>42,576,391</u> | <u>40,454,785</u> |
| Deferred Inflows of Resources | <u>896,781</u> | <u>1,654,415</u> | <u>2,557,879</u> |
| Total Liabilities and Deferred Inflows of Resources | 43,746,676 | 44,230,806 | 43,012,664 |
| Net Position: | | | |
| Net Investment in Capital Assets | 44,148,541 | 37,480,791 | 37,806,277 |
| Restricted - Expendable | 3,056,131 | 3,996,179 | 2,599,434 |
| Unrestricted | <u>(5,664,620)</u> | <u>(3,899,852)</u> | <u>(1,904,931)</u> |
| Total Net Position | <u>41,540,052</u> | <u>37,577,118</u> | <u>38,500,780</u> |
| Total Liabilities and Deferred Inflows of Resources and Net Position | <u><u>\$ 85,286,728</u></u> | <u><u>\$ 81,807,924</u></u> | <u><u>\$ 81,513,444</u></u> |

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

An indicator of short-term financial condition is the ratio of current assets to current liabilities, or current ratio. The current ratio was 0.45, 0.55, and 0.87 as of June 30, 2025, 2024, and 2024, respectively.

Significant Changes in Net Position

2025 Compared to 2024

At June 30, 2025, the University's total net position increased from the previous year by \$1,131,472, driven by the positive net results realized for the Fiscal Year. Current cash and cash equivalents decreased by \$1,117,999 due to timing of capital expenditures against revenue received in the prior Fiscal Year. The net pension liability (asset) was \$105,595 and net OPEB liability (asset) was \$(33,079).

Other noncurrent assets decreased by \$1,851,757. Included in noncurrent receivables is \$21,248 which represents "No Hardship" advances made to employees as a result of the transition from real time to arrearage pay in 2014.

Net capital assets increased by \$2,181,512. Additions in capital assets were \$5,197,600, some of which were funded through various grant or other one-time, nonrecurring sources of capital funding, such as deferred maintenance funds.

2024 Compared to 2023

At June 30, 2024, the University's total net position decreased from the previous year by \$923,662, driven by the negative net results realized for the Fiscal Year. Current cash and cash equivalents increased by \$2,710,029. The net pension liability at June 30, 2024, was \$136,014.

Other noncurrent assets increased by \$1,238,258. Included in noncurrent receivables is \$22,419 which represents "No Hardship" advances made to employees as a result of the transition from real time to arrearage pay in 2014.

Net capital assets decreased by \$1,428,578. Additions in capital assets were \$1,484,900, some of which were funded through various grant or other one-time, nonrecurring sources of capital funding.

Revenues, Expenses, and Changes in Net Position

Changes in total net position, as presented on the Statements of Net Position, are based on the activities presented in the Statements of Revenues, Expenses, and Changes in Net Position (SRECNP). The purpose of the SRECNP is to present the revenues earned, both operating and nonoperating, and the expenses incurred, operating and nonoperating, and any other revenues, expenses, gains and losses of the University.

Operating revenues are earned for providing goods and services to the various customers and constituencies of the University. Operating expenses are incurred to acquire or produce the goods and services provided in return for the operating revenues and to carry out the mission of the University. Revenues for which goods and services are not provided are reported as nonoperating revenues. Nonoperating revenues are primarily from (1) State appropriations, because they are provided by the West Virginia Legislature to the University without the Legislature directly receiving commensurate goods and services for those revenues, and (2) Pell grants, which are reported as nonoperating revenue, not as a reduction in amounts due from students, because of specific guidance in the AICPA industry audit guide.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

**CONDENSED SCHEDULES OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2025, 2024, AND 2023**

| | <u>2025</u> | <u>2024</u> | <u>2023</u> |
|---|-----------------------------|-----------------------------|-----------------------------|
| Operating: | | | |
| Revenues | \$ 29,449,405 | \$ 20,622,517 | \$ 19,738,922 |
| Expenses | <u>35,715,568</u> | <u>30,547,515</u> | <u>30,713,544</u> |
| Operating Loss | (6,266,163) | (9,924,998) | (10,974,622) |
| Nonoperating: | | | |
| Revenues | 11,642,453 | 10,616,757 | 12,526,269 |
| Expenses | <u>1,724,716</u> | <u>1,750,108</u> | <u>1,757,056</u> |
| Nonoperating Income | 9,917,737 | 8,866,649 | 10,769,213 |
| Income Before Other Revenues, Expenses, Gains, or Losses | 3,651,574 | (1,058,349) | (205,409) |
| Gifts and Capital Payments on Behalf of the University | <u>311,360</u> | <u>134,687</u> | <u>1,163,578</u> |
| Increase (Decrease) in Net Position | 3,962,934 | (923,662) | 958,169 |
| Net Position - Beginning of Year | <u>37,577,118</u> | <u>38,500,780</u> | <u>37,542,611</u> |
| Net Position - End of Year | <u><u>\$ 41,540,052</u></u> | <u><u>\$ 37,577,118</u></u> | <u><u>\$ 38,500,780</u></u> |

An analysis of the individual revenue and expense categories that contributed to the overall decrease in net position is as follows:

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

Revenues

The major sources of revenue for the University include student tuition and fees, state appropriations, grants and gifts, government grants, auxiliary enterprise (housing and meals primarily) revenues, investment income, and miscellaneous income.

2025 Compared to 2024

- Student tuition and fees (net of scholarship and discount allowance) made up 18.9% of the University's operating revenues and 13.6% of total revenues. Tuition and fee revenues decreased \$503,749 between years due primarily to the increase in scholarship allowance.
- Other revenues such as contracts and grants, auxiliary enterprise, and miscellaneous revenues comprised 58.20% and 46.11% of the University's total revenues in FY 2025 and FY 2024, respectively. FY 2025 grant awards included receipts of \$629,572 from the US Department of Education, \$1,693,685 from various West Virginia Agency sponsored scholarship programs, and \$2,340,043 in West Virginia Higher Education scholarship programs. Federal revenues, non-operating, consisted of PELL Grant revenue of \$3,786,941 and \$3,388,481 in 2025 and 2024, respectively. PELL Grants were received and distributed for student financial aid and made up 9.10% of the University's total revenues in FY 2025.
- State appropriation revenues amounted to \$7,490,879 and \$7,071,783, 18.00% and 24.15% of total revenues in FY 2025 and FY 2024, respectively. The appropriations are used to pay salaries and benefits in support of University operations.
- The ratio of actual tuition discounts to gross tuition and fees revenues was 6.41% and 5.36% for FY 2025 and FY 2024, respectively. The increase in tuition discounts ratio was mainly due to articulation agreements with various law enforcement and first response agencies. The presentation of Program Revenues and Scholarship Allowances includes actual scholarship or grant-based aid as well as tuition discounts.

2024 Compared to 2023

- Student tuition and fees (net of scholarship and discount allowance) made up 30.00% of the University's operating revenues and 19.76% of total revenues. Tuition and fee revenues decreased \$443,364 between years due primarily to the increase in scholarship allowance.
- Other revenues such as contracts and grants, auxiliary enterprise revenue, and miscellaneous revenues comprised 46.11% and 40.75% of the University's total revenues in FY 2024 and FY 2023, respectively. FY 2024 grant awards included receipts of \$755,315 from the US Department of Education, \$1,173,094 from various West Virginia Agency sponsored scholarship programs, and \$994,576 in West Virginia Higher Education scholarship programs. Federal Revenues, nonoperating, consisted of \$3,388,481 and \$3,249,766 in 2024 and 2023, respectively, in PELL Grants received and distributed for student financial aid and made up 11.57% of the University's total revenues in FY 2024. Federal HEERF Grants were fully closed in FY 2023.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

- State appropriation revenues amounted to \$7,071,783 and \$6,768,535, 24.15% and 21.11% of total revenues in FY 2024 and FY 2023, respectively. These appropriations are used to pay salaries and benefits in support of the operations of the University.
- The ratio of actual tuition discounts to gross tuition and fees revenues was 5.36% and 4.27% for FY 2024 and FY 2023, respectively. The reduction in the tuition discounts ratio was mainly due to donations through Foundation to pay for tuition discounts for FY 2024. The presentation of Program Revenues and Scholarship Allowances includes actual scholarship or grant based aid as well as tuition discounts.

Expenses

The operating expenses of the University by natural classification are as follows:

**OPERATING EXPENSES
YEARS ENDED JUNE 30, 2025, 2024, AND 2023**

| | 2025 | 2024 | 2023 |
|--|----------------------|----------------------|----------------------|
| Salaries and Wages | \$ 15,087,360 | \$ 12,762,811 | \$ 11,838,839 |
| Benefits | 3,517,533 | 2,329,761 | 1,570,218 |
| Supplies and Other Services | 8,557,162 | 9,137,884 | 7,375,469 |
| Utilities | 1,582,194 | 1,351,485 | 1,265,524 |
| Student Financial Aid - Scholarships and Fellowships | 3,818,941 | 1,964,728 | 5,809,058 |
| Depreciation and Amortization | 2,977,371 | 3,000,846 | 2,790,886 |
| Miscellaneous, Net | 175,007 | - | 63,550 |
| Total Operating Expenses | <u>\$ 35,715,568</u> | <u>\$ 30,547,515</u> | <u>\$ 30,713,544</u> |

2025 Compared to 2024

- Salaries and wages, and employee benefits made up 38.7% and 41.8% of the operating expenses of the University in FY 2025 and FY 2024, respectively.
- Utility costs made up 4.0% and 4.4% of operating expenses for FY 2025 and FY 2024.
- Scholarship expenses increased \$1,854,213 or 48% from FY 2024. They represented 9.8% and 6.4% of the total operating expenses in FY 2025 and FY 2024, respectively.
- Nonoperating expenses consisted only of interest on indebtedness and fees assessed by the commission for debt service.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

2024 Compared to 2023

- Salaries and wages, and employee benefits made up 41.8% and 43.7% of the operating expenses of the University in FY 2024 and FY 2023, respectively.
- Utility costs made up 4.4% and 4.1% of operating expenses for FY 2024 and FY 2023.
- Scholarship expenses decreased \$3,844,330 or 67% from FY 2023. They represented 6.4% and 18.9% of the total operating expenses in FY 2024 and FY 2023, respectively.
- Nonoperating expenses consisted only of interest on indebtedness and fees assessed by the commission for debt service.

Cash Flows

The Statements of Cash Flows presents detailed information about the cash activities of the University during the year. These statements assist the users in analyzing the University's ability to generate net cash flows, meet obligations as they come due, and determining its need for external financing.

The Statements of Cash Flows is divided into five parts:

1. Cash flows from operating activities. This section shows the net cash used by the operating activities of the University.
2. Cash flows from noncapital financing activities. This section reflects the cash received and paid for nonoperating, noninvesting, and noncapital financing purposes.
3. Cash flows from capital financing activities. This section includes cash used for the acquisition and construction of capital and related items.
4. Cash flows from investing activities. This section shows the purchases, proceeds, and interest received from investing activities.
5. Reconciliation of net operating loss to net cash used in operating activities. This part provides a schedule that reconciles the accrual-based operating income or loss and net cash flow used in operating activities to the operating loss reflected in the SRECNP.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

**CONDENSED SCHEDULES OF CASH FLOWS
YEARS ENDED JUNE 30, 2025, 2024, AND 2023**

| | 2025 | 2024 | 2023 |
|--|---------------------|---------------------|---------------------|
| Cash Provided (Used) by: | | | |
| Operating Activities | \$ (3,371,294) | \$ (3,925,639) | \$ (12,377,447) |
| Noncapital Financing Activities | 11,277,820 | 10,460,264 | 12,120,559 |
| Capital Financing Activities | (9,457,029) | (5,449,856) | (3,596,476) |
| Investing Activities | 364,633 | 156,493 | 405,710 |
| Increase (Decrease) in Cash and Cash Equivalents | (1,185,870) | 1,241,262 | (3,447,654) |
| Cash and Cash Equivalents - Beginning of Year | 2,777,902 | 1,536,640 | 4,984,294 |
| Cash and Cash Equivalents - End of Year | <u>\$ 1,592,032</u> | <u>\$ 2,777,902</u> | <u>\$ 1,536,640</u> |

Capital Asset and Debt Administration

The University had capital asset additions of \$5,197,600, \$1,428,578, and \$3,250,851 for the years ended June 30, 2025, 2024, and 2023, respectively.

Economic Outlook

Glenville State University remains committed to executing initiatives and a strategic plan aimed at institutional growth and financial improvement. This mission has been actively pursued throughout Fiscal Year 2024 and continues into the current Fiscal Year 2025, despite the numerous challenges facing higher education. These challenges include a declining population in West Virginia, particularly in the north-central region where GSU is located, decreasing college enrollment rates among high school graduates, significant inflationary pressures and static funding over several years, and difficulties in recruiting and retaining faculty and staff.

Despite these obstacles, GSU continues to meet the heightened expectations of its mission by providing higher education opportunities to first-generation, needs-based, and rural students from Central West Virginia and beyond. The University is determined to address current and past economic challenges through operational efficiencies, savings from bond refinancing, proactively seeking additional funding sources, increasing student enrollment from diverse and expanding populations, and expanding curriculum offerings. These efforts underscore GSU's dedication to its mission and its resilience in the face of adversity.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

Glenville's expectations for FY 2025 and beyond are based on:

- The University has a competent, stable leadership team:
 1. President Dr. Mark A. Manchin continues his tenure that began over two years ago. His leadership and innovative energy serve as a catalyst for the overall execution of the University's mission. Dr. Manchin's 40+ years of experience in West Virginia education and government has proven to be an asset to the University. Under his guidance, the University is executing further expansion initiatives.
 2. GSU continues to maintain a stable executive leadership team comprised of highly experienced personnel.
- Several changes have been made in the past year, or are underway, that improve the University's appeal to our current and prospective students as well as serving to positively impact our fiscal situation:
 1. Inflationary pressures continued to persist and the implementation of tuition increases became a necessity. To address this, GSU has chosen to spread an overall increase over multiple years. As such, the University implemented a 2% increase in overall Tuition and Fees in Fiscal Year 2023. Subsequent increases will include a 4% increase in FY24, followed by a 2% increase in FY25 culminating in an overall increase of approximately 8% spread over three years. GSU believes this plan responsibly addresses the situation and will bolster revenues while continuing to be respectful to the financial challenges experienced by our students.
 2. With nearly \$12 million in deferred maintenance funds allocated by the state of West Virginia, GSU is actively undertaking significant infrastructure upgrades. These major improvements will transform the campus over the next two years.
 3. In July, 2021, the University renewed its food services contract with Aramark. Among other things, this contract provided various discretionary and incentive funds to the University which are being used to fund scholarships, supplement various budgets, and benefit the bottom line. Additionally, Aramark has executed upon a substantial commitment to invest in capital improvements in the food service facilities. These improvements include the addition of a "We Proudly Serve" Starbucks coffee shop which opened in August and is serving the overall campus community. The other capital improvement is a major renovation of the food service facilities in the Molloyhan Center. This includes: a re-design of the Rusty Musket café; the addition of a "Freshens" franchise; a self-serve, convenience store; and a major re-design of the Molloyhan's cafeteria. Those physical changes occurred through the Summer and are now in full operation. As a result, GSU's overall food service facilities are now immensely improved, modern, and have been well received by our students and the campus community. GSU expects these facility improvements to be largely beneficial to our recruiting efforts as they present an appeal to our prospective students.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

4. Significant investments have been made in various areas related to the Nursing program, including the acquisition of equipment to improve simulation and lab experiences, upgrades to classrooms and conference rooms to facilitate remote consultations and interactions between Marshall and GSU campuses, and enhancements to on-campus facilities to benefit Nursing students' campus life and study experience. Renovations were also made to dorm rooms in Pickens Hall, where most Nursing students will reside.
 5. With the establishment of the new College of Health Sciences on campus and the development of the College of Health Sciences center at the Waco, opening in Fall 2024, GSU has made substantial advancements in health sciences education. GSU plans to apply for additional funding to further develop the Nursing and Health Sciences programs. As mentioned above, the University is actively proceeding with planning steps to relocate our pre-Nursing and health and human performance programs to other recently renovated physical space at the Waco and on the main campus.
 6. The University has successfully completed the implementation of four Graduate Programs, two in Education, one in Business an MBA, and one in Criminal Justice. The combined Graduate Programs have increased enrollment year-over-year with the Fall of 24 accounting for over 72 students. Future graduate programs are well under way including a counseling psychology degree.
 7. In FY25, numerous academic-related initiatives and memoranda of understanding (MOUs) were continued. These efforts are expected to strengthen partnerships and boost enrollments. Key initiatives include A Facilities Initiative Pilot with the West Virginia Higher Education Policy Commission (WVHEPC). A memorandum of affiliation with Community Care of West Virginia. The West Virginia State Police Law Enforcement Training and Articulation and Academic Credit Agreement. Graduate-level coursework in Autism, and others. These additions reflect GSU's commitment to expanding educational opportunities and fostering collaborative relationships.
 8. Given GSU's longstanding history as an education institution, Clark Hall, a prominent building on campus, was remodeled and designated as the central hub for the College of Education.
- In the current Fiscal Year 2025, Glenville State University continues to make further progress in reducing our Tuition Discounting rate, consistent with our strategic plan. Enabling these improvements have been: continued increases from the GSU Foundation to offset student aid previously classified as waivers; funds provided through the aforementioned Nursing funding were directly deployed to those students as year one scholarships; and, a generous donation has provided approximately \$1 Million which is being deployed directly to the funding of previous waiver classified student aid. GSU expects these initiatives to continue going forward as GSU executes on further strategies to reduce our overall tuition discounting rates.
 - GSU continues to maintain heightened attention to Federal, State, and Private Foundation grants that are available to institutions such as ours. Funding available through grants has been significantly beneficial to GSU in the past, and this continues to be a cornerstone of the Institution's efforts to bolster its fiscal well-being and to fund specific, purpose-driven objectives.

**GLENVILLE STATE UNIVERSITY
MANAGEMENTS' DISCUSSION AND ANALYSIS
(UNAUDITED)
YEARS ENDED JUNE 30, 2025 AND 2024**

- The University continues to benefit from the Foundation which holds and safeguards the endowment and other monetary assets contributed to it over the years from our numerous Alumni, benefactors, and parties having significant interest in the viability of the institution. The Foundation's benefit to the institution was significantly bolstered in FY2025 through a near-record level of contributions received. As highlighted earlier, the Foundation has already implemented significant increases in scholarship support to our students. The University also benefits from a formal, standing line of credit from the Foundation which is available at any time necessary, especially during the cyclical times of the academic year where cash inflows are often stagnant
- The University continues to benefit from the bond refinancing executed in September 2017. This refinancing has established a favorable long-term debt structure with an advantageous fixed interest rate, as detailed in footnote 7. This streamlined financial arrangement provides stability for the University and enhances overall cash flows.

Overall, the future and outlook of the University appear optimistic and encouraging. An experienced leadership team, fiscal conservancy, strategic growth initiatives, and an enrollment and retention-driven strategy all bode well for FY 2025 and beyond.

Requests for Information

Requests for information, including questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

Timothy Henline
Chief Financial Officer
Glenville State University
200 High Street
Glenville, West Virginia 26351
timothy.henline@glenville.edu

**GLENVILLE STATE UNIVERSITY
STATEMENTS OF NET POSITION
JUNE 30, 2025 AND 2024**

| | <u>2025</u> | <u>2024</u> |
|---|-----------------------------|-----------------------------|
| ASSETS | | |
| Current Assets: | | |
| Cash and Cash Equivalents | \$ 1,592,032 | \$ 2,777,902 |
| Accounts Receivable, Net | 2,193,353 | 1,177,150 |
| Lease Receivable, Current Portion | <u>579,042</u> | <u>476,622</u> |
| Total Current Assets | <u>4,364,427</u> | <u>4,431,674</u> |
| Noncurrent Assets: | | |
| Cash and Cash Equivalents | 2,982,104 | 4,027,502 |
| Accounts Receivable, Net of Current Portion | 21,248 | 22,419 |
| Lease Receivable, Net of Current Portion | 160,273 | 739,315 |
| Net Other Postemployment Benefit Asset | 33,079 | 259,225 |
| Capital Assets, Net | <u>77,363,739</u> | <u>71,998,652</u> |
| Total Noncurrent Assets | <u>80,560,443</u> | <u>77,047,113</u> |
| Total Assets | 84,924,870 | 81,478,787 |
| DEFERRED OUTFLOWS OF RESOURCES | | |
| Deferred Loss on Refunding | 209,113 | 223,787 |
| Related to Pension Plans | 13,612 | 13,101 |
| Related to OPEB | <u>139,133</u> | <u>92,249</u> |
| Total Deferred Outflows of Resources | <u>361,858</u> | <u>329,137</u> |
| Total Assets and Deferred Outflows of Resources | <u><u>\$ 85,286,728</u></u> | <u><u>\$ 81,807,924</u></u> |

See accompanying Notes to Financial Statements.

GLENVILLE STATE UNIVERSITY
STATEMENTS OF NET POSITION (CONTINUED)
JUNE 30, 2025 AND 2024

| | <u>2025</u> | <u>2024</u> |
|---|----------------------|----------------------|
| LIABILITIES | | |
| Current Liabilities: | | |
| Accounts Payable | \$ 4,129,753 | \$ 1,155,485 |
| Accrued Liabilities | 2,056,417 | 1,383,614 |
| Compensated Absences | 1,095,279 | 748,173 |
| Unearned Revenue, Current Portion | 1,147,653 | 3,514,672 |
| Bonds and Notes Payable, Current Portion | 1,192,422 | 1,155,078 |
| HEPC Debt Payable, Current Portion | 80,782 | 76,891 |
| Total Current Liabilities | <u>9,702,306</u> | <u>8,033,913</u> |
| Noncurrent Liabilities: | | |
| Unearned Revenue | 1,100,000 | 1,200,000 |
| Net Pension Liability | 105,595 | 136,014 |
| Bonds, Notes and HEPC Debt Payable | 31,941,994 | 33,206,464 |
| Total Noncurrent Liabilities | <u>33,147,589</u> | <u>34,542,478</u> |
| Total Liabilities | 42,849,895 | 42,576,391 |
| DEFERRED INFLOWS OF RESOURCES | | |
| Related to Pension Plans | 213,947 | 303,103 |
| Related to OPEB | 147,533 | 387,771 |
| Related to Leases | 535,301 | 963,541 |
| Total Deferred Inflows of Resources | <u>896,781</u> | <u>1,654,415</u> |
| Total Liabilities and Deferred Inflows of Resources | 43,746,676 | 44,230,806 |
| NET POSITION | | |
| Net Investment In Capital Assets | 44,148,541 | 37,480,791 |
| Restricted for: | | |
| Loans | 40,948 | 40,948 |
| Capital Projects | 12,842 | 1,192,231 |
| Other Postemployment Benefit | 33,079 | 259,225 |
| Debt Service | 2,969,262 | 2,503,775 |
| Total Restricted | <u>3,056,131</u> | <u>3,996,179</u> |
| Unrestricted | <u>(5,664,620)</u> | <u>(3,899,852)</u> |
| Total Net Position | <u>41,540,052</u> | <u>37,577,118</u> |
| Total Liabilities, Deferred Inflows of Resources, and Net Position | <u>\$ 85,286,728</u> | <u>\$ 81,807,924</u> |

See accompanying Notes to Financial Statements.

GLENVILLE STATE UNIVERSITY
STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2025 AND 2024

| | <u>2025</u> | <u>2024</u> |
|--|-----------------------------|-----------------------------|
| OPERATING REVENUES | | |
| Student Tuition and Fees, Net of Scholarship Allowance of \$6,685,104 for 2025 and \$5,091,091 for 2024 | \$ 5,293,249 | \$ 6,149,110 |
| Contracts and Grants: | | |
| Federal | 370,556 | 755,315 |
| State | 15,329,112 | 4,002,517 |
| Private | 135,000 | 1,245,996 |
| Sales and Services of Educational Activities | 24,034 | 26,585 |
| Auxiliary Enterprise Revenue, Net of Scholarship Allowance of \$3,145,931 for 2025 and \$2,995,879 for 2024 | 4,203,191 | 4,063,109 |
| Miscellaneous Revenue | 4,094,263 | 4,379,885 |
| Total Operating Revenues | <u>29,449,405</u> | <u>20,622,517</u> |
| OPERATING EXPENSES | | |
| Salaries and Wages | 15,087,360 | 12,762,811 |
| Benefits | 3,517,533 | 2,329,761 |
| Supplies and Other Services | 8,557,162 | 9,137,884 |
| Utilities | 1,582,194 | 1,351,485 |
| Student Financial Aid - Scholarships and Fellowships | 3,818,941 | 1,964,728 |
| Depreciation and Amortization | 2,977,371 | 3,000,846 |
| Miscellaneous, Net | 175,007 | - |
| Total Operating Expenses | <u>35,715,568</u> | <u>30,547,515</u> |
| NET OPERATING LOSS | (6,266,163) | (9,924,998) |
| NONOPERATING REVENUES (EXPENSES) | | |
| State Appropriations | 7,490,879 | 7,071,783 |
| Federal Pell Grants | 3,786,941 | 3,388,481 |
| Investment Income | 364,633 | 156,493 |
| Interest on Indebtedness | (1,625,900) | (1,651,967) |
| Fees Assessed by HEPC for Debt Service | (98,816) | (98,141) |
| Nonoperating Revenues, Net | <u>9,917,737</u> | <u>8,866,649</u> |
| INCOME (LOSS) BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES | 3,651,574 | (1,058,349) |
| Gifts and Capital Payments on Behalf of the University | <u>311,360</u> | <u>134,687</u> |
| CHANGE IN NET POSITION | 3,962,934 | (923,662) |
| Net Position - Beginning of Year | <u>37,577,118</u> | <u>38,500,780</u> |
| NET POSITION - END OF YEAR | <u><u>\$ 41,540,052</u></u> | <u><u>\$ 37,577,118</u></u> |

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2025 AND 2024**

| | <u>2025</u> | <u>2024</u> |
|--|----------------------------|----------------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Student Tuition and Fees | \$ 5,022,887 | \$ 5,970,708 |
| Contracts and Grants | 13,367,649 | 9,065,770 |
| Payments to and on Behalf of Employees | (17,750,201) | (15,867,581) |
| Payments to Suppliers | (5,582,894) | (8,615,513) |
| Payments to Utilities | (1,582,194) | (1,351,485) |
| Payments for Scholarships and Fellowships | (3,818,941) | (1,964,728) |
| Collection of Loans to Students | - | - |
| Sales and Service of Educational Activities | (404,206) | (401,656) |
| Auxiliary Enterprise Charges | 4,203,191 | 4,063,109 |
| Other Receipts and Payments, Net | 3,173,415 | 5,175,737 |
| William D. Ford Direct Lending Receipts | 3,119,386 | 4,030,790 |
| William D. Ford Direct Lending Payments | (3,119,386) | (4,030,790) |
| Net Cash Used by Operating Activities | <u>(3,371,294)</u> | <u>(3,925,639)</u> |
| CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES | | |
| State Appropriations | 7,490,879 | 7,071,783 |
| Federal Pell Grants | 3,786,941 | 3,388,481 |
| Federal HEERF Grants | - | - |
| Net Cash Provided by Noncapital Financing Activities | <u>11,277,820</u> | <u>10,460,264</u> |
| CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES | | |
| Purchases of Capital Assets | (8,031,098) | (1,437,581) |
| Debt Service Paid to Commission | (98,816) | (98,141) |
| Principal Paid on Bonds and Notes Payable | (1,223,235) | (1,182,519) |
| Interest Paid on Bonds and Notes Payable | (1,625,900) | (1,651,967) |
| Increase (Decrease) in Noncurrent Cash and Cash Equivalents | 1,045,398 | (1,468,767) |
| Lease Payments Received | 476,622 | 389,119 |
| Net Cash Used by Capital Financing Activities | <u>(9,457,029)</u> | <u>(5,449,856)</u> |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Net Cash Provided by Investing Activities | <u>364,633</u> | <u>156,493</u> |
| INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | (1,185,870) | 1,241,262 |
| Cash and Cash Equivalents - Beginning of Year | <u>2,777,902</u> | <u>1,536,640</u> |
| CASH AND CASH EQUIVALENTS - END OF YEAR | <u><u>\$ 1,592,032</u></u> | <u><u>\$ 2,777,902</u></u> |

See accompanying Notes to Financial Statements.

GLENVILLE STATE UNIVERSITY
STATEMENTS OF CASH FLOWS (CONTINUED)
YEARS ENDED JUNE 30, 2025 AND 2024

| | <u>2025</u> | <u>2024</u> |
|--|------------------------------|------------------------------|
| RECONCILIATION OF NET OPERATING LOSS TO NET CASH USED BY OPERATING ACTIVITIES | | |
| Net Operating Loss | \$ (6,266,163) | \$ (9,924,998) |
| Adjustments to Reconcile Net Operating Loss to Net Cash Used by Operating Activities: | | |
| Depreciation and Amortization | 2,977,371 | 3,000,846 |
| Payments on Behalf - Special Funding Pension and OPEB | - | - |
| Changes in Assets and Liabilities: | | |
| Accounts Receivable, Net | (1,015,032) | 630,562 |
| Loans to Students, Net | - | - |
| Deferred Inflows of Resources - Leases | (428,240) | (428,241) |
| Accounts Payable | 2,974,268 | 522,371 |
| Accrued Liabilities and Due to HEPC | 687,477 | 33,692 |
| Defined Benefit Pension Plan | (120,086) | (175,995) |
| OPEB | (60,976) | (660,021) |
| Compensated Absences | 347,106 | 14,203 |
| Unearned Revenue | (2,467,019) | 3,061,942 |
| Net Cash Used by Operating Activities | <u><u>\$ (3,371,294)</u></u> | <u><u>\$ (3,925,639)</u></u> |
| SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION | | |
| Capital Expenses Paid on Behalf of University | <u><u>\$ 311,360</u></u> | <u><u>\$ 134,687</u></u> |
| Accretion of Bond Discount into Bonds Payable | <u><u>\$ 8,337</u></u> | <u><u>\$ 8,337</u></u> |

See accompanying Notes to Financial Statements.

GLENVILLE STATE UNIVERSITY FOUNDATION, INC.
A COMPONENT UNIT OF GLENVILLE STATE UNIVERSITY
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2025 AND 2024

| | <u>2025</u> | <u>2024</u> |
|---|-----------------------------|-----------------------------|
| ASSETS | | |
| CURRENT ASSETS | | |
| Cash and Cash Equivalents | \$ 1,086,485 | \$ 189,784 |
| Investments, at Fair Value | 25,149,265 | 23,951,646 |
| Related Party Receivables | 336,131 | - |
| Total Current Assets | <u>26,571,881</u> | <u>24,141,430</u> |
| FIXED ASSETS, NET | 4,470,099 | 3,674,025 |
| OTHER ASSETS | | |
| Bequests and Contributions Receivable | 1,287,754 | 1,164,259 |
| Land and Other Assets Held for Investment | 291,031 | 291,031 |
| Total Other Assets | <u>1,578,785</u> | <u>1,455,290</u> |
| Total Assets | <u><u>\$ 32,620,765</u></u> | <u><u>\$ 29,270,745</u></u> |
| LIABILITIES AND NET ASSETS | | |
| LIABILITIES | | |
| Current Liabilities: | | |
| Accounts Payable | \$ 48,704 | \$ 350,539 |
| Related Party Payables | 1,026,204 | - |
| Deferred Revenue | - | 17,642 |
| Organization Funds Held for Others | 78,460 | 59,535 |
| Current Portion of Loan Payable | 38,176 | 2,714,420 |
| Total Current Liabilities | <u>1,191,544</u> | <u>3,142,136</u> |
| Noncurrent Liabilities: | | |
| Loan Payable | <u>2,624,770</u> | <u>-</u> |
| Total Liabilities | 3,816,314 | 3,142,136 |
| NET ASSETS | | |
| Without Donor Restrictions | 2,804,526 | 1,605,615 |
| With Donor Restrictions | 25,999,925 | 24,522,994 |
| Total Net Assets | <u>28,804,451</u> | <u>26,128,609</u> |
| Total Liabilities and Net Assets | <u><u>\$ 32,620,765</u></u> | <u><u>\$ 29,270,745</u></u> |

See accompanying Notes to Financial Statements.

GLENVILLE STATE UNIVERSITY FOUNDATION, INC.
A COMPONENT UNIT OF GLENVILLE STATE UNIVERSITY
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|----------------------------------|----------------------------|----------------------|
| REVENUES AND OTHER SUPPORT | | | |
| Bequests and Contributions | \$ 116,070 | \$ 3,757,712 | \$ 3,873,782 |
| Investment Income | 151,094 | 682,021 | 833,115 |
| Contributions In-Kind | 151,589 | - | 151,589 |
| Realized and Unrealized Gains on Investments | 87,523 | 1,859,249 | 1,946,772 |
| Increase In Cash Surrender Value | - | 68,495 | 68,495 |
| Rental Income | 211,704 | - | 211,704 |
| Net Assets Released from Restrictions: | | | |
| Purpose Restrictions Accomplished | 4,890,546 | (4,890,546) | - |
| Total Revenues and Other Support | 5,608,526 | 1,476,931 | 7,085,457 |
| EXPENSES | | | |
| Expenditures for Benefit of Glenville State University | 2,682,250 | - | 2,682,250 |
| Scholarships | 1,001,534 | - | 1,001,534 |
| Salaries and Wages | 202,175 | - | 202,175 |
| Legal, Consulting, and Accounting | 20,475 | - | 20,475 |
| Miscellaneous | 30,609 | - | 30,609 |
| Promotions and Publications | 36,188 | - | 36,188 |
| Office Expense | 4,997 | - | 4,997 |
| Travel and Advancement | 19,930 | - | 19,930 |
| Memberships and Subscriptions | 100 | - | 100 |
| Insurance | 30,159 | - | 30,159 |
| Interest Expense | 120,607 | - | 120,607 |
| Depreciation | 178,474 | - | 178,474 |
| Annual Fund Expense | 8,187 | - | 8,187 |
| Alumni Expenses | 15,000 | - | 15,000 |
| Database Management | 58,930 | - | 58,930 |
| Total Expenses | 4,409,615 | - | 4,409,615 |
| CHANGE IN NET ASSETS | 1,198,911 | 1,476,931 | 2,675,842 |
| Net Assets - Beginning of Year | 1,605,615 | 24,522,994 | 26,128,609 |
| NET ASSETS - END OF YEAR | <u>\$ 2,804,526</u> | <u>\$ 25,999,925</u> | <u>\$ 28,804,451</u> |

See accompanying Notes to Financial Statements.

GLENVILLE STATE UNIVERSITY FOUNDATION, INC.
A COMPONENT UNIT OF GLENVILLE STATE UNIVERSITY
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2024

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---|----------------------------------|-----------------------------|-----------------------------|
| REVENUES AND OTHER SUPPORT | | | |
| Bequests and Contributions | \$ 312,653 | \$ 3,953,297 | \$ 4,265,950 |
| Investment Income | 419,490 | 539,921 | 959,411 |
| Contributions In-Kind | 3,998 | - | 3,998 |
| Realized and Unrealized Gains on Investments | 144,767 | 1,942,184 | 2,086,951 |
| Increase In Cash Surrender Value | - | 26,700 | 26,700 |
| Rental Income | 211,704 | - | 211,704 |
| Net Assets Released from Restrictions: | | | |
| Purpose Restrictions Accomplished | 2,356,746 | (2,356,746) | - |
| Total Revenues and Other Support | <u>3,449,358</u> | <u>4,105,356</u> | <u>7,554,714</u> |
| EXPENSES | | | |
| Expenditures for Benefit of Glenville State University | 1,535,907 | - | 1,535,907 |
| Scholarships | 904,545 | - | 904,545 |
| Salaries and Wages | 212,697 | - | 212,697 |
| Legal, Consulting, and Accounting | 18,250 | - | 18,250 |
| Miscellaneous | 29,712 | - | 29,712 |
| Promotions and Publications | 40,692 | - | 40,692 |
| Office Expense | 5,463 | - | 5,463 |
| Travel and Advancement | 23,858 | - | 23,858 |
| Memberships and Subscriptions | 160 | - | 160 |
| Insurance | 27,200 | - | 27,200 |
| Interest Expense | 89,752 | - | 89,752 |
| Depreciation | 159,347 | - | 159,347 |
| Annual Fund Expense | 9,711 | - | 9,711 |
| Alumni Expenses | 9,294 | - | 9,294 |
| Database Management | 53,000 | - | 53,000 |
| Total Expenses | <u>3,119,588</u> | <u>-</u> | <u>3,119,588</u> |
| CHANGE IN NET ASSETS | 329,770 | 4,105,356 | 4,435,126 |
| Net Assets - Beginning of Year | <u>1,275,845</u> | <u>20,417,638</u> | <u>21,693,483</u> |
| NET ASSETS - END OF YEAR | <u><u>\$ 1,605,615</u></u> | <u><u>\$ 24,522,994</u></u> | <u><u>\$ 26,128,609</u></u> |

See accompanying Notes to Financial Statements.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 1 ORGANIZATION

Glenville State University (the University) is governed by the Glenville State University Board of Governors (the Board). The Board was established by Senate Bill 653 (S.B. 653).

Powers and duties of the Board include, but are not limited to, the power to determine, control, supervise, and manage the financial, business, and educational policies and affairs of the institution under its jurisdiction, the duty to develop a master plan for the institution, the power to prescribe the specific functions and institution's budget request, the duty to review at least every five years all academic programs offered at the institution, and the power to fix tuition and other fees for the different classes or categories of students enrolled at its institution.

S.B. 653 also created the West Virginia Higher Education Policy Commission (HEPC or the "Commission") which is responsible for developing, gaining consensus around and overseeing the implementation and development of a higher education public policy agenda.

As a requirement of Governmental Accounting Standards Board Standards (GASB), the University has included information from the Glenville State University Foundation, Inc. (the Foundation).

Although the University benefits from the activities of the Foundation, the Foundation is independent of the University in all respects. The Foundation is not directly or indirectly controlled by the University. The Foundation has its own separate, independent Board of Directors. Moreover, the assets of the Foundation are the exclusive property of the Foundation and do not belong to the University. The University is not accountable for, and does not have ownership of, any of the financial and capital resources of the Foundation. The University does not have the power or authority to mortgage, pledge, or encumber the assets of the Foundation. The Board of Directors of the Foundation is entitled to make all decisions regarding the business and affairs of the Foundation, including, without limitation, distributions made to the University. Under state law, neither the principal nor income generated by the assets of the Foundation can be taken into consideration in determining the amount of state-appropriated funds allocated to the University. Third parties dealing with the University, the Board, and the state of West Virginia (or any agency thereof) should not rely upon the financial statements of the Foundation for any purpose without consideration of all the foregoing conditions and limitations.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the University have been prepared in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. The financial statement presentation required by GASB provide a comprehensive, entity-wide perspective of the University's assets, liabilities, net position, revenues, expenses, changes in net position, and cash flows.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Reporting Entity

The University is a blended component unit of the West Virginia Higher Education Fund and represents separate funds of the state of West Virginia that are not included in the state's general fund. The University is a separate entity which, along with all state institutions of higher education, the Commission, and West Virginia Council for Community and Technical College Education, form the Higher Education Fund of the state. The Higher Education Fund is considered a component unit of the state, and its financial statements are discretely presented in the state's annual comprehensive financial report.

The accompanying financial statements present all funds under the authority of the University, including its blended component units, Glenville State University Research Corporation (the Research Corporation), which was formed on December 10, 1990, as a nonprofit, nonstock corporation and Glenville State University Housing Corporation (the Housing Corporation), which received tax-exempt status on June 11, 1973, as a nonprofit corporation. The basic criterion for inclusion in the accompanying financial statements is the exercise of oversight responsibility derived from the University's ability to significantly influence operations and accountability for fiscal matters of related entities.

The audited financial statements of the Foundation are presented here as a discrete component unit with the University's financial statements in accordance with GASB. The Foundation is a separate, private, nonprofit organization that reports under FASB standards. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the audited financial information as they are presented herein.

Financial Statement Presentation

GASB establishes standards for external financial reporting for public colleges and universities and requires that financial statements be presented on a basis to focus on the University as a whole. The components of net position are classified into four categories according to external donor restrictions or availability of assets for satisfaction of University obligations. The University's components of net position are classified as follows:

Net Investment in Capital Assets

This represents the University's total investment in capital assets, net of depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of net investment in capital assets, net of related debt.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Restricted – Expendable

This includes resources in which the University is legally or contractually obligated to spend resources in accordance with restrictions imposed by external third parties.

The West Virginia State Legislature, as a regulatory body outside the reporting entity, has restricted the use of certain funds by Article 10, *Fees and Other Money Collected at State Institutions of Higher Education*, of the West Virginia State Code. House Bill 101 passed in March 2004 simplified the tuition and fee structure and removed the restrictions but included designations associated with auxiliary and capital items. These activities are fundamental to the normal ongoing operations of the University. These restrictions are subject to change by future actions of the West Virginia State Legislature.

Restricted – Nonexpendable

This includes endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal. The University does not have any restricted nonexpendable components of net position at either June 30, 2025 or 2024.

Unrestricted

This represents resources derived from student tuition and fees, state appropriations and sales and services of educational activities. These resources are used for transactions relating to the educational and general operations of the University, and may be used at the discretion of the Board of Governors to meet current expenses for any purpose. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff.

Basis of Accounting

For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been prepared on the accrual basis of accounting with a flow of economic resources measurement focus. Revenues are reported when earned and expenditures when materials or services are received. All intercompany accounts and transactions have been eliminated.

Cash and Cash Equivalents

For purposes of the statements of net position, the University considers all highly liquid investments with an original maturity of three months or less to be cash equivalents.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Cash and Cash Equivalents (Continued)

Cash and cash equivalents balances on deposit with the State of West Virginia Treasurer's Office (the State Treasurer) are pooled by the State Treasurer with other available funds of the State for investment purposes by the West Virginia Board of Treasury Investments (BTI). These funds are transferred to the BTI, which is directed by the State Treasurer to invest the funds in specific external investment pools in accordance with West Virginia Code, policies set by the BTI, provisions of bond indentures, and the trust agreements when applicable. Balances in the investment pools are recorded at fair value or amortized cost, which approximates fair value. Fair value is determined by a third-party pricing service based on asset portfolio pricing models and other sources in accordance with GASB. The BTI was established by the State Legislature and is subject to oversight by the State Legislature. Fair value and investment income are allocated to participants in the pools based upon the funds that have been invested. The amounts on deposit are available for immediate withdrawal or on the first day of each month for the WV Short Term Bond Pool and, accordingly, are presented as cash and cash equivalents in the accompanying financial statements.

The BTI maintains the Consolidated Fund investment fund, which consists of eight investment pools and participant-directed accounts, three of which the Commission may invest in. These pools have been structured as multi-participant variable net asset funds to reduce risk and offer investment liquidity diversification to the Fund participants. Funds not required to meet immediate disbursement needs are invested for longer periods. A more detailed discussion of the BTI's investment operations pool can be found in its annual report. A copy of that annual report can be obtained from the following address: 1900 Kanawha Blvd. East, Room E-122, Charleston, West Virginia 25305, or <http://www.wvbt.com>.

Allowance for Doubtful Accounts

It is the University's policy to provide for future losses on uncollectible accounts, contracts, grants and loans receivable based on an evaluation of the underlying balances, the historical collectability experienced by the University on such balances and such other factors which, in the University's judgment, require consideration in estimating doubtful accounts.

Noncurrent Cash, Cash Equivalents, and Investments

Cash, cash equivalents, and investments that are: (1) externally restricted to make debt service payments and long-term loans to students, or to maintain sinking or reserve funds, (2) to purchase capital or other noncurrent assets or settle long-term liabilities, or (3) permanently restricted net assets, are classified as noncurrent assets in the accompanying statements of net assets.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Capital Assets

Capital assets include property, plant, and equipment, books and materials that are part of a catalogued library, and infrastructure assets. Capital assets are stated at cost at the date of acquisition or construction, or acquisition value at the date of donation in the case of gifts. Donated capital assets acquired prior to July 1, 2015, are stated at fair value as of the date of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 20 to 50 years for buildings and infrastructure, 20 years for land improvements, 10 years for nontechnology equipment, and 3 years for furniture and technology equipment. The University's capitalization threshold is \$5,000.

Lease Right to Use Assets and Subscription Based Information Technology Arrangement (SBITA) assets are initially measured as the sum of the present value of payments expected to be made during the contractual term, payments associated with the contract made to the vendor at the commencement of the subscription term, when applicable, and capitalizable implementation costs, less any vendor incentives received from the vendor at the commencement of the term. Lease and SBITA assets are amortized in a systematic and rational manner over the shorter of the contractual term or the useful life of the underlying assets.

Unearned Revenue

Amounts received as deposits or revenues for programs or activities to be conducted primarily in the next fiscal year are classified as unearned revenue.

Net Pension Liability

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the West Virginia Teachers' Retirement System (TRS), administered by the West Virginia Consolidated Public Retirement Board (CPRB), and additions to or reductions from the TRS fiduciary net position have been determined on the same basis as they are reported in the TRS financial statements, which can be found at <https://www.wvretirement.com/Publications.html#CAFR>. The plan schedules of TRS are prepared using the accrual basis of accounting and economic resources measurement focus in accordance with U.S. GAAP as prescribed by GASB. Employer contributions are recognized when due and the employer has a legal requirement to provide the contributions. Investments are reported at fair value. Detailed information on investment valuation can be found in the TRS financial statements. Management of TRS has made certain estimates and assumptions relating to employer allocation schedules, and actual results could differ (see Note 13).

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Compensated Absences and Net Other Postemployment Benefits (OPEB)

GASB provides for the measurement, recognition, and display of OPEB expenditures, assets, and liabilities, including applicable note disclosures and required supplementary information. During fiscal year 2006, House Bill No. 4654 was established to create a trust fund for postemployment benefits for the state. The University is required to participate in this multiple-employer, cost-sharing plan, the West Virginia Retiree Health Benefit Trust Fund, sponsored by the state of West Virginia. Details regarding this plan and its stand-alone financial statements can be obtained by contacting the West Virginia Public Employees Insurance Agency (PEIA), State Capitol Complex, Building 5, Room 1001, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0710, or www.peia.wv.gov.

The liability for compensated absences reported in the financial statements consists of leave that has not been used that is attributable to services already rendered, accumulates and is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. The liability also includes amounts for leave that have been used for time off but have not yet been paid in cash or settled through noncash means and certain other types of leave.

The University's full-time employees earn up to two vacation leave days for each month of service and are entitled to compensation for accumulated, unpaid vacation leave upon termination. Full-time employees also earn 1½ sick leave days for each month of service and are entitled to extend their health or life insurance coverage upon retirement in lieu of accumulated, unpaid sick leave. Generally, two days of accrued sick leave extend health insurance for one month of single coverage, and three days extend health insurance for one month of family coverage. For employees hired after 1988, or who were hired before 1988 but did not choose such coverage until after 1988 but before July 1, 2001, the employee shares in the cost of the extended benefit coverage to the extent of 50% of the premium required for the extended coverage. Employees hired July 1, 2001, or later will not receive sick leave credit toward insurance premiums when they retire. Additionally, all retirees have the option to purchase continued coverage regardless of their eligibility for premium credits. This liability is now provided for under the multiple-employer, cost-sharing plan sponsored by the state. Certain faculty employees (generally those with less than a 12-month contract) earn a similar extended health or life insurance coverage retirement benefit based on years of service. Generally, 3½ years of teaching service extend health insurance for one year of single coverage, and five years extend health insurance for one year of family coverage. Faculty hired after July 1, 2009, do not receive years of service credit toward insurance premiums when they retire. Employees hired after July 1, 2010, receive no health insurance premium subsidy from the University. Two groups of employees hired after July 1, 2010, will not be required to pay the unsubsidized rate: (1) active employees who were originally hired before July 1, 2010, who have a break in service of fewer than two years after July 1, 2010, and (2) retired employees who retired before July 1, 2010, return to active service after July 1, 2010, and then go back into retirement. In those cases, the original hire date will apply.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Compensated Absences and Net Other Postemployment Benefits (OPEB) (Continued)

The estimated expense and expense incurred for the vacation leave or OPEB benefits are recorded as a component of benefits expense in the statements of revenues, expenses, and changes in net position.

Deferred Outflows of Resources

Consumption of net assets by the University that is applicable to a future fiscal year is reported as a deferred outflow of resources on the statement of net position. Deferred outflows consist of the deferred loss on refunding, which is accreted over the periods of the refunding bond issue, and deferred outflows of resources related to pension and OPEB plans.

Deferred Inflows of Resources

An acquisition of net assets by the University that is applicable to a future fiscal year is reported as a deferred inflow of resources on the statement of net position. Deferred inflows consist of those related to pension, OPEB plan and leases.

Risk Management

The state's Board of Risk and Insurance Management (BRIM) provides general, property, and casualty coverage to the University and its employees.

BRIM engages an independent actuary to assist in the determination of its premiums so as to minimize the likelihood of premium adjustments to the University or other participants in BRIM's insurance programs. As a result, management does not expect significant differences between the premiums the University is currently charged by BRIM and the ultimate cost of that insurance based on the University's actual loss experience. In the event such differences arise between estimated premiums currently charged by BRIM to the University and the University's ultimate actual loss experience, the difference will be recorded, as the change in estimate becomes known.

In addition, through its participation in the West Virginia Public Employees Insurance Agency (PEIA) and a third-party insurer, the University has obtained health, life, prescription drug coverage, and coverage for job-related injuries for its employees. In exchange for payment of premiums to PEIA and the third-party insurer, the University has transferred its risks related to health, life, prescription drug coverage, and job-related injuries.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Classification of Revenues

The University has classified its revenues according to the following criteria:

Operating Revenues – Operating revenues include activities that have the characteristics of exchange transactions, such as: (1) student tuition and fees, net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, net of scholarship discounts and allowances, (3) most federal, state, local, and nongovernmental grants and contracts, and (4) sales and services of educational activities.

Nonoperating Revenues – Nonoperating revenues include activities that have the characteristics of nonexchange transactions, such as gifts and contributions, federal HEERF grants, and other revenues that are defined as nonoperating revenues by GASB such as state appropriations, federal Pell Grants, and investment income and sale of capital assets (including natural resources).

Other Revenues – Other revenues consist primarily of nongovernmental grants and gifts.

Use of Restricted Components of Net Position

The University has not adopted a formal policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available. Generally, the University attempts to utilize restricted resources first when practicable.

Federal Financial Assistance Programs

The U.S. Department of Education makes interest subsidized and nonsubsidized loans directly to students through the University. Direct student loan receivables are not included in the University's balance sheets, as the loans are repayable directly to the U.S. Department of Education. In 2025 and 2024 the University received and disbursed \$3,119,386 and \$4,030,790, respectively, under the federal Direct Student Loan Program on behalf of the U.S. Department of Education, which amounts are not included as revenue and expense on the statements of revenues, expenses and changes in net position.

The University also distributes other student financial assistance funds on behalf of the federal government to students under the federal Pell Grant, Academic Competitiveness Grant, National Science and Mathematics Access to Retain Talent (SMART) Grant, and Teacher Education Assistance for College and Higher Education (TEACH) Grant, Supplemental Educational Opportunity Grant, and College and Work Study programs. The activity of these programs is recorded in the accompanying financial statements. In 2025 and 2024, the University received and disbursed \$4,071,913 and \$3,519,452, respectively.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Scholarship and Discount Allowances

Student tuition and fee revenues, and certain other revenues from students, are reported net of scholarship allowances and discounts in the statements of revenues, expenses, and changes in net position. Scholarship and discount allowances are the difference between the stated charge for educational services provided by the University, and the amount that is paid by students and/or third parties on the students' behalf.

Financial aid to students is reported in the financial statements under the alternative method as prescribed by the National Association of College and University Business Officers (NACUBO). Certain aid such as loans, funds provided to students as awarded by third parties, and federal direct lending is accounted for as a third-party payment (credited to the student's account as if the student made the payment). All other aid is reflected in the financial statements as operating expenses, or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to the student in the form of reduced tuition. Under the alternative method, these amounts are computed on a University basis by allocating the cash payments to students, excluding payments for services, on the ratio of total aid to the aid not considered to be third-party aid.

Government Grants and Contracts

Government grants and contracts normally provide for the recovery of direct and indirect costs, subject to audit. The University recognizes revenue when all eligibility requirements are met.

Income Taxes

The University is exempt from income taxes, except for unrelated business income, as a governmental instrumentality under federal income tax laws and regulations of the Internal Revenue Service. Its blended component units are exempt from income taxes as nonprofit organizations.

Cash Flows

Any cash and cash equivalents escrowed, restricted for noncurrent assets, or in funded reserves have not been included as cash and cash equivalents for the purpose of the statements of cash flows.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Risk and Uncertainties

Investments are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain securities, it is reasonably possible that changes in risk and values will occur in the near term and that such changes could materially affect the amounts reported in the financial statements.

Newly Adopted Statements Issued by the Governmental Accounting Standards Board

In June 2022, the GASB issued Statement No. 101, *Compensated Absences*. The primary objective of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. The implementation of this standard did not affect beginning net position.

In December 2023, the GASB issued Statement No. 102, *Certain Risk Disclosures*. The primary objective of this Statement is to provide users of financial statements with essential information about risks related to vulnerabilities due to certain concentrations or constraints. The implementation of this standard had no effect on the University's financial statements.

NOTE 3 CASH AND CASH EQUIVALENTS

The composition of cash and cash equivalents at June 30 was as follows:

| | 2025 | | |
|-----------------|---------------------|---------------------|---------------------|
| | Current | Noncurrent | Total |
| State Treasurer | \$ 635,368 | \$ 12,842 | \$ 648,210 |
| Trustee | - | 2,969,262 | 2,969,262 |
| Banks | 956,664 | - | 956,664 |
| Total | <u>\$ 1,592,032</u> | <u>\$ 2,982,104</u> | <u>\$ 4,574,136</u> |
| | 2024 | | |
| | Current | Noncurrent | Total |
| State Treasurer | \$ 1,512,704 | \$ 1,192,231 | \$ 2,704,935 |
| Trustee | - | 2,835,271 | 2,835,271 |
| Banks | 1,265,198 | - | 1,265,198 |
| Total | <u>\$ 2,777,902</u> | <u>\$ 4,027,502</u> | <u>\$ 6,805,404</u> |

Cash held by the State Treasurer includes \$557,239 and \$1,363,649 at June 30, 2025 and 2024, respectively, of restricted cash for grant programs, capital improvements, debt service, and student financial aid, among others.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 3 CASH AND CASH EQUIVALENTS (CONTINUED)

Funds kept in banks are covered by Federal Deposit Insurance Corporation up to \$250,000 or were collateralized by securities held by the state's agent.

Amounts with the State Treasurer as of June 30, 2025 and 2024, are comprised of two investment pools, the WV Money Market Pool and the WV Short Term Bond Pool.

Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The following table provides information on the Standard & Poor's rating of the State's investment pools as of June 30:

| | S&P Rating | Carrying Value | |
|-------------------------|------------|----------------|--------------|
| | | 2025 | 2024 |
| External Pool: | | | |
| WV Money Market Pool | AAAm | \$ 466,000 | \$ 1,841,000 |
| WV Short-Term Bond Pool | Not Rated | 11,000 | 43,000 |

A fund rated AAAm has extremely strong capacity to maintain principal stability and to limit exposure to principal losses due to credit, market, and/or liquidity risks. AAAm is the highest principal stability fund rating assigned by Standard & Poor's.

Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. All the funds held by the State Treasurer are subject to interest rate risk. The following table provides information on the weighted-average maturities for the WV Money Market Pool:

| | 2025 | |
|----------------------|---------------------|---------------------------|
| | Carrying Value | Weighted-Average Maturity |
| External Pool: | | |
| WV Money Market Pool | <u>\$ 466,000</u> | 41 Days |
| | 2024 | |
| | Carrying Value | Weighted-Average Maturity |
| External Pool: | | |
| WV Money Market Pool | <u>\$ 1,841,000</u> | 36 Days |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 3 CASH AND CASH EQUIVALENTS (CONTINUED)

The following table provides information on the effective duration for the WV Short Term Bond Pool:

| | | 2025 | |
|-------------------------|--|-------------------|-----------------------|
| | | Carrying Value | Effective Duration |
| External Pool: | | | |
| WV Short Term Bond Pool | | \$ 11,000 | 637 Days |
| | | 2024 | |
| | | Carrying Value | Effective Duration |
| External Pool: | | | |
| WV Short Term Bond Pool | | \$ 43,000 | 645 Days |

Other Investment Risks

Other investment risks include concentration of credit risk, custodial credit risk, and foreign currency risk. None of the BTI's Consolidated Fund's investment pools or accounts is exposed to these risks described below.

Custodial Credit Risk

Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, the University will not be able to recover the value of the investment or collateral securities that are in the possession of an outside party.

Concentration of Credit Risk

Concentration of credit risk is the risk of loss attributed to the magnitude of a Consolidated Fund pool or account's investment in a single corporate issuer. The BTI investment policy prohibits those pools and accounts permitted to hold corporate securities from investing more than 5% of their assets in any one corporate name or one corporate issue.

Foreign Currency Risk

Foreign currency risk is the risk that changes in exchange rates will adversely affect the fair value of an investment or a deposit. The University has no investments with foreign currency risk.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 3 CASH AND CASH EQUIVALENTS (CONTINUED)

Cash in Bank with Trustee

| | Carrying Value | |
|-------------------------------|---------------------|---------------------|
| | 2025 | 2024 |
| Investment Type: | | |
| Government Money Market Funds | \$ 2,969,262 | \$ 378,860 |
| Other Fixed-Income Securities | - | 2,456,411 |
| Total | <u>\$ 2,969,262</u> | <u>\$ 2,835,271</u> |

The objective of the money market fund is to increase the current level of income while continuing to maintain liquidity and capital. Assets are invested in high-quality short-term money market instruments.

NOTE 3 ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following at June 30:

| | 2025 | 2024 |
|---|---------------------|---------------------|
| Student Tuition and Fees, Net of Allowance for Doubtful Accounts of \$6,112,033 for 2025 and \$5,353,065 for 2024 | \$ 833,708 | \$ 563,346 |
| Other State Agencies | 1,729 | 8,546 |
| Federal Grants Receivable | 139,741 | 214,359 |
| Payroll Advance | 21,248 | 22,419 |
| Interest Receivable | 30,016 | 35,902 |
| Lease Receivable | 739,315 | 1,215,937 |
| Related Party Receivable | 1,000,000 | - |
| Other | 188,159 | 354,997 |
| Total | <u>2,953,916</u> | <u>2,415,506</u> |
| Less: Noncurrent | 181,521 | 761,734 |
| Total | <u>\$ 2,772,395</u> | <u>\$ 1,653,772</u> |

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 4 CAPITAL ASSETS

Capital assets consisted of the following at June 30:

| | 2025 | | | |
|--|-----------------------------------|---------------------|--------------------|--------------------------|
| | Balance - Beginning of Year | Additions | Reductions | Balance - End of Year |
| Capital Assets Not being Depreciated: | | | | |
| Land | \$ 1,222,564 | \$ - | \$ - | \$ 1,222,564 |
| Construction In Progress | 79,030 | 6,140,720 | - | 6,219,750 |
| Total Capital Assets | | | | |
| Not being Depreciated | 1,301,594 | 6,140,720 | - | 7,442,314 |
| Other Capital Assets: | | | | |
| Land Improvements | 2,263,698 | - | - | 2,263,698 |
| Infrastructure | 2,011,866 | 149,400 | (58,225) | 2,103,041 |
| Buildings | 110,728,872 | 319,572 | (84,900) | 110,963,544 |
| Equipment | 8,043,351 | 1,762,944 | (297,908) | 9,508,387 |
| Library Books | 1,693,429 | 3,207 | (1,053,248) | 643,388 |
| Leasehold Improvements | 199,219 | - | - | 199,219 |
| Total Other Capital Assets | 124,940,435 | 2,235,123 | (1,494,281) | 125,681,277 |
| Less Accumulated Depreciation for: | | | | |
| Land Improvements | 1,783,398 | 59,332 | - | 1,842,730 |
| Infrastructure | 1,672,423 | 42,689 | (58,225) | 1,656,887 |
| Buildings | 42,841,970 | 2,163,634 | (65,117) | 44,940,487 |
| Equipment | 6,121,089 | 706,044 | (297,908) | 6,529,225 |
| Library Books | 1,679,766 | 8,318 | (1,053,248) | 634,836 |
| Leasehold Improvements | 144,731 | 10,956 | - | 155,687 |
| Total Accumulated Depreciation | 54,243,377 | 2,990,973 | (1,474,498) | 55,759,852 |
| Other Capital Assets, Net | 70,697,058 | (755,850) | (2,968,779) | 69,921,425 |
| Total Cost of Capital Assets | 126,242,029 | 8,375,843 | (1,494,281) | 133,123,591 |
| Less: Accumulated Depreciation | 54,243,377 | 2,990,973 | (1,474,498) | 55,759,852 |
| Capital Assets, Net | <u>\$ 71,998,652</u> | <u>\$ 5,384,870</u> | <u>\$ (19,783)</u> | <u>\$ 77,363,739</u> |

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 5 CAPITAL ASSETS (CONTINUED)

| | 2024 | | | |
|---|-----------------------------------|-----------------------|---------------------|--------------------------|
| | Balance - Beginning of Year | Additions | Reductions | Balance - End of Year |
| Capital Assets Not being Depreciated: | | | | |
| Land | \$ 1,222,564 | \$ - | \$ - | \$ 1,222,564 |
| Construction In Progress | - | 79,030 | - | 79,030 |
| Total Capital Assets Not being Depreciated | 1,222,564 | 79,030 | - | 1,301,594 |
| Other Capital Assets: | | | | |
| Land Improvements | 2,263,698 | - | - | 2,263,698 |
| Infrastructure | 2,011,866 | - | - | 2,011,866 |
| Buildings | 110,802,005 | 494,224 | (567,357) | 110,728,872 |
| Equipment | 7,218,792 | 983,864 | (159,305) | 8,043,351 |
| Library Books | 1,720,350 | 6,813 | (33,734) | 1,693,429 |
| Leasehold Improvements | 199,219 | - | - | 199,219 |
| Total Other Capital Assets | 124,215,930 | 1,484,901 | (760,396) | 124,940,435 |
| Less Accumulated Depreciation for: | | | | |
| Land Improvements | 1,724,066 | 59,332 | - | 1,783,398 |
| Infrastructure | 1,633,884 | 38,539 | - | 1,672,423 |
| Buildings | 41,156,839 | 2,135,906 | (450,775) | 42,841,970 |
| Equipment | 5,660,572 | 619,822 | (159,305) | 6,121,089 |
| Library Books | 1,704,453 | 9,047 | (33,734) | 1,679,766 |
| Leasehold Improvements | 131,450 | 13,281 | - | 144,731 |
| Total Accumulated Depreciation | 52,011,264 | 2,875,927 | (643,814) | 54,243,377 |
| Other Capital Assets, Net | 72,204,666 | (1,391,026) | (1,404,210) | 70,697,058 |
| Total Cost of Capital Assets | 125,438,494 | 1,563,931 | (760,396) | 126,242,029 |
| Less: Accumulated Depreciation | 52,011,264 | 2,875,927 | (643,814) | 54,243,377 |
| Capital Assets, Net | <u>\$ 73,427,230</u> | <u>\$ (1,311,996)</u> | <u>\$ (116,582)</u> | <u>\$ 71,998,652</u> |

Depreciation expense for the years ended June 30, 2025 and 2024, was \$2,977,371 and \$3,000,846, respectively.

Buildings include the Waco Center, a portion of which is owned and accounted for by the Foundation. A lease agreement, expiring in 2043, between the University and Foundation specifies that the portion of the Waco Center owned by the Foundation will transfer to the University at the expiration of the lease. The lease is payable in annual installments of \$1.

The University maintains certain collections of inexhaustible assets to which no value can be practically determined. Accordingly, such collections are not capitalized or recognized for financial statement purposes. Such collections include contributed works of art, historical treasures, and literature that are held for exhibition, education, research, and public service. These collections are neither disposed of for financial gain nor encumbered in any means.

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 5 LONG-TERM LIABILITIES

The following is a summary of long-term obligation transactions for the years ended June 30:

| 2025 | | | | | |
|---|-----------------------------------|-------------------|---------------------|--------------------------|---------------------|
| | Balance - Beginning of Year | Additions | Reductions | Balance - End of Year | Current Portion |
| Bonds and Notes Payable: | | | | | |
| Notes Payable | \$ 1,685,299 | \$ - | \$ 335,077 | \$ 1,350,222 | \$ 342,422 |
| Commission Debt Payable | 234,540 | - | 76,891 | 157,649 | 80,782 |
| Improvement and Refunding Revenue Bonds | 32,518,594 | - | 811,267 | 31,707,327 | 850,000 |
| Total Bonds and Notes Payable | 34,438,433 | - | 1,223,235 | 33,215,198 | 1,273,204 |
| Other Liabilities: | | | | | |
| Compensated Absences* | 748,173 | 347,106 | - | 1,095,279 | 1,095,279 |
| Net Pension Liability | 136,014 | - | 30,419 | 105,595 | - |
| Other Postemployment Benefits (Asset) Liability | (259,225) | 226,146 | - | (33,079) | - |
| Total Other Liabilities | 624,962 | 573,252 | 30,419 | 1,167,795 | 1,095,279 |
| Total Noncurrent Liabilities | <u>\$ 35,063,395</u> | <u>\$ 573,252</u> | <u>\$ 1,253,654</u> | <u>\$ 34,382,993</u> | <u>\$ 2,368,483</u> |

| 2024 | | | | | |
|---|-----------------------------------|-------------|---------------------|--------------------------|---------------------|
| | Balance - Beginning of Year | Additions | Reductions | Balance - End of Year | Current Portion |
| Bonds and Notes Payable: | | | | | |
| Notes Payable | \$ 2,013,255 | \$ - | \$ 327,956 | \$ 1,685,299 | \$ 335,078 |
| Commission Debt Payable | 307,440 | - | 72,900 | 234,540 | 76,891 |
| Improvement and Refunding Revenue Bonds | 33,300,257 | - | 781,663 | 32,518,594 | 820,000 |
| Total Bonds and Notes Payable | 35,620,952 | - | 1,182,519 | 34,438,433 | 1,231,969 |
| Other Liabilities: | | | | | |
| Compensated Absences* | 733,970 | 14,203 | - | 748,173 | 748,173 |
| Net Pension Liability | 383,804 | - | 247,790 | 136,014 | - |
| Other Postemployment Benefits (Asset) Liability | 65,619 | - | 324,844 | (259,225) | - |
| Total Other Liabilities | 449,423 | - | 572,634 | (123,211) | - |
| Total Noncurrent Liabilities | <u>\$ 36,070,375</u> | <u>\$ -</u> | <u>\$ 1,755,153</u> | <u>\$ 34,315,222</u> | <u>\$ 1,231,969</u> |

* The change in the compensated absences liability is presented as a net change.

During 2017, the University's blended component unit, the Glenville State University Housing Corporation, Inc., borrowed \$400,000 from private individuals, some of whom are members of the University's Board of Governors. The loans incurred interest at a rate of the higher of 4.0% or *The Wall Street Journal* prime rate plus 0.5%. The loans were secured by revenue from rental properties. All of the loans were fully repaid.

In fiscal year 2021, the University secured a 10-year interest-free loan from the HEPC for the purposes of performing several critically needed replacements or improvements to heating and cooling systems on campus. This project will provide much needed reliability, as well as energy and deferred maintenance savings to the University for years to come. The loan will be repaid in equal quarterly payments.

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 6 BONDS PAYABLE

Bonds payable consisted of the following at June 30:

| | Interest Rate | Principal Amount Outstanding | |
|---|----------------|------------------------------|----------------------|
| | | 2025 | 2024 |
| Improvement and Refunding Revenue Bonds, Series 2017 Matures from June 2022 to June 2047 | 3.25% to 5.25% | \$ 31,780,000 | \$ 32,600,000 |
| Unamortized Bond Discount | | (72,673) | (81,406) |
| Total Bonds Payable | | <u>\$ 31,707,327</u> | <u>\$ 32,518,594</u> |

The Series 2017 Bonds bear interest at the rates shown above payable semiannually on June 1 and December 1 of each year until paid.

The Series 2017 Bond proceeds were used to pay in full the Series 2006 Bonds, Series 2007 Bonds, Series 2009 Bonds, and the 2011 note payable on September 28, 2017. Proceeds were escrowed in sufficient amount to pay in full the Series 2011A Bonds on October 10, 2017. Proceeds of \$2,000,000 were deposited in a project fund for future capital improvements. As of June 30, 2019, \$2,000,000 had been drawn down to pay for capital projects. In 2019, the University recorded a loss on refunding of \$297,157. At June 30, 2025 and 2024, the unamortized loss on refunding was \$223,787 and \$238,461, respectively.

Future debt service requirements to maturity, as scheduled, for the Series 2017 Bonds at June 30, 2025, are as follows:

| Maturity | Principal | Interest | Total |
|--------------|----------------------|----------------------|----------------------|
| 2026 | \$ 850,000 | \$ 1,593,100 | \$ 2,443,100 |
| 2027 | 885,000 | 1,559,100 | 2,444,100 |
| 2028 | 920,000 | 1,523,700 | 2,443,700 |
| 2029 | 965,000 | 1,482,300 | 2,447,300 |
| 2030 | 1,005,000 | 1,438,875 | 2,443,875 |
| 2031 to 2035 | 5,770,000 | 6,455,500 | 12,225,500 |
| 2036 to 2040 | 7,360,000 | 4,869,313 | 12,229,313 |
| 2041 to 2045 | 9,495,000 | 2,735,250 | 12,230,250 |
| 2046 to 2047 | 4,530,000 | 359,888 | 4,889,888 |
| Total | <u>\$ 31,780,000</u> | <u>\$ 22,017,026</u> | <u>\$ 53,797,026</u> |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 7 NOTES PAYABLE

Notes payable consisted of the following at June 30:

| <u>Description</u> | <u>2025</u> | <u>2024</u> |
|---|---------------------|---------------------|
| \$1,000,000 unsecured promissory note to HEPC, 0.00% interest, quarterly payments of \$25,000 | \$ 600,000 | \$ 700,000 |
| \$3,145,581 promissory note collateralized by first lien on equipment installed in various buildings on campus, 3.10% interest, semiannual payments of \$131,907 due through June 2028 | <u>750,222</u> | <u>985,299</u> |
| Total Notes Payable | <u>\$ 1,350,222</u> | <u>\$ 1,685,299</u> |

The University has available a line of credit of \$1,000,000 with the Glenville State University Foundation, Inc., bearing interest at 4.0%. The University has not borrowed from this line of credit since 2020.

The following is the schedule of future annual minimum payments required under the notes payable as of June 30, 2025:

| <u>Year Ending June 30,</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-----------------------------|---------------------|------------------|---------------------|
| 2026 | \$ 342,421 | \$ 21,393 | \$ 363,814 |
| 2027 | 349,995 | 13,819 | 363,814 |
| 2028 | 357,805 | 6,009 | 363,814 |
| 2029 | 100,000 | - | 100,000 |
| 2030 | 100,000 | - | 100,000 |
| 2030 to 2031 | 100,000 | - | 100,000 |
| Total | <u>\$ 1,350,221</u> | <u>\$ 41,221</u> | 1,391,442 |
| Less: Interest | | | 41,221 |
| Principal | | | <u>\$ 1,350,221</u> |

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB)

Employees of the University are enrolled in the West Virginia Other Postemployment Benefit Plan (the OPEB plan) which is administered by the West Virginia Public Employees Insurance Agency (PEIA) and the West Virginia Retiree Health Benefit Trust Fund (the RHBT).

As related to the implementation of GASB 75, following are the University's net OPEB liability (asset), deferred outflows of resources, and deferred inflows of resources related to OPEB, revenues, and the OPEB expense and expenditures for the fiscal years ended June 30:

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

| | 2025 | 2024 |
|--------------------------------------|-------------|--------------|
| Net OPEB (Asset) Liability | \$ (33,079) | \$ (259,225) |
| Deferred Outflows of Resources | 139,133 | 92,249 |
| Deferred Inflows of Resources | 147,533 | 387,771 |
| Revenues (Payments on Behalf) | (103,897) | (187,137) |
| OPEB Expense | (29,555) | (660,020) |
| Contributions Made by the University | 97,772 | 31,423 |

Plan Description

The OPEB plan is a cost-sharing, multiple employer, defined benefit other postemployment benefit plan that covers the retirees of State agencies, colleges and universities, county boards of education, and other government entities as set forth in West Virginia Code Section 5-16D-2 (the Code). Plan benefits are established and revised by PEIA and the RHBT with approval of the Finance Board. The Finance Board is comprised of nine members. Finance Board members are appointed by the Governor, serve a term of four years, and are eligible for reappointment. The State Department of Administration secretary serves as Chairman of the Board. Four members represent labor, education, public employees, and public retirees. Four remaining members represent the public-at-large.

Active employees who retire are eligible for PEIA health and life benefits, provided they meet the minimum eligibility requirements of the applicable State retirement system and if their last employer immediately prior to retirement: is a participating employer under the Consolidated Public Retirement Board (CPRB) and, as of July 1, 2008 forward, is a participating employer with PEIA. Active employees who, as of July 1, 2008, have ten years or more of credited service in the CPRB and whose employer at the time of their retirement does participate with CPRB, but does not participate with PEIA will be eligible for PEIA retiree coverage provided: they otherwise meet all criteria under this heading and their employer agrees, in writing, upon a form prescribed by PEIA, that the employer will pay to PEIA the nonparticipating retiree premium on behalf of the retiree or retirees, or that the retiree agrees to pay the entire unsubsidized premium themselves. Employees who participate in non-State retirement systems but that are CPRB system affiliated, contracted, or approved (such as TIAA-CREF and Empower Retirement), or are approved, in writing, by the PEIA Director must, in the case of education employees, meet the minimum eligibility requirements of the State Teachers Retirement System (TRS), and in all other cases meet the minimum eligibility requirements of the Public Employees Retirement System to be eligible for PEIA benefits as a retiree.

The financial activities of the OPEB plan are accounted for in the RHBT, a fiduciary fund of the state of West Virginia. The RHBT audited financial statements and actuarial reports can be found on the PEIA website at www.peia.wv.gov.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Benefits Provided

The OPEB plan provides the following benefits: medical and prescription drug insurance and life insurance. The medical and prescription drug insurance is provided through two options: the self-insured preferred provider benefit plan option, which is primarily for non-Medicare-eligible retirees and spouses; and the external managed care organization option, which is primarily for Medicare-eligible retirees and spouses.

Contributions

Employer contributions from the RHBT billing system represent what the employer was billed during the respective year for its portion of the pay-as-you-go (paygo) premiums, retiree leave conversion billings, and other matters, including billing adjustments.

Paygo premiums are established by the PEIA Finance Board annually. All participating employers are required by statute to contribute this premium to the RHBT at the established rate for every active policyholder per month. The paygo rates related to the measurement date of June 30, 2023 and 2022 were \$70 and \$48, respectively.

Members retired before July 1, 1997, pay retiree health care contributions at the highest sponsor subsidized rate, regardless of their actual years of service. Members retired after July 1, 1997, or hired before June 30, 2010, pay a subsidized rate depending on the member's years of service. Members hired on or after July 1, 2010, pay retiree health care contributions with no sponsor-provided implicit or explicit subsidy.

Retiree leave conversion contributions from the employer depend on the retiree's date of hire and years of service at retirement as described below:

- Members hired before July 1, 1988, may convert accrued sick or annual leave days into 100% of the required retiree healthcare contribution.
- Members hired from July 1, 1988, to June 30, 2001, may convert accrued sick or annual leave days into 50% of the required retiree healthcare contribution.

The conversion rate is two days of unused sick and annual leave days per month for single healthcare coverage and three days of unused sick and annual leave days per month for family healthcare coverage.

Employees hired on or after July 1, 2001, no longer receive sick and/or vacation leave credit toward the required retiree healthcare contribution when they retire. All retirees have the option to purchase continued coverage regardless of their eligibility for premium credits.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Contributions (Continued)

Certain faculty employees (generally those with less than a 12-month contract) earn a similar extended health or life insurance coverage retirement benefit based on years of service. Generally, 3-1/3 years of teaching service extend health insurance for one year of single coverage, and five years extend health insurance for one year of family coverage. Faculty hired after July 1, 2009 no longer receive years of service credit toward insurance premiums when they retire. Faculty hired on or after July 1, 2010 receive no health insurance premium subsidy when they retire. Two groups of employees hired after July 1, 2010 will not be required to pay the unsubsidized rate: (1) active employees who were originally hired before July 1, 2010 who have a break in service of fewer than two years after July 1, 2010 and (2) retired employees who had an original hire date prior to July 1, 2010 may return to active employment. In those cases, the original hire date may apply.

The University's contributions to the OPEB plan for the years ended June 30, 2025, 2024, and 2023, were \$97,772, \$31,423, and \$164,275, respectively.

Basis of Allocation

OPEB amounts have been allocated to each contributing employer based on their proportionate share of employer contributions to the RHBT for the fiscal year ended June 30, 2020. Effective July 1, 2017, certain employers that met the plan's opt out criteria and chose not to participate in the plan coverage were no longer required to make contributions to the plan. The amounts previously allocated to such employers for the net OPEB liability and related deferred inflows and deferred outflows are reallocated to the remaining employers participating in the cost sharing plan. The plan reallocates these balances to the remaining active employers based on their proportionate share of contributions made in the period of reallocation.

Assumptions

The net OPEB liability (asset) as of June 30, 2024 for financial reporting purposes was determined by an actuarial valuation as of June 30, 2022 and a measurement date of June 30, 2023. The following actuarial assumptions were used and applied to all periods included in the measurement, unless otherwise specified:

- Inflation rate: 2.50%.
- Salary increase: Specific to the OPEB covered group. Ranging from 2.75% to 5.18%, including inflation.
- Investment rate of return: 7.40%, net of OPEB plan investment expense, including inflation.
- Healthcare cost trend rates: Trend rate for pre-Medicare and Medicare per capita costs of 7.0% medical and 8.0% drug. The trends increase over four years to 9.0% and 9.5%, respectively. The trends then decrease linearly for 5 years until ultimate trend rate of 4.50% is reached in plan year end 2032.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Assumptions (Continued)

- Actuarial cost method: Entry age normal cost method.
- Amortization method: Level percentage of payroll over a 20-year closed period beginning June 30, 2017.
- Wage inflation: 2.75%.
- Retirement age: Experience-based table of rates that are specific to the type of eligibility condition. Last updated for the June 30, 2020 actuarial valuation.
- Aging factors: Based on the 2013 SOA Study "Health Care Costs – From Birth to Death".
- Expenses: Health administrative expenses are included in the development of the per capita claims cost. Operating expenses are included as a component of the annual expense.
- • Mortality post-retirement: Pub-2010 General Healthy Retiree Mortality Tables projected with MP-2019 and scaling factors of 100% for males and 108% for females.
- • Mortality pre-retirement: Pub-2010 General Employee Mortality Tables projected with MP-2021 and scaling factors of 100% for males and 100% for females.

The actuarial assumptions used in the June 30, 2022, valuation were based on results of an actuarial experience study for the period from July 1, 2015 to June 30, 2020. The actuarial valuation as of June 30, 2022, reflects updates to the following assumptions which are reviewed at each measurement date: projected capped subsidies, per capital claim costs, healthcare trend rates, coverage and continuance, percentage eligible for tobacco-free premium discount; and retired employee assistance program participation.

The long-term expected rate of return of 7.40% on OPEB plan investments was determined by a combination of an expected long-term rate of return of 7.60% for long-term assets invested with the WV Investment Management Board and an expected short-term rate of return of 2.75% for assets invested with the BTI.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which estimates of expected future real rates of return (expected returns, net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage. Target asset allocations, capital market assumptions (CMA), and forecast returns were provided by the Plan's investment advisors, including the West Virginia Investment Management Board (WV-IMB). The projected nominal return for the Money Market Pool held with the BTI was estimated based on the WV-IMB assumed inflation of 2.50% plus a 25 basis point spread.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Assumptions (Continued)

As of June 30, 2025 and 2024, the target allocations and estimates of annualized long-term expected returns assuming a 10-year horizon are summarized below:

| | 2025 | | 2024 | |
|---------------------------|----------------------|--------------------------------------|----------------------|--------------------------------------|
| | Target Allocation | Long-Term Expected Real Return | Target Allocation | Long-Term Expected Real Return |
| Asset Class: | | | | |
| Equity | 45.0% | 7.4% | 55.0% | 7.4% |
| Fixed Income | 15.0 | 3.9 | 15.0 | 3.9 |
| Real Estate | 12.0 | 7.7 | 10.0 | 7.2 |
| Hedge Funds | 10.0 | 4.5 | 10.0 | 4.5 |
| Private Credit and Income | 6.0 | 7.4 | 0.0 | 0.0 |
| Private Equity | 12.0 | 10.0 | 10.0 | 10.0 |
| Total | <u>100.0%</u> | | <u>100.0%</u> | |

Discount Rate

The discount rate used to measure the total OPEB liability (asset) was 7.40% for fiscal years 2025 and 2024. This single discount rate was based on the expected rate of return on OPEB plan investments of 7.40% for those fiscal years. The projection of cash flows used to determine this single discount rate assumed that employer contributions will be made in accordance with the prefunding and investment policies. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability (asset).

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

Assumptions (Continued)

Sensitivity of the Net OPEB Liability (Asset) to Changes in the Discount Rate

The following presents the University's proportionate share of the net OPEB liability (asset) as of June 30, 2025 and 2024 calculated using a discount rate that is one percentage point lower (6.40% in 2025; 6.40% in 2024) or one percentage point higher (8.40% in 2025; 8.40% in 2024) than the current rate (7.40% in 2025; 7.40% in 2024).

| 2025 | | | |
|----------------------------|------------------------|-------------------------------------|------------------------|
| | 1% Decrease (6.40%) | Current Discount Rate (7.40%) | 1% Increase (8.40%) |
| Net OPEB (Asset) Liability | \$ 144,621 | \$ (33,079) | \$ (181,070) |

| 2024 | | | |
|----------------------------|------------------------|-------------------------------------|------------------------|
| | 1% Decrease (6.40%) | Current Discount Rate (7.40%) | 1% Increase (8.40%) |
| Net OPEB (Asset) Liability | \$ (43,863) | \$ (259,225) | \$ (495,427) |

Sensitivity of the Net OPEB Liability (Asset) to Changes in the Healthcare Cost Trend Rate

The following presents the University's proportionate share of the net OPEB liability as of June 30, 2025 and 2024 calculated using the healthcare cost trend rate, as well as what the University's net OPEB liability (asset) would be if it were calculated using a healthcare cost trend rate that is one percentage point lower or one percentage point higher than the current rate.

| 2025 | | | |
|----------------------------|--------------|---|-------------|
| | 1% Decrease | Current Healthcare Cost Trend Rate | 1% Increase |
| Net OPEB (Asset) Liability | \$ (260,080) | \$ (33,079) | \$ 242,582 |

| 2024 | | | |
|----------------------------|--------------|---|-------------|
| | 1% Decrease | Current Healthcare Cost Trend Rate | 1% Increase |
| Net OPEB (Asset) Liability | \$ (660,352) | \$ (259,225) | \$ 217,793 |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

OPEB Liabilities (Assets), OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

The June 30, 2024 net OPEB (asset) liability was measured as of June 30, 2023, and the total OPEB (asset) liability was determined by an actuarial valuation as of June 30, 2022, rolled forward to the measurement date of June 30, 2023. The June 30, 2023 net OPEB (asset) liability was measured as of June 30, 2022, and the total OPEB (asset) liability was determined by an actuarial valuation as of June 30, 2021, rolled forward to the measurement date of June 30, 2022.

At June 30, 2025, the University's proportionate share of the net OPEB liability (asset) was \$(136,976). Of this amount, the University recognized \$(33,079) as its proportionate share on the statement of net position. The remainder of \$(103,897) denotes the University's proportionate share of net OPEB liability (asset) attributable to the special funding.

At June 30, 2024, the University's proportionate share of the net OPEB liability (asset) was \$(446,362). Of this amount, the University recognized \$(259,225) as its proportionate share on the statement of net position. The remainder of \$(187,137) denotes the University's proportionate share of net OPEB liability (asset) attributable to the special funding.

The allocation percentage assigned to each participating employer and non-employer contributing entity is based on its proportionate share of employer and non-employer contributions to OPEB for each of the fiscal years ended June 30, 2023 and 2022. Employer contributions are recognized when due. At the June 30, 2023 measurement date, the University's proportion was 0.163807933%, a decrease of 0.000557336% from its proportion of 0.164365269% calculated as of June 30, 2022. At the June 30, 2022 measurement date, the University's proportion was 0.164365269%, an decrease of 0.019144532% from its proportion of 0.183509801% calculated as of June 30, 2021.

For the year ended June 30, 2025, the University recognized OPEB expense (offset) of \$26,449. Of this amount, \$(29,555) was recognized as the University's proportionate share of OPEB expense and \$56,004 as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$56,004 for support provided by the State.

For the year ended June 30, 2024, the University recognized OPEB expense (offset) of \$847,157. Of this amount, \$660,020 was recognized as the University's proportionate share of OPEB expense and \$187,137 as the amount of OPEB expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$187,137 for support provided by the State.

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

OPEB Liabilities (Assets), OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

At June 30, deferred outflows of resources and deferred inflows of resources related to OPEB are as follows:

| | 2025 | |
|--|--------------------------------------|-------------------------------------|
| | Deferred Outflows of Resources | Deferred Inflows of Resources |
| Differences Between Expected and Actual Experience | \$ 115,220 | \$ 33,262 |
| Changes in Proportion and Difference Between Employer Contributions and Proportionate Share of Contributions | 11,285 | 37,469 |
| Change in Assumptions | 12,628 | 39,115 |
| Net Difference between Projected and Actual Investment Earnings | - | 37,687 |
| Total | <u>\$ 139,133</u> | <u>\$ 147,533</u> |

| | 2024 | |
|--|--------------------------------------|-------------------------------------|
| | Deferred Outflows of Resources | Deferred Inflows of Resources |
| Differences Between Expected and Actual Experience | \$ - | \$ 150,896 |
| Changes in Proportion and Difference Between Employer Contributions and Proportionate Share of Contributions | 20,770 | 87,925 |
| Change in Assumptions | 71,479 | 144,627 |
| Net Difference between Projected and Actual Investment Earnings | - | 4,323 |
| Total | <u>\$ 92,249</u> | <u>\$ 387,771</u> |

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

| <u>Year Ending June 30,</u> | <u>Amortization</u> |
|-----------------------------|---------------------|
| 2026 | \$ (136,535) |
| 2027 | (489) |
| 2028 | (10,011) |
| 2029 | - |
| Total | <u>\$ (147,035)</u> |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 8 NET OTHER POSTEMPLOYMENT BENEFITS (OPEB) (CONTINUED)

OPEB Liabilities (Assets), OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB (Continued)

Payables to the OPEB Plan

The University did not report any amounts payable for normal contributions to the OPEB plan as of June 30, 2025 and 2024.

NOTE 9 LEASES

The Glenville State University Housing Corporation as lessor, leased certain facilities to a third party. The agreement began in October 2021 and ends in September 2026, unless cancelled by the tenant. Lease payments are at a monthly fixed rate with normal escalations over the term of the lease. The lease also includes a variable nonlease payment component for meals which is based upon actual daily food costs and meal counts. The Housing Corporation has determined the net present value of lease receipts based on an implicit rate of 14.62% using the fair value of the assets used in the lease with consideration for the residual value at the lease termination date. For the years ended June 30, rental income under leases other than short-term, is summarized as follows:

| | 2025 | 2024 |
|------------------|-------------------|-------------------|
| Lease Revenue | \$ 428,241 | \$ 428,241 |
| Interest Revenue | 143,141 | 207,662 |
| Total | <u>\$ 571,382</u> | <u>\$ 635,903</u> |

Future minimum lease payments under lease agreements are as follows:

| <u>Maturity</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-----------------|-------------------|------------------|-------------------|
| 2026 | \$ 579,041 | \$ 71,634 | \$ 650,675 |
| 2027 | 160,274 | 3,975 | 164,249 |
| Total | <u>\$ 739,315</u> | <u>\$ 75,609</u> | <u>\$ 814,924</u> |

NOTE 10 STATE SYSTEM OF HIGHER EDUCATION INDEBTEDNESS

The University is a state institution of higher education, and the University receives a state appropriation to support its operations. In addition, it is subject to the legislative and administrative mandates of state government. Those mandates affect all aspects of the University's operations, its tuition and fee structure, its personnel policies, and its administrative practices.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 10 STATE SYSTEM OF HIGHER EDUCATION INDEBTEDNESS (CONTINUED)

The state has chartered the HEPC with the responsibility to construct or renovate, finance, and maintain various academic and other facilities of the state's universities and colleges, including certain facilities of the University. Financing for these facilities was provided through revenue bonds issued by the former Board of Regents or the former Boards of the University and College Systems (the Boards). These obligations administered by HEPC are the direct and total responsibility of HEPC, as successor to the former Boards.

The Commission has the authority to assess each public institution of higher education for payment of debt service on these system bonds. The tuition and registration fees of the members of the former state university system are generally pledged as collateral for HEPC's bond indebtedness. Student fees collected by the institution in excess of the debt service allocation are retained by the institution for internal funding of capital projects and maintenance. Although the bonds remain as a capital obligation of HEPC, an estimate of the obligation of each institution is reported as a long-term payable by each institution and as a receivable by HEPC. The balances at June 30, 2025 and 2024, were \$157,649 and \$234,540, respectively.

For the years ended June 30, debt service assessed by HEPC was as follows:

| | 2025 | 2024 |
|-----------|------------------|------------------|
| Principal | \$ 76,891 | \$ 72,900 |
| Interest | 9,082 | 12,674 |
| Total | <u>\$ 85,973</u> | <u>\$ 85,574</u> |

In December 2010, HEPC issued \$76,865,000 of the State of West Virginia Higher Education Policy Commission Revenue 2010 Series Bonds to fund approved HEPC Bond projects. The University received \$11,000,000 of these proceeds, which was used for the construction of the Waco Center, a facility that houses an expanded Land Resources Education Center, a community and campus health care facility, and athletic facilities including administration, dedicated training areas, coaches' offices, and facilities for several indoor spectator sports. HEPC is responsible for repayment of this debt.

NOTE 11 UNRESTRICTED COMPONENTS OF NET POSITION

The unrestricted components of the University's net position is composed of resources as follows:

| | 2025 | 2024 |
|---|-----------------------|-----------------------|
| Designated for Affiliated Organizations | \$ 793,041 | \$ 1,057,331 |
| Net OPEB | (8,400) | (4,874) |
| Net Pension | (200,335) | (404,847) |
| Undesignated | (6,248,926) | (4,547,462) |
| Total | <u>\$ (5,664,620)</u> | <u>\$ (3,899,852)</u> |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS

Substantially all eligible full-time employees of the University participate in either the West Virginia State Teachers' Retirement System (TRS) or the Teachers' Insurance and Annuities Association – College Retirement Equities Fund (TIAA-CREF), now known as TIAA. In years past, upon full-time employment, each employee was required to make an irrevocable selection between the TRS and TIAA-CREF. Effective July 1, 1991, the TRS was closed to new participants. Remaining participants in the TRS are permitted to make a one-time election to cease their participation in that plan and commence contributions to the West Virginia Teachers' Defined Contribution Plan (WVTDCP). Contributions to and participation in this Plan by University employees have not been significant to date.

The University's total payroll for the years ended June 30, 2025, 2024, and 2023 was \$15,087,361, \$12,815,849, and \$11,902,282, respectively; total covered employees' salaries in the TRS and TIAA-CREF were \$38,238 and \$12,184,635 in 2025, \$141,480 and \$11,216,225 in 2024, and \$208,261 and \$10,701,785 in 2023.

Effective January 1, 2003, higher education employees enrolled in the basic 401(a) retirement plan with TIAA-CREF have an option to switch to the Educators Money 401(a) basic retirement plan (Educators Money). New hires have the choice of either plan.

Defined Benefit Pension Plan

Some employees of the University are enrolled in a defined benefit pension plan, the West Virginia Teachers' Retirement System (TRS), which is administered by the West Virginia Consolidated Public Retirement Board (CPRB).

Following are the University's net pension liability, deferred outflows of resources, and deferred inflows of resources related to pensions, revenues, and the pension expense and expenditures for the fiscal years ended June 30:

| | 2025 | 2024 |
|--------------------------------------|------------|------------|
| Net Pension Liability | \$ 105,595 | \$ 136,014 |
| Deferred Outflows of Resources | 13,612 | 13,101 |
| Deferred Inflows of Resources | 213,947 | 303,103 |
| Revenues | 13,145 | 32,860 |
| Pension Expense | (95,093) | (173,546) |
| Contributions Made by the University | 5,736 | 21,169 |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS (CONTINUED)

TRS

Plan Description

TRS is a multiemployer defined benefit, cost-sharing, public employee retirement system providing retirement benefits as well as death and disability benefits. It covers all full-time employees of the 55 county, public school systems in the state of West Virginia and certain personnel of the 13 state-supported institutions of higher education, State Department of Education, and the Higher Education Policy Commission hired prior to July 1, 1991. Employees of the State-supported institutions of higher education and the Higher Education Policy Commission hired after June 30, 1991, are required to participate in the Higher Education Retirement System. TRS closed membership to new hires effective July 1, 1991. However, effective July 1, 2005, all new employees hired for the first time are required to participate in TRS.

TRS is considered a component unit of the state of West Virginia for financial reporting purposes, and, as such, its financial report is also included in the state of West Virginia's Annual Comprehensive Financial Report. TRS issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained from the TRS website at <https://www.wvretirement.com/Publications.html#CAFR>.

Benefits Provided

TRS provides retirement, death, and disability benefits. A member is eligible for normal retirement at age 60 with five years of service, age 55 with 30 years of service, or any age with 35 years of service. A member may retire with 30 years of credited service at any age with the pension reduced actuarially if the member retires before age 55. Terminated members with at least 5, but less than 20, years of credited service who do not withdraw their accumulated contributions are entitled to a deferred retirement commencing at age 62. Retirement benefits are equivalent to 2% of average annual salary multiplied by years of service. Average salary is defined as the average of the 5 highest fiscal years of earnings during the last 15. Chapter 18, Article 7A, of the West Virginia State Code assigns the authority to establish and amend the provisions of the plan, including contribution rates, to the State Legislature.

Contributions

The funding objective of the CPRB pension trust funds is to meet long-term benefit requirements through contributions, which remain relatively level as a percent of member payroll over time, and through investment earnings. Contribution requirements are set by CPRB. A member who withdraws from service for any cause other than death or retirement may request that the accumulated employee contributions plus interest be refunded.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS (CONTINUED)

TRS (Continued)

Contributions (Continued)

Member Contributions

TRS funding policy provides for member contributions based on 6% of members' gross salary. Contributions as a percentage of payroll for members and employers are established by State law and are not actuarially determined.

Employer Contributions

The state (including institutions of higher education) contributes:

- 15% of gross salary of their state-employed members hired prior to July 1, 1991,
- 7.5% of the gross salary of their TRS covered employees hired for the first time after July 1, 2005, and for those TDCRS members who elected to transfer to TRS effective July 1, 2008,
- A certain percentage of fire insurance premiums paid by state residents, and
- Under WV State code section 18-9-A-6a, beginning in fiscal year 1996, an amount determined by the State Actuary as being needed to eliminate the TRS unfunded liability by 2034. As of June 30, 2025 and 2024, respectively, the University's proportionate share attributable to this special funding subsidy was \$32,860 and \$70,744.

The University's contributions to TRS for the years ended June 30, 2025, 2024, and 2023 were \$5,736, \$21,169, and \$24,436, respectively.

Assumptions

The total pension liabilities for financial reporting purposes were determined by actuarial valuations as of July 1, 2022 and 2021, and rolled forward to June 30, 2023 and 2022, respectively. The following actuarial assumptions were used and applied to all periods included in the measurement:

- Actuarial cost method: Entry age normal cost with level percentage of payroll.
- Asset valuation method: Investments are reported at fair (market) value.
- Amortization method and period: Level dollar, fixed period over 40 years, from July 1, 1994 through fiscal year 2034.
- Investment rate of return of 7.25%, net of pension plan administrative and investment expenses.
- Projected salary increases: Teachers 2.75–5.90% and nonteachers 2.75–6.50%, based on age.
- Inflation rate of 2.75%.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS (CONTINUED)

TRS (Continued)

Assumptions (Continued)

- Discount rate of 7.25%.
- Mortality rates based on Pub-2010 Mortality Tables.
- Withdrawal rates: Teachers 7.00-35.00% and non-teachers 2.30-18.00%.
- Disability rates: 0.004-0.563%.
- Retirement age: An age-related assumption is used for participants not yet receiving payments.
- Retirement rates: 15% to 100%.
- Ad hoc cost-of-living increases in pensions are periodically granted by the State Legislature. However, the retirement system makes no automatic provision for such increases.

Experience studies are performed at least once in every five-year period. The most recent experience study covered the period from July 1, 2015 to June 30, 2020. These assumptions will remain in effect for valuation purposes until such time as the CPRB adopts revised assumptions.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of the long-term arithmetic real rates of return for each major asset class included in TRS' target asset allocation as of June 30, 2023 and 2022, are summarized below.

| | 2024 | | 2023 | |
|----------------------|----------------------|--------------------------------------|----------------------|--------------------------------------|
| | Target Allocation | Long-Term Expected Real Return | Target Allocation | Long-Term Expected Real Return |
| Asset Class: | | | | |
| Domestic Equity | 22.5% | 6.5% | 27.5% | 6.5% |
| International Equity | 22.5 | 9.1 | 27.5 | 9.1 |
| Fixed Income | 15.0 | 4.3 | 15.0 | 4.3 |
| Real Estate | 12.0 | 5.8 | 10.0 | 5.8 |
| Private Equity | 12.0 | 9.2 | 10.0 | 9.2 |
| Private Credit | 6.0 | 9.8 | 0.0 | 0.0 |
| Hedge Funds | 10.0 | 4.6 | 10.0 | 4.6 |
| Total | <u>100.0%</u> | | <u>100.0%</u> | |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS (CONTINUED)

TRS (Continued)

Discount Rate

The discount rate used to measure the total TRS net pension liability was 7.25% for fiscal years 2023 and 2022. The projection of cash flows used to determine the discount rate assumed that State contributions will continue to follow the current funding policy. Based on those assumptions, TRS' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on TRS' investments was applied to all periods of projected benefit payments to determine the total net pension liability.

Sensitivity of the Net Pension Liability to Changes in the Discount Rate

The following presents the University's proportionate share of the TRS net pension liability as of June 30, 2025 and 2024 calculated using the discount rate of 7.25%, as well as what the University's TRS net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25%) or one percentage point higher (8.25%) than the current rate.

| 2025 | | | |
|-----------------------|------------------------|-------------------------------------|------------------------|
| | 1% Decrease (6.25%) | Current Discount Rate (7.25%) | 1% Increase (8.25%) |
| Net Pension Liability | \$ 177,360 | \$ 105,595 | \$ 44,989 |
| | | | |
| 2024 | | | |
| | 1% Decrease (6.25%) | Current Discount Rate (7.25%) | 1% Increase (8.25%) |
| Net Pension Liability | \$ 208,883 | \$ 136,014 | \$ 74,167 |

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The June 30, 2024 TRS net pension liability was measured as of June 30, 2023, and the total net pension liability was determined by an actuarial valuation as of July 1, 2022, rolled forward to the measurement date of June 30, 2023. The June 30, 2023 TRS net pension liability was measured as of June 30, 2022, and the total net pension liability was determined by an actuarial valuation as of July 1, 2021, rolled forward to the measurement date of June 30, 2022.

At June 30, 2025, the University's proportionate share of the TRS net pension liability was \$280,219. Of this amount, the University recognized \$105,595 as its proportionate share on the Statement of Net Position. The remainder of \$174,624 denotes the University's proportionate share of net pension liability attributable to the special funding.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS (CONTINUED)

TRS (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

At June 30, 2024, the University's proportionate share of the TRS net pension liability was \$413,775. Of this amount, the University recognized \$136,014 as its proportionate share on the Statement of Net Position. The remainder of \$277,761 denotes the University's proportionate share of net pension liability attributable to the special funding.

The allocation percentage assigned to each participating employer and non-employer contributing entity is based on their proportionate share of employer and non-employer contributions to TRS for each of the fiscal years ended June 30, 2022 and 2021. Employer contributions are recognized when due. At the June 30, 2023 measurement date, the University's proportion was 0.005941%, a decrease of 0.008981% from its proportion of 0.014922% calculated as of June 30, 2022. At the June 30, 2022 measurement date, the University's proportion was 0.014922%, a decrease of 0.005271% from its proportion of 0.020193% calculated as of June 30, 2021.

For the years ended June 30, 2025 and 2024, the University recognized TRS pension expense of \$(81,948) and \$(140,686), respectively. Of these amounts, \$(95,093) and \$(173,546), respectively, were recognized as the University's proportionate share of the TRS expense and \$13,145 and \$32,860, respectively, as the amount of pension expense attributable to special funding from a non-employer contributing entity. The University also recognized revenue of \$13,145 and \$32,860, respectively, for support provided by the State.

At June 30 deferred outflows of resources and deferred inflows of resources related to the TRS pension are as follows:

| | 2025 | |
|--|--------------------------------------|-------------------------------------|
| | Deferred Outflows of Resources | Deferred Inflows of Resources |
| Changes in Proportion and Difference Between Employer Contributions and Proportionate Share of Contributions | \$ - | \$ 203,044 |
| Net Difference Between Projected and Actual Investment Earnings | - | 10,903 |
| Differences Between Expected and Actual Experience | 10,930 | - |
| Differences in Assumptions | 2,682 | - |
| Total | <u>\$ 13,612</u> | <u>\$ 213,947</u> |

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 12 RETIREMENT PLANS (CONTINUED)

TRS (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (Continued)

| | 2024 | |
|--|--------------------------------------|-------------------------------------|
| | Deferred Outflows of Resources | Deferred Inflows of Resources |
| Changes in Proportion and Difference Between Employer Contributions and Proportionate Share of Contributions | \$ - | \$ 302,761 |
| Net Difference Between Projected and Actual Investment Earnings | 2,396 | - |
| Differences Between Expected and Actual Experience | 4,965 | 342 |
| Differences in Assumptions | 5,740 | - |
| Total | <u>\$ 13,101</u> | <u>\$ 303,103</u> |

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in TRS pension expense as follows:

| <u>Year Ending June 30,</u> | <u>Amortization</u> |
|-----------------------------|---------------------|
| 2026 | \$ (114,596) |
| 2027 | (29,918) |
| 2028 | (54,039) |
| 2029 | (1,782) |
| Total | <u>\$ (200,335)</u> |

Payables to the Pension Plan

The University did not report any amounts payable for normal contributions to the TRS as of June 30, 2025 and 2024.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 12 RETIREMENT PLANS (CONTINUED)

Defined Contribution Pension Plan

The TIAA-CREF is a defined contribution benefit plan in which benefits are based solely upon amounts contributed plus investment earnings. Employees who elect to participate in this plan are required to make a contribution equal to 6% of total annual compensation. The University matches the employees' 6% contribution. Contributions are immediately and fully vested. In addition, employees may elect to make additional contributions to TIAA-CREF which are not matched by the University.

Total contributions to the TIAA-CREF for the years ended June 30, 2025, 2024, and 2023 were \$1,462,156, \$1,345,948, and \$1,284,214, respectively, which consisted of equal contributions from the University and covered employees in 2025, 2024, and 2023 of \$731,078, \$672,974, and \$642,107, respectively.

NOTE 13 CONTINGENCIES

The nature of the higher education industry is such that, from time to time, claims may be presented against the University on account of alleged negligence, acts of discrimination, breach of contract, or disagreements arising from the interpretation of laws or regulations. While some of these claims may be for substantial amounts, they are not unusual in the ordinary course of providing educational services in a higher education system. Management is not aware of any claims that would seriously impact the financial status of the institution.

Under the terms of federal grants, periodic audits are required and certain costs may be questioned as not being appropriate expenditures under the terms of the grants. Such audits could lead to reimbursement to the grantor agencies.

The Internal Revenue Code of 1986 establishes rules and regulations for arbitrage rebates. There are no arbitrage rebate liabilities that have been recorded in the financial statements as of June 30, 2025 and 2024.

Several of the University properties are known to contain asbestos. The University is not required by federal, state or local law and Federal Environmental, Health and Safety Regulations to remove asbestos from its buildings, but is required to manage the presence of asbestos in a safe manner. The University addresses this responsibility on a case-by-case basis. The University addresses the presence of asbestos as building renovation or demolition projects are undertaken and through asbestos operation and maintenance programs directed at containing, managing or operating with the asbestos in a safe manner.

NOTE 14 RELATED PARTY TRANSACTION

A member of the University's board of governors is also a board member of a private foundation who provided a \$1,000,000 grant to the University in fiscal year 2025.

GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024

NOTE 15 CONDENSED COMPONENT UNIT INFORMATION

Condensed component unit information for the Glenville State University Housing Corporation and Glenville State University Research Corporation, the University's blended component units for the years ended June 30 are as follows:

CONDENSED SCHEDULES OF NET POSITION

| | Glenville State University Housing Corporation | | Glenville State University Research Corporation | |
|------------------------------------|---|---------------------|--|-------------------|
| | 2025 | 2024 | 2025 | 2024 |
| Assets: | | | | |
| Current Assets | \$ 1,109,746 | \$ 1,093,292 | \$ 159,263 | \$ 415,649 |
| Noncurrent and Capital Assets | 1,281,718 | 1,887,190 | 616,666 | 546,893 |
| Total Assets | <u>\$ 2,391,464</u> | <u>\$ 2,980,482</u> | <u>\$ 775,929</u> | <u>\$ 962,542</u> |
| Liabilities: | | | | |
| Current Liabilities | \$ 65,227 | \$ 102,317 | \$ 35,732 | \$ 46,187 |
| Noncurrent Liabilities | - | - | - | - |
| Deferred Inflows | 535,301 | 963,541 | - | - |
| Total Liabilities | <u>600,528</u> | <u>1,065,858</u> | <u>35,732</u> | <u>46,187</u> |
| Net Position: | | | | |
| Net Investment In Capital Assets | 1,121,425 | 1,147,131 | 616,666 | 546,893 |
| Unrestricted | 669,511 | 767,493 | 123,531 | 369,462 |
| Total Net Position | <u>1,790,936</u> | <u>1,914,624</u> | <u>740,197</u> | <u>916,355</u> |
| Total Liabilities and Net Position | <u>\$ 2,391,464</u> | <u>\$ 2,980,482</u> | <u>\$ 775,929</u> | <u>\$ 962,542</u> |

CONDENSED SCHEDULES OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

| | Glenville State University Housing Corporation | | Glenville State University Research Corporation | |
|-------------------------------------|---|---------------------|--|-------------------|
| | 2025 | 2024 | 2025 | 2024 |
| Operating: | | | | |
| Revenues | \$ 394,354 | \$ 446,137 | \$ 202,098 | \$ 1,677,877 |
| Expenses | 518,042 | 1,311,219 | 378,256 | 205,719 |
| Net Operating Income (Loss) | <u>(123,688)</u> | <u>(865,082)</u> | <u>(176,158)</u> | <u>1,472,158</u> |
| Nonoperating: | | | | |
| Revenues | - | - | - | - |
| Expenses | - | - | - | - |
| Net Nonoperating Income | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Increase (Decrease) in Net Position | <u>(123,688)</u> | <u>(865,082)</u> | <u>(176,158)</u> | <u>1,472,158</u> |
| Net Position - Beginning of Year | <u>1,914,624</u> | <u>2,779,706</u> | <u>916,355</u> | <u>(555,803)</u> |
| Net Position - End of Year | <u>\$ 1,790,936</u> | <u>\$ 1,914,624</u> | <u>\$ 740,197</u> | <u>\$ 916,355</u> |

CONDENSED SCHEDULES OF CASH FLOWS

| | Glenville State University Housing Corporation | | Glenville State University Research Corporation | |
|---|---|-------------------|--|-------------------|
| | 2025 | 2024 | 2025 | 2024 |
| Net Cash from Operating Activities | \$ 129,750 | \$ 131,026 | \$ 260,539 | \$ 267,258 |
| Net Cash from Nonoperating Activities | - | - | - | - |
| Cash and Cash Equivalents - Beginning of Year | 569,614 | 438,588 | 357,110 | 89,852 |
| Cash and Cash Equivalents - End of Year | <u>\$ 699,364</u> | <u>\$ 569,614</u> | <u>617,649</u> | <u>\$ 357,110</u> |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 16 NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATIONS

For the years ended June 30 the following tables present operating expenses within both natural and functional classifications:

| 2025 | | | | | | | |
|--|-----------------------|---------------------|---|---------------------|------------------------------------|---------------------|----------------------|
| | Salaries and Wages | Benefits | Supplies, Services, and Miscellaneous | Utilities | Scholarships and Fellowships | Depreciation | Total |
| Instruction | \$ 5,816,836 | \$ 1,252,821 | \$ 353,949 | \$ - | \$ - | \$ - | \$ 7,423,606 |
| Academic Support | 1,153,940 | 331,159 | 228,778 | - | - | - | 1,713,877 |
| Student Services | 980,031 | 229,935 | 443,728 | - | - | - | 1,653,694 |
| General Institutional Support | 3,516,228 | 795,268 | 2,260,367 | - | - | - | 6,571,863 |
| Operations and Maintenance of Plant | 1,246,353 | 398,474 | 1,206,240 | 1,582,194 | - | - | 4,433,261 |
| Student Financial Aid | 247,852 | 69,470 | 41,573 | - | 3,818,941 | - | 4,177,836 |
| Auxiliary Enterprises | 2,126,120 | 440,406 | 4,197,534 | - | - | - | 6,764,060 |
| Depreciation | - | - | - | - | - | 2,977,371 | 2,977,371 |
| Total | <u>\$ 15,087,360</u> | <u>\$ 3,517,533</u> | <u>\$ 8,732,169</u> | <u>\$ 1,582,194</u> | <u>\$ 3,818,941</u> | <u>\$ 2,977,371</u> | <u>\$ 35,715,568</u> |

| 2024 | | | | | | | |
|--|-----------------------|---------------------|---|---------------------|------------------------------------|---------------------|----------------------|
| | Salaries and Wages | Benefits | Supplies, Services, and Miscellaneous | Utilities | Scholarships and Fellowships | Depreciation | Total |
| Instruction | \$ 5,650,483 | \$ 1,071,368 | \$ 449,732 | \$ - | \$ - | \$ - | \$ 7,171,583 |
| Academic Support | 461,080 | 119,988 | 77,109 | - | - | - | 658,177 |
| Student Services | 993,078 | 192,051 | 3,020,429 | - | - | - | 4,205,558 |
| General Institutional Support | 2,961,881 | 161,796 | 2,562,803 | - | - | - | 5,686,480 |
| Operations and Maintenance of Plant | 1,129,827 | 370,818 | 2,098,333 | 1,351,485 | - | - | 4,950,463 |
| Student Financial Aid | 167,610 | 49,172 | 37,195 | - | 1,964,728 | - | 2,218,705 |
| Auxiliary Enterprises | 1,398,852 | 364,568 | 892,283 | - | - | - | 2,655,703 |
| Depreciation | - | - | - | - | - | 3,000,846 | 3,000,846 |
| Total | <u>\$ 12,762,811</u> | <u>\$ 2,329,761</u> | <u>\$ 9,137,884</u> | <u>\$ 1,351,485</u> | <u>\$ 1,964,728</u> | <u>\$ 3,000,846</u> | <u>\$ 30,547,515</u> |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION

The Foundation is a separate nonprofit organization incorporated in the state of West Virginia and has as its purpose, "...to aid, strengthen and further in every proper and useful way, the work and services of the University and its affiliated nonprofit organizations...." Oversight of the Foundation is the responsibility of a separate and independently elected Board of Directors. In carrying out its responsibilities, the Board of Directors of the Foundation employ management, form policy, and maintain fiscal accountability over funds administered by the Foundation. Although the University does not control the timing or amount of receipts from the Foundation, most of the resources or the income derived therefrom are restricted to the activities of the University by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the University, the Foundation is considered a component unit of the University and is therefore discretely presented with the University's financial statements in accordance with GASB.

Based on the Foundation's audited financial statements as of June 30, 2025 and 2024, the Foundation's net assets (including unrealized gains) totaled \$28,804,451 and \$26,128,609, respectively. Complete financial statements for the Foundation can be obtained from the Executive Director of the Glenville State University Foundation, Inc., 200 High Street, Glenville, West Virginia 26351.

During the years ended June 30, 2025 and 2024, the Foundation contributed \$1,001,534 and \$904,545, respectively, to the University for scholarships.

Summary of Significant Accounting Policies

Nature of Activities and Organization

Glenville State College Foundation, Inc. was incorporated in 1959 under the laws of the State of West Virginia as a nonprofit organization to receive and provide funds for scholarships, endowments, educational research, and other general educational purposes for the benefit of Glenville State College and the students at Glenville State College.

In February 2022, Glenville State College was awarded University status resulting in a name change to Glenville State University. In April 2022, the Glenville State College Foundation, Inc. officially changed its name to Glenville State University Foundation, Inc. (the Foundation) to reflect this change.

Reporting Entity

The financial statements of the Foundation include all funds, functions, and activities to which the Board of Directors has oversight responsibility. There are no additional entities required to be included in the reporting entity.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Summary of Significant Accounting Policies (Continued)

Basis of Accounting

The financial statements of the Foundation have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when they are incurred, whether or not cash is received or paid out at that time.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Classification of Net Assets

These financial statements are prepared to focus on the entity as a whole and to present transactions according to the existence or absence of donor-imposed restrictions. Accordingly, transactions and balances are classified into two categories of net assets.

Net assets without donor restrictions are not subject to donor-imposed stipulations. Net assets without donor restrictions are maintained and distributed at the discretion of the Foundation's Board of Directors.

Net assets with donor restrictions are subject to donor-imposed stipulations, which will either expire by the passage of time or by action of the Foundation. When donor restrictions expire, that is, when a stipulated time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and are reported in the statements of activities as net assets released from restrictions.

Income Tax Status

By a letter issued February 1961, the Internal Revenue Service has determined that the Foundation qualifies as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code and, therefore, is not subject to federal and state income taxes on its exempt purpose activities. In addition, the Foundation qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(2). However, income from certain activities not directly related to the Foundation's tax-exempt purpose would be subject to taxation as unrelated business income.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Summary of Significant Accounting Policies (Continued)

Income Tax Status (Continued)

For the years ended June 30, 2025 and 2024, the Foundation has no material uncertain tax positions to be accounted for in the financial statements under professional standards. The Foundation recognizes interest and penalties, if any, related to unrecognized tax benefits in interest expense. The Foundation's returns for years ending on or after June 30, 2022, remain subject to examination.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Foundation considers all cash accounts and all highly liquid instruments available for current use with an original maturity of three months or less, which are not held for long-term investment and are not subject to withdrawal restrictions or penalties, to be cash and cash equivalents.

Marketable Investments

The Foundation carries investments with readily determinable market values at their fair values in the statements of financial position. Unrealized gains and losses are included in the change in net assets in the accompanying statements of activities.

Receivables

Receivables consists of amounts due from the Foundation's lessee and the University. Uncollectible accounts are written off in the year they are determined to become uncollectible. As needed, the Foundation records an allowance for credit losses from the determination of collectability, which is based on historical bad debt experience, an evaluation of the periodic aging accounts, current economic conditions and reasonable and supportable forecasts. The Foundation believes no allowance for credit losses is necessary as of June 30, 2025 and 2024, respectively.

Fixed Assets

Fixed assets are recorded at cost, if purchased, or estimated fair value, if donated. The Foundation computes depreciation on the straight-line method over the estimated useful lives of the respective assets which ranges from 3 to 7 years for office equipment and vehicles and 29 years for buildings. Useful lives are revised when a change in life expectancy becomes apparent.

Maintenance and repairs are expensed as incurred while major additions and improvements are capitalized. Gains or losses on dispositions of fixed assets are included in current operations as realized.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Summary of Significant Accounting Policies (Continued)

Bequests and Contributions Receivable

Bequests and contributions receivable consist of bequests and contributions to give stock, cash, and life insurance proceeds. Bequests and contributions to give cash and stock are recorded at fair value. Bequests and contributions to give life insurance proceeds are recorded at the cash surrender value.

All bequests and contributions receivable as of June 30, 2025 and 2024, are, in the opinion of Foundation management, fully collectible.

Contributions In-Kind

Contributions of services are recognized if the services received create or enhance nonfinancial assets, or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation. Contributed services and promises to give services that do not meet the above criteria are not recognized. Contributions of tangible assets and equipment are recognized at fair value when received as determined by appraisal or specialist. Donated space is valued at the current market rate for facilities rented. Contributed services are valued at the estimated cost that would have been incurred if the Foundation were to purchase similar services. The amounts reflected in the accompanying financial statements as contributed services, equipment, and assets are offset by like amounts included in expenses or additions to property and equipment. All gifts-in-kind received by the Foundation for years ended June 30, 2025 and 2024 were considered without donor restrictions and able to be used by the Foundation as determined by the board of directors and management to further the mission of the Foundation.

| | 2025 | 2024 |
|---------------|-------------------|-----------------|
| Donated Space | \$ 144,392 | \$ - |
| Services | 5,000 | - |
| Equipment | - | 3,998 |
| Other | 2,197 | - |
| Total | <u>\$ 151,589</u> | <u>\$ 3,998</u> |

Land and Other Assets Held for Investment

Contributions of land, mineral rights, works of art, and equipment are carried at their fair or appraisal value determined on the date of the gift. If purchased, they are recorded at cost. From time to time, management reviews these assets for impairment.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Summary of Significant Accounting Policies (Continued)

Organization Funds Held for Others

Organization funds held for others are used to account for assets held by the Foundation as an agent. These funds are custodial by nature (assets equal liabilities) and do not involve measurement of operations. The funds are held on behalf of Glenville State University, a related party of the Foundation.

The Foundation maintains legal ownership of these funds and, as such, continues to report the funds as assets of the Foundation. However, a liability has been established for the fair value of the funds.

Contributions

Contributions received by the Foundation are recorded at their fair values at the date of such gifts and are reported as an increase in net assets. The Foundation reports gifts of cash and other assets as restricted support if they are received with donor-imposed stipulations that limit the use of the donated assets. When a donor restriction expires, that is when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

The Foundation records contributions in accordance with professional standards contained in FASB *Accounting Standards Codification* (ASC) 958-605-25, *Not-for-Profit Entities: Revenue Recognition: Recognition*. Contributions received by the Foundation are reported at their fair values on the date of such gifts.

Lease Accounting

Under ASC 842, a contract is (or contains) a lease if it conveys the right to control the use of an identified asset for a period of time in exchange for consideration. Control is defined under the standard as having both the right to obtain substantially all of the economic benefits from use of the asset and the right to direct the use of the asset. Management only reassesses its determination if the terms and conditions of the contract are changed.

Advertising

It is the policy of the Foundation to expense advertising costs as incurred.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Summary of Significant Accounting Policies (Continued)

Risks and Uncertainties

A substantial portion of the Foundation's assets consist of investment securities, which are exposed to various risks such as interest rate, credit, and overall market volatility risks. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes in the values of investment securities will occur in the near-term and those changes could materially affect the investments reported in the statements of financial position, and the realized and unrealized gains (losses) in the statements of activities.

Subsequent Events

Management has evaluated subsequent events through October 13, 2025, the date the financial statements were available to be issued.

Liquidity and Availability of Financial Assets

The Foundation's financial assets available for general expenditure within one year after June 30 are as follows:

| | <u>2025</u> | <u>2024</u> |
|----------------------------|---------------------|---------------------|
| Cash and Cash Equivalents | \$ 1,086,485 | \$ 189,784 |
| Investments, at Fair Value | 1,150,221 | 1,026,710 |
| Related Party Receivables | 336,131 | - |
| Total | <u>\$ 2,572,837</u> | <u>\$ 1,216,494</u> |

The Foundation's investments held at year-end are considered available for expenditure based on the Foundation's approved spending policy. Under current policy, the distribution shall be a minimum of 5.0% of the endowment portfolio's average market value on June 30 for the three years immediately preceding the establishment of the distributable amount.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Liquidity and Availability of Financial Assets (Continued)

As part of the Foundation's liquidity management, the Foundation has adopted investment and spending policies for assets that support the Foundation's mission and purpose, which are best served over the long term through a flow of interest income and an expanding flow of dividends and capital gains. Achieving these desired ends will help preserve the current purchasing power originating with the Foundation's invested funds, and it will not place at risk the principal value of those funds. The overriding investment objective is to earn a real total rate of return (interest and dividend income, plus realized and unrealized appreciation expressed as a percentage of market value, both adjusted for inflation) averaging at least 5.0% per annum, measured over a three-year to five-year period.

Marketable Investments

Investments are stated at estimated fair value in the financial statements. The following is an analysis of the composition of the Foundation's investments at June 30:

| | <u>2025</u> | <u>2024</u> |
|------------------------------|----------------------|----------------------|
| Marketable Investments: | | |
| Cash, Interest-Bearing | \$ 705,443 | \$ 2,489,439 |
| Mutual Funds | 6,182,347 | 6,095,313 |
| Bonds | 3,545,049 | 3,492,698 |
| Stocks | 13,092,837 | 10,780,058 |
| Alternatives | 1,623,589 | 1,094,138 |
| Total Marketable Investments | <u>\$ 25,149,265</u> | <u>\$ 23,951,646</u> |

Fair Value Measurements

Determination of Fair Value

The Foundation uses fair value measurements to record fair value adjustments to certain assets and to determine fair value disclosures. In accordance with the *Fair Value Measurements and Disclosures* Topic of the FASB *Accounting Standards Codification*, the fair value of a financial instrument is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is best determined based upon quoted market prices. However, in many instances, there are no quoted market prices for the Foundation's various financial instruments. In cases where quoted market prices are not available, fair values are based on estimates using present value or other valuation techniques. Those techniques are significantly affected by the assumptions used, including the discount rate and estimates of future cash flows. Accordingly, the fair value estimates may not be realized in an immediate settlement of the instrument.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Fair Value Measurements (Continued)

Determination of Fair Value (Continued)

The fair value guidance provides a consistent definition of fair value, which focuses on exit price in an orderly transaction (that is, not a forced liquidation or distressed sale) between market participants at the measurement date under current market conditions. If there has been a significant decrease in the volume and level of activity for the asset, a change in valuation technique or the use of multiple valuation techniques may be appropriate. In such instances, determining the price at which willing market participants would transact at the measurement date under current market conditions depends on the facts and circumstances and requires the use of significant judgment. The fair value, a reasonable point within the range, is most representative of fair value under current market conditions.

Fair Value Hierarchy

In accordance with this guidance, the Foundation groups its financial assets generally measured at fair value in three levels, based on markets in which the assets are traded and the reliability of the assumptions used to determine fair value.

Level 1 – Valuation is based on quoted prices in active markets for identical assets that the Foundation has the ability to access at the measurement date. Level 1 assets generally include debt and equity securities that are traded in an active exchange market. Valuations are obtained from readily available pricing sources for market transactions involving identical assets.

Level 2 – Valuation is based on inputs other than quoted prices included within Level 1 that are observable for the asset, either directly or indirectly. The valuation may be based on quoted prices for similar assets; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the asset.

Level 3 – Valuation is based on unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets. Level 3 assets include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which determination of fair value requires significant management judgment or estimation.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Fair Value Measurements (Continued)

Fair values of assets measured on a recurring basis as of June 30 are as follows:

| | 2025 | | | Fair Value |
|----------------------------------|----------------------|---------------------|-------------|----------------------|
| | Level 1 | Level 2 | Level 3 | |
| Investments: | | | | |
| Total Cash, Interest-Bearing | \$ 705,443 | \$ - | \$ - | \$ 705,443 |
| U.S. Government Obligations | 1,703,469 | - | - | 1,703,469 |
| Municipal Obligations | - | 148,742 | - | 148,742 |
| Corporate Debt Obligations | - | 1,692,838 | - | 1,692,838 |
| Equity Securities | 13,092,837 | - | - | 13,092,837 |
| Mutual Funds | 6,182,347 | - | - | 6,182,347 |
| Total Investments, at Fair Value | <u>\$ 21,684,096</u> | <u>\$ 1,841,580</u> | <u>\$ -</u> | <u>23,525,676</u> |
| Alternatives: | | | | |
| Hedge Fund (NAV) | | | | 1,623,589 |
| Total Marketable Investments | | | | <u>\$ 25,149,265</u> |

| | 2024 | | | Fair Value |
|----------------------------------|----------------------|---------------------|-------------|----------------------|
| | Level 1 | Level 2 | Level 3 | |
| Investments: | | | | |
| Total Cash, Interest-Bearing | \$ 2,489,439 | \$ - | \$ - | \$ 2,489,439 |
| U.S. Government Obligations | 1,781,322 | - | - | 1,781,322 |
| Corporate Debt Obligations | - | 1,711,376 | - | 1,711,376 |
| Equity Securities | 10,780,058 | - | - | 10,780,058 |
| Mutual Funds | 6,095,313 | - | - | 6,095,313 |
| Total Investments, at Fair Value | <u>\$ 21,146,132</u> | <u>\$ 1,711,376</u> | <u>\$ -</u> | <u>22,857,508</u> |
| Alternatives: | | | | |
| Hedge Fund (NAV) | | | | 1,094,138 |
| Total Marketable Investments | | | | <u>\$ 23,951,646</u> |

Net Asset Value (NAV) Per Share

In accordance with the fair value measurements and disclosures guidance, the category, fair value, redemption frequency, and redemption notice period for investments, the fair value of which are estimated using the NAV per share as of June 30 are as follows. There were no unfunded commitments as of June 30, 2025 and 2024.

| | Redemption Frequency (If Currently Eligible) | Redemption Notice Period | 2025 | 2024 |
|---------------|---|-----------------------------|---------------------|---------------------|
| | | | | |
| Alternatives: | | | | |
| Hedge Funds* | Various | Various | <u>\$ 1,623,589</u> | <u>\$ 1,094,138</u> |

* Funds in this category invest in hedge funds to achieve capital appreciation with limited variability of returns.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Fixed Assets

Fixed assets consist of the following as of June 30:

| | 2025 | 2024 |
|-----------------------------------|----------------------------|----------------------------|
| Land Improvements, Nondepreciable | \$ 580,553 | \$ 580,553 |
| Buildings | 5,095,222 | 3,328,357 |
| Office Equipment | 38,790 | 38,790 |
| Vehicles | 270,007 | 270,007 |
| Construction in Progress | - | 792,317 |
| Total | <u>5,984,572</u> | <u>5,010,024</u> |
| Less: Accumulated Depreciation | <u>(1,514,473)</u> | <u>(1,335,999)</u> |
| Fixed Assets, Net | <u><u>\$ 4,470,099</u></u> | <u><u>\$ 3,674,025</u></u> |

Depreciation expense for the years ended June 30, 2025 and 2024, was \$178,474 and \$159,347, respectively.

Land and Other Assets Held for Investment

Land and other assets held for investment consist of the following as of June 30:

| | 2025 | 2024 |
|-------------------------|--------------------------|--------------------------|
| Land and Mineral Rights | \$ 270,031 | \$ 270,031 |
| Works of Art | 20,000 | 20,000 |
| Storage Equipment | 1,000 | 1,000 |
| Total | <u><u>\$ 291,031</u></u> | <u><u>\$ 291,031</u></u> |

If facts and circumstances suggest that land and other assets held for investment may be impaired, the carrying value is reviewed for recoverability. If this review indicates that the carrying value of the asset will not be recovered, the carrying value is reduced to its estimated fair value through an impairment loss. During the years ended June 30, 2025 and 2024, there was no impairment loss recognized.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Loan Payable

Loan payable consists of the following as of June 30:

| <u>Description</u> | <u>2025</u> | <u>2024</u> |
|---|---------------------|--------------------|
| Loan payable to United Bank, Inc. for \$3,530,000. Payments are to be made in monthly installments of \$15,247 including a fixed interest rate of 3.19% and an original maturity of June 27, 2024. The Foundation entered into a Change in Terms agreement with United Bank, Inc. which extended the loan to mature on September 27, 2024 with the same payment and interest rate. The loan is collateralized by a first deed of trust on Building A located at 921 Mineral Road and the assignment of all lease agreements. This loan was refinanced to the loan below on November 21, 2024. | \$ - | \$ 2,714,420 |
| Loan payable to United Bank, Inc. for \$2,683,125. Payments are to be made in monthly installments of \$15,020 including a fixed interest rate of 5.372% and a maturity of a final balloon payment on November 21, 2034. The loan is collateralized by a first deed-of-trust on Building A located at 921 Mineral Road and the assignment of all lease agreements. | 2,662,946 | - |
| Less: Current Portion of Loan Payable | <u>(38,176)</u> | <u>(2,714,420)</u> |
| Net Long-Term Portion | <u>\$ 2,624,770</u> | <u>\$ -</u> |

Scheduled principal payments for long-term debt are as follows:

| <u>Year Ending June 30,</u> | <u>Amortization</u> |
|-----------------------------|---------------------|
| 2026 | \$ 38,176 |
| 2027 | 40,279 |
| 2028 | 42,496 |
| 2029 | 44,836 |
| 2030 | 47,305 |
| Thereafter | <u>2,449,854</u> |
| Total | <u>\$ 2,662,946</u> |

Related-Party Transactions

The Foundation entered into an operating lease agreement effective November 18, 2009 with Glenville State University for the Alumni House, a 3,780 square feet building located at 213 North Court Street. The lease is receivable in annual installments of \$1 and expires on June 30, 2049.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Related-Party Transactions (Continued)

The Foundation entered into an operating lease agreement effective July 1, 2013 with the Glenville State University Board of Governors for 2.74 acres of a 76.2 acre tract. The lease is receivable in annual installments of \$1 and expires on September 30, 2054.

The Foundation entered into a lease agreement effective July 1, 2013 with Glenville State University Board of Governors for 18,000 square feet of the second floor of the Waco Center's Building A. The lease is receivable in annual installments of \$1 and expires on September 30, 2054 at which time the lease provides for the transfer of ownership of Building A to the University.

The Foundation entered into a line of credit agreement effective May 15, 2019 with Glenville State University for up to \$1,000,000. The line of credit has an interest rate of 4% per annum. As of June 30, 2025 and 2024, the University owed the Foundation \$-0- on this line of credit.

Leases – Lessor

The Foundation entered into a cancellable operating lease with WVU Medicine for 10,585 square feet of the first floor of the Waco Center's Building A which was effective November 15, 2021 and shall expire on November 14, 2031 with the right to renew for five additional five year terms. The minimum lease receivable for the first five years is \$17,642 per month (\$211,704 per year) which each succeeding five-year period being readjusted, but at no time exceeding a 2.5% increase per year.

The cost of the space was \$889,638 at June 30, 2025 and 2024. Accumulated depreciation on the space was \$337,449 and \$306,722 at June 30, 2025 and 2024, respectively.

Administrative Fee Assessment

As provided by the West Virginia Code, the Foundation is entitled to charge an administrative fee for the management of the various assets held in trust. For the years ended June 30, 2025 and 2024, the Foundation charged an administrative fee sufficient to cover operating expenses of \$343,580 and \$278,073, respectively. For financial statement purposes, the administrative fee income assessed by the Foundation is netted against the administrative fee expense recognized by the funds. These amounts net to zero, and no income or expense is reported.

Concentrations

The Foundation places its cash with local high-credit quality financial institutions under normal financial arrangements. During the year ended June 30, 2025, the Foundation's cash balances periodically exceeded the FDIC insured deposit limit of \$250,000.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Endowment Funds

The Foundation's endowment funds consist of individual funds established by donors for a variety of purposes, including scholarships and Foundation specified projects. Endowment assets include those assets of donor restricted funds that the Foundation must hold in perpetuity. As required by accounting principles generally accepted in the United States of America, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

The Foundation has adopted investment and spending policies for endowment assets that support the Foundation's mission and purpose which are best served over the long term through a flow of interest income and an expanding flow of dividends and capital gains. Achieving these desired ends will help preserve the current purchasing power originating with the Foundation's invested funds, and it will not place at risk the principal value of those funds. The overriding investment objective is to earn a real total rate of return (interest and dividend income, plus realized and unrealized appreciation expressed as a percentage of market value, both adjusted for inflation) averaging at least 5.0% per annum, measured over a three-year to five-year period.

The permanent nature of the endowment funds requires that the Board of Directors work to maintain the purchasing power of endowment assets into perpetuity. To accomplish this, the Foundation links its investment objectives with its spending policy. The goal is to ensure that funds currently available from the endowment will provide the same level of support to Glenville State University, both now and in the future.

In an effort to protect the endowment funds, meet current spending needs, and provide long-term growth, the Foundation has established the following spending policy. This policy is designed to meet two objectives:

- To release as much current income as possible in a steady and consistent stream; and,
- To protect the value of the endowment assets against inflation so as to allow University programs, at a minimum, to be supported at today's level far into the future.

The portfolio encompassing endowment funds generates a total investment return consisting of four components: interest income, dividend income, realized capital gains, and unrealized capital appreciation measured by growth in market value. A portion of this total investment return on the portfolio is to be distributed to all endowment accounts to be expended annually in support of the needs of the Foundation and the University in conformity with the purposes and restrictions on each specific account. The total investment return is to be calculated on June 30 of each year.

The annual amount to be distributed to endowment accounts during the fiscal year beginning each July 1 shall be the minimum of 5.0% of the endowment portfolio's average market value on June 30 for the three years immediately preceding the establishment of the distributable amount.

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Endowment Funds (Continued)

The Board of Directors of the Foundation has interpreted the West Virginia Uniform Prudent Management of Institutional Funds Act (UPMIFA) as requiring the preservation of the fair value of the original gift as of the gift date of the donor restricted endowment funds absent explicit donor stipulations to the contrary. As a result of this interpretation, the Foundation classifies as net assets with donor restrictions: (1) the original value of gifts donated to the endowment, (2) the original value of subsequent gifts to the endowment, and (3) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. These funds are classified as net assets with donor restrictions until they are appropriated for expenditure by the organization in a manner consistent with the standard of prudence prescribed by UPMIFA. In accordance with UPMIFA, the Foundation considers the following factors in making a determination to appropriate or accumulate donor restricted endowment funds: the duration and preservation of the fund, the purposes of the Foundation and the donor restricted endowment fund, general economic conditions, the possible effect of inflation and deflation, the expected total return from income and the appreciation of investments, and other resources of the Foundation.

The endowment net assets consisted of the following types of funds as of June 30:

| | 2025 | 2024 |
|----------------------------|----------------------|----------------------|
| Without Donor Restrictions | \$ 463,811 | \$ 418,034 |
| With Donor Restrictions | 22,235,831 | 19,264,870 |
| Total | <u>\$ 22,699,642</u> | <u>\$ 19,682,904</u> |

Change in endowment net assets for the years ended June 30 are as follows:

| | Without Donor Restrictions | With Donor Restrictions | Total |
|---------------------------|----------------------------------|----------------------------|----------------------|
| Endowment Funds - | | | |
| June 30, 2023 | \$ 369,549 | \$ 16,946,727 | \$ 17,316,276 |
| Bequest and Contributions | - | 358,046 | 358,046 |
| Investment Return | 51,701 | 2,373,105 | 2,424,806 |
| Expenditures | (3,216) | (605,710) | (608,926) |
| Change to Endowment | <u>-</u> | <u>192,702</u> | <u>192,702</u> |
| Endowment Funds - | | | |
| June 30, 2024 | 418,034 | 19,264,870 | 19,682,904 |
| Bequest and Contributions | - | 1,343,970 | 1,343,970 |
| Investment Return | 50,850 | 2,443,597 | 2,494,447 |
| Expenditures | (5,073) | (871,606) | (876,679) |
| Change to Endowment | <u>-</u> | <u>55,000</u> | <u>55,000</u> |
| Endowment Funds - | | | |
| June 30, 2025 | <u>\$ 463,811</u> | <u>\$ 22,235,831</u> | <u>\$ 22,699,642</u> |

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Endowment Funds (Continued)

From time to time, the fair value of assets associated with individual donor restricted endowment funds may fall below the level that the donor contributed. As of June 30, 2025, deficiencies of this nature exist in 5 donor-restricted endowment funds, which together have an original gift amount of \$346,509, a current fair value of \$321,150, and a deficiency of \$25,359. As of June 30, 2024, deficiencies of this nature exist in 9 donor-restricted endowment funds, which together have an original gift amount of \$516,824, a current fair value of \$458,455, and a deficiency of \$58,369. These deficiencies resulted from unfavorable market fluctuations and continued appropriation to certain programs that was deemed prudent by the Board of Directors.

In accordance with the Foundation's policy for underwater endowment funds, endowment funds with a market value below corpus gift value of 0%-9% will provide a payout of 3%, endowment funds with a market value below corpus gift value of 10%-19% will provide a payout of 2%, and endowment funds with a market value below corpus gift value of more than 20% will not provide a payout.

Net Assets With Donor Restrictions

| | <u>2025</u> | <u>2024</u> |
|--|----------------------|----------------------|
| Donor-restricted net assets available for grants, scholarships, and donor-designated charitable purposes for the benefit of Glenville State University, and net assets intended to be held in perpetuity | <u>\$ 25,999,925</u> | <u>\$ 24,522,994</u> |

Functional Expenses

Expenses are allocated among program services, management and general, and fundraising based on the purposes for which the expenses have been incurred. The Foundation incurs certain joint costs which are not specifically attributable to a particular component of activities. These costs include salaries and wages, depreciation, interest, and certain office and occupancy expenses. Joint costs are allocated on the basis of estimates of time and effort, square footage, or purposes for which the expenses have been incurred. For the years ended June 30 the following tables present operating expenses within both natural and functional classifications:

**GLENVILLE STATE UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025 AND 2024**

NOTE 17 FOUNDATION (CONTINUED)

Functional Expenses (Continued)

| | 2025 | | | |
|---------------------------------------|---------------------|---------------------------|-------------------|---------------------|
| | Program Services | Management and General | Fundraising | Total |
| Expenditures for Benefit of Glenville | | | | |
| State University | \$ 2,682,250 | \$ - | \$ - | \$ 2,682,250 |
| Scholarships | 1,001,534 | - | - | 1,001,534 |
| Salaries and Wages | 40,435 | 80,870 | 80,870 | 202,175 |
| Legal, Consulting, and Accounting | - | 20,475 | - | 20,475 |
| Miscellaneous | - | 24,487 | 6,122 | 30,609 |
| Promotions and Publications | 32,569 | - | 3,619 | 36,188 |
| Office | 999 | 999 | 2,999 | 4,997 |
| Travel and Advancement | 7,972 | - | 11,958 | 19,930 |
| Memberships and Subscriptions | 20 | 20 | 60 | 100 |
| Insurance | 15,080 | 15,079 | - | 30,159 |
| Interest | 60,303 | 60,304 | - | 120,607 |
| Depreciation | 89,237 | 89,237 | - | 178,474 |
| Annual Fund | - | 819 | 7,368 | 8,187 |
| Alumni | 12,000 | 3,000 | - | 15,000 |
| Database Management | 23,572 | 11,786 | 23,572 | 58,930 |
| Total Expenses | <u>\$ 3,965,971</u> | <u>\$ 307,076</u> | <u>\$ 136,568</u> | <u>\$ 4,409,615</u> |

| | 2024 | | | |
|---------------------------------------|---------------------|---------------------------|-------------------|---------------------|
| | Program Services | Management and General | Fundraising | Total |
| Expenditures for Benefit of Glenville | | | | |
| State University | \$ 1,535,907 | \$ - | \$ - | \$ 1,535,907 |
| Scholarships | 904,545 | - | - | 904,545 |
| Salaries and Wages | 42,539 | 85,079 | 85,079 | 212,697 |
| Legal, Consulting, and Accounting | - | 18,250 | - | 18,250 |
| Miscellaneous | - | 23,770 | 5,942 | 29,712 |
| Promotions and Publications | 36,623 | - | 4,069 | 40,692 |
| Office | 1,093 | 1,093 | 3,277 | 5,463 |
| Travel and Advancement | 9,543 | - | 14,315 | 23,858 |
| Memberships and Subscriptions | 32 | 32 | 96 | 160 |
| Insurance | 13,600 | 13,600 | - | 27,200 |
| Interest | 44,876 | 44,876 | - | 89,752 |
| Depreciation | 79,674 | 79,673 | - | 159,347 |
| Annual Fund | - | 971 | 8,740 | 9,711 |
| Alumni | 7,435 | 1,859 | - | 9,294 |
| Database Management | 21,200 | 10,600 | 21,200 | 53,000 |
| Total Expenses | <u>\$ 2,697,067</u> | <u>\$ 279,803</u> | <u>\$ 142,718</u> | <u>\$ 3,119,588</u> |

GLENVILLE STATE UNIVERSITY
SCHEDULE OF PROPORTIONATE SHARE OF NET PENSION LIABILITY
LAST TEN FISCAL YEARS*

| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|---|-------------------|-------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| University's Proportionate Share as a Percentage of Net Pension Liability | 0.005596 % | 0.005941 % | 0.014922 % | 0.020193 % | 0.023529 % | 0.024200 % | 0.030098 % | 0.045449 % | 0.039778 % | 0.043056 % |
| University's Proportionate Share | \$ 105,595 | \$ 136,014 | \$ 383,804 | \$ 315,572 | \$ 757,855 | \$ 719,991 | \$ 939,737 | \$ 1,570,250 | \$ 1,634,806 | \$ 1,492,000 |
| State's Proportionate Share | 174,624 | 277,761 | 855,035 | 705,562 | 1,646,732 | 1,738,186 | 2,434,910 | 3,472,445 | 3,113,871 | 3,404,353 |
| Total Proportionate Share | <u>\$ 280,219</u> | <u>\$ 413,775</u> | <u>\$ 1,238,839</u> | <u>\$ 1,021,134</u> | <u>\$ 2,404,587</u> | <u>\$ 2,458,177</u> | <u>\$ 3,374,647</u> | <u>\$ 5,042,695</u> | <u>\$ 4,748,677</u> | <u>\$ 4,896,353</u> |
| University's Covered Employee Payroll | \$ 38,238 | \$ 141,480 | \$ 208,261 | \$ 423,045 | \$ 584,406 | \$ 650,657 | \$ 700,282 | \$ 921,675 | \$ 907,360 | \$ 1,028,446 |
| University's Proportionate Share as a Percentage of Covered Payroll | 276 % | 96 % | 184 % | 75 % | 130 % | 111 % | 134 % | 170 % | 180 % | 145 % |
| University's Plan Fiduciary Net Position as a Percentage of Total Pension Liability | 0.00 % | 80.42 % | 77.78 % | 86.38 % | 70.89 % | 72.64 % | 71.20 % | 67.85 % | 65.57 % | 66.25 % |

There are no factors that affect trends in the amounts reported, such as a change of benefit terms or assumptions. With only seven years reported in the required supplementary information, there is no additional information to include in notes. Information, if necessary, can be obtained from the CPRB Annual Comprehensive Financial Report.

* This schedule is intended to show information for 10 years. Additional years will be displayed as they become available.

**GLENVILLE STATE UNIVERSITY
SCHEDULE OF EMPLOYER PENSION CONTRIBUTIONS
LAST TEN FISCAL YEARS***

| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 | 2016 | 2015 |
|--|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|------------------|------------------|
| Actuarially Determined Contribution | \$ 24,995 | \$ 26,884 | \$ 72,076 | \$ 84,273 | \$ 109,138 | \$ 104,835 | \$ 133,576 | \$ 188,148 | \$ 166,922 | \$ 239,000 |
| Actual Contribution | <u>24,995</u> | <u>26,884</u> | <u>72,076</u> | <u>84,273</u> | <u>109,138</u> | <u>104,835</u> | <u>133,576</u> | <u>188,146</u> | <u>154,213</u> | <u>195,785</u> |
| Contribution Deficiency (Excess) | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ 2</u> | <u>\$ 12,709</u> | <u>\$ 43,215</u> |
| Covered Payroll | \$ 38,238 | \$ 141,480 | \$ 208,261 | \$ 423,045 | \$ 584,406 | \$ 650,657 | \$ 700,282 | \$ 921,675 | \$ 907,360 | \$ 1,028,446 |
| Actual Contribution as a Percentage of Covered Payroll | 65.37 % | 19.00 % | 34.61 % | 19.92 % | 18.68 % | 16.11 % | 19.07 % | 20.41 % | 17.00 % | 19.04 % |

* This schedule is intended to show information for 10 years. Additional years will be displayed as they become available.

GLENVILLE STATE UNIVERSITY
SCHEDULE OF PROPORTIONATE SHARE OF NET OPEB LIABILITY
LAST TEN FISCAL YEARS*

| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|--|---------------------|---------------------|-------------------|--------------------|-------------------|---------------------|---------------------|---------------------|
| University's Proportionate Share as a Percentage of Net OPEB Liability | 0.00000000 % | 0.16380793 % | 0.16436527 % | 0.18350980 % | 0.17736108 % | 0.18129702 % | 0.18746617 % | 0.17441669 % |
| University's Proportionate Share | \$ (33,079) | \$ (259,225) | \$ 182,937 | \$ (54,566) | \$ 783,389 | \$ 3,007,958 | \$ 4,021,967 | \$ 4,288,887 |
| State's Proportionate Share | <u>(103,897)</u> | <u>(110,645)</u> | <u>62,667</u> | <u>(10,744)</u> | <u>173,220</u> | <u>615,562</u> | <u>831,233</u> | <u>880,942</u> |
| Total Proportionate Share | <u>\$ (136,976)</u> | <u>\$ (369,870)</u> | <u>\$ 245,604</u> | <u>\$ (65,310)</u> | <u>\$ 956,609</u> | <u>\$ 3,623,520</u> | <u>\$ 4,853,200</u> | <u>\$ 5,169,829</u> |
| University's Covered Employee Payroll | \$ 1,196,164 | \$ 2,530,988 | \$ 2,583,424 | \$ 3,778,891 | \$ 3,037,569 | \$ 3,490,320 | \$ 3,844,357 | \$ 3,835,528 |
| University's Proportionate Share as a Percentage of Covered Payroll | (2.77)% | (10.24)% | 7.08 % | (1.44)% | 25.79 % | 86.18 % | 104.62 % | 111.82 % |
| University's Plan Fiduciary Net Position as a Percentage of Total OPEB Liability | 0.00 % | 109.66 % | 93.59 % | 101.81 % | 73.49 % | 39.69 % | 30.98 % | 25.10 % |

There are no factors that affect trends in the amounts reported, such as a change of benefit terms or assumptions. With only four years reported in the required supplementary information, there is no additional information to include in notes. Information, if necessary, can be obtained from the West Virginia Retiree Benefit Health Benefit Trust Fund Audited Schedules of Employer Other Postemployment Benefits Allocations and Other Postemployments Benefits Amounts by Employer.

* These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.

**GLENVILLE STATE UNIVERSITY
SCHEDULE OF EMPLOYER OPEB CONTRIBUTIONS
LAST TEN FISCAL YEARS***

| | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|---|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Actuarially Determined Contribution | \$ 31,423 | \$ 164,275 | \$ 193,253 | \$ 326,238 | \$ 334,645 | \$ 373,523 | \$ 373,889 | \$ 358,249 |
| Actual Contribution | <u>31,423</u> | <u>164,275</u> | <u>193,253</u> | <u>326,238</u> | <u>334,645</u> | <u>373,523</u> | <u>373,889</u> | <u>358,249</u> |
| Contribution Deficiency | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| Covered Employee Payroll | \$ 1,196,164 | \$ 2,530,988 | \$ 2,583,424 | \$ 3,778,891 | \$ 3,037,569 | \$ 3,490,320 | \$ 3,844,357 | \$ 3,835,528 |
| Actual Contribution as a Percentage of Covered Employee Payroll | 2.63 % | 6.49 % | 7.48 % | 8.63 % | 11.02 % | 10.70 % | 9.73 % | 9.34 % |

* These schedules are intended to show information for 10 years. Additional years will be displayed as they become available.



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Governors
Glenville State University
Glenville, West Virginia

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Glenville State University (the University), a component unit of the West Virginia Higher Education Fund, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated October 13, 2025. Our report includes a reference to other auditors who audited the financial statements of the Glenville State University Foundation, Inc. as described in our report on the University's financial statements. The financial statements of the Glenville State University Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and responses as items 2025-001 and 2025-002 that we consider to be material weaknesses.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Glenville State University's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the University's responses to the findings identified in our audit and described in the accompanying schedule of findings and responses. The University's responses were not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP

King of Prussia, Pennsylvania
October 13, 2025

**GLENVILLE STATE UNIVERSITY
SCHEDULE OF FINDINGS AND RESPONSES
YEARS ENDED JUNE 30, 2025 AND 2024**

2025-001

Type of Finding: Material Weakness in Internal Control over Financial Reporting

Condition: Management is unable to provide a complete trial balance from the Oasis system and has to post manual entries to capture certain financial activity not recorded in the general ledger.

Criteria or Specific Requirement: Management's responsibilities include exercising oversight responsibility for significant financial reporting processes, including controls over procedures used to enter transaction totals into the general ledger; initiate, authorize, record and process journal entries into the general ledger; record recurring and nonrecurring adjustments to the financial statements and safeguarding University assets. Internal controls should be in place to provide reasonable assurance that financial statements are prepared in accordance with U.S. GAAP.

Effect: By not recording all transactions in one general ledger system, there is an increased likelihood that transactions could be incorrectly omitted from the general ledger.

Cause: Management should ensure all financial activity is under the control of the general ledger.

Recommendation: We recommend the University evaluate its process for capturing all financial activity in the general ledger.

Repeat Finding: This is a repeat finding (2024-001).

Views of Responsible Officials and Planned Corrective Actions: Management agrees with the finding and will evaluate their process for capturing all financial activity in the general ledger.

**GLENVILLE STATE UNIVERSITY
SCHEDULE OF FINDINGS AND RESPONSES
YEARS ENDED JUNE 30, 2025 AND 2024**

2025-002

Type of Finding: Material Weakness in Internal Control over Financial Reporting

Condition: Management improperly coded construction-related expenditures to expense accounts rather than capital asset accounts.

Criteria or Specific Requirement: Management has the responsibility for review of proper coding and accounting treatment of capital asset expenditures. Internal controls should be in place to provide reasonable assurance that financial statements are prepared in accordance with U.S. GAAP.

Effect: By not recording capital asset transactions correctly, and detecting and correcting them timely, the change in net position for the year ended June 30, 2025 was understated by approximately \$3,183,000.

Cause: On a periodic basis, management should review expense accounts to ensure that all capital expenditures get properly coded to capital asset accounts.

Recommendation: We recommend that the University evaluate its process for reviewing capital expenditures on construction projects to ensure proper classification.

Repeat Finding: No.

Views of Responsible Officials and Planned Corrective Actions: Management agrees with the finding and will evaluate their process for accounting for construction-related costs in accordance with U.S. GAAP.

