



GLENVILLE
STATE COLLEGE[™]

Part-Time
Faculty
Handbook
2021-2022



GLENVILLE STATE COLLEGE

Academic Affairs

Dear Part-Time Faculty,

The purpose of the *Part-Time Faculty Handbook* is to provide guidelines, policies and procedures relating to faculty excellence at Glenville State College. I invite you to familiarize yourself with the contents of this handbook as well as to utilize this as a reference manual. The information included will assist you with understanding the institutions' shared governance model, opportunities for engagement on campus and faculty expectations for retention.

While this is not an all-inclusive document, this along with the college catalog, Board of Governors' Policies, and institutional website will serve as a general guide to faculty success. The handbook is intended to be a living document, updated regularly to reflect changes that take place year-to-year on our campus. The content and format of this version is the result of a lot teamwork and hard work within the Office of Academic Affairs.

We look forward to working with you to continue to review, revise and renew on an annual basis.

Respectfully,

A handwritten signature in black ink that reads 'Gary Morris'.

Gary Morris, Ph.D.

Provost and Vice President for Academic Affairs

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STRATEGIC PLAN

Mission Statement

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

Vision

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

Values

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

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

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

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

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

Equity. The College respects a culture of diversity and inclusivity at all levels, welcoming and valuing all members of the campus communities.

Objectives

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

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

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

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

Goals

Deliver Quality Education

Goal 1: Enhance and recognize professional development for faculty and staff

Goal 2: Attain and/or Renew Relevant Professional and Regional Accreditations

Goal 3: Establish and promote relevant academic programs

Goal 4: Enhance Instructional Facilities

Foster Equity

Goal 1: Increase the presence of the underserved and historically underrepresented among faculty, staff, and student populations

Goal 2: Enhance equity programs and opportunities

Goal 3: Strengthen curriculum offerings that encompass diversity

Enhance Financial Position

Goal 1: Increase enrollment and retention in a predictable and sustainable fashion

Goal 2: Implement Software, Business Process, and Reporting Improvements

Goal 3: Develop Strategies for pursuing grant awards and partnerships

Goal 4: Develop, Maintain, and Fund a Master Capital Operating Plan

Enhance Community Engagement

Goal 1: Develop clear systems of communicating events/updates to and from the community

Goal 2: Increase number of, access to, and visibility at events that serve the community

Goal 3: Increase community connections through expanding service learning, job shadowing, and internships

Goal 4: Make the campus more inviting and accessible; capitalize on the existing campus facilities and activities

EMPLOYMENT PROCEDURES AND REQUIREMENTS

When instructional needs require additional personnel beyond Glenville State College full-time regular faculty, part-time faculty positions may become available. In order to be considered for part-time faculty employment, the prospective instructor must submit a curriculum vitae (or résumé), official transcript(s), and Instructor Credentialing Form (see Appendix I) to the Office of Academic Affairs. The Associate Vice President for Academic Affairs will review the submitted materials and complete the Quality Assurance Form. If the prospective part-time person is approved, the Office of Academic Affairs (working with the Off Campus Programs Office, as applicable) will initiate the process for the instructor and course(s) to be entered into the system to receive payment. The organizational charts for Academic Affairs and Shared Governance at Glenville State College are provided in Appendices A and B.

Expectations of Part-Time Faculty

Part-time faculty are subject to appropriate sections of the [West Virginia Higher Education Policy Commission of Title 133 Procedural Rule, Series 9](#), including but not limited to Section 2, “Academic Freedom and Professional Responsibility”; Higher Learning Commission standards, including but not limited to [Criterion 3](#), “Teaching and Learning: Quality, Resources, and Support; and Glenville State College Policy 25 as well as requirements detailed in this handbook.

Academic Standards

Course content taught by adjunct faculty should be equivalent to the course content delivered by a full-time (regular) faculty member teaching the course. This includes making sure student contact hours are sufficient to meet the credit hour for awarding educational credit.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

All sections of Glenville State College courses adhere to the same academic standards of excellence. This includes using the approved template when developing the course syllabus, incorporating all course objectives into the delivery of the course, and using the adopted textbooks and materials for the course.

It is the expectation that instructors will not cancel any class meetings during the semester. If circumstances occur that prevent the course instructor from meeting with the class, the respective Department Chair should be contacted to make alternate arrangements for covering the class.

To assist adjunct faculty to accomplish academic standards, appropriate information related to duties and responsibilities, including academic assignments, course content information, syllabi, and methodologies for achieving expected student-learning outcomes are provided in this handbook and by the Department Chair. In addition, adjunct faculty must understand the attendance policy, take attendance regularly, and report students missing too many classes per the attendance policy. Teaching tips are provided in Appendix D.

Assessment

In order to assess academic degree programs' achievement of learning outcomes, certain courses have been selected for the collection of data for analysis to identify curriculum improvements to the program. When teaching a course identified as part of the departmental or general education assessment plan, adjunct faculty will need to administer assessment items and share results with the departmental assessment representative. This information will become part of the departmental assessment report and assist in the continuous improvement of the program. A representative from the department or a faculty mentor can guide this process.

Communication

Part-time faculty are issued GSC emails as part of their employment and should use these emails for GSC-related communication. Regular communication between adjunct faculty and students is critical to help students be successful in the course. GSC students are encouraged to communicate with faculty using their GSC email. It is important that adjunct faculty check their GSC email during the week to respond to urgent student requests or other enquires from department members or the campus community. Glenville State College recommends Brightspace as the primary method of communicating with the entire class.

It is essential that the part-time faculty member work closely with full-time faculty to assure that all sections of a course meet the specific instructional objectives of the course. Additionally, when possible, it is desirable to meet with full-time faculty at regular faculty meetings and retreats. If questions arise, contact the Department Chair.

In the event of an emergency or temporary class cancellation, the instructor is responsible for notifying students and may do so by using EdNet or by e-mail or announcement through Brightspace.

Compensation

Adjunct faculty members are remunerated part-time employees whose compensation is determined based on academic credentials. The level of academic credentials determines compensation. For those with a doctorate, compensation is \$700 per credit hour taught. For those with a Master's degree, compensation is at the rate of \$600 per credit hour taught. For those with a Bachelor's degree and 18 hours of graduate coursework in the discipline teaching in our AS degree programs, including in correctional facility and high school programs, compensation is at the rate of \$500 per credit hour taught.

Terms and condition of employment specifying assigned responsibility for course(s) to be taught including period of employment, compensation, and any other contingency factors will be part of a written agreement from Glenville State College signed by the adjunct faculty member showing agreement to the appointment.

No appointment or reappointment shall create an expectation or a position of continued appointment beyond the contracted period.

Course Content

Each course should adhere to the course outline learning outcomes as approved by the Curriculum Committee. Adjunct instructors should work closely with their assigned faculty mentor to ensure they are delivering the necessary course content to be consistent through each section.

Description

This manual refers to two types of part-time faculty members.

- Adjunct faculty refers to part-time non-tenure-track faculty members contracted on a semester-by-semester basis to teach no more than nine credit hours per semester. These part-time faculty members are viewed as part of the department, or departments, in which they are teaching courses.
- Part-time faculty may also be staff persons who work full-time for the college in a non-academic capacity, but also perform some teaching obligations either as part of or in addition to their contracted duties. Except where specified, these terms are used interchangeably.

Documenting Attendance

Attendance will need to be documented in EdNet to enable financial aid to pay to a student's account for their classes. Please have your attendance documented by the second week of classes.

You will enter the date of attendance in the "Last Attendance Date" column in either the mid-term grade **OR** final grade sheet. **The format of the date must be MM/DD/YYYY (05/26/2021 or 05262021).** You can enter the date with or without slashes but must enter the year with all four digits. Not using the correct format will result in the dates not being saved to the roster. (there is no error message which will tell you this either)

- **DO NOT** document attendance for students if they have not participated in a discussion post or assignment. Simply logging into the class or acknowledging the syllabus or academic dishonesty statement is **NOT** considered participating. Leave their date blank until that student has participated.
- Courses which begin in the second half of the semester should not be documented at this time. Attendance will be documented for these classes once they begin.
- For internship or work experience courses, do not document attendance until the students have contacted you and have an internship or job placement secured

If you need more information or have questions about documenting attendance, a more detailed information sheet is on our website. (See Class Attendance Policy).

Evaluation of Teaching Effectiveness

Department Chairs are responsible for observing part-time faculty once per semester during their tenure. Each part-time faculty will receive a written review of their instructional performance. This evaluation will assess that instruction complies with academic standards. Department Chairs will also provide adjunct faculty with the results of student evaluations with the aim to assist the adjunct faculty with improvements to the courses they teach.

Negative evaluations of either type may provide grounds for not renewing contracts. For online courses, the online observation rubric will be used to determine the appropriateness of the course.

More information may be found in Appendix L.

Grading

Adjunct faculty will need to grade and assess/evaluate student performance during the course according to departmental practices to maintain consistency among grading criteria. Student assignments should be graded and returned, in a timely manner with adequate feedback (if appropriate). Student grades will be recorded in Blackboard according to the established deadlines set in the syllabus. This guideline is applicable regardless of the location of the course delivery.

A grade of F indicates a failure to meet the objectives of the course. FIW grades are reserved for students who fail due to irregular withdrawal. That is, FIWs indicate that a student failed the course due to a lack of attendance and a failure to withdraw during the semester's permitted withdrawal period. (See also Grading System)

Information Packet

Each Academic Department will provide adjuncts with the following information on a per course basis:

- Course Outline and/or Syllabus
- Assessment Information
- Contact Information for:
 - Department Chair
 - Faculty Mentor
 - Assessment Officer

Learning Management System (LMS)

Glenville State College utilizes Brightspace as the Learning Management System (LMS) as of fall 2021.

All faculty will be provided a course shell for each course they are teaching. Content within the course must adhere to all Office of Technology Policies found on the institutions website under the Office of Technology.

Faculty are encouraged to utilize Brightspace to post their course syllabi and grades for all courses including face to face. Quality Matters (QM) workshops, from introductory to advanced, are available to faculty throughout the academic year. The fee for the course is paid by the institution once prior approval has been granted. Faculty are encouraged to follow QM standards. Glenville State College has been a member of QM since the fall 2017. Online courses are subject to peer review.

Faculty will also have access to a 24/7 support team by calling 1-304-293-5192. Additional support is found through the local help desk during working hours by calling 1-304-462-6449.

Mentorship

Department Chairs are responsible for providing mentorship for adjunct faculty. This includes any needed consultation of a course during an instructional period. Department Chairs may assign a regular faculty member to serve as a mentor to provide adjunct faculty with helpful information (e.g., communication of grading criteria for projects so it aligns with departmental expectations, information related to professional development opportunities, and assessment).

Part-time faculty should direct all questions or concerns to the Department Chair of the department in which they teach. If a part-time faculty member teaches courses for different departments, they should contact the Department Chair of the department overseeing the class in question. Part-time faculty are expected to reply to Department Chairs with requested information in a timely manner.

Office Hours

Adjunct faculty are expected to hold office hours at the rate of one (1) hour per course taught. These office hours may be held either face to face or virtually. Office hours ensure the availability of adjunct faculty to address any student assistance that is requested.

Summer Institute

Adjunct faculty must attend a summer institute conducted at the campus of Glenville State College when offered to promote effective communication of information related to policies, course expectations, materials, and resources to help orient part-time faculty with GSC. In the event there is a schedule conflict that cannot be overcome, a virtual workshop must be completed prior to the beginning of the upcoming semester in which an instructor first teaches for GSC.

Textbook Selection

Each course will have their textbook selected by the department on campus. This selection will be reviewed with the final approval remaining with the Department Chair. It is expected that all sections of the same course in a given semester, off-campus and on-campus, use the same textbook. See Glenville State College Administrative Policy 11: Bookstores and Textbooks and West Virginia Higher Education Policy Commission Series 51: Bookstores and Textbooks

The Department Chair will ensure that the instructor is provided with the name of the instructional text(s), course outlines, and other pertinent materials. In some circumstances, the department may have copies of the text for the course, but if not, the instructor is responsible for requesting a desk copy of the text from the publisher. If the instructor has borrowed a departmental copy, the part-time faculty member is to return the course textbook to the Department Chair or Off Campus Programs Office along with any other instructional materials at the end of the semester. Part-time faculty members are encouraged to give the Department Chair feedback about the adopted textbook as well as suggestions for other texts that may also be applicable for the course. Instructors are expected to use the adopted textbook for the course.

Instructors are responsible for requesting their own textbook from the publisher.

Qualifications

Part-time faculty members are expected to have the appropriate academic qualifications and experience in the discipline area related to the courses they would teach. Degree qualifications for adjunct faculty are the same as those required of full-time faculty members teaching courses in the same content area. Specifically, all faculty are required to have:

- (a) at least a master's degree in the discipline being taught **or**
- (b) a master's degree in a related discipline with at least 18 hours of graduate coursework in the discipline being taught.

Additional Information for Dual Credit/Enrollment Adjunct Faculty

Description

Dual credit courses provide high school students the opportunity to take college courses and receive both college and high school credit for those courses. Dual enrollment courses, in contrast, provide a means by which advanced high school students can take college courses for college credit (only). Dual enrollment credits, work, and time are normally completed outside the normal high school day. Only the term *dual credit* is used below, but the policies governing faculty teaching in either program are identical.

Additional Course Content Guidelines

Dual credit courses must meet the same learning outcomes as on-campus courses; therefore, the same syllabus will be used. While there can be some variation in the syllabus, this should be no more than would occur among multiple on-campus faculty members teaching the same course. Dual credit courses must share learning outcomes and textbooks with on-campus courses.

Equivalence of course content applies not only to equivalent skill development, course content, and/or lecture topics, but also to everything in the course outline. This includes laboratory, field experiences, etc. and while they may differ somewhat from those in the on-campus course, the general topics and levels of expectations must be comparable.

Classroom Visits and Enhanced Communication

It is expected that the Department Chair or designee will periodically visit the classroom to observe instruction and verify that course content and expectations are consistent with those of the on-campus course. There will be a minimum of two visitations each semester, with the first visit occurring within the first two weeks of classes. It is also expected that the dual-enrollment instructor and the faculty member will have email or telephone contact at least weekly.

Additional Information for Glenville State College Staff as Part-Time Faculty

Description

Part-time faculty (Glenville State College staff) refers to part-time non-tenure-track faculty members contracted on a semester-by-semester basis to teach no more than nine credit hours per semester, who serve in another capacity on the college staff (full- or part-time), in addition to their work as part-time faculty members.

Additional Expectations

Expectations for part-time faculty serving the college concurrently as staff members must meet the general expectations for part-time faculty members in the areas of academic standards, supervision and mentoring, assessment, and communication (see pp. 2-5). In addition, the College expects part-time faculty who serve concurrently on the staff to teach their courses and conduct business associated with those courses outside the period during which they are expected to conduct their work as a member of the staff (typically 8:00 am – 4:00 pm, Monday through Friday). In other words, part-time faculty serving concurrently as staff members should not use the time allocated for the duties of their regular staff position to conduct work associated with their role as a part-time faculty member.

Work associated with the role of part-time faculty member includes but is not limited to lesson-planning, class preparation, and grading. In exceptional circumstances, staff members working concurrently as part-time faculty can use the hours conducting work as staff to communicate essential information to their students (such as emailing to inform about a class cancellation). If, for some reason, staff members concurrently serving as part-time faculty must teach a course during their typical working hours as a staff person, they must coordinate with their direct supervisor and communicate with the Human Resources Department to ensure that a modified work schedule in their role as a staff member is both appropriate and feasible. The only exception to these scheduling guidelines is for staff members whose role as a part-time faculty member falls within their staff job description (e.g., a staff person in the Academic Success Center teaching an orientation course as part of the ASC role).

Additional Information for Second Chance Pell Adjunct Faculty

Description

The Glenville State College Second Chance Pell (SCP) Program addresses educational needs for students that are currently incarcerated at our partner institutions. Glenville State College must demonstrate course equivalence regardless of delivery mode and delivery location.

Additional Attendance Information

Instructors are required to document the attendance of the students on their rosters as soon as possible at the beginning of the course. (See Class Attendance Policy, pp. 18-19.) Both Glenville State College and the correctional institution have need of this information. The Correctional Institution's Education Department, Site Coordinators, and Off Campus Programs Office support staff need this knowledge to address the accuracy of student schedules, class rosters, and student attendance.

Instructors at correctional facilities are not permitted to excuse a student from class. Only the Education Department of the correctional facility has the authority to excuse absences. Excused absences are typically granted only for medical or other meetings that cannot be rescheduled. Absences for other reasons should be counted as unexcused.

Attendance should be taken at the beginning of each class period, and absences reported to the Correctional Institution's Education Department staff immediately and to the Site Coordinator by email within 24 hours. The Correctional Institution's Education Department staff will then verify if the student is in medical, Solitary Housing Unit (SHU), or otherwise excused from class. If the student is not excused by the facility the Education Department staff will track them down and have a conversation with them about the attendance policy. They will also see if the student wishes to drop the course. If the student does want to drop, they will pass this information to the Off Campus Programs Office Programs staff for processing.

Students in SHU are not immediately dropped from a course. The Education Department staff will evaluate the student's likely release from SHU and provide advice on need for withdrawal.

If the student chooses to miss class due to signing up for overtime at their job or if they stop attending without a good reason (e.g., court, SHU, medical), the instructor should process an administrative withdrawal, provided the deadline for withdrawal for that semester has not passed.

Additional Communication Information

The correctional facility may restrict student access to technology or other standard student resources that are expected of traditional students. Some exceptions or accommodations may need to occur due to these restrictions. For papers, a word count (rather than page count) should be provided for students to follow. Assignments will, with few exceptions, be handwritten.

All adjunct faculty at SCP Program locations will also be introduced to a site coordinator, and supporting staff, in Workforce and Community Development that will be able to assist them with administrative tasks. These tasks will include documenting attendance, reporting absences, grade submission, and schedule development.

Additional Compensation

Instructors who complete the additional qualifications in order to teach at a correctional facility will receive a single \$600 stipend per term (independent of the number of courses taught).

Additional Office Hour Information

While it is not expected and/or may not be possible that adjunct faculty teaching in the correctional facilities be physically present for office hours they should have a mechanism to assist students as needed.

Additional Qualifications

Adjuncts working with the SCP Program must meet the same minimum qualifications of adjunct faculty teaching for Glenville State College. In addition, they must pass state and/or federal background check(s) in order to be approved as an instructor and correctional facility volunteer.

Lockdown Procedures

Should a facility be put on lockdown (students are kept in their residences), instructors should be prepared to either make this time up or provide assignments for the students to complete while in their housing facilities.

Preparation for potential lockdowns is highly recommended. To do this, instructors should develop packets covering two to four weeks of work that are given to the students at the beginning of that time period. This allows them to continue working on their assignments and allows the face-to-face time to be made up. When class resumes, instructors should review the content completed while on lockdown before continuing with new course content.

Student Resources

SCP Program participants will not have access to the internet to access academic resources for research. However, they do have access to a library that is housed on site and open to them according to facility guidelines. If there are particular resources needed for an assignment, information about these needs should be presented to the Site Coordinator and supporting staff in Off Campus Programs well in advance to allow proper time for organization and documentation purposes. These individuals will determine the best way to provide this information to the students.

CONTACT INFORMATION

Like most colleges and universities, Glenville State College is organized to provide efficient and effective leadership of its academic programs. As a member of the part-time faculty, you are encouraged to work with the following individuals to answer any questions that you may have.

Department Chairs

The Chair of your academic department is responsible for the overall quality of the educational program. The Chair is responsible for creating an academic climate in which the part-time faculty member is able to teach and perform. The Chair will work closely with you on all aspects of your teaching and will help you with administrative functions, payroll, supplies and materials. They will help you succeed at Glenville State College.

The Departments and their Chairs are as follows:

<u>Department</u>	<u>Chair</u>	<u>Phone</u>	<u>Email</u>
Business	Dr. Dwight Heaster	304-462-6256	Dwight.Heaster@glenville.edu
Criminal Justice	Dr. Kenneth Lang	304-462-6271	Kenneth.Lang@glenville.edu
Education	Mrs. Connie Stout O'Dell	304-462-6209	Connie.Stout@glenville.edu
Fine Arts	Dr. Jason Barr	304-462-6340	Jason.Barr@glenville.edu
Land Resources	Dr. Rico Gazal	304-462-6372	Rico.Gazal@glenville.edu
Language & Literature	Dr. Jonathan Minton	304-462-6322	Jonathan.Minton@glenville.edu
Science & Mathematics; Health & Human Performance	Dr. Kevin Evans	304-462-6304	Kevin.Evans@glenville.edu
Social Science	Dr. Kaitlin Ensor	304-462-6281	Kaitlin.ENSOR@glenville.edu

Administrative Secretaries

	<u>Phone</u>	<u>Email</u>
Mrs. Rachel L. Adams	304-462-6109	Rachel.Adams@glenville.edu
Mrs. Leisa Dean	304-462-6103	Leisa.Dean@glenville.edu
Mrs. Ashley Nicholas	304-462-6104	Ashley.Nicholas@glenville.edu

Executive Secretary for the Academic Affairs Office is:

Mrs. Patty Snyder	304-462-6110	Patty.Snyder@glenville.edu
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Student Services

Academic Success Center	(304)462-4118
Student Support Services	(304)462-6155

OFFICERS OF THE COLLEGE

Mark A. Manchin, Ed.D. President
Gary Z. Morris, Ph.D. Provost and Vice President for Academic Affairs
Rita Hedrick-Helmick, J.D. Vice President for Administration
Jason Yeager, Ph.D. Vice President for Enrollment Management and Student Affairs
David Hutchison, M.S. Vice President for Advancement and
Executive Director of GSC Foundation
Bert Jedamski, M.B.A. Chief Financial Officer
Jesse Skiles, B.A. Director of Athletics

GENERAL ADMINISTRATIVE STAFF

Jerry Burkhammer, M.A. Project Director, Student Support Services
Mari Clements, Ph.D. Associate Vice President for Academic Affairs and
Jason Gum, M.S. Director of Robert F. Kidd Library
Stephany Harper, B.S.B.A. Director of Financial Aid
Jeff C. Hunter, Ph.D. Dean of Teacher Education
Tegan McEntire, B.S. Human Resources Director and Title IX Coordinator
Jason Phares, B.A. Director of Information Technology
Ann Reed, M.S. Registrar
Teresa G. Sterns, M.A. Executive Assistant and Secretary to the Board of Governors
Ronald K. Taylor, II, B.S. Associate Director of Public Safety

GUIDELINES AND POLICIES

Academic Calendar/Daily Schedule/Final Exam Schedule

The Academic Calendar and Final Exam schedules are located online. These items are located under “Critical Info” on the Faculty and Staff portion of the webpage.

The daily schedule is located in Appendix C.

Accommodations and Accessibility Services for Students

The Academic Success Center’s Office of Accommodations and Accessibility Services (OAAS) provides accommodations and services to students who have a qualified disability. The OAAS works with students to individualize the type and level of accommodations needed for a successful college experience. Accommodations, services, and equipment may be provided on an as-needed, reasonable basis, and must be coordinated through the Office of Accessibility and Accommodations to ensure the fair and legal treatment of all students across courses and instructors.

Glenville State College will make reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. No academically qualified student with a disability shall be denied access to participation, solely because of their disability, in the services, programs, and activities of the College.

Additional information is provided in Appendix E. For specific questions about accommodations or accessibility services at Glenville State College, contact our Office of Accessibility and Accommodations within the Academic Success Center in the Robert F. Kidd Library (*third floor*) or contact 304-462-4118.

Class Attendance Policy

Attendance is required for all classes. To be in compliance with federal guidelines, students are expected to be present at all class sessions to be eligible for financial aid through Title IV of the Higher Education Act of 1965. It may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to a student’s absence are to be arranged between the student and the instructor, including making up missed work. The student is responsible for the academic consequences of any absences. The standard of practice is to allow one absence per credit hour; however, each instructor may choose an alternate attendance policy. Instructors are required to state their attendance policies in the course syllabus.

Occasionally, students may be absent from scheduled classes to participate in officially sanctioned college activities referred to hereafter as institutional absences. Instructors are obligated to respect institutional absences and may not penalize a student for such an absence if said students make up any graded work missed due to the absence in a timely manner as determined by the instructor. An institutional absence does not change deadlines for submitting assignments, but faculty will allow students to make up exams, quizzes, presentations, or any other course requirements that have an impact on the course grade conducted during the missed class(es). Students are responsible for all coursework missed due to absences and must initiate any request to make up coursework in a timely manner, as stipulated by the instructor on their syllabi. Instructors must allow students missing class for institutional absences to make up any work conducted in class but, at the discretion of the instructor, may assign alternate, equivalent work. Instructor accommodations for requested make-up work must be reasonable and timely; such accommodations may be made prior or subsequent to the institutional absence at the discretion of the instructor. A list of students who are excused during a specific time period will be maintained by the Office of Academic Affairs and circulated to instructors.

In addition, instructors may excuse absences due to extenuating circumstances beyond student control, as though they are institutional absences. However, if an instructor chooses to excuse such absences, they must excuse them consistently for all students. Furthermore, at the instructor's discretion, an instructor may require the student to provide documentation of the circumstances leading to the absence and approve or deny the request for an excused absence based on said documentation.

At the beginning of each semester, all instructors will provide in the course syllabi a clearly written statement to all their classes regarding their policies in handling absences. Students and instructors are obligated to adhere to the stated requirements of each course. An instructor's attendance policy may not contradict institutional policy.

Additionally, attendance is required for all online courses. Attendance is defined as active and timely participation and submission of assigned coursework, discussions, exams, or other materials as defined by course instructors. Logging into a course does not constitute attendance. In order to document attendance for financial aid purposes, students must submit an assignment during the first week of scheduled classes. Students who stop attending an online course after week one may remain enrolled in the course or instructors may initiate policy procedures for Administrative Withdrawal as outlined in the Glenville State College Catalog. Guidelines for the duration of non-attendance will be outlined in the course syllabus. Students must complete the proper withdrawal procedures if they wish to withdraw from the course prior to the last day to withdraw from an individual course with a grade of W. Students who stop attending a course or courses after the first week and who do not officially withdraw or who are not administratively withdrawn will receive a grade of FIW (Failure due to Irregular Withdrawal).

Online students may have approved institutional absences that conflict with the due date of assigned work. Students are responsible for keeping track of assignment deadlines that may occur during institutional absences and make prior alternative arrangements with their instructor to complete these assignments.

Consensual Relationships

An ethic of professionalism and respect within the College community demands that those with authority not abuse the power with which they are entrusted. Consensual amorous/sexual relationships between employees and students may not only have negative repercussions for the individuals involved, but may create an uncomfortable or distrustful environment for others in the community. The power differential complicates the ability to demonstrate that any such relationship is fully consensual. Given the complications associated with these types of relationships, it should be noted that employees could face a personal, civil, or criminal action as a result of engaging in such relationships.

Because of the potential for favoritism or other conflicts of interest, the College affirms and upholds a policy which strongly discourages all consensual amorous/sexual activity between employees and students, and which prohibits such consensual activity where any supervisory role exists. Such conduct also results in relationships that are fundamentally unequal. Therefore,

- 1) faculty members shall not engage in consensual amorous/sexual relationships with students enrolled in their courses;
- 2) employees of the College shall not engage in consensual amorous/sexual relationships with students under their supervision in such matters as evaluating, advising, coaching or directing a student as part of a school program or student employment; and
- 3) any employee found in violation of items 1) or 2) will be subject to disciplinary action which may include loss of tenure or termination at the discretion of the College president.

Open honest communication between the College and employees will serve to prevent misunderstandings and/or distasteful rumors that can circulate regarding such situations.

Any employee engaging in a consensual amorous/sexual relationship with a student outside of his/her supervisory capacity is encouraged to bring this to the attention of his/her immediate supervisor. The student in question must also appear with the employee when the appropriate supervisor is informed.

Non-consensual amorous/sexual relationships (for example, quid-pro-quo arrangements) between employees and students are never appropriate and will be faced with disciplinary action under the College's Sexual Harassment Policy.

More information may be found in Glenville State College Board of Governors Policy 6 and in Appendix H.

(Adapted from Hobart and Smith College, Sexual Misconduct Policy posted 8/30/2006)

Copyright

It is the policy of Glenville State College to respect the ownership of all intellectual material, whether in hardcopy or electronic form, protected by copyright laws. Specific cautions are in play for software programs, as described below.

Appropriate Use of Information Technology Resources

Section 117 of the 1976 Copyright Act, as revised, protects software programs. Federal copyright laws protect most Glenville State College software. The license agreement between the supplier and purchaser also protects software. Educational institutions are not exempt from these laws. The College does not condone copying instead of purchasing copyrighted works where such copying would be an infringement under copyright law. It is the policy of Glenville State College that the user secure permission from the copyright holder, whenever it is legally necessary, to copy. Following are some guidelines on computer software use:

1. Unless you have written a program yourself, do not make and distribute copies of programs without specific written permission of the copyright holder.
2. Software provided by Glenville State College can be used on the computer equipment specified in the software license. It is against College policy to copy or reproduce any licensed software on College equipment, except as expressly permitted by software license.
3. Unauthorized copies of software may not be used on College owned computers or on personal computers housed in College facilities. The College regards unauthorized use of software as a serious matter and any such case is without the consent of Glenville State College.
4. “Shareware” is software that may be tried before the purchase. Glenville State College allows the use of shareware only under the conditions imposed by the shareware publisher. Typically, this requires registration and payment for use after an initial trial period. “Freeware” is software distributed without cost, although the publisher may retain copyright. Freeware use is allowed under the conditions imposed by the freeware publisher. Public domain software is software distributed without restriction. Use of public domain software is allowed.

Violations of this policy should be reported to the Vice President for Administration who will refer them to the appropriate administrator or judicial body.

Course Syllabus

Faculty are responsible for developing the syllabus for each course based upon the course outline objectives for the given course. The syllabus will be shared with Part-Time Faculty for their edits as needed. Course objectives, textbook, or content coverage should not be changed.

A course syllabus must be provided to each student by the first week of class. Within the first two weeks of the course, the instructor must provide the Department Chair with a copy of the syllabus distributed to all students in the class during the first week of class. The syllabus must include the following information: textbook(s), assignments, attendance policy, testing procedures, grading policies and determination of final grade, and other matters related to academic standards of excellence. All faculty, regardless of status are required to utilize the syllabus template (Appendix M.)

Electronic Digital Communication Device Use Statement

Glenville State College values the time and effort involved in the learning process. Interruptions caused by ringtones from electronic digital communication devices interrupt and disrespect the opportunities for student learning in the classroom environment.

When in the college classroom, all electronic digital communication devices must be turned off and out of sight. Laptop computers may be used only with instructor permission and only for course-related activities. There may be no conversations via an electronic digital communication device, whether audible or text-messaging, during class. In an emergency situation, the instructor may give a student permission to use an electronic digital communication device.

The instructor has the right to ask the student to leave the classroom for the remainder of the class period if the student uses an electronic digital communication device in class. If the student leaves the room to speak on an electronic digital communication device, it is at the instructor's discretion as to whether or not the student may return to the classroom when the conversation is completed.

Family Educational Rights and Privacy Act (FERPA)

Glenville State College is committed to maintaining the confidentiality of student records and abides by the Family Educational Rights and Privacy Act (FERPA). The law ensures the confidentiality of student records, permits students access to their records, and prohibits the release of records except by permission of the student or by court order, while permitting the continued release of directory information without specific permission from the student. Glenville State College designates the following items as Directory Information: student name, official address, telephone number, age of student and place of birth, field of study, participation in officially recognized activities and sports, weight and height of athletes, enrollment status, degrees and awards received, dates of attendance, class status, and schools attended. The College, at its discretion, may disclose any of those items without prior written consent, unless notified by the student in writing to the contrary. Glenville State College designates the following categories of student information as “Limited Use Directory Information”:

- College issued student electronic mail addresses (“Email Addresses”)
- Photographs, videos or other media containing a student’s image or likeness (collectively “Student Images”)

Use and disclosure of this information shall be limited to (1) those officials within the college who have access, consistent with FERPA, to such information and only in conjunction with an official institutional purpose; and (2) publication on websites hosted by, on behalf of, or for the benefit of the college.

Students may complete a *Request to Prevent Disclosure of Information* form in the Registrar’s Office to officially request that no information be released. This form remains active for as long as the student remains enrolled. Information determined to be part of a student’s educational record may be released according to the guidelines included in this policy.

In order for Glenville State College officials to disclose student information other than Directory Information, to parents, family, or anyone other than the individual student, that student must complete the appropriate form(s). A *Waiver for Release of Information* form is available in the Office of Student Life for release of disciplinary and residence life information. The *Student Consent to Parent/Guardian Access to Educational Records* form is available in the Registrar’s Office and on the college website. Parents may have access to a student’s academic records by submitting the *Parent/Guardian Request for Access to Student’s Educational Records* form along with a copy of the preceding year’s tax returns to demonstrate the student is a tax dependent. This form is available in the Registrar’s Office and on the college website. A student has the legal authority to notify the Office of the Registrar that he or she is no longer a dependent for federal income tax purposes, at which time the release will be rescinded.

Final Examination Period

The last seven calendar days of the fall and spring semesters prior to final examinations are designated as review week for students. Examinations or combinations of examinations that are weighted 15% or more of the final course grade may not be given during this period. Major papers and/or projects weighted 15% or more of the final course grade may be due during this period only if stipulated in the official course syllabus that is distributed at the beginning of the semester. Laboratories, web-based courses, gateway and capstone final assessments, and any classes meeting once a week will be exempt from the requirements. Music recitals, concerts, and juries may be performed during review week. New material and make-up examinations may be introduced or conducted during review week. Review week is not intended to be incorporated in the Summer Session of the College. Any other deviation of the above policy must be approved by the Provost and Vice President for Academic Affairs in advance.

The designated Final Examination schedule will begin on Monday and will continue through Thursday. Students in courses having multiple sections must take the examination at the time scheduled for the section in which they are enrolled. In case of a conflict in the schedule, the instructors should make special arrangements in conversation with their Department Chair(s). Examinations will be held in the room where the class meets.

The final exam schedule if available online under the Faculty and Staff section.

Food, Drink, and Tobacco

All students and faculty are to abide by the food and drink policy of the facility in which the class is located. Food and drinks are not permitted in any classrooms.

It is the policy of Glenville State College to ensure that all workplaces maintain a healthful, smoke-free environment and to make employees, students and the public aware of their responsibility to comply with restrictions on smoking and the use of smokeless tobacco. Smoking and the use of smokeless tobacco products is prohibited in all Glenville State College facilities. This includes outside areas at the entrances to all buildings unless such areas are specifically designated as smoking areas.

Grade Information

Grading System

The grading system at Glenville State College is as follows:

A	Superior	I	Incomplete
B	Good	CR	Credit
C	Average	NC	No Credit
D	Below average	AU	Audit
F	Failure	W	Withdrew
FIW	Failure due to irregular withdrawal from school or from a single class		
NR	No report – “NR” will be assigned only at the discretion of the Registrar		
CEC	College Equivalent Credit (applicable toward Regents BA degree only)		

Incomplete Grades

A grade of Incomplete (I) is a temporary grade assigned to students who miss course work due to circumstances beyond their control which prohibit them from completing course assignments or examinations by the end of the semester. Grades of Incomplete are not appropriate for students who have simply not completed work in a timely manner and are asking for an extension of course deadlines.

In order to request an Incomplete, students must meet two criteria of eligibility. First, students must have attended and completed work for the course past the last day to withdraw from the course with a grade of W. Second, students must also be in good academic standing in the course (having earned a grade sufficient for passing the course to date).

The student and instructor of record must complete a *Request for Grade of Incomplete* form detailing the work to be completed and the timeline for completion. The form must be submitted before the submission deadline for final grades as noted on the academic calendar and must be approved by the instructor of record, the Department Chair, and the Provost and Vice President for Academic Affairs.

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

Students removing deficiencies for an Incomplete in the subsequent semester do not register for the course again. When the outstanding coursework is completed by the student, the instructor will submit a *Grade Change Request* form. The grade of “I” will be replaced with the grade the student earned.

Credit/No Credit Grades

Certain classes may be offered for which a grade of credit (CR) or a grade of no-credit (NC) is given. In such cases all students enrolled in that class will be given a grade of either CR or NC. Neither of these grades will be used in the computation of a grade point average. Approval for a class to be offered on a credit-no credit option must be granted by the Curriculum Committee.

Grade Changes

An instructor may change a final course grade for any of the following reasons: (1) data entry error, (2) computational error, and (3) Incomplete Grade requirements completed. The instructor must complete and submit a *Grade Change Request* form to the Registrar’s Office. Unless the student is finishing an approved Incomplete, the form will not be accepted by the Registrar’s Office after thirty (30) workdays from the day the final course grades were due. As noted above, students have one academic semester to complete outstanding coursework for incomplete grades. Circumstances which do not fall within the above three categories will require detailed justification and approval of the Provost and Vice President for Academic Affairs.

Quality Points

Grades received carry the equivalent of the following quality points:

A	4	D	1
B	3	F	0
C	2	FIW	0

Quality points may be transferable among the colleges and universities under the jurisdiction of the West Virginia Higher Education Policy Commission.

For graduation and/or certification the applicant shall have at least a quality point ratio of 2.00 (average of C) on all work attempted as well as work taken at Glenville State College with the exception of courses with grades of W. Some academic programs, however, may require a higher minimum grade point average for successful completion of the program.

The quality-point average is computed on all work for which the student has registered with the following exceptions:

- a. Courses with grades of W, CR, NC, NR and Audit (AU).
- b. If a student repeats a course after receiving a non-passing grade. Refer to “Repeating a Course” in the College Catalog.

Posting of Grades

The public posting of grades either by the student’s name, institutional student identification, or social security number is a violation of FERPA. Even with names obscured, numeric student identifier numbers are considered personally identifiable information. For this reason, it is strongly recommended that faculty make grades available to students through the instructor’s course management system rather than posting grades.

Faculty who do post grades outside the course management system must use a system that ensures FERPA requirements are met. This can be accomplished by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting shall not be alphabetic.

Instructional Suggestions

Instructors are encouraged to submit to their Department Chairs any suggestions for improving the campus policies, course delivery options, as well as any other recommendations for improving or enhancing the quality of the course or program.

Library and Technology Use

Part-time faculty members have full faculty use of the Robert F. Kidd Library during the semester in which they are employed by the College. The Glenville State College Identification Card serves also as the library card. Circulating materials checked out by faculty members are due by the end of the semester. Library policies pertaining to both faculty and students are posted at https://www.glenville.edu/library_policies.asp.

The library provides a number of services for faculty members including interlibrary loan services, electronic and hard-copy reserves, curriculum-related material purchases, and computer lab facilities access and assistance. Thousands of journals and e-books are available through the library's wide range of online subscription databases, which may be accessed at <https://www.glenville.edu/library/databases>. For additional information, please contact library personnel.

Please also see technology restriction under Additional Information for Second Chance Pell Adjunct Faculty: Additional Communication Information.

Student Course Evaluations

Each semester, students are given the opportunity to evaluate their instructors via an online evaluation. The evaluation instrument is available during the last few weeks of the semester. The results of the evaluation will be shared with the course instructor after the close of the semester.

OATH OF EXCELLENCE

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

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

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

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

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

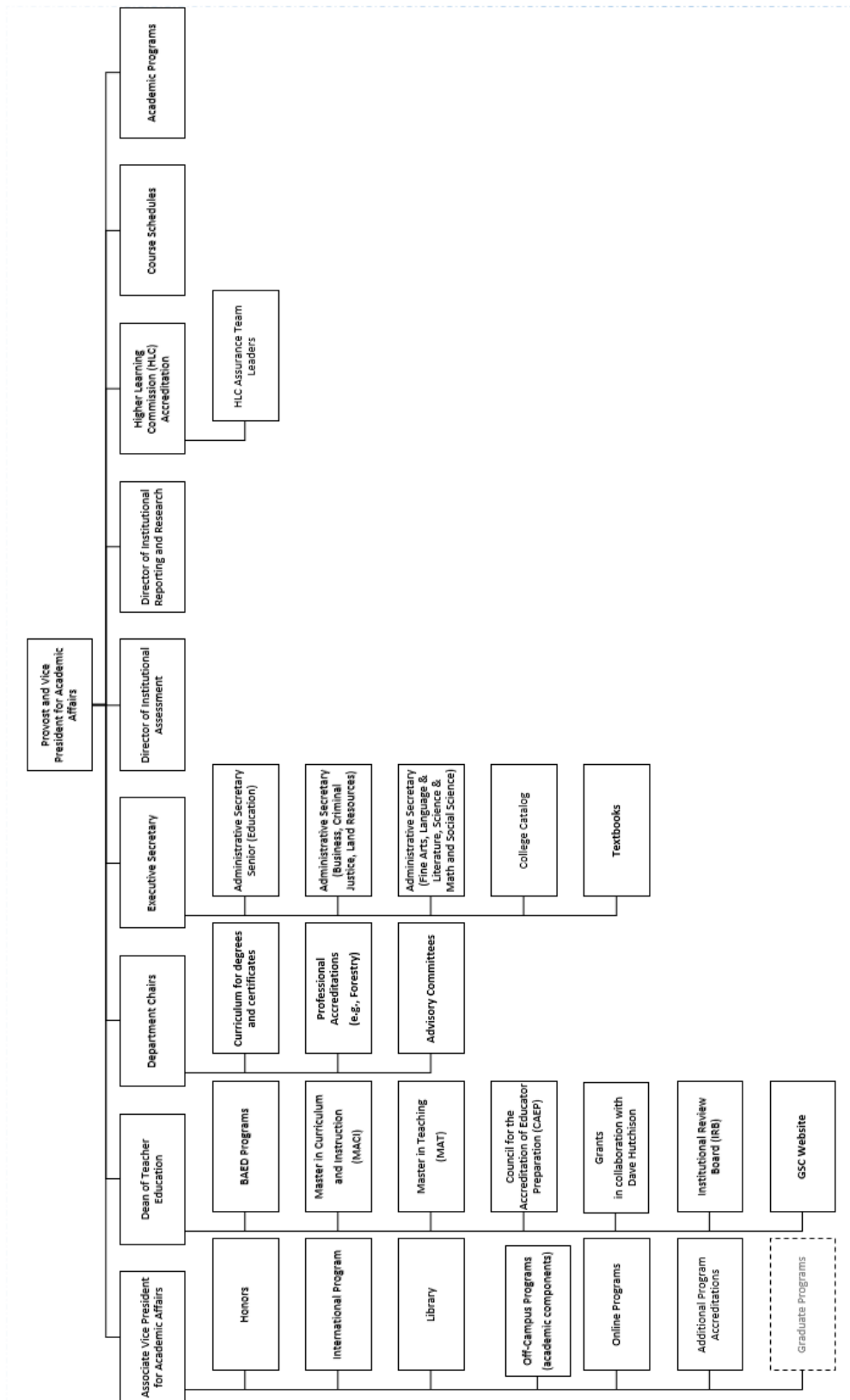
Academic Integrity - I will dedicate myself to the on-going pursuit of knowledge and truth.

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

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

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

APPENDIX A: ACADEMIC AFFAIRS ORGANIZATIONAL CHART



APPENDIX B: ACADEMIC SUCCESS CENTER SERVICES

The Academic Success Center provides an array of services and programs to enhance the academic and overall development of all students while impacting student success, retention, and graduation rates. These services include targeted Academic Advising, Peer Tutoring, Peer Mentoring, Accommodations and Accessibility Services, Veteran Support Services, First Year Experience coursework, and Career Services, as well as the Hidden Promise Scholars Program.

The Academic Success Center is located on the third floor of the Robert F. Kidd Library and office hours are Monday through Friday from 8:00 a.m. to 4:00 p.m. Students who wish to meet with an ASC staff are encouraged to do so by scheduling an appointment (contact information located online) or simply dropping by. The Center offers many services for students including Accommodation and Accessibility Services, Tutoring Center, Advising, and Career Services.

Career Services

The Academic Success Center Career Services offers assistance with career exploration and planning, resume writing, networking, interview skills, and graduate school preparation. Students are encouraged to make an appointment, but drop-in visitors are always welcome.

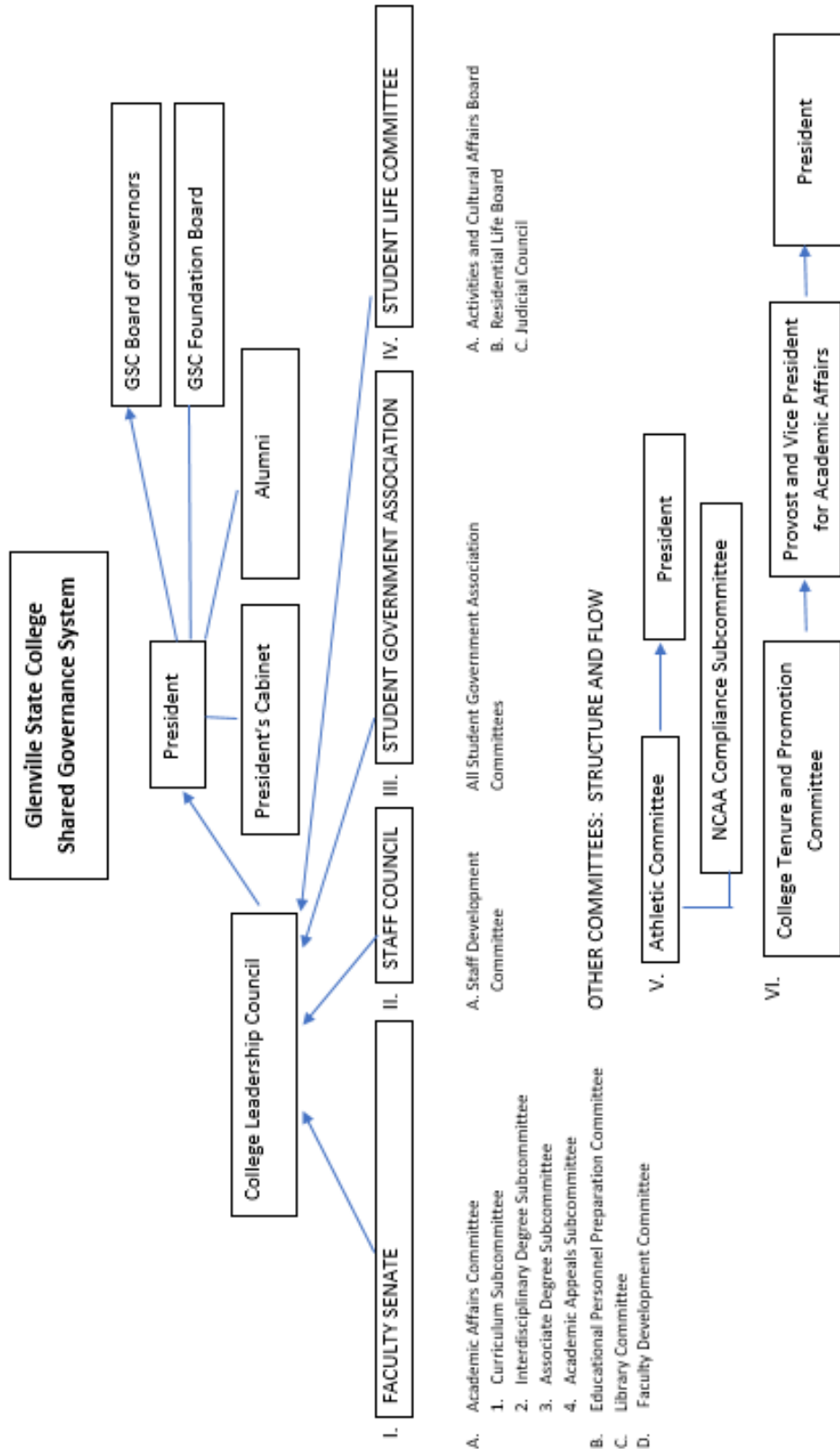
Tutoring Services Information

- **Math Center - Science Hall - Room 209**
 - Support is available for most math courses on a walk-in basis. (For virtual/online services please submit a request form using the green button above.)
- **Writing Center - Administration Building - Room 300**
 - Support is available for most English classes and for papers from any discipline. (For virtual/online services please submit a request form using the green button above.)
- **ASC Course-Based Tutoring Services – Academic Success Center - Library 3rd Floor**
 - We have tutors available for most courses across campus. Submit a tutor request form for all tutoring needs not covered by the Math or Writing Centers. - You will be contacted by a tutor to arrange a time for in-person (ASC location) or online tutoring. Contact will be made based on information from your request form (phone and/or email).

Any online tutoring will take place using Microsoft Teams located within each student's GSC Microsoft 365 account. The chat, call, and meeting features will be used for tutoring. Screen sharing in calls and meetings will be a good way to work with Cengage and Math Lab questions. This can be done within your internet browser, no downloading needed. However, there is an app available for your phone. If you are not familiar with Microsoft Teams, click on the blue link below, "How to Use Microsoft Teams Overview". Also, once you are logged in to your Teams account, there is a help button in the bottom left-hand corner.

- **NetTutor** - We currently partner with NetTutor to provide supplemental online tutoring. This service is available 24/7 for subjects such as Math, English & Writing, ESL, Literature, Music History & Theory, and Communications. Other subjects are scheduled daily - click here to view the schedule - [NetTutor Schedule](#). NetTutor can be accessed through your Blackboard class menu. *Please make sure to close out of the NetTutor session once you are done.*

APPENDIX C: SHARED GOVERNANCE MODEL



AA-12/9/20

APPENDIX D: DAILY SCHEDULE OF CLASSES

Academic Year 2020-2021

Monday, Wednesday, Friday

8:00 – 8:50
9:00 – 9:50
10:00 – 10:50
11:00 – 11:50
12:00 – 12:50
1:00 – 1:50
2:00 – 2:50
3:00 – 5:00 (Friday; No classes, reserved for campus meetings)
3:00 – 3:50 (MW only) (2 hour classes)
4:00 – 5:15 (MW only)
5:30 – 6:45 (MW only)
4:00 – 6:50 (MTWR) (one day per week)
7:00 – 9:50 (MTWR) (one day per week)

Tuesday, Thursday

8:00 – 9:15
9:30 – 10:45
11:00 – 12:15
12:15 – 1:30 (No classes, reserved for campus meetings)
1:30 – 2:45
3:00 – 4:15
4:30 – 5:45
6:00 – 7:15 (Multiple sections only)

APPENDIX E: TEACHING TIPS

As a part-time faculty member, you have been selected to teach because of your particular base of knowledge. To teach effectively, the teacher must continue to grow and remain dynamic, much as the students you teach will grow. Some qualities of good teaching (as described by Grieve, 1990) are very simple:

Knowing your subject content,
Knowing and liking students,
Understanding our culture,
Possessing command of professional teaching skills and strategies.

Your students expect to be treated as adults. They are more self-directed and they are more demanding of relevance and immediate application of the knowledge they acquire. You may consider using the instructional approach suggested by Wendell (1989) in six steps:

Review of previously learned skills,
Presentation or demonstration using previous knowledge that adults possess while at the same time presenting new knowledge,
Guided practice to develop mastery,
Corrected feedback to obtain correct responses,
Independent work by students, and
Frequent review.

In an article in *The Chronicle of Higher Education*, staff writer Stacy E. Palmer quotes William E. Cashin, an educational-development specialist in higher education, who says that faculty members can improve by observing other teachers and analyzing why they are effective. “How do they organize the lectures, for example,” says Mr. Cashin, “and how much attention do they pay to students’ responses?” These and other helpful hints may be found in the suggested reading that follows.

Suggested Reading:

Angelo, Thomas A. (1991). *Classroom Research: Early: Lessons from Success*. San Francisco, CA: Jossey-Bass, Incorporated.

Boice, Robert. (2000). *Advice for New Faculty Members*. Needham Heights, MA: Allyn and Bacon.

Boyer, Ernest L. (1990). *Scholarship Reconsidered*. New York, NY: The Carnegie Foundation for the Advancement of Teaching.

Davis, Barbara Gross. (1993). *Tools for Teaching*. San Francisco, CA: Jossey-Bass, Incorporated.

Duffy, Donna Killian and J. W. Jones. (1995). *Teaching Within the Rhythms of the Semester*. San Francisco, CA: Jossey-Bass, Incorporated.

Magnan, Bob. (1990). *147 Practical Tips for Teaching Professors*. Madison, WI: Magna Publications, Incorporated.

McKeachie, Wilbert J. (1999). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. New York, NY: Houghton Mifflin Company.

Weimer, Maryellen. (1990). *Improving College Teaching*. San Francisco, CA: Jossey-Bass, Incorporated.

APPENDIX F: POLICY AND PROCEDURES FOR PROVIDING SERVICES TO STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the Office of Accommodations and Accessibility Services (OAAS). This office provides a number of services for students with physical, sensory (including auditory), vision, speech, psychological, and other disabilities not listed above. The OAAS is located in the Academic Success Center on the third floor of the Robert F. Kidd Library.

Policy

In accordance with provisions of the Americans with Disabilities Act of 1990, Glenville State College:

- does not deny any qualified person admission or the opportunity to participate in the College's programs or activities based solely on the fact that the person has a disability;
- provides programs and services in an integrated setting, unless separate or different measures are necessary to ensure equal opportunity;
- eliminates eligibility standards or rules that deny individuals with disabilities an equal opportunity to participate in the services, programs, or activities unless "necessary" for the provision of the service, program, or activity;
- ensures that any "necessary" eligibility standards or rules are not based on speculation, stereotypes or generalizations about individuals with disabilities;
- makes reasonable accommodations in policies, practices, or procedures to provide equal access to persons with disabilities;
- does not place special charges on students with disabilities to cover the costs of reasonable accommodations necessary to ensure nondiscriminatory treatment;
- explains in the *College Catalog* and *Student Handbook* the specific procedures students with disabilities should use to identify themselves and request accommodations;
- operates all programs so that, when viewed in their entirety, they are readily accessible to persons with disabilities.

Definitions

Under the ADA, an **individual with a disability** is a person who has:

- a physical or mental **impairment** that **substantially limits** one or more **major life activities**;
- a **record** of such an impairment; or
- is **regarded as** having such an impairment.

A **qualified student with a disability** is an individual who, with or without accommodations, meets the academic standards requisite to admission or participation in the College's programs and activities.

Reasonable Accommodation. A modification or adjustment that enables a qualified individual with a disability to participate in the College's programs and activities without creating undue hardships for the College. Such accommodations generally fall into one of two categories:

- **physical modifications**, which entail removal of physical and architectural barriers from existing and planned facilities to make them accessible to and usable by persons with disabilities;
- **programmatic modifications**, which are alterations provided to enable such individuals to access programs, services or activities that would otherwise not be available to persons with disabilities. Examples that might apply to academic programs are note takers, written materials, assistive listening devices, telecommunication devices, qualified readers, taped texts, audio recordings of classroom instruction and large print materials.

Accommodations that cause **undue hardship** are those that are excessively costly, extensive, substantial, and disruptive or that would fundamentally alter the nature or operation of the College or its programs.

Identifying Essential Functions

The College informs students in advance of the standards they must meet and the functions they must be able to perform, with or without accommodations, to complete its programs of instruction.

Identifying Students with Disabilities

The College is obligated to make accommodations only to the known limitations of an otherwise qualified student with a disability. *It is the student's responsibility to notify the College of disabling conditions and to request accommodations.*

The **procedure** for so doing is as follows:

- Students wishing to self-identify must do so by contacting the Office of Accommodations and Accessibility Services (OAAS) and completing a Self-Identification form and a Request for Accommodations and Services. Students must supply appropriate documentation. Such documentation includes Individual Education and 504 Plans, psychological assessments, and/or medical records. These reports need to validate the disabling condition and must be as recent as possible. An original signature must be present either in the records or in a letter from an authorized representative of the organization from which the records originate in order to be complete.
- OAAS will maintain a separate, confidential file of this information, and will use the information for the exclusive purpose of arranging the necessary accommodations for the student. The accommodations will be arranged directly with the people (e.g., individual faculty instructors, residence hall directors, director of the physical plant, etc.) who will make them, and will maintain, in the student's separate file, a complete record of the accommodations provided.

- Students with disabilities who elect not to identify themselves immediately, or who develop disabilities after being admitted, may identify themselves and request accommodations at any time. The student may do so by contacting OAAS.
- If testing is required to document the disability, the OAAS will refer the student to an appropriate party to be tested. Any costs of such testing will be the responsibility of the student requesting accommodation.

Confidentiality of Medical Information

All information obtained concerning the medical condition or history of a student with a disability will be maintained by the OAAS in separate files and will be treated as confidential information that will be disclosed only as necessary for the following purposes:

- to identify and arrange the specific accommodations required;
- to inform appropriate College personnel about necessary restrictions on the work or duties of a student worker;
- when appropriate, to inform first aid and safety personnel if the disability might require emergency treatment, or if any specific procedures are needed in the case of fire or other evacuations;
- to provide relevant information to government officials investigating compliance with the provisions of the ADA.

Complaint Procedure

Any qualified student with a disability who believes his or her rights under the Americans with Disabilities Act have been violated is urged to seek redress as follows:

Report the concern immediately to the Dean of Student Success and Retention. If the Dean cannot alleviate the concern, he or she will refer the matter to the Provost and Vice President of Academic Affairs within three working days. If the case is such that the complainant is not satisfied with the response of the Dean, he/she may appeal the Dean's decision to the Provost and Vice President of Academic Affairs, in writing, within three working days.

The Provost and Vice President of Academic Affairs will address the issue within ten working days of having received the concern. If the Provost and Vice President of Academic Affairs cannot alleviate the problem to the satisfaction of the complainant, he or she will alert the College President within three working days.

If the complainant is dissatisfied with the response received from the Provost and Vice President of Academic Affairs, they may appeal the matter, in writing, to the President within three working days of receiving the Provost and Vice President of Academic Affairs response. The President or President's designee will review the appeal and render a decision within ten working days from the date the appeal is received. This decision will be in writing to the student and will be binding.

If the student is unsatisfied with the response, they have the right to contact the Office of Civil Rights for further assistance. Students should check the Office of Civil Rights webpage for contact information.

APPENDIX G: HARRASSMENT/INAPPROPRIATE CONDUCT POLICY

Harassment or inappropriate conduct of any type is not tolerated at Glenville State College. Glenville State College is committed to maintaining a work environment that is free of unlawful harassment as well as other inappropriate conduct, regardless of whether the conduct rises to the level of unlawful harassment.

Any negative or stereotypical comment or action, whether welcome or unwelcome, aimed at an individual's race, color, religion, sex, national origin, disability, age, physical appearance, or sexual orientation will not be tolerated.

Employees who engage in any type of harassment or inappropriate conduct at Glenville State College will be subject to disciplinary action up to and including termination.

Employees who are subjected to conduct prohibited under this policy are to report their concern to their immediate supervisor and the Office of Business and Finance immediately. Prompt action will be taken and no retaliation will occur against an employee making the complaint. All allegations of harassment will be investigated.

Bringing a Complaint

Any employee who has observed or feels that he or she has been directly affected by the conduct described above may bring a complaint of harassment. Complaints should be filed within 30 days of the occurrence of the act in question. This time limit may be extended by the Affirmative Action Officer. Any form of retaliation against an individual who brings such a complaint in good faith is strictly prohibited. However, any employee who knowingly and with malicious intent brings a false charge of harassment against another employee will be subject to severe sanctions.

Responsibilities

Whenever possible, the complainant should attempt first to resolve the complaint through an immediate or next-higher-level supervisor. If this is not feasible or possible, the complainant should contact the Affirmative Action Officer for advice and/or assistance. If the complaint cannot be resolved informally, the Affirmative Action Officer will assist the complainant in defining the charge and completing the complaint form.

The Affirmative Action Officer will, if a formal complaint is filed, take the following actions:

- inform the persons named in the complaint of the allegations against them and notify them that no retaliation may occur;
- assist the individuals named in the complaint in defining the charge;
- obtain a response to the complaint within ten working days of the day the complaint is filed;
- after receiving the response, investigate the complaint further if appropriate and necessary [NOTE: The Affirmative Action Officer will have access to all the necessary documents, the authority to call and interview witnesses, and the authority to bring together the complainant and respondent if desirable.];
- within 20 working days of receiving the response of the person(s) named in the complaint, issue a finding to all such individuals. If the Affirmative Action Officer finds insufficient evidence to substantiate a charge of harassment, h/she will inform the complainant of this and advise the complainant that the case is closed.

If the evidence substantiates a finding of harassment, the Affirmative Action Officer will make recommendations for the resolution of the complaint, and ensure that appropriate action is taken. Examples of sanctions that may be taken include, but are not limited to: a letter of reprimand to be placed in the wrongdoer's personnel file; negative performance evaluation; suspension without pay for a designated period of time; or dismissal of the wrongdoer.

The person named in the complaint (the respondent) will:

- provide a written response to the allegations within ten working days of receiving notice of the complaint from the Affirmative Action Officer;
- take no reprisal or retaliation against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The respondent's supervisor will:

- provide a response to the Affirmative Action Officer within seven working days of receiving the recommendation from the Affirmative Action Officer concerning action to be taken;
- take no reprisal or retaliation against the complainant, others related to the complainant, or persons involved in the complaint investigation.

The Affirmative Action Officer of Glenville State College is the Director of Human Resources, Heflin Administration Building.

APPENDIX H: POLICY ON CONSENSUAL RELATIONSHIPS

Section 1. There are inherent risks in any romantic or intimate relationship between individuals in unequal positions. Thus, except as otherwise provided in Section 10.2, any romantic or intimate relationships in which power differentials are inherent are prohibited, which include, but are not limited to, the following:

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

Section 2. Notwithstanding the prohibitions in Section 1, any romantic or intimate relationship prohibited in Section 1 that exists prior to the creation of a power differential between the individuals involved in the romantic or intimate relationship shall not violate this policy if: (i) the individuals in the relationship report the existence of the relationship as required in Section 4 before the power differential is created and (ii) the individuals consent to the removal of any potential power differential that could exist, which may require appropriate administrative action, including but not limited to, shifting or otherwise relocating an employee within a separate department or reporting capacity from the other individual involved in the relationship or the shifting of grading or other decision-making responsibilities of a faculty member which affect a particular student in the case of a pre-existing relationship with that student.

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

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

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

Section 6. Persons who engage in any relationship prohibited by Section 13.1 of Glenville State College Administrative Policy 6A or who engage in any relationship listed in Policy 6A Sections 13.2 and 13.3 and who fail to timely report shall be subject to administrative action, up to and including termination of employment or dismissal from the College, as applicable.

APPENDIX I: INSTRUCTOR CREDENTIALING FORM



Instructor Credentialing Form

Criterion A

What is the highest degree you hold *in the subject area for which you teach* (or wish to teach) for Glenville State College? (Please arrange for official transcripts to be sent to the Academic Affairs Office.)

Bachelors Masters Doctorate Other: _____

In what, specifically, is that degree? _____

From what educational institution did you receive that degree? _____

Criterion B

If you do not hold a masters or higher degree in the subject area in which you teach, have you completed at least 18 graduate hours in that discipline or subfield? yes no

Criterion C

If neither Criterion A (Masters or higher in subject area) or Criterion B (18 graduate hours in the subject area) are met, significant experience in this subject area (beyond high school teaching experience) must be demonstrated (e.g., National Board Certification, licensure in the field). Please describe such experience in detail below.

AP Experience

If you have taught AP courses in this subject area, please describe your training and experience below.

What percentage of students in your AP classes scored a 3 or higher on AP Exams in the past 5 years?

2020 ____% 2019 ____% 2018 ____% 2017 ____% 2016 ____% 2015 ____%

APPENDIX J: QUALITY ASSURANCE FORM



→ Quality Assurance Form

This form must be completed prior to hiring any faculty person (full-time, part-time, regular, or adjunct) to teach in any program (on-campus, hybrid, online, second-chance Pell, or dual-enrollment) at Glenville State College.

Section A (If the instructor will work in Workforce and Community Development Programs, WFCD will complete this section.)

Prospective Faculty:

Member Name: _____ → Department/Unit: _____

List all courses the faculty person is anticipated to teach:

Prefix → → Course Number → → → Course Title

	→		→		→		→		¶
	→		→		→		→		¶
	→		→		→		→		¶
	→		→		→		→		¶
	→		→		→		→		¶
	→		→		→		→		¶
	→		→		→		→		¶
	→		→		→		→		¶

Section B (To be completed by Academic Affairs)

Please choose from the following options:

- I have reviewed the credentials of the prospective faculty person named above, and he/she possesses a master's degree in the subject area of the courses to be taught.
- I have reviewed the credentials of the prospective faculty person named above, and he/she has completed 18 hours of graduate credit in the subject area of the courses to be taught.
- I have reviewed the credentials of the prospective faculty person named above, and he/she does not possess the appropriate academic credentials to teach at the collegiate level.
- I have reviewed the credentials of the prospective faculty person named above, and he/she does not possess the academic credentials to teach in the area listed above, but I believe that he/she should be approved to teach because of the reasons listed below. (An approved qualification plan will be required for approval.)

→ _____ ¶

→ _____ ¶

Recommend Approval: Your signature indicates (1) that this person is qualified to teach at GSC and (2) Academic Affairs support.

Do **Not** Recommend Approval: Your signature below indicates this person does not meet HLC requirements to teach at GSC.

APPENIX K: EVALUATION FORM

GLENVILLE STATE COLLEGE FACULTY OBSERVATION INSTRUMENT

Instructor: Dept-Course-Section:
Date: Time:

	Yes	No
1. The faculty member establishes positive rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>
2. The faculty member demonstrates an in-depth understanding of content.	<input type="checkbox"/>	<input type="checkbox"/>
3. The lesson is well organized/prepared.	<input type="checkbox"/>	<input type="checkbox"/>
4. The faculty member communicates effectively with students.	<input type="checkbox"/>	<input type="checkbox"/>
5. The faculty member is respectful to students.	<input type="checkbox"/>	<input type="checkbox"/>
6. The faculty member utilizes a variety of questioning skills, including higher level questioning, critical thinking and/or problem solving.	<input type="checkbox"/>	<input type="checkbox"/>
7. The faculty member utilizes appropriate technology in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>
8. The faculty member creates a learning environment in which individual opinions are respected.	<input type="checkbox"/>	<input type="checkbox"/>
9. The faculty member is enthusiastic/dynamic while teaching.	<input type="checkbox"/>	<input type="checkbox"/>
10. The faculty member varies instruction throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>
11. The faculty member demonstrates effective classroom management.	<input type="checkbox"/>	<input type="checkbox"/>
12. The faculty member demonstrates professionalism in his/her lesson.	<input type="checkbox"/>	<input type="checkbox"/>
13. The faculty member moves appropriately around room engaging all students during lesson.	<input type="checkbox"/>	<input type="checkbox"/>
14. The students are actively involved throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>
15. The lesson has good flow.	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Department Chair's Signature

Date

APPENIX L: FACULTY EVALUATIONS

I. There are five components to faculty evaluations:

1. Student evaluations
2. Faculty accomplishment report
3. Teaching observation
4. Conference with department Chair
5. Evaluation by Academic Affairs administrator

II. Assignment distribution for faculty evaluations:

Faculty Appointment	FAR Evaluation
Lecturers	Chair
Adjunct	Chair
Tenure-track	AVPAA/Dean
Tenured, Associate	AVPAA/Dean
Tenured, Professor	Provost

III. Teaching observation cycle for all faculty (tenure-track, adjuncts, lectures, tenured):

Years at Glenville State College	Frequency	Observation Responsibility
1-3	Every semester	Chair
4-6	Once a year	AVPAA/Dean
7-10	Once every three years	AVPAA/Dean
11+	Once every three years	Provost

IV. The Chair Conference

The intent of this is for the chair to have a discussion with the faculty member based on what the chair has observed on the faculty for the year.

V. Proposed timeline

FAR is due academic affairs no later than the week after spring finals. Academic Affairs will meet with each faculty member beginning the week before classes start to go over FAR.

APPENDIX M: SYLLABUS TEMPLATE



CRN-Subject-Course Number-Section Number
Course Title
Fall 2021
Course Format (*face-to-face, online, hybrid*)

INSTRUCTOR INFORMATION

Instructor:

Title:

Office:

Phone:

Office Hours:

E-mail:

Expected Response Time: *Within 24 hours except holiday and weekends*

Other Pertinent Information: *Fax, Personal website, etc.*

COURSE DESCRIPTION

Catalog Description: *Insert catalog description as stated in the GSC catalog, include credit hours, prerequisites and/or co-requisites*

Credit Hours:

Co-requisites: *not applicable or include co-requisites*

Prerequisites: *none or include pre-requisites*

Course Objectives/Learning Outcomes: *copy from course outline*

General Education Outcomes:

The general education outcomes section should only be included for courses that satisfy general education requirements.

1. Students will demonstrate effective written and oral communication skills.
2. Students will demonstrate the ability to think critically and analytically and to formulate informed, reasoned opinions.
3. Students will demonstrate a logical approach to solving mathematical problems.
4. Students will logically apply scientific concepts and methods.
5. Students will respond critically and aesthetically to literary and artistic works.
6. Students will demonstrate an understanding of cultural diversity and societal processes in current and historical contexts.
7. Students will demonstrate proficiency in use of technology.

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Course Content:

NATIONAL STANDARDS

As applicable, the instructor should make specific reference to the national curriculum guidelines of the appropriate professional association. How does this course address these curricular standards? This will be useful to students, colleagues, and program reviewers.)

DISTANCE LEARNING (ONLINE) REQUIREMENTS

This section for hybrid or online only classes.

Overview of Online Course Activities:

Online Communication Guidelines:

Technical Requirements:

What hardware/software will students need (i.e. webcam)?

Course Access and Navigation: If you need assistance with Brightspace, please contact the GSC Help Desk at 304-462-6449.

Server Unavailability or Other Technical Difficulties:

- From time to time you may have issues with Brightspace; to resolve those issues check the Help link within Brightspace. You may also call the help Glenville help desk at 304-462-6449 between 8:00 am and 4:00 pm Eastern (GMT – 4:00). Help after hours and over the weekend, please call 304-293-5192.
- Contact the Office of Technology for support with Brightspace, passwords, email, EdNet, and campus systems by calling 304-462-6145 between 8:00 a.m. and 4:00 p.m. Eastern (GMT – 4:00) on regular U.S. work days.

Privacy Policy:

Note that Glenville State College complies with the HLC policies regarding distance education including those related to student authentication. Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes GSC requires a password change every 6 months.

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COURSE REQUIREMENTS

Text(s)

Other Materials

-
-

Methods of Evaluation

You will be evaluated based on a mixture of participation, discussions, quizzes, exams, homework, and lab exercises.

Method of evaluation	Weight or Points Possible
1. Type in each for of evaluation	Type in the weight percentage or points possible for each

Standard Grading Scale

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	00-59

Schedule of Course Assignments

Major Assignments/Exams	Due Date
1. Type in each form of evaluation	Include dates of examinations and the due dates of any written assignments.**

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Weekly Schedule of Reading and other Assignments

Week	Dates	Assignment
1	8/16-8/20	Enter this week's assignments here.
2	8/23-8/27	Enter this week's assignments here.
3	8/30-9/3	Enter this week's assignments here.
4	9/7-9/10	Enter this week's assignments here.
5	9/13-9/17	Enter this week's assignments here.
6	9/20-9/24	Enter this week's assignments here.
7	9/27-10/1	Enter this week's assignments here.
8	10/4-10/8	Enter this week's assignments here.
9	10/11-10/15	Enter this week's assignments here.
10	10/18-10/22	Enter this week's assignments here.
11	10/25-10/29	Enter this week's assignments here.
12	11/1-11/5	Enter this week's assignments here.
13	11/8-11/12	Enter this week's assignments here.
14	11/15-11/19	Enter this week's assignments here.
15	11/22-11/26	Thanksgiving break – NO CLASSES
16	11/29-12/3	Enter this week's assignments here.
17	12/6-12/9	Final Exam

***Note: Course assignments during the first four weeks of the term should provide the instructor with sufficient information on student performance for assigning four-week grades.*

Make-Up Work Course Policy:

Insert your policy for making up work

Class Attendance Policy:

Attendance is required for all classes. To be in compliance with federal guidelines, students are expected to be present at all class sessions to be eligible for financial aid through Title IV of the Higher Education Act of 1965. It may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to a student's absence are to be arranged between the student and the instructor, including making up missed work. The student is responsible for the academic consequences of any absences. The standard of practice is to allow one absence per credit hour; however, each instructor may choose an alternate attendance policy. Instructors are required to state their attendance policies in the course syllabus.

Occasionally, students may be absent from scheduled classes to participate in officially sanctioned college activities referred to hereafter as institutional absences. Instructors are obligated to respect institutional absences and may not penalize a student for such an absence if said students make up any graded work missed due to the absence in a timely manner as determined by the instructor. An institutional absence does not change deadlines for submitting assignments, but faculty will allow students to make up exams, quizzes, presentations, or any other course requirements that have an impact on the course grade conducted during the missed class(es). Students are responsible for all coursework missed due to absences and must initiate any request to make up coursework in a timely manner, as stipulated by the instructor on their syllabi. Instructors must allow students missing class for institutional absences to make up any work conducted in class but, at the discretion of the instructor, may assign alternate, equivalent work. Instructor accommodations for requested make-up work must be reasonable and timely; such accommodations may be made prior or subsequent to the institutional absence at the discretion of the instructor. A list of

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students who are excused during a specific time period will be maintained by the Office of Academic Affairs and circulated to instructors.

In addition, instructors may excuse absences due to extenuating circumstances beyond student control, as though they are institutional absences. However, if an instructor chooses to excuse such absences, they must excuse them consistently for all students. Furthermore, at the instructor's discretion, an instructor may require the student to provide documentation of the circumstances leading to the absence and approve or deny the request for an excused absence based on said documentation.

At the beginning of each semester, all instructors will provide in the course syllabi a clearly written statement to all their classes regarding their policies in handling absences. Students and instructors are obligated to adhere to the stated requirements of each course. An instructor's attendance policy may not contradict institutional policy.

Additionally, attendance is required for all online courses. Attendance is defined as active and timely participation and submission of assigned coursework, discussions, exams, or other materials as defined by course instructors. Logging into a course does not constitute attendance. In order to document attendance for financial aid purposes, students must submit an assignment during the first week of scheduled classes. Students who stop attending an online course after week one may remain enrolled in the course or instructors may initiate policy procedures for Administrative Withdrawal as outlined in the Glenville State College Catalog. Guidelines for the duration of non-attendance will be outlined in the course syllabus. Students must complete the proper withdrawal procedures if they wish to withdraw from the course prior to the last day to withdraw from an individual course with a grade of W. Students who stop attending a course or courses after the first week and who do not officially withdraw or who are not administratively withdrawn will receive a grade of FIW (Failure due to Irregular Withdrawal).

Online students may have approved institutional absences that conflict with the due date of assigned work. Students are responsible for keeping track of assignment deadlines that may occur during institutional absences and make prior alternative arrangements with their instructor to complete these assignments.

***Note: Faculty are expected to report excessive absences to the Office of the Registrar on a regular basis.**

Academic Integrity

Instructors should include statements of their expectations regarding cheating on exams, plagiarism, unauthorized assistance on homework assignments, and disruptive behavior in classroom. In this regard, instructors may wish to reference the College's Oath of Academic Excellence.

ADA Students Statement

"It is the policy of Glenville State College to provide reasonable accommodations for qualified individuals with documented disabilities. This College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations with regard to affording equal educational opportunities. It is the student's responsibility to provide documentation of a disability to the Academic Success Center located on the third floor of the Robert F. Kidd Library. The staff will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990."

Other pertinent information: (optional)

Class decorum, teaching methods, class structure, tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending 1 sessions)

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Course Evaluations

Course evaluations are a critical way for students to share constructive criticism with faculty about the class. Students are encouraged to share what they felt were strengths and areas of improvement in the course. All student comments are collected anonymously.

College-wide Policies

All college policies are in effect during this course for relevant policy and procedures in the classroom.

Reserve Clause

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / e-mail of any such changes.

Force Majeure

The duties and obligations of Glenville State College may be modified or suspended immediately and without notice because of force majeure causes beyond Glenville's reasonable control and occurring without its fault or negligence including, but not limited to, acts of God, fire, war, governmental action, terrorism, epidemic, pandemic, weather, national emergencies, or other threats to the safety of students, faculty, or staff. If such an event occurs, Glenville's duties and obligations may be modified, suspended, or postponed until such time as Glenville, in its sole discretion, may safely resume operations. Glenville may, at its option, and in its sole discretion, alter the academic year schedule or provide alternate means of instruction, including, but not limited to, distance or remote learning.

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