



GLENVILLE STATE COLLEGE

AGENDA

Glenville State College
Board of Governors

August 7, 2019
1:00 p.m.

Ike and Sue Morris' Residence
2888 US Hwy. 33 East, Glenville, WV

Glennville State College
Board of Governors Meeting
Schedule
2019-20

All Executive Committee meetings will be held at 11:00 a.m. in the President's Conference Room in the Administration Building. All Board of Governors meetings will be held in the Waco Center, Hall of Fame Room, unless otherwise noted. The Enrollment Management Committee meetings will begin at 10:00 a.m. and all other Committee meetings will begin at 11:00 am. Board meetings will begin at 1:00 p.m. unless otherwise noted as well.

Wednesday, July 24, 2019	Executive Committee
Wednesday, July 24, 2019	Enrollment Management Committee 8:15 am @ Admissions Office, Conference Room
Wednesday, July 24, 2019 SPECIAL EMERGENCY MEETING <i>* No committee meetings will be held.</i>	Board of Governors – 12:00 pm Heflin Administration Building, President's Office Conference Room
Wednesday, August 7, 2019 <i>* No committee meetings will be held.</i>	Board of Governors @ Ike and Sue Morris' Residence 2888 US Hwy. 33 East, Glennville, WV
Wednesday, October 9, 2019	Executive Committee
Wednesday, October 23, 2019	Board of Governors
Wednesday, November 13, 2019	Executive Committee
Wednesday, December 4, 2019	Board of Governors
Wednesday, January 22, 2020	Executive Committee
Wednesday, February 5, 2020	Board of Governors
Wednesday, April 1, 2020	Executive Committee
Wednesday, April 15, 2020	Board of Governors
Wednesday, May 27, 2020	Executive Committee
Wednesday, June 10, 2020	Board of Governors

Approved by the GSC Board of Governors June 12, 2019
Updated June 22, 2019

GLENVILLE STATE COLLEGE BOARD OF GOVERNORS

AUGUST 7, 2019

10:00 A.M. – Board Development

1:00 P.M. Board Meeting

IKE AND SUE MORRIS' RESIDENCE

Board Development

- a. HEPC Board Training – Ms. Candace Kraus
 - b. HLC Training – Dr. Kathleen Nelson
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1. Call to Order
 2. Establishment of a Quorum
 3. Public Comments
 4. Consent Agenda*
 - a. Minutes of the June 12, 2019 Meeting
 - b. Minutes of the July 24, 2019 Meeting
 - c. Board of Governors' committee assignments
 - d. Board Members' Reports
 5. Committee Reports
 - a. Executive Committee/Chair Report
 - b. Business and Finance Committee
 - i. Approval of FY20 Budget*
 - ii. Second approval of FY20 course fees, including latest course fees submitted since previous BOG's meeting*
 - iii. Student Indebtedness Report
 - c. Enrollment Management Committee
 - i. Enrollment Update
 - d. Academic and Student Affairs Committee
 - i. Athletic Program Update
 - ii. Services to Students with Disabilities

- iii. HEPC recommendations on programs, including request for extension for Interdisciplinary Studies
- iv. List of GSC Academic Awards
- v. Report of Graduation Rate
- vi. Nursing Subcommittee Plan
- vii. Education
 - 1. List of certification costs for all tests required in the Teacher Education program
 - 2. Education Graduate by Year
 - 3. FY20 Plans
- viii. Additional program development concepts and updates
 - 1. Pharmacy
 - 2. Baccalaureate degree in Bluegrass
 - 3. 3+2 Master of Accountancy
 - 4. Athletic Training

6. Campus Updates

- a. Staffing and Administrative Reorganization
- b. Preparation for HLC Campus Visits
- c. Conversation Day

7. Recommendation on Annual Board Agenda – Dr. Nelson

8. Announcements

9. Adjournment

*Denotes action item

Candace Kraus

Candace Kraus has served as Interim General Counsel for the West Virginia higher education system since August 2018 and previously served as its Deputy General Counsel since 2015. Prior to that time she spent 21 years with the West Virginia Legislature as a staff attorney for Legislative Services and later as Chief Counsel to the House of Delegates Committee on Education. She received a B.A. degree from Marshall University and a J.D. from West Virginia University College of Law. As Interim General Counsel Ms. Kraus provides legal advice and representation to the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, and the public institutions of higher education.

Dr. Kathleen L. Nelson
Interim President, Glenville State College
President Emeritus, Lake Superior College
Higher Education Consultant,
Registry for College and University Presidents



Dr. Kathleen Nelson was appointed Interim President at Glenville State College and began her appointment on July 1, 2019. She retired from her position as President of Lake Superior College (LSC) in Duluth, Minnesota, having served in this capacity for 13 years. She was awarded the title of President Emeritus by the Minnesota State Colleges and Universities' Board of Trustees for her outstanding work and commitment to higher education. Following her presidential work at LSC she served as a Higher Education consultant working with the Higher Learning Commission on regional accreditation issues including work with institutions seeking accreditation, revision of the AQIP pathway, fact-finding review for an institution with major accreditation issue complaints, and several special assignments relating to individual institutions.

Dr. Nelson's career includes secondary and post-secondary instruction, counseling and administration in student services and academic affairs. Mentoring and coaching higher education leaders has always been an important aspect of her career and personal life. During her tenure in Minnesota higher education, she held various leadership roles in the Minnesota State college and universities system, including her role as co-chair with the state's Chancellor of the 44-member Leadership Council (33 college and university presidents and senior system administrators) and founding chair of the Minnesota OnLine Council (the state's on-line council consortium). Her work with continuous quality improvement processes led to the college's participation as a founding member in the Higher Learning Commission's Academic Quality Improvement Program (AQIP) accreditation pathway. This work and the college's recognition as a leader in on-line learning have distinguished LSC within higher education circles.

Dr. Nelson served as a peer reviewer for the Higher Learning Commission (HLC) for eighteen years, served on a number of HLC committees (Readers' Panel, Review Committee, Team Chair Corps, Facilitator Corps for AQIP), worked with all of the Commission's pathway programs, served on the Board of Trustees for 7 years, including service as the Board's Chair and representative to the Council of Regional Accrediting Commissions (CRAC), and served as a special assignment consultant for three years following her official retirement from LSC. She has continued to consult with institutions regarding HLC accreditation projects. Her accreditation work has spanned more than 27 years.

Dr. Nelson's work within the Duluth community included serving as Vice President of the Duluth Area Chamber of Commerce; membership on the Lake Superior Community Health Center Board; founding directorship on the region's economic development organization, APEX; membership on the St. Luke's Hospital Board of Directors, and numerous committee and task force memberships. She was recognized twice by the statewide college student association as their "President of the Year" and received recognition as one of northern Minnesota's "Women in Leadership" award winners. She earned an Ed.D. in Educational Leadership from the University of St. Thomas, an M.A. in Educational Psychology/Counseling from the University of Minnesota, Duluth and a B.A. in Speech Communication/Theater Arts and English Education from Hamline University.



Guiding Values

The Higher Learning Commission's **Criteria for Accreditation** reflect a set of **guiding values**. HLC articulates these **guiding values** so as to offer a better understanding of the Criteria and the intentions that underlie them. The responsibility for assuring the quality of an institution rests first with the institution itself. Institutional accreditation assesses the capacity of an institution to assure its own quality and expects it to produce evidence that it does so.

Many of the Criteria for Accreditation should be understood in this light. HLC expects the governing board to ensure quality through its governance structures, with appropriate degrees of involvement and delegation. HLC emphasizes planning because planning is critical to sustaining quality. Assessment of student learning and focus on persistence and completion are ways in which the institution improves and thus assures the quality of its teaching and learning.

HLC expects that institutions have the standards, the processes, and the will for quality assurance in depth and throughout its educational offerings.

1. Focus on student learning

For the purpose of accreditation, the Higher Learning Commission regards the teaching mission of any institution as primary. Institutions will have other

missions, such as research, health care and public service, and these other missions may have a shaping and highly valuable effect on the education that the institution provides. In the accreditation process, these missions should be recognized and considered in relation to the teaching mission.

A focus on student learning encompasses every aspect of students' experience at an institution: how they are recruited and admitted; costs they are charged and how they are supported by financial aid; how well they are informed and guided before and through their work at the institution; the breadth, depth, currency and relevance of the learning they are offered; their education through cocurricular offerings; the effectiveness of their programs; and what happens to them after they leave the institution.

2. Education as a public purpose

Every educational institution serves a public purpose. Public or state-supported institutions make that assumption readily. Not-for-profit institutions receive their tax-exempt status on the basis of an assumption that they serve a public purpose. And although it may appear that a for-profit institution does not require a public purpose, because education is a public good its provision serves a public purpose and entails societal obligations. Furthermore, the provision of higher education requires a more complex standard of care than, for instance, the provision of dry cleaning services. What the students buy, with money, time and effort, is not merely a good, like a credential, but experiences that have the potential to transform lives, or to harm them. What institutions do constitutes a solemn responsibility for which they should hold themselves accountable.

3. Education for a diverse, technological, globally connected world

A contemporary education must recognize contemporary circumstances: the diversity of U.S. society, the diversity of the world in which students live, and the centrality of technology and the global dynamic to life in the 21st century. More than ever, students should be prepared for lifelong learning and for the likelihood that no job or occupation will last a lifetime. Even for the most technical qualification, students need the civic learning and broader intellectual capabilities that underlie success in the workforce. HLC distinguishes higher education in part on the basis of its reach beyond narrow vocational training to a broader intellectual and social context.

4. A culture of continuous improvement

Continuous improvement is the alternative to stagnation. Minimum standards are necessary but far from sufficient to achieve acceptable quality in higher education, and the strongest institutions will stay strong through ongoing aspiration. HLC includes improvement as one of two major strands in all its pathways, the other being assurance that member institutions meet the Criteria and the Federal Requirements.

A process of assessment is essential to continuous improvement, and therefore a commitment to assessment should be deeply embedded in an institution's activities. Assessment applies not only to student learning and educational outcomes but to an institution's approach to improvement of institutional effectiveness.

For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all

points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice or benchmarks in their assessments. Because in recent years the issues of persistence and completion have become central to public concern about higher education, the current Criteria direct attention to them as possible indicators of quality and foci for improvement, without prescribing either the measures or outcomes.

Innovation is an aspect of improvement and essential in a time of rapid change and challenge; through its Criteria and processes HLC seeks to support innovation for improvement in all facets of institutional practice.

5. Evidence-based institutional learning and self-presentation

Assessment and the processes an institution learns from should be well grounded in evidence. Statements of belief and intention have important roles in an institution's presentation of itself, but for the quality assurance function of accreditation, evidence is critical. Institutions should be able to select evidence based on their particular purposes and circumstances. At the same time, many of the Assumed Practices within the Criteria require certain specified evidence.

6. Integrity, transparency, and ethical behavior or practice

HLC understands integrity broadly, including wholeness and coherence at one end of the spectrum and ethical behavior at the other. Integrity means doing what the mission calls for and not doing what it does not call for; governance systems that are freely, independently and rigorously focused on the welfare of the institution and its students; scrupulous avoidance of misleading statements or practices; full disclosure of information to students before students make any commitment to the institution, even a commitment to receive more information; and clear, explicit requirements for ethical practice by all members of the institutional community in all its activities.

7. Governance for the well-being of the institution

The well-being of an institution requires that its governing board place that well-being above the interests of its own members and the interests of any other entity. Because HLC accredits the educational institution itself, and not the state system, religious organization, corporation, medical center or other entity that may own it, it holds the governing board of an institution accountable for the key aspects of the institution's operations. The governing board must have the independent authority for such accountability and must also hold itself independent of undue influence from individuals, be they donors, elected officials, supporters of athletics, shareholders, or others with personal or political interests.

Governance of a quality institution of higher education will include a significant role for faculty, in particular with regard to currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional support.

8. Planning and management of resources to ensure institutional sustainability

HLC does not privilege wealth. Students do expect, however, that an institution will be in operation for the duration of their degree programs. Therefore, HLC is obliged to seek information regarding an institution's sustainability and, to that end, wise management of its resources. HLC also watches for signs that an institution's financial challenges are eroding the quality of its programs to the point of endangering the institution's ability to meet the Criteria. Careful mid- and long-range planning must undergird an institution's budgetary and financial decisions.

9. Mission-centered evaluation

HLC understands and **values** deeply the diversity of its institutions, which begins from the diversity of their missions. Accordingly, mission in some degree governs each of the Criteria. HLC holds many expectations for all institutions regardless of mission, but it expects that differences in mission will shape wide differences in how the expectations are addressed and met.

10. Accreditation through peer review

Peer review is the defining characteristic of accreditation and essential for a judgment-based process in a highly complex field. But self-regulation can be met with public skepticism. Therefore, peer review for accreditation must (1) be collegial, in the sense of absolute openness in the relationship between an institution and the peer reviewers assigned to it as well as between the

institution and HLC; (2) be firm in maintaining high standards, not mistaking leniency for kindness or inclusiveness; and (3) be cognizant of the dual role of peer reviewers in both assuring and advancing institutional quality.



Policy Title: **Assumed Practices**

Number: CRRT.B.10.020

*HLC's Board of Trustees considers clarifying modifications to the Criteria for Accreditation and the **Assumed Practices** annually, usually with first reading in February and second reading in June.*

Foundational to the Criteria and Core Components is a set of **practices** shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these **Assumed Practices** are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.

A. Integrity: Ethical and Responsible Conduct

1. The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.
2. The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.
3. The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.

4. The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.
5. The institution makes readily available to students and to the general public clear and complete information including:
 - a. statements of mission, vision, and values
 - b. full descriptions of the requirements for its programs, including all pre-requisite courses
 - c. requirements for admission both to the institution and to particular programs or majors
 - d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until an evaluation has been conducted.)
 - e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, **practices**, and requirements; and its policy on refunds
 - f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)
 - g. a full list of its instructors and their academic credentials
 - h. its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.

6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.
7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.
 - a. An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for the licensing examination in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.
 - b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.
 - c. An institution that provides a program that prepares students for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.
8. The governing board and its executive committee, if it has one, include some “public” members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the

institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members.¹

9. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.¹
10. The institution remains in compliance at all times with state laws including laws related to authorization of educational activities and consumer protection wherever it does business and state law applies.
11. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.
12. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.

¹ *Institutions operating under federal control and authorized by Congress are exempt from these requirements. These institutions must have a public board that includes representation by individuals who do not have a current or previous employment or other relationship with the federal government or any military entity. This public board has a significant role in setting policy, reviewing the institution's finances, reviewing and approving major institutional priorities, and overseeing the academic programs of the institution.*

B. Teaching and Learning: Quality, Resources, and Support

1. Programs, Courses, and Credits

- a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.
- b. The institution maintains structures or **practices** that ensure the coherence and quality of the programs for which it awards a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.
- c. The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.) (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work.)

- d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.
- e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.
- f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.
- g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)
- h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.

2. Faculty Roles and Qualifications

- a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining

whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

- b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.
- c. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.
- d. Faculty participate substantially in:
 - a. oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;

- b. assurance of consistency in the level and quality of instruction and in the expectations of student performance;
- c. establishment of the academic qualifications for instructional personnel;
- d. analysis of data and appropriate action on assessment of student learning and program completion.

3. Support Services

- a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.
- b. The institution maintains timely and accurate transcript and records services.

C. Teaching and Learning: Evaluation and Improvement

1. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)
2. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.
3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.
4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.

5. Instructors communicate course requirements to students in writing and in a timely manner.
6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.
7. Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.

D. Resources, Planning, and Institutional Effectiveness

1. The institution is able to meet its current financial obligations.
2. The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.
3. The institution has future financial projections addressing its long-term financial sustainability.
4. The institution maintains effective systems for collecting, analyzing, and using institutional information.
5. The institution undergoes an external audit by a certified public accountant or a public audit agency that reports financial statements on the institution separately from any other related entity or parent corporation. For private institutions the audit is annual; for public institutions it is at least every two years.²
6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement.)

² *Institutions under federal control are exempted provided that they have other reliable information to document the institution's fiscal resources and management.*

Policy History

Last Revised: September 2017

First Adopted: February 2012

Revision History: February 2012, June 2013, June 2014, June 2016, September 2017

Notes: See the [Appendix](#) for the previous version of the **Assumed Practices** that remains in effect only as long as necessary to complete the evaluations of institutions begun under the previous **Assumed Practices** and until any extensions that HLC granted to institutions for bringing their dual credit faculty into compliance with **Assumed Practice B.2.** have expired. For all other institutions, the previous **Assumed Practices** sunset on August 31, 2017.



Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more **public** documents, such as statements of purpose, vision, values, **goals**, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, **public** service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the **public** good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the **public**, not solely the institution, and thus entails a **public** obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution operates with integrity in its financial, academic, personnel, and **auxiliary** functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, **faculty**, and staff.

2.B. The institution presents itself clearly and completely to its students and to the **public** with regard to its programs, requirements, **faculty** and staff, costs to students, **control**, and accreditation relationships.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the **faculty** to oversee academic matters.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its **faculty**, students, and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its **faculty**, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, **wherever and however its offerings are delivered**.

Core Components

- 3.A. The institution's degree programs are appropriate to higher education.
1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
 2. The institution articulates and differentiates learning **goals** for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
 3. The institution's program quality and learning **goals** are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as **dual credit**, through contractual or consortial arrangements, or any other modality).

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning **outcomes** of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The **faculty** and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the **faculty** and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of **faculty** members to carry out both the classroom and the non-classroom roles of **faculty**, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in **assessment** of student learning.

2. All **instructors** are appropriately qualified, including those in **dual credit**, contractual, and consortial programs.
3. **Instructors** are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that **instructors** are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. **Instructors** are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and **instructors** the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. Teaching and Learning: **Evaluation and Improvement**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access

to learning resources, and **faculty** qualifications for all its programs, including **dual credit** programs. It assures that its **dual credit** courses or programs for high school students are equivalent in learning **outcomes** and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing **assessment** of student learning.

1. The institution has clearly stated **goals** for student learning and effective processes for **assessment** of student learning and achievement of learning **goals**.
2. The institution assesses achievement of the learning **outcomes** that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from **assessment** to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of **faculty** and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined **goals** for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations **wherever and however programs are delivered**.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, **faculty**, staff, and students—in the institution's governance.
3. Administration, **faculty**, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for **assessment** of student learning, **evaluation** of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Glennville State College
Board of Governors Meeting
June 12, 2019
Waco Center, Land Resources Library
Glennville, West Virginia**

Members Present: Mr. Greg Smith, Chairperson
Mr. Tim Butcher, Vice Chair
Dr. William Deel
Mr. Stephen Gandee
Mr. Richard Heffelfinger
Mr. Ralph Holder
Mr. Doug Morris
Mr. Mike Rust
Dr. Kevin Evans, Faculty Representative
Mr. Dustin Crutchfield, Staff Representative

Members Absent: Mr. Justin Woods, Student Representative

Faculty & Staff Present: Ms. Rachel Adams, Coordinator of Off Campus Programs
Mr. John Beckvold, Vice President for Business, Finance, & Operations
Mr. Marty Carver, Vice President for Enrollment
Ms. Sheri Goff, Financial Aid Assistant & Advisory Council for Classified Staff Rep.
Mr. Jason Gum, Staff Librarian and new incoming Board Staff Rep.
Ms. Stephany Harper, Financial Aid Manager
Mr. David Hutchison, Vice President for Advancement
Mr. Eric Marks, Data Network Specialist
Dr. Gary Morris, Associate Vice President for Academic Affairs
Mr. Jesse Skiles, Director of Athletics
Ms. Krystal Smith, Chief Human Resources Officer
Ms. Teresa Sterns, Executive Assistant to the President
Dr. Matthew Thiele, Assistant Professor of English

Others Present: Mr. Colton Ring, new incoming SGA President and Board Student Rep.

Call to Order

Chairperson Greg Smith called the meeting to order at 1:00 pm.

A quorum was established.

Mr. Smith announced that the agenda is being revised to include the below items (an additional action item under the Student and Academic Affairs Committee item number 8-E and a discussion item under Committee of the Whole).

- Participation in the WV Invests Program for the Associate of Science in Forest Technology and the Associate in Science Surveying Technology Degree Programs and Classified As A Tuition Waiver Program – (*Action Item*)

- Discussion of Bluegrass Program and Second Chance Pell at Huttonsville Correctional Center.

A resolution including background information; forestry and surveying enrollment, tuition, and revenue scenarios; Title 135, Series 8 -West Virginia Invests Grant Program policy; and an analysis of WV Invests program impact on GSC Land Resources was provided to all.

TIM BUTCHER MOVED TO APPROVE TO AMEND THE AGENDA AS PROPOSED.

RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Approval of Minutes

RICH HEFFELFINGER MOVED TO APPROVE THE MINUTES OF THE MAY 8, 2019 MEETING AS PRESENTED. BILL DEEL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Public Comment

N/A

Executive Committee

Greg Smith, Chair, reported that the Committee discussed the following:

- John Beckvold provided a Commencement debriefing report at the Executive meeting.
- Discussed the Interim Presidential Candidates' schedules and process.
- Discussed Off campus programs - Second Chance Pell @ HCC Issues.
- Dr. Vega's response to HEPC program reduction notice letter is included in Board packet. The College will be continuing to offer all the degree programs referenced.
- Reviewed items on the agenda presented for action.
- Nominating Committee presented the Slate of Officers for FY2020:
 - Greg Smith, Chair
 - Tim Butcher, Vice Chair
 - Committees will be assigned prior to the August Board meeting.
- A Board retreat will be held on August 7th at Ike & Sue Morris' residence.

- Administration is asked to review Board policies over the summer and make recommendations of policies that need revised or replaced with institutional procedures.
- Drs. Brian Perkins and Rico Gazal presented a proposal for consideration on inclusion of Land resources two-year programs in WV Invests tuition waiver program. At that time, it was decided not to include on the agenda for today's meeting thus the reason for amending the agenda to allow the full Board a chance to decide if action should be taken.
- Jesse Skiles presented a strategic plan for the Athletic Department along with proposals for the addition of wrestling and eSports.
- Discussed the Bluegrass Program, funding, and agreed that it will continue thus the reason for adding it as a discussion item on the agenda.
- The Committee set the agenda for today's meeting.
- Dr. Kathleen Nelson has been selected to fill the position of Interim President and she will begin July 1, 2019.
- The new incoming Student Government president and board representative is Colton Ring.

Business and Finance Committee

Mike Rust, Chair, reported the following:

- Committee worked with the business office the last two weeks on finances.
- College is projecting a loss of 1.6 million dollars for the current year and the upcoming year is dependent on enrollment.
- College is in a positive cash flow situation and is borrowing \$500,000 from the Foundation at a four percent interest rate to get through the first of July.
- Capital projects and expenditures are not to exceed one million dollars in the next year.
- The Committee recommends to keep tuition flat for FY2020.
- The proposed fee schedule will have two minor revisions: Math and Biology course fees will be added to cover Pearson fees.

Tuition & Fees

MIKE RUST MOVED TO APPROVE THE TUITION AND FEES SCHEDULE FOR THE FY2020 ACADEMIC YEAR AS PROPOSED WITH THE ADDITION OF MATH AND BIOLOGY COURSE FEES. TIM BUTCHER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Mr. Rust announced that the Committee recommends reduction of the out-of-state tuition and metro rate for FY2020. He pointed out that it is a gross fee reduction but the net to the College is not that much because the College is eliminating the Pioneer Scholarship to offset the cost.

Out-of-State Tuition

MIKE RUST MOVED TO APPROVE THE OUT-OF-STATE TUITION AND METRO RATE BEGINNING THE FY2020 ACADEMIC YEAR AS PROPOSED. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Enrollment Management Committee

Steve Gandee, Chair, reported the following:

- Planning an interim meeting for July regarding the retention aspect of the Committee.
- Referenced the admissions summary report included in the packet and discussed the projected increase in enrollment.
- Consensus of the Committee is to continue the EAB contract for the next year as it assisted in recruiting some students.
- Discussed the athletic enrollment goal of 430 students for the upcoming academic year.
- Mr. Gandee addressed the added agenda item of WV Invests and noted he is in favor of participating in the program.

Mr. Carver explained the Home Grown Initiative and noted that students would receive a scholarship depending on their teacher concentration: of \$3,000 for STEM and \$1,000 for Teacher Education. Students must be referred by a principal, teacher, or counselor. Currently, sixteen students have been accepted into the program and fourteen have been enrolled. He further stated that the number one program requested by potential incoming students is nursing.

After a discussion regarding the status of adding a nursing program, it was suggested to appoint a sub-committee to work on continuing to pursue a partnership with WVU to offer a nursing program.

Mr. Smith appointed the following sub-committee to implement a plan regarding adopting a nursing program to put into place at GSC.

- Dr. Kathleen Nelson, Interim President – Chair of the Committee
- Mr. Mike Rust
- Mr. Doug Morris
- Dr. Kevin Evans
- Mr. David Hutchison
- Dr. Gary Morris
- Dr. Victor Vega

Mr. Smith asked that the Committee submit a plan proposal at the August Board meeting. He asked Kevin Evans to evaluate the possibility of re-establishing the “pre-med” program and make recommendations to the Board at its next meeting regarding remarketing it and offering it at the College.

Mr. Butcher requested that Dr. Morris ask Dr. Vega to provide a report on partnering with Marshall University to offer a pharmacy program.

Dr. Morris announced that the College will be offering Teacher Education Praxis Tests on campus in the near future.

Mr. Butcher asked that a report be provided to the Board with a list of certification costs for all tests that must be taken by students in the Teacher Education Program.

Mr. Hutchison offered to provide a report that he and Dr. Jeff Hunter have been working on.

Mr. Smith inquired what the status of the alumni scholarship is.

Mr. Carver responded that it has been reinstated with a few revisions to prevent abuse.

Student and Academic Affairs Committee

Bill Deel, Chair, reported the Committee discussed the HLC report included in the Board packet, board resolutions, and asked Dr. Morris to report on the resolutions.

Dr. Morris referenced the online program fee and discount resolutions presented for action and discussed the background information presented for each item.

Mr. Beckvold noted that there is no proposed tuition or fee differentiation for online programs between in- and out-of-state students.

Online Program Flat Fee

RICH HEFFELFINGER MOVED TO APPROVE THE ONLINE PROGRAM FLAT FEE OF TWO HUNDRED DOLLARS FOR ONLINE STUDENTS ONLY BEGINNING THE FY2020 ACADEMIC YEAR AS PROPOSED. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Online Program Discount for Veterans and First Responders

After a discussion regarding whether the ten percent online program discount would be discounted from a student's gross or net funds, scholarships, etc., the Board's consensus was to take the ten percent reduction discount from the net balance of tuition.

BILL DEEL MOVED TO APPROVE TO AMEND THE ONLINE PROGRAM DISCOUNT RESOLUTION TO ADD "ON NET BALANCE" AFTER "A TEN PERCENT DISCOUNT." MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

BILL DEEL MOVED TO APPROVE A TEN PERCENT DISCOUNT ON NET BALANCE OF TUITION FOR VETERANS, LAW ENFORCEMENT, AND FIRST RESPONDERS WHO ENROLL AND ARE CURRENTLY ENROLLED IN THE ONLINE PROGRAM ONLY BEGINNING THE FY2020 ACADEMIC YEAR AS AMENDED. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Program Review

Mr. Smith asked Dr. Morris to look into when the environmental science concentration under the Natural Resource Management program was dropped and provide an update to the Board.

TIM BUTCHER MOVED TO APPROVE THE PROGRAM REVIEW FOR THE BACHELOR OF SCIENCE IN NATURAL RESOURCE MANAGEMENT. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

WV Invests Program

Mr. Smith announced that since no representatives from the Land Resource department were in attendance to provide a report on the proposed WV Invests program, the added action item to approve the College’s participation would be tabled.

RICH HEFFELFINGER MOVED TO APPROVE TO TABLE THE ACTION ITEM REGARDING PARTICIPATION IN THE WV INVESTS PROGRAM FOR THE A.S. FOREST TECHNOLOGY AND THE A.S. SURVEYING TECHNOLOGY DEGREE PROGRAMS. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee of the Whole

Mr. Smith discussed operational and management issues with two employees that work with the Second Chance Pell program at Huttonsville Correctional Center. He provided a couple of scenarios and noted that \$528,000 was lost last year due to the Second Chance Pell institutions not having enough enrollment.

Dr. Morris pointed out that both employees were working together to cooperate and that the College received more money this year than last. He offered to discuss the issues further at a meeting with Mr. Smith.

Mr. Beckvold announced that there was currently an open position posted to hire someone to assist with the Second Chance Pell program.

Mr. Smith further discussed the GSC Bluegrass program and announced that it will continue and will be funded. The instructor for the Bluegrass program still does not have a contract in place or received a stipend that was promised to the instructor for the last two summers for traveling to recruit students. Mr. Smith stated that according to Mr. Beckvold, the problem would be rectified tomorrow.

Mr. Butcher indicated that he would like the College to offer a four year degree program and a certificate program in Bluegrass and asked that the Provost assist by reviewing the program and putting it into place.

Dr. Morris announced he met with the instructor and the online technology staff person to make sure that Bluegrass remains in the catalog for the upcoming year. The College currently offers a certificate program in Bluegrass and he will work to implement a degree program.

Board Scholarship

Mr. Hutchison announced that seven students were awarded a Board scholarship last year.

TIM BUTCHER MOVED TO APPROVE THAT THE GLENVILLE STATE COLLEGE BOARD OF GOVERNORS AGREES TO FUND JOINTLY THE BOARD OF GOVERNORS AWARD, AN EQUIVALENT FULL TUITION AND FEE SCHOLARSHIP FOR THE FY2020 ACADEMIC YEAR. THE NEED-BASED SCHOLARSHIP WILL BE AWARDED TO A WEST VIRGINIA RESIDENT(S) WHO MEETS THE REQUIREMENTS OF THE WEST VIRGINIA PROMISE SCHOLARSHIP CRITERIA. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Mr. Hutchison will send each current lay member of the Board an invoice for their part to cover full tuition and fees for FY2020.

Wrestling

Mr. Skiles referenced the two resolutions included in the Board packet for the addition of wrestling and eSports and discussed the background information. He addressed the goal to recruit more students and pointed out that diversity is a significant element of the recruitment for eSports student athletes.

Mr. Carver reported that the Mountain East Conference recently recommended moving eSports under the department of Student Life. At GSC, the eSports will fall under Student Life.

Mr. Butcher requested that Mr. Eric Marks in GSC's Office of Technology assist with the implementation of the eSports and move it to Student Life.

After a discussion regarding the start-up costs and how the eSports will be budgeted, Mr. Beckvold announced that there is plan to list the resources required and ask Mr. Hutchison to assist to raise funding for it.

MIKE RUST MOVED TO APPROVE THE ADDITION OF WRESTLING BEGINNING FY2020 AIMING TOWARD FULL COMPETITIVE LEVEL IN FY2021. STEVE GANDEE SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

eSports

RICH HEFFELFINGER MOVED TO APPROVE THE ADDITION OF ESPORTS TO FALL UNDER STUDENT LIFE TO BEGIN IN FALL 2020. TIM BUTCHER SECONDED THE MOTION.

MOTION CARRIED WITH RALPH HOLDER OPPOSING, stating that he thought it should be under Athletics.

Pay Raise

Mr. Beckvold reported that employees will receive a 4.1 percent raise across the board with the exclusion of anyone who was hired after January 1, 2019 or received a raise for other reasons since then. The across the board raise will bring everyone up to the minimum pay grade with the exception of one employee.

MIKE RUST MOVED TO APPROVE TO DISTRIBUTE THE GOVERNOR'S RAISE POOL DOLLARS IN ACCORDANCE WITH THE PRECEDENT ESTABLISHED IN 2018 WHICH ALLOCATES FUNDS TO RAISE STAFF SALARIES CURRENTLY BELOW THE MINIMUM TO MINIMUM GRADE AND THE BALANCE OF THE POOL DOLLARS WILL BE DISTRIBUTED ACROSS-THE-BOARD PERCENTAGE TO ALL EMPLOYEES. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Meeting Schedule

MIKE RUST MOVED TO APPROVE THE 2019-20 BOARD MEETING SCHEDULE AS PROPOSED BUT SUBJECT TO CHANGE. TIM BUTCHER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Strategic/Master Plan Update – Dr. Gary Morris reported the following:

- Referenced the 2015-20 Strategic Plan update provided in the Board packet and noted the goals.
- College is gearing up to begin working on a 2020-2025 strategic plan.
- The current strategic plan does not have an impact assessment. Dr. Morris recommends that the new plan include one.
- Dr. Morris suggested that the interim president assign a strategic plan 2020-2025 committee.

Nominating Committee

Rich Heffelfinger, Chair, reported that due to the tremendous amount of change and to instill constitutional memory and continuity, the Committee recommends the slate of officers as:

- Greg Smith, Chair
- Timothy Butcher, Vice-Chair

RICH HEFFELFINGER MOVED TO APPROVE THE NOMINATED SLATE OF OFFICERS FOR 2019-20 AS PRESENTED. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Vice President for Business, Finance, and Operations Report

Mr. Beckvold reported the following:

- Reinstated the President's Cabinet, which has been operating effectively since March.
- Included Jesse Skiles to join the Cabinet.
- Identified three initiatives: Enrollment, HLC Visit, and stabilized financial condition of the College. He noted that progress has been made on all.
- Suggests expanding and maximizing the Second Chance Pell HCC management.
- In the last stages of the DMAPS extended contract to use housing and the MCJTC. The contract is being structured to remove the food provided by Aramark and move housing of cadets from LBH to Pickens Hall. The current contract may have to be extended until the final agreement is confirmed.

Mr. Butcher requested that the expansion of the prison programs be put into place as soon as possible.

Presentation of Certificates

Mr. Smith presented certificates of appreciation to Bill Deel and Rich Heffelfinger for their years of service to the Board of Governors. Mr. Heffelfinger resigned effective July 1, 2019 and although Dr. Deel's term expires on June 30, 2019, he is choosing to stay on the Board until the Governor appoints another member in his place. Certificates of appreciation will also be presented to the following members as both resigned this past year: Mr. Mike Forbes at GSC's Night at Appalachian Power Park and Mrs. Sue Morris at the August 7th Board retreat.

Announcements

Mr. Smith announced the following:

- GSC Night at Appalachian Power Park on Monday, July 1, 2019 at 7:00 pm
- Glenville State College Board of Governors Meeting/Retreat will be held on August 7, 2019 at Ike and Sue Morris’ residence.
- GSC Night at Lambert’s Winery on Wednesday, August 14, 2019 at 5:00 pm

Mr. Hutchison distributed the following handouts to all:

- Article from the Charleston Gazette, *WV 4-year college tuition increasing an average of 2.4 percent*, by Ryan Quinn, Staff Writer, dated June 8, 2019.
- 2019-20 Mountain East Conference – Sports Sponsorship Chart

Executive Session

RICH HEFFELFINGER MOVED TO MOVE INTO EXECUTIVE SESSION UNDER THE AUTHORITY OF WV CODE §6-9A-4(b)(2)(A) AND §6-9A-4(b)(6) TO DISCUSS THE SECOND CHANCE PELL AND BLUEGRASS PROGRAM ISSUES RELATING TO EMPLOYEES’ COMPENSATION, RESIGNATION, AND AN INDIVIDUAL’S RECORDS WHICH WOULD CONSTITUTE AN UNWARRANTED INVASION OF AN INDIVIDUALS’ PRIVACY IF DISCUSSED IN PUBLIC. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Rise from Executive Session

IT WAS MOVED BY RALPH HOLDER THAT THE BOARD RISE FROM EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION. RICH HEFFELFINGER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Adjournment

With no further business and hearing no objection, Chairperson Smith adjourned the meeting at 4:02 pm.

Greg Smith
Chairperson

Teresa Sterns
Executive Assistant to the President

Glenville State College
Board of Governors Special Emergency Meeting
July 24, 2019
Heflin Administration Building, President's Conference Room
Glenville, West Virginia
12:00 PM

Members Present: Mr. Greg Smith, Chairperson
Mr. Tim Butcher, Vice Chair
Dr. William Deel
Mr. Stephen Gandee
Mr. Ralph Holder, via teleconference
Mr. Mike Rust
Mr. Doug Morris, via teleconference
Dr. Kevin Evans, Faculty Representative
Mr. Jason Gum, Staff Representative
Mr. Colton Ring, Student Representative

Staff Present: Dr. Kathleen Nelson, Interim President
Mr. Dustin Crutchfield, Public Relations Specialist
Ms. Joy Wine, President's Office Administrative Secretary

Call to Order

Chairperson Greg Smith called the meeting to order at 12:10 pm.

Swearing In of New Board Members

Mr. Smith administered the Oath of Office to the newly appointed staff and student representative members Jason Gum, Staff Librarian, and Colton Ring, Student Government President.

A quorum was established.

Public Comment

N/A

Executive Session

IT WAS MOVED BY MIKE RUST THAT THE BOARD OF GOVERNORS GO INTO EXECUTIVE SESSION UNDER THE AUTHORITY OF WV Code §6-9A-4(b)(2)(A) TO DISCUSS THE INTERIM PRESIDENT’S CONTRACT. TIM BUTCHER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Rise from Executive Session

IT WAS MOVED BY TIM BUTCHER THAT THE BOARD RISE FROM EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Action Emanating from Executive Session

After discussions in executive session, the Board took the following action:

IT WAS MOVED BY MIKE RUST THAT THE BOARD OF GOVERNORS APPROVE THE INTERIM PRESIDENT’S CONTRACT AND REVERT ALL DUTIES, POWERS, AND RESPONSIBILITIES TO THE INTERIM PRESIDENT. TIM BUTCHER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Adjournment

With no further business and hearing no objection, Chairperson Smith adjourned the meeting at 12:20 pm.

Greg Smith
Chairperson

Joy Wine
President’s Office Administrative Secretary

Glenville State College Board of Governors

Committees for 2019-20

Executive Committee

- Mr. Greg Smith, (*Chair*)
- Mr. Tim Butcher, (*Vice Chair*)
- Dr. Bill Deel, (*Chair, Student and Academic Affairs Committee*)
- Mr. Stephen Gandee, (*Chair, Enrollment Management Committee*)
- Mr. Mike Rust (*Chair, Business and Finance Committee*)

- Dr. Kathleen Nelson, Ex-officio

Business and Finance Committee

- Mr. Mike Rust, Chair
- Mr. Tim Butcher
- Mr. Doug Morris
- Mr. Greg Smith

- Mr. John Beckvold, Ex-officio

Enrollment Management Committee

- Mr. Stephen Gandee, Chair
- Mr. Jason Gum, Staff Rep.
- Mr. Colton Ring, Student Rep.

- Mr. Marty Carver, Ex-officio

Student and Academic Affairs Committee

- Dr. Bill Deel, Chair
- Mr. Ralph Holder
- Dr. Kevin Evans, Faculty Rep.

- Dr. Victor Vega, Ex-officio

Nominating Committee

- Dr. Bill Deel
- Mr. Tim Butcher

*Approved by the Board of Governors on _____

**Glenville State College Board of Governors
Meeting of August 7, 2019**

ACTION ITEM: Consent Agenda

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Consent Agenda as proposed.

STAFF MEMBER: Dr. Kathleen Nelson, Interim President

BACKGROUND:

The Consent Agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. The items on the consent agenda are non-controversial items or routine items that are discussed at every meeting. They can also be items that have been previously discussed at length where there is group consensus.

The following items are included in the Board packet and listed on the proposed consent agenda to be voted on as one action item:

1. Minutes of the June 12, 2019 Meeting
2. Minutes of the July 24, 2019 Meeting
3. Board of Governors' committee assignments
4. Board Members' Reports

Glennville State College

Proposed FY 2020 Budget

Categories	Approved FY 2019 Budget	Un-Audited FY 2019 Rev & Exp	Proposed FY 2020 Budget
Revenues:			
State Appropriation	5,885,700	6,385,700	6,446,942
On-campus Enrollment Tuition Revenue	10,604,266	8,246,312	8,190,865
Room revenue	4,334,190	3,444,862	3,728,443
Board revenue	2,710,240	2,226,175	2,580,600
Course Fees	746,930	747,189	570,805
Less: Institutional Discounts	(2,350,093)	(2,692,080)	(2,915,401)
Net on-campus student revenue	16,045,533	11,972,458	12,155,312
Off-campus program revenue	1,303,286	946,006	1,505,250
Other revenue	784,805	1,100,000	1,347,475
Grants	655,000	582,076	607,240
Net Revenue-College activities	18,788,624	14,600,540	15,615,276
Total net revenue, includes State approp	24,674,324	20,986,240	22,062,218
EXPENSES			
Payroll and benefits	13,050,019	12,125,607	12,786,355
Non-payroll	3,788,250	3,139,140	3,744,500
Food service cost	2,055,059	1,749,731	1,965,835
Interest on debt-(Bonds and PNC)	1,770,394	1,826,500	1,826,500
Utilities	1,430,000	1,207,420	1,225,000
Depreciation	2,375,000	2,375,000	2,375,000
Net expenses	24,468,722	22,423,398	23,923,190
Net Surplus/(Loss)	205,602	(1,437,158)	(1,860,972)

**Glenville State College Board of Governors
Meeting of August 7, 2019**

ACTION ITEM: GSC Budget for FY2020

COMMITTEE: Business and Finance

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Budget for FY2020 as proposed.

STAFF MEMBER: Mr. John Beckvold

BACKGROUND:

The College is required to submit an operating budget to the Glenville State College Board of Governors for their approval on an annual basis.

Glenville State College

Course Fees FY 2020 Budget

Description	Rate Per Semester/ Occurrence	Estimated # of Students	Estimated Revenue
ACT Residual Test - institutional charge	50	10	500
Application Fee	20	50	1,000
Application Fee - International	100	-	-
Applied Music Fee (per course)	250	130	32,500
Art - Digital Media (selected art courses)	75	57	4,275
Art - Kiln Fee	60	40	2,400
Art Studio Fee	40	90	3,600
Art 330	25	15	375
Business Program Assessment Fee (BUSN 100)	30	188	5,640
Certificate Program	20	10	200
Credit by Examination (per credit hour)	40	20	800
Computer Science - CSCI 101,201, 286, 304, 305, 335, 352 & 386	25	425	10,625
Computer Science - CSCI 202, 360, 381, 405 & 435	25	25	625
Computer Science - Mkt 203 & 379	25	32	800
American Humanities / Nonprofit Cert. Entrance Fee	40	10	400
American Humanities / Nonprofit Final Portfolio Assmt Fee	100	2	200
Behavioral Science Research Fee (SOCS 293) - per course	20	8	160
Behavioral Science Senior Seminar Fee -PSYC 493/SOCL 493	20	18	360
Criminal Justice Fee - CRJU 111	30	100	3,000
Criminal Justice Fee - CRJU 215, 315, 445	125	100	12,500
Criminal Justice Fee - CRJU 314	100	20	2,000
Criminal Justice Fee - CRJU240	100	5	500
Criminal Justice Fee - CRJU 335	30	15	450
Criminal Justice Fee - CRJU 493	25	28	700
Diploma Replacement Fee	25	2	50
Education Fee - EDUC 343, 345	50	11	550
Educational Foundations Fee (per course)	-	-	-
English Lab Fee (ENGL 101L)	40	300	12,000
Exercise Science Lab Fee (EXSC 465)	25	3	75
Facsimile Fee (per page)	1	100	100
Fingerprint Fee (EDUC 203)	25	87	2,175
First Year Experience Fee	100	425	42,500
Graduation Fee (exclusive of cap and gown)	60	250	15,000
Graduate Verification Letter	5	10	50
Health Course Fee (HLTH 331)	50	11	550
Health Research Fee (HLTH 435)	10	20	200
Journalism Software Fee (JOUR 205)	20	5	100
Journalism Software Fee (JOUR, 322)	15	-	-
Internet Fee (per semester)	65	2,161	140,465

Description	Rate Per Semester/ Occurrence	Estimated # of Students	Estimated Revenue
ITQ Profession Development Course Fee	25	10	250
Land Resources Lab Fee (ENVR 101)	30	-	-
Land Resources Lab Fee (FRST 293, LAND 121, 232)	25	39	975
Land Resources Lab Fee (ENVR 193, 351, FRST 203, 206, 214, NRMT 234, 33)	30	126	3,780
Land Resources Lab Fee (FRST 212, LAND 244, 335)	35	48	1,680
Land Resources Lab Fee (ENVR 352, FRST 103, 193, 205, 209, LAMN 193, La	40	97	3,880
Land Resources Lab Fee (FRST 202, 216, NRMT 125, 201)	50	101	5,050
Late Graduation Fee	100	5	500
Mathematics Fee (MATH 106, 106L)	25	350	8,750
Mathematics Fee - MATH 230, 327	50	50	2,500
Mathematics Fee - MATH 356	25	6	150
Mathematics Fee - MATH 256	40	32	1,280
Music Instrument Rental Fee	50	25	1,250
NTE Scores (copy)	5	10	50
Physical Education Fee (PE 201, 421)	20	339	6,780
Physical Education Fee (PE 224)	15	20	300
Physical Educ. Fee (PED 132, 136)	20	85	1,700
Physical Educ. Fee (PED 326)	10	47	470
Prior Learning Credit Exam Fee (per credit hour)	40	30	1,200
Prior Learning Portfolio Assessment	300	5	1,500
Prior Learning Posting Fee (per credit hour)	10	30	300
Regent's BA Degree Evaluation	300	2	600
Regent's BA Degree Posting Fee (per credit hour)	10	25	250
Room Reservation Fee	100	1,173	117,300
Late Registration Fee	100	20	2,000
SAFE 333	100	5	500
Science Department Individual Research Courses	100	17	1,700
Science Laboratory Fee (per course)	50	650	32,500
Science Course Fee - SCNC 105, 204, 205, 302, 305, 405	60	96	5,760
Teacher Education Admission Fee	265	75	19,875
Teacher Endorsement Evaluation	25	20	500
Pearson			50,000
TOEFL Test - institutional charge	5	10	50
Total Fees			570,805

**Glenville State College Board of Governors
Meeting of August 7, 2019**

ACTION ITEM: Amended Tuition and Fees for FY2020

COMMITTEE: Business and Finance

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the amended tuition and fees schedule for the FY2020 academic year as proposed.

STAFF MEMBER: Mr. John Beckvold

BACKGROUND:

The tuition and fee rates are necessary to compensate for a reduction in state appropriations, fund increased operational costs, and sustain various strategic initiatives. The Board approved the Tuition and Fees for FY2020 at its June 12, 2019 meeting. The fees schedule did not include course fees submitted since the June 12, 2019 meeting . The fees schedule has been amended to include the additional course fees.

Glenville State College
Average Debt of Students Leaving

AY (Academic year) 2015	Total Loan Amount Borrowed	Number of Graduates with Loans	Average Indebtedness
September Not Return	2,601,167	168	15,483
December Graduates	1,225,499	39	31,423
February Not Return	2,530,119	100	25,301
May Graduates	2,085,169	82	25,429
	8,441,954	389	21,702
AY 2016			
September Not Return	1,923,222	141	13,640
December Graduates	1,299,937	61	21,310
February Not Return	1,132,604	93	12,179
May Graduates	2,163,279	85	25,450
	6,519,042	380	17,155
AY 2017			
September Not Return	1,867,037	131	14,252
December Graduates	1,443,769	54	26,736
February Not Return	1,113,903	94	11,850
May Graduates	1,929,251	77	25,055
	6,353,960	356	17,848
AY 2018			
September Not Return	1,969,773	148	13,309
December Graduates	1,773,985	67	26,477
February Not Return	1,364,510	113	12,075
May Graduates	1,851,114	78	23,732
	6,959,382	406	17,141
AY 2019			
September Not Return	1,871,666	145	12,908
December Graduates	1,223,191	52	23,523
February Not Return	1,441,817	130	11,091
May Graduates	2,391,994	90	26,578
	6,928,668	417	16,616

We calculate average indebtedness by dividing the total amount of loans taken by group of students by the number of students in that group. The groups include: September Not Return, December Graduates, February Not Return, and May Graduates. The groups include ONLY students that have taken loans, not those that have not taken any.

Descriptions of the four groups are as follows:

- September Not Return – This includes students with loans that did not return from one spring semester to the following fall semester.
- December Graduates – This includes students with loans that were December graduates.
- February Not Return – This includes students with loans that did not return from one fall semester to the following spring semester.
- May Graduates – This includes students with loans that were May graduates.

Our average indebtedness for December graduates has declined slightly over the past five years, while May graduate average indebtedness has stayed about the same.

Enrollment Breakdown and Y2Y Comparison

Returning Traditional & Online

Class	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
Freshman	29	24	19	56	48.77
Sophomore	192	197	178	174	165.98
Junior	154	144	164	142	139.71
Senior	307	303	270	199	173.56
Other	1	0	1	2	0.46
Total	683	668	632	573	528.48

New Traditional & Online

Student Type	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
Transfer/Re-admit	74	85	91	66	55.03
First-Time Freshmen	323	295	290	343	320.27
Other	2	1	1	0	0
Total	399	381	382	409	375.3

External Programs

Program/Location	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
Dual Enrollment	228	320	254	185	76.64
DMAPS	142	103	154	6	1.6
FCI-Gilmer	81	57	60	83	53.48
Huttonsville	75	125	103	0	0
Total	526	605	571	274	131.72

Summary

Category	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
Returning Traditional & Online	683	668	632	573	528.48
New Traditional & Online	399	381	382	409	375.3
External Programs	526	605	571	274	131.72
Total	1608	1654	1585	1256	1035.5

Definintions:

Freshmen: < 30 credits earned

Sophomore: 30 - 59 credits earned

Junior: 60 - 89 credits earned

Senior: 90+ credits earned

Other: Transient & Non-Degree seeking students

*Historical numbers are final semester counts

**FTE = is for Fall 2019 and is calculated by total credits divided by 15

***Report populated at 0940 on 07/31/2019

Submitted by Jesse Skiles

- As a department, Athletics came in under budget in FY19.
- We are re-instituting three sports; two of these programs (cheer and women's golf) will begin this year. The other (wrestling) will begin next year. This will help us in our recruiting efforts, and also our Title IX Compliance.
- We finished 11th in the MEC Commissioner's Cup standings for 18-19.
- The Mountain East has welcomed two new members for the 19-20 academic year; Davis & Elkins and Frostburg State. The two institutions departing are Shepherd and Virginia-Wise.
- Eight head coaches are returning this year. This includes women's basketball coach Kim Stephens who has a three-year record of 85-11.
- We are welcoming three new head coaches at this point; Coach Mike Kellar in football, Coach Charli Varner in cheer, and Coach Mike McGarry in women's golf.
- We are interviewing candidates for the position of head wrestling coach in mid-August.
- Athletics will be working with Student Life to reinstitute the GSC Intramural program.



GLENVILLE
STATE COLLEGE

Accommodations and Accessibility Services Handbook

Office of Accommodations and Accessibility Services

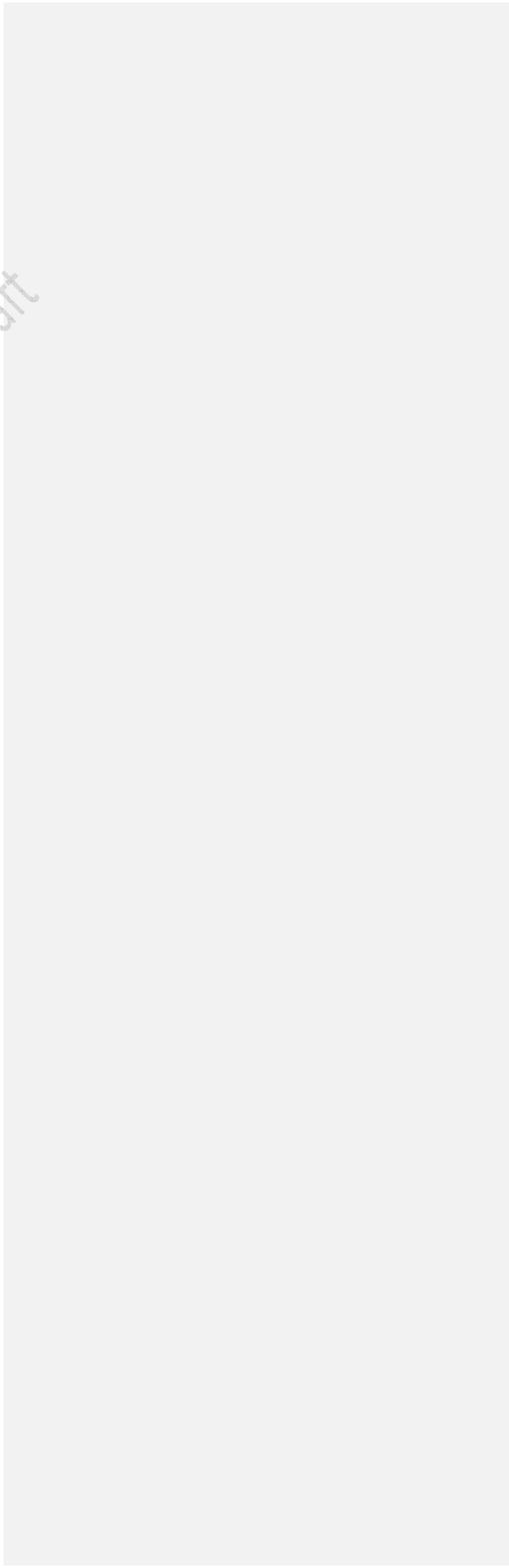
Academic Success Center

Robert F. Kidd Library – Third Floor

304-462-6051

Updated: July 26, 2019

07/26/2019 CONFIDENTIAL ATTORNEY CLIENT COMMUNICATION Draft



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Dear Pioneer,

Welcome to Glenville State College!

Glenville State College is committed to providing the educational and physical accessibility support necessary for students to achieve their academic goals. Glenville State College will make reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended and the Fair Housing Act.

The Office of Accommodations and Accessibility Services is responsible for addressing the needs of students with disabilities. The Office of Accommodations and Accessibility currently is located on the Third Floor of the Robert F. Kidd Library within the Academic Success Center (ASC). Decisions about whether a student is a qualified student with a disability and what constitutes reasonable accommodation typically are made by the ASC Accommodations and Accessibility Counselor.

For more information about the accommodation request process at Glenville State College or if you are visiting or attending Glenville State College and have any questions regarding accessibility options or accommodations, contact our Accommodations and Accessibility, Academic Success Counselor by mail, email, phone, or in person:



Alecia Martin
Accommodations and Accessibility Counselor
Academic Success Center
Robert F. Kidd Library - Third Floor, 322
200 High Street, Glenville, WV 26351
Phone: 304-462-6051
Fax: 304-462-6032
Email: Alecia.Martin@glenville.edu

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Purpose of Handbook

This handbook serves as a guide for students seeking reasonable accommodations as well as serves as a reference for students for resources and services and a teaching guide for faculty who work with students. The accommodation process is a collaborative process that involves faculty staff and students working together and communicating regularly to meet the needs of qualified individuals with accommodation and accessibility needs.

The policies and procedures outlined in this handbook are subject to change at any time. Whenever there is a significant change, all students admitted to Glenville State College will be sent an addendum or memo stating the changes via a mass campus email. Updates will also be posted on the institution's website at: www.glenville.edu.

The accommodation procedures set forth in this Handbook have been implemented on the basis of federal and state anti-discrimination and accessibility law as set forth statutes and implementing regulations and as interpreted by the courts and various enforcement agencies. To assure compliance with state and federal accessibility and anti-discrimination laws and to protect due process rights, the procedures set forth in this Handbook may be changed without immediate notice to reflect changes in any applicable laws and/or interpretations provided by enforcement agencies and/or the courts.

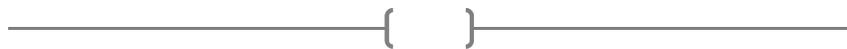


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Appendix A:
Glenville State College Request for Disability Services Form (RSF)

Appendix B:
Glenville State College Request for Accommodation Form (RAF)

Appendix C:
Federal Educational Rights and Privacy Act Release Form

Appendix D:
Forms and Website Links

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Confidentiality and Release of Information

All materials pertaining to a student's disability is confidential. All disability-related information for students at Glenville State College is housed in OAAS. Only staff persons working at OAAS have access to OAAS files.

In accordance with federal law, medical information that the College obtains in connection with a request for reasonable accommodation must be kept in files separate from the individual's employee personnel and academic file. This includes the fact that an accommodation has been requested or approved and information about functional limitations. It also means that any College employee who obtains or receives such information is strictly bound by the confidentiality requirements of the federal law. OAAS will not disclose any student's medical or registration information to an employer or other outside organization without the student's permission. OAAS will retain all disability documentation for three years after students leave the College.

OAAS may share certain information with supervisors, faculty, staff and/or other College official(s) and/or third parties as necessary to make appropriate determinations on a reasonable accommodation request or to discuss a student's limitations. Under these circumstances, OAAS will inform the recipients about the accommodation request confidentiality requirements. The information disclosed will be no more than is necessary to process the request. Information contained in OAAS files may be released with the individual's written permission and in accordance with federal and state laws. *Note: Registration with OAAS will not appear on transcripts.*

The Family Educational Rights and Privacy Act of 1974 (FERPA) and the Americans with Disabilities Act (ADA) do not allow faculty or other third parties, including but not limited to parents, guardians and/or spouses, except in limited circumstances, access to disability-related information (e.g. diagnosis, medications, accommodations, grades, course schedules). Students who want OAAS to discuss their OAAS records with parents/guardians or any other third party that has not been included in the intake forms are required to complete a FERPA release form. FERPA release forms are available in the OAAS, in the Registrar's Office and online at: http://www.glenville.edu/docs/reg_ferpa_release_form.pdf

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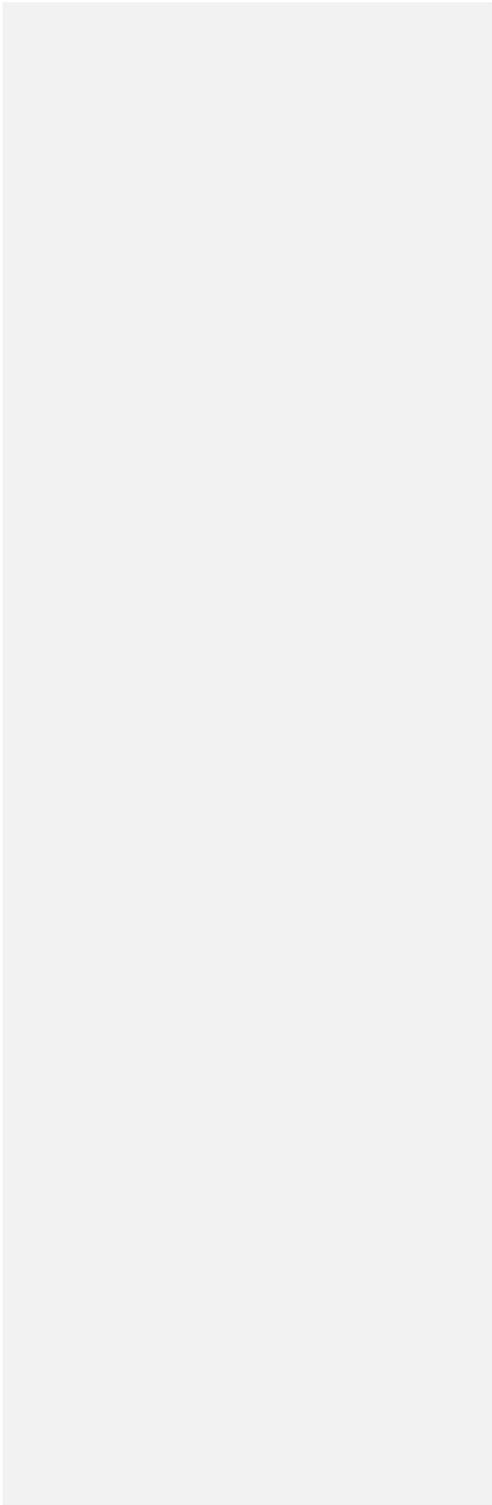
Notice of Nondiscrimination

Glenville State College does not discriminate on the basis of race, sex, age, disability, veteran status, religion, color, ancestry, marital status, gender, sexual orientation or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment. Glenville State College also does not discriminate based upon genetic information in the areas of employment or employee health insurance benefits.

Glenville State College is committed to providing equal access and reasonable accommodations where appropriate to individuals with documented needs for accommodations, accessibility, and/or disabilities.

07/26/2019 CONFIDENTIAL ATTORNEY CLIENT COMMUNICATION DRAFT

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Overview of Laws

The following section provides a brief overview of some of the accessibility and anti-discrimination laws that apply to Glenville State College:

Section 504 of the Rehabilitation Act of 1973 (Section 504)

29 U.S.C. § 794

No otherwise qualified individual with a disability in the United States, as defined by the Act, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Title II of the Americans with Disabilities Act of 1990 and 2008 Amendments (ADA and ADAA Respectively and Collectively the ADA)

42 U.S.C. §§ 12101 *et seq.*

Title II of the ADA as amended by the ADAA, protects qualified individuals with disabilities from discrimination on the basis of disability in services, programs, and activities provided by State and local government entities. Title II extends the prohibition on discrimination established by Section 504 to all activities of State and local governments regardless of whether these entities receive Federal financial assistance.

State and local governments are also required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens.

Colleges and universities are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination and provide equal, not better, access, unless the modification would fundamentally alter the nature of the service, program, or activity being provided and/or would be unduly burdensome.

The ADA also requires covered entities to modify its policies, practices, or procedures to permit the use of a service animal by an individual with a disability.

Fair Housing Act (as amended) (FHA)

42 U.S.C. §§ 3601 *et seq.*

Prohibits housing discrimination on the basis of several protected classes including disability. FHA coverage includes private housing, housing that receives Federal financial assistance, and State and local government housing. It is unlawful to discriminate in any aspect

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of selling or renting housing or to deny a dwelling to a buyer or renter because of the disability of that individual, an individual associated with the buyer or renter, or an individual who intends to live in the residence. The FHA requires owners of housing facilities to make reasonable exceptions in their policies and operations to afford people with disabilities equal housing opportunities.

West Virginia Human Rights Act (WVHRA)

W.Va. Code § 5-11-1, et seq.

Ensures that citizens have equal opportunity for employment, equal access to places of public accommodations, and equal opportunity in the sale, purchase, lease, rental and financing of housing accommodations or real property. Guarantees equal opportunity in the areas of employment and public accommodations for individuals belonging to the protected classes set forth in the statute including guaranteeing equal opportunity to all persons without regard to, blindness or disability. Under the law, equal opportunity in housing accommodations or real property is also considered to be a human right or civil right of all persons belonging to the protected classes set forth in the statute including to all persons without regard to blindness or disability.

07/26/2019 CONFIDENTIAL ATTORNEY CLIENT PRIVILEGE WORK PRODUCT DRAFT

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Glenville State College
Accommodations of Disability Policy
(per Glenville State College Administrative Policy)

6A.13. Accommodation of Disabilities

13.1. Glenville State College is committed to compliance with the Americans With Disabilities Act of 1990 (“ADA”) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the College whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself. All reasonable accommodation decisions are made by the College.

13.2. The EEO/Equity/AA/ADA/504 Coordinator is responsible for coordinating efforts to comply with the disability laws set forth in Section 10.1, including investigation of any employee or student complaint alleging noncompliance filed in accordance with the Discrimination Grievance Procedures.

13.3. Students with Disabilities

13.3.1 Pursuant to the ADA, Glenville State College will provide reasonable accommodations and support to all otherwise qualified students that have a qualifying disability to ensure equal access to the programs and activities of the College.

13.3.2. Students are required to self-identify with Disability Services. All accommodations are made on a case by case basis by the Disability Services. Disability Services will review documentation provided by the student and other appropriate resources including but not limited to the course instructor, to determine which accommodation, if any, is appropriate to the student’s particular needs and programs.

13.3.3. Students requesting accommodation may be required to provide certification from the student’s health care provider that includes: (1) identification of the health care provider; (2) the health care provider’s diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability and course of student; and (4) suggested accommodations.

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Admission to Glenville State College

All applicants for admission to Glenville State College and or/to a selected program of study must meet the required academic requirements and technical admission standards as set forth in the current College Catalog. A prospective student with a disability is not required to disclose his or her disability during the admission process, however, applicants seeking application and/or accommodations in technical standards required for admission to any program after being provisionally admitted based on academic qualifications are required to self-identify and register with the Academic Success Center, Accommodations and Accessibility Counselor using the accommodation procedures below. Individuals seeking accommodations in the application and admissions process are encouraged to submit accommodation requests as early in the application and admissions process as possible otherwise services may be delayed.

07/26/2019 CONFIDENTIAL ATTORNEY CLIENT COMMUNICATION DRAFT

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Accommodation Request Process

The Academic Success Center, Accommodations and Accessibility Service Counselor works with qualified individuals with disabilities to identify reasonable accommodations that will allow equal access to college programs and services that are not unduly burdensome.

Accommodations are modifications to policy, procedure or practice that may include the provision of auxiliary aids and services designed to afford students with disabilities equal access to all Glenville State College educational programs and activities. Accommodations will be considered when they do not fundamentally alter the nature of a program, course, content, or service or present an undue financial or administrative burden to the College.

Different rules govern disability services in college than in K-12 programs, therefore, accommodations in college may vary from those received during high school. In college, it is the responsibility of the student to request accommodations. The accommodations process is designed to be a collaboration of student, staff, and faculty members.

Individuals seeking accommodations are encouraged to contact OAAS and/or to meet with ASC staff at any time during the accommodation request process if they have any questions about the accommodation process and/or to discuss their accommodation need(s).

Registration with OAAS

Individuals with disabilities seeking accommodations are required to self-identify with OAAS. An intake packet will be provided to the student during the initial interview. The student is required to return the packet with all other forms and documentation required for the specific accommodation requested as explained in this Handbook. All required forms and documentation may be submitted to the ASC Accommodations and Accessibility Services Counselor by hand delivery, email, fax or United States Mail.

In the absence of the ASC Accommodations and Accessibility Services Counselor, questions about the accommodations request procedure and all accommodation request forms and medical documentation may be submitted to the Director of the Academic Success Center.

Eligibility

The term “disability” means, with respect to an individual— (A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.

To be eligible to receive services and accommodations, an individual must be an individual with a disability. For the purposes of receiving services and accommodations, an individual with

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a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities.

The ADA does not specifically name all of the impairments that are covered. However, for the purposes of determining whether an individual has a disability and is eligible to receive services and accommodations, major life activities include, but are not limited to:

caring for oneself	standing	reading
seeing	lifting	concentrating
hearing	bending	thinking
eating	speaking	communicating
sleeping	breathing	working
walking	learning	performing manual tasks

A major life activity also includes the operation of a major bodily function, including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

A qualified postsecondary student with a disability or need for accessibility and/or accommodations is a student with a need(s) who is able with or without reasonable modifications to meet the essential academic and technical standards requisite for admission or participation in the institution's educational program or activity.

Interactive Process

After a request for accommodation has been made, the next step is for the parties to begin the interactive process to determine what, if any, accommodation should be provided.

An accommodation is essentially a problem-solving process. The task is to determine the necessary adjustments that will enable students with disabilities to have access to the same programs and services available to students without disabilities and to have their academic performance evaluated without the limiting effects of their disability as much as possible. The objective of such adjustments is to accommodate the functional limitations of the student's disability while maintaining the integrity of college courses and programs.

The ASC Accommodations and Accessibility Services Counselor determines reasonable academic adjustments for students, taking into consideration recommendations from the physician, psychologist or other clinician that diagnosed the student's disability. The ASC Accommodations and Accessibility Services Counselor also ascertains accommodations that

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previously have been used in educational settings, such as high school, with the student and may give consideration to student preferences for accommodation.

In addition, the ASC Accommodations and Accessibility Services Counselor consults with faculty, staff and sometimes third parties to assist with developing reasonable accommodations. The ASC Accommodations and Accessibility Services Counselor meets individually with students to discuss accommodations. Although some persons may have similar disabilities, each request for accommodation is considered on a case-by-case basis.

This process is referred to as the “interactive process”. After receiving the Registration Form and any other required form(s), OAAS will meet with the individual requesting accommodations to begin the interactive process. The person requesting accommodations should schedule the meeting by contacting OAAS but OAAS may also schedule the initial meeting. An initial meeting with OAAS does not guarantee the individual is eligible to receive accommodations.

The initial meeting should be face-to-face, however, if circumstances require or if the individual requesting accommodations requests, the initial meeting may occur by telephone. Discussions between OAAS and the individual requesting accommodations may also occur via email if necessary. The purpose of the initial meeting is to begin the interactive process to determine what, if any, accommodation(s) can be provided. This means that the individual requesting the accommodation(s) and OAAS must communicate with each other about the request, the precise nature of the problem(s) that is generating the request, how a disability is prompting a need for an accommodation in the academic/ housing/ college environment, and alternative accommodations that may be effective in meeting a student’s needs. OAAS and the individual may discuss a student’s current barriers, the individual’s history of handling past barriers, and what solutions may work. Medical documentation may also be discussed if it has been submitted prior to the initial meeting. OAAS staff members will also answer any questions about the accommodation request process. OAAS may meet with the individual as many times as is necessary to determine appropriate accommodations and/or to collect sufficient medical documentation to determine eligibility and/or to discuss the medical documentation provided.

If the initial information provided by the health professional or volunteered by the requestor is insufficient to enable the ASC Accommodations and Accessibility Services Counselor to determine whether the individual has a “disability” and/or that an accommodation is needed, OAAS will explain what additional information is needed. If necessary, the individual should then ask his/her health care provider or other appropriate professional to provide the missing information. The OAAS may also give the individual a list of questions to give to the health care provider or other appropriate professional to answer. OAAS may also contact the health care provider if the individual has authorized the release of protected health care information.

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After meeting with the individual requesting accommodations and reviewing all medical documentation and required forms, the ASC Accommodations and Accessibility Services Counselor will determine if the individual is a person with a disability and eligible to receive services, and if eligible, what if any reasonable accommodations may be provided to the individual. All decisions are based on objective information obtained through the required forms, the medical documentation provided, and through the interactive process.

If OAAS determines an individual is not eligible to receive services because the individual does not meet the definition of a disabled individual, OAAS will notify the student in writing. Individuals may appeal an ineligibility decision using the Grievance Procedure set forth in this Handbook.

If an individual is eligible to receive services, OAAS will determine what, if any reasonable accommodations may be provided to the student or applicant. OAAS may discuss the individual's limitations with College employees to the extent necessary to determine what, if any, reasonable accommodations can be provided.

OAAS may consult with appropriate faculty, staff and other third parties to determine whether a requested accommodation would fundamentally alter the nature of a course or program and/or whether there are any alternative accommodations available. Decisions regarding essential course or program requirements will be made using the **Essential Program Requirements** section of this Handbook.

OAAS may discuss the accommodation request with health care providers and/or certified health care professionals if the individual making the request has authorized OAAS to do so. OAAS will attempt to obtain information necessary to make reasonable accommodation and eligibility decisions from the person making the request prior to contacting health care providers and/or certified health care professionals. OAAS will notify the person requesting accommodations prior to contacting health care providers and/or certified health care professionals.

All eligibility and accommodation decisions made by OAAS and when applicable any evaluation group are based on objective information obtained through the required forms, the medical documentation, the interactive process and when applicable after consultation with appropriate faculty, staff and any other person consulted during the accommodation process.

OAAS will engage in the above interactive and document review process for all accommodation requests unless stated otherwise.

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Documentation Guidelines

In order to meet the criteria of a person with a disability under state and federal law, a person requesting accommodations must provide sufficient documentation verifying their disability and documenting that their impairment substantially limits one or more major life activities.

Some disabilities can be verified simply by observation in the OAAS office. Other types of disabilities require more formal written documentation. This documentation can only be prepared by a person who is qualified by professional training and practice to diagnose and treat the impairment leading to the disability. Medical doctors, psychiatrists, psychologists, and school psychologists are among the professionals who routinely evaluate, diagnose, and treat disabilities. **The College is not required to provide accommodations until the individual requesting accommodations has provided sufficient documentation of a disability. The College is not required to provide services to evaluate, diagnose, and treat disabilities.**

Typically, individuals are only required to submit medical documentation of a disability one time unless the documentation is not sufficient, the nature of a disability has changed, if student has developed a new undocumented disability or if a student is requesting different accommodations not previously requested and/or not supported by prior documentation.

If the individual requesting accommodations is requesting accommodations for different disabilities that are treated by different health care providers, documentation must be submitted for each disability and treatment provider.

An individualized education program (IEP) or Section 504 plan, if a student has either, may help identify past services that have been effective however, they generally are not sufficient documentation of current needs because of the differences between postsecondary education and high school education; what a student may need to meet the new demands of postsecondary education may be different from what worked for the student in high school. Current documentation in addition to an IEP or Section 504 plan may be required to sufficiently document a disability and/or to determine whether reasonable accommodations are available for the individual making the request. Documentation which identifies “learning problems” or “learning appeals” but does not specifically diagnose a learning disability also generally are not accepted.

Generally ALL medical documentation should include a clear diagnostic statement that describes how the condition was diagnosed, information about the functional impact of the condition on the individual’s ability to participate in the postsecondary academic and learning environment. The medical documentation should include the functional impact of the condition on the individual’s participation in, access to, or enjoyment of Glenville State College’s

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educational programs/activities/employment including but not limited to the individual's program of study, housing, dining services and place of employment. The medical documentation should also include suggestions for appropriate accommodations applicable to the postsecondary setting.

The treating health care provider submitting documentation for a student must specialize in a field consistent with the diagnosis, as well as be familiar with the student's disability and the necessity for the requested accommodation. All documentation must be provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training and has relevant experience. Verification of psychiatric and psychological disabilities can be provided by a licensed clinical social worker (LCSW), licensed professional counselor (LPC), psychologist, psychiatrist or neurologist. The licensed health care professional must be an impartial third party not employed by Glenville State College and must not have a familial relationship to the student. Familial relationship for the purposes of providing medical verification means student or treatment provider in the relationship of husband, wife, father, mother, brother, sister, son, daughter, uncle, aunt, nephew, niece, grandfather, grandmother, grandson or granddaughter, or any of those relationships arising as a result of marriage (for example, brother-in-law).

All documentation should be on official letterhead, typed and signed by the professional. A diagnosis written on a prescription pad, handwritten, or stamped with a signature generally are not accepted. Discretion will be used in accepting older documentation of conditions that are permanent or non-varying. OAAS may request additional documentation if the documentation submitted is not sufficient to determine eligibility and/or to support an accommodation request.

If an individual does not have a documented disability but feels that there is something causing them to struggle in classes, OAAS may refer the individual to outside agencies for evaluation. The individual is responsible for scheduling, for all evaluations, and any incurred costs associated.

General requirements for documentation include the following:

- Documentation must be provided by a licensed or otherwise properly credentialed professional who has appropriate and comprehensive training, relevant experience, and no personal relationship with the individual being evaluated. An appropriate match between the credentials of the professional making the diagnosis and the condition being reported is expected. For example, an orthopedic limitation might be documented by a physician, but not a licensed psychologist.
- Documentation should be relatively recent in order to provide an accurate description of current functioning. The potential for progression or evolution of certain disabilities

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makes updated evaluations, including accurate and timely recommendations for accommodations mandatory, for the best provision of full access to the life activity that is impaired. Because some conditions are permanent or non-varying, guidelines on updated evaluations will differ from case to case and be reviewed as such.

- Documentation must include a clear diagnostic statement. The diagnosis should establish that a disability is present, the date of the most current evaluation, and the date of the original diagnosis. The most recent editions of the Diagnostic Statistical Manual of the American Psychiatric Association and the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization are recommended as the diagnostic guides for the evaluation.
- Documentation should outline the methodology of the diagnosis and assessment, including the diagnostic tests or methods OAS utilized and the results of those procedures. Methodology should be consistent with current professional methods OAS used by those with expertise in working with the disability.
- Documentation should address the functional impact of the disability, whether it is physical, mental, emotional, or behavioral; the disability must substantially limit a major life activity. This functional impact should be detailed explicitly or be evident from the results of the diagnostic methodology. The functional impact of the disability on the postsecondary learning and academic environment should also be included.
- Documentation should include recommendations for accommodations that help provide full access to the life activity impaired and full access to the learning environment. A clear connection between the accommodation and this access should be shown by the evaluation and documentation. Such recommendations can include compensatory strategies or assistive services. Common academic accommodations recommended by professionals include, but are not limited to extended time for testing; extensions on lengthy assignments; peer note taking or lecture notes provided; use of laptop in class for note taking and/or exams; audiotapes of textbooks; audio recording of lectures; flexibility in absences allowed beyond the stated policy; or priority seating.

Essential Standards and Program Requirements

Section 504 and Title II of the ADA do not require the College to modify academic requirements that are essential to the instruction being pursued or to any directly related licensing requirement.

If an individual with a disability requests a modification to an essential course, program/licensing standard and/or requirement, a group of faculty and/or administrators who

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are trained, knowledgeable and experienced in the program area will engage in an individualized review of all of the information accumulated through the registration, documentation and interactive process to determine if the standard or requirement is essential to the educational purpose or objective of the program of instruction or class that cannot be modified and/or to determine what if any reasonable accommodations or auxiliary aids may be provided to a specific individual with a disability.

If the evaluation group determines that a standard or requirement is an essential program requirement that cannot be modified and/or there are no reasonable accommodations and/or auxiliary aids that can be provided, the evaluation group will consider what if any alternatives in essential requirements or standards may be available.

OAAS will notify the individual requesting accommodations of the group's decision in writing via the individual's GSC Email account. If the individual does not have a GSC Email account, the individual will be notified by United States Mail using the local address provided on the OAAS forms. The individual requesting modification or accommodation may appeal the group's decision using the *Grievance Procedure* found in this Handbook.

OAAS and the evaluation group may discuss the individual's request and limitations with College employees to the extent necessary to determine if the request modifies an essential program or course requirement, what, if any, reasonable accommodations can be provided and/or if alternatives in essential technical standard required for program admission are available.

Essential standards decisions may be appealed using the *Grievance Procedure* set forth in this Handbook.

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Academic Accommodations

Students with a diagnosed disability may be entitled to reasonable academic accommodations under the Americans with Disabilities Act (ADA). OAAS arranges reasonable classroom accommodations (sometimes referred to as academic adjustments) and auxiliary aids for qualified individuals with disabilities. The following listing, although not exhaustive, represents some services and accommodations that are more commonly provided to qualified students with disabilities. Eligibility is determined by OAAS on a case-by-case basis:

- Intrusive advising and registration
- Relocation of classes to accessible classrooms and/or buildings
- Assistive technology loans (temporary)
- Accessible materials
- Preferential seating in classrooms
- Recording of lectures
- Use of a scribe for exams and quizzes
- Copies of PowerPoint presentations and overheads
- Reduced course load
- Use of enlarged print for all print-based materials
- Use of a reader for exams and quizzes
- Use of a computer to take exams and/or write papers
- Advanced copy of course syllabus, textbooks, materials, assignments, etc.
- Extra time on exams and quizzes
- Use of a calculator
- Use of a sign language interpreter or real-time captionist
- Receiving handouts in alternate format

More information on the various types of academic accommodations that may be available can be discussed with the Office of Accommodations and Accessibility Services.

Personal aids, attendants and individually prescribed devices and services such as tutoring, personal care attendants, glasses and wheelchairs are the responsibility of the student and not of the institution. As an example, readers and/or note-takers may be provided for classroom use but Glenville State College is not required to provide readers and/or note-takers for personal use or for use during individual study time.

Individuals requesting academic accommodations are required to submit to the registration process noted above in the *Accommodation Request Process* section.

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If the ASC Accommodations and Accessibility Services Counselor determines that reasonable academic accommodations can be provided, OAAS will prepare individual accommodation letters for each instructor listed on the student's registered courses list, or for the appropriate school official, summarizing the approved accommodations relevant to each course and/or program.

Students are responsible for communicating their accommodation needs to each instructor regarding their desired accommodations using the accommodation letter procedure below; students who may need assistance with such communication due to their disability should notify OAAS. OAAS will print, fax, email, and/or mail accommodation letters upon request.

Students are responsible for providing each instructor with their accommodation letter. Students are also responsible for making an appointment with each faculty member during office hours to discuss their accommodation needs for the class. A student may choose not to disclose to one or more of their instructors that they have registered with OAAS and have been approved for accommodations, but please note, a faculty member is not required to provide accommodations in any course until the student has met with and arranged for accommodations with the faculty member.

After meeting with the student, faculty members are required to provide reasonable accommodation(s) in accordance with the accommodation letter unless providing the accommodation would be unduly burdensome or the accommodation would fundamentally alter the program or course of study. Depending upon the nature of the request, OAAS may have discussed a particular accommodation with faculty members prior to approving the accommodation. However, if the accommodation has not been discussed with a faculty member prior to approval and the faculty member believes the accommodation would be unduly burdensome and/or fundamentally alter the course or program of study, the faculty member is required to report his/her concern to the ASC Accommodations and Accessibility Services Counselor immediately.

If a student encounters any problems with the implementation of an academic accommodation, the student should contact the ASC Accommodations and Accessibility Services Counselor immediately.

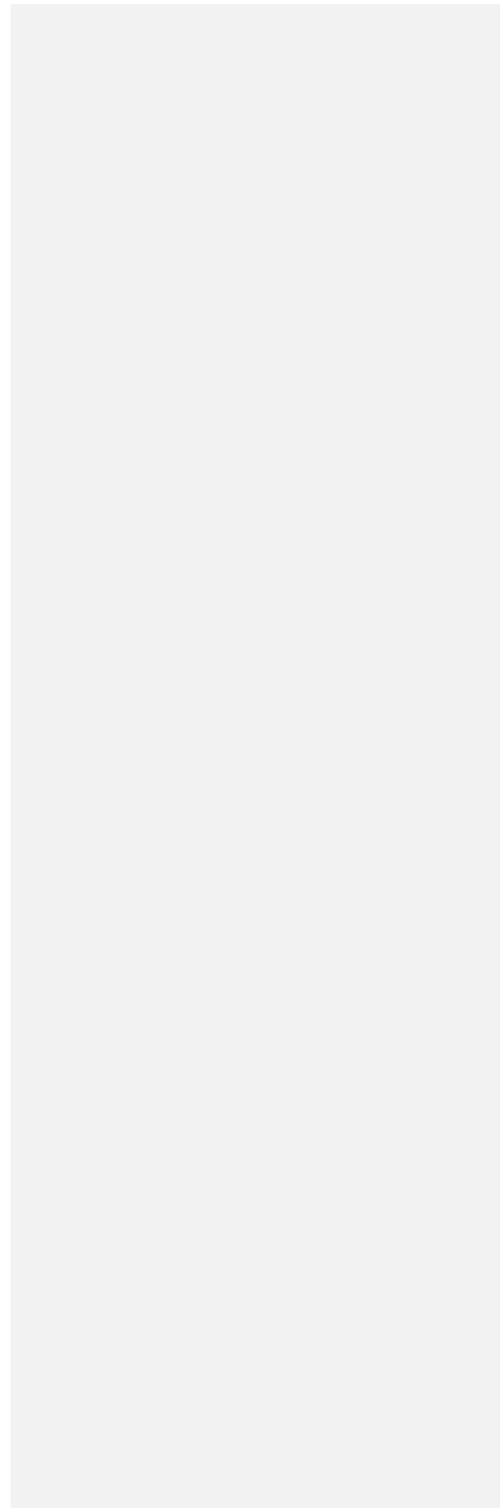
Note: Please remember, because the requirements for classes may vary from academic term to academic term, academic accommodations must be requested by the student in writing each academic term using the RAF form. Students should initiate their requests prior to, or at the beginning of, each academic term to help ensure timely provision of the necessary accommodations. Each student has the primary responsibility for securing assistance. Early and regular contact with the OAAS office will help ensure the timely identification and provision of services and accommodations.

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In addition to the implementation procedures above, implementation of some academic accommodations may require students to follow other request and/or implementation procedures. For example, in addition to the faculty notification procedures above, if exam modifications are an approved accommodation, students are required to follow all *Exam Modifications/Testing Procedures* as set forth in this Handbook. More information on some of the accommodations requiring additional procedures is available in other sections of this Handbook.

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Attendance Policy Modification Requests

Students are expected to be present at all class sessions. On rare occasions 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, including the making up of work missed, are to be arranged between the student and the professor. The student should also understand that he/she is responsible for the academic consequences of any absences. The standard of practice is to allow one absence per credit hour; however, each professor may choose an alternate attendance policy. All faculty are required to state their attendance policies in the course syllabus.

If a student with a disability requests modification of a current College, program or course attendance policy on the RAF form, after engaging in the interactive process and making an eligibility determination, the ASC Accommodations and Accessibility Services Counselor will determine if the student has a documented disability that directly affects the individual's attendance and will determine if modification of a course or program attendance policy would result in a fundamental alteration of an essential element of the course or program of instruction. OAAS will collaborate with faculty members trained and knowledgeable in the field (for example the program director, department chair, and/or other faculty members) to determine if attendance is a program requirement.

If documentation of a disability supports a modification to an attendance policy, the ASC Accommodations and Accessibility Services Counselor will provide the faculty members requested by the student with an **Attendance as a Modification Questionnaire**.

The ASC Accommodations and Accessibility Services Counselor may consider the following when making attendance policy modification decisions:

- What elements of the class experience are used to calculate the final grade?
- Does the instructor record attendance?
- What are the classroom practices and policies regarding attendance?
- To what extent is the classroom interaction between the instructor and students or between students?
- Do student contributions constitute a significant component of the learning process?
- Does the fundamental nature of the course rely on student participation as an essential method for learning?
- To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?

If modification to an attendance policy is granted as an accommodation, the accommodation will be included in the student's accommodation letter. To implement the

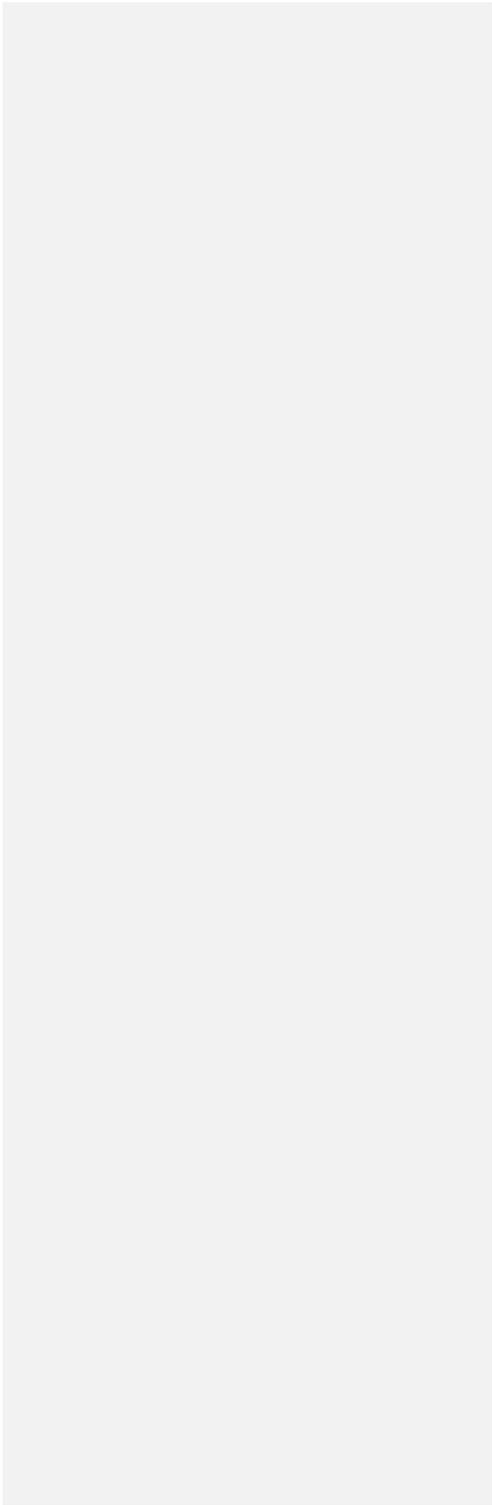
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attendance policy modification accommodation, the student receiving the attendance policy modification accommodation is required to: (a) follow the accommodation letters procedures set forth in the **Academic Accommodations** section of this Handbook; and (b) return a completed **Attendance Policy Modification Agreement** to OAAS.

Attendance policy modification decisions may be appealed using the **Grievance Procedure** set forth in this Handbook.

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Campus Accessibility

Glenville State College is committed to providing resources and an accessible environment to ensure all students have equal opportunities and accommodations for their needs. In addition to working across our campus to support welcoming environments, the Office of Accommodation and Accessibility Services also works individually with students to identify barriers to access and implement reasonable accommodations when it is necessary.

Each building on campus is equipped with accessible entrances. Maps of accessible entrances are available in the Academic Success Center. You can also find those locations online at: [Campus Accessibility Map](#)

There are elevators available to students in the following buildings: Goodwin Hall, Health and Physical Education Building, Louis Bennett Hall, Mollohan Campus Community Center, Robert F. Kidd Library, Science Hall, and the WACO Center. There may be times that the elevators are being serviced or are out of commission for short periods of time. Should this occur, please call 304-462-6051 or 304-462-4118 to report the outage and to determine an alternative accessible route or plan.

If you need shuttle assistance accessing the RFK Library, please call (304) 462-4109 to notify and request pick-up and/or drop-off to the Library Circulation Desk. The shuttle will continue on its usual route throughout campus, making stops at the RFK Library accessible entrance as needed.

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Emergency Preparedness

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An emergency can occur at any given time, how someone recovers from it will depend greatly on how the plan ahead of time. The Office of Accommodations and Accessibility Services encourages every student to prepare for emergencies based upon their own individual needs as we know that each student's abilities are unique in their own way.

As a student, you will need to notify the Office of Accommodations and Accessibility Services of any assistance you may need in the event of an emergency. Our campus Public Safety Office will be informed of pertinent information regarding any individual's needs for assistance during an emergency. Public Safety will keep this information in a location that is easily accessed by them during an emergency. Please note that an individual's immediate location will not always be known by Public Safety.

Should you wish to be notified of any emergency situations related to Glenville State College, please be sure to subscribe to our notification system at: <https://glenville.omnilert.net/subscriber.php?sso=1> The emergency notification system will allow you to receive information about school closings, broken water mains, road closures, and similar emergency situations. To login, please use your GSC domain user name and password.

If you need assistance during an emergency, please call Public Safety at (304) 462-6450 and/or 911 to notify them of your location, including the building, floor, room, and time.

Find more advice for preparedness for people with disabilities at <http://www.ready.gov>.

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Dining Accommodations, Procedures, and Guidelines

Students residing in Goodwin Hall or Pioneer Village are required to purchase a Dining Services meal plan. In compliance with Section 504 and the ADA, Glenville State College has established the following procedures to ensure that students with documented disabilities have access to reasonable on-campus dietary accommodations. Students requesting on-campus dietary accommodations are required to:

- Register with OAAS using the **Intake Form**;
- Submit to the ASC Accommodations and Accessibility Services Counselor a completed **Request for Dietary Accommodations Form** for each academic year the student needs the accommodation; and
- Provide the ASC Accommodations and Accessibility Services Counselor sufficient medical documentation verifying a disability that meets the requirements set forth in the **Documentation Guidelines** section of this Handbook

The ASC Accommodations and Accessibility Services Counselor will meet with the person requesting dietary accommodations and engage in the interactive process to determine if the individual is eligible to receive dietary accommodations and to discuss the accommodations requested. Eligibility for meal plan accommodation requests are determined on a case-by-case basis by a committee consisting of representatives from Glenville State College Dining Services and ASC Accommodation and Accessibility Services only when all documentation has been submitted. If the committee determines the student is not a person with a disability eligible to receive accommodations, the student will be notified in writing.

Requests for meal plan exemptions based on dietary preferences or for financial reasons will not be granted. In some cases, Dining Services can institute a plan to reasonably accommodate a student's medically restricted dietary needs that would include modified/alternative food preparation and products. If after meeting with the student and the ASC Accommodations and Accessibility Services Counselor, Dining Services determines that the dietary needs of a student with documented disabilities cannot be accommodated, the student may request a medically required meal plan exemption as an accommodation.

If eligible to receive accommodations, the ASC Accommodations and Accessibility Services Counselor will meet with Dining Services staff and the student to discuss the student's accommodations request and dietary needs. The student can expect to discuss the following:

- All of the food options and/or allergy-alternative food products that Dining Services has available.

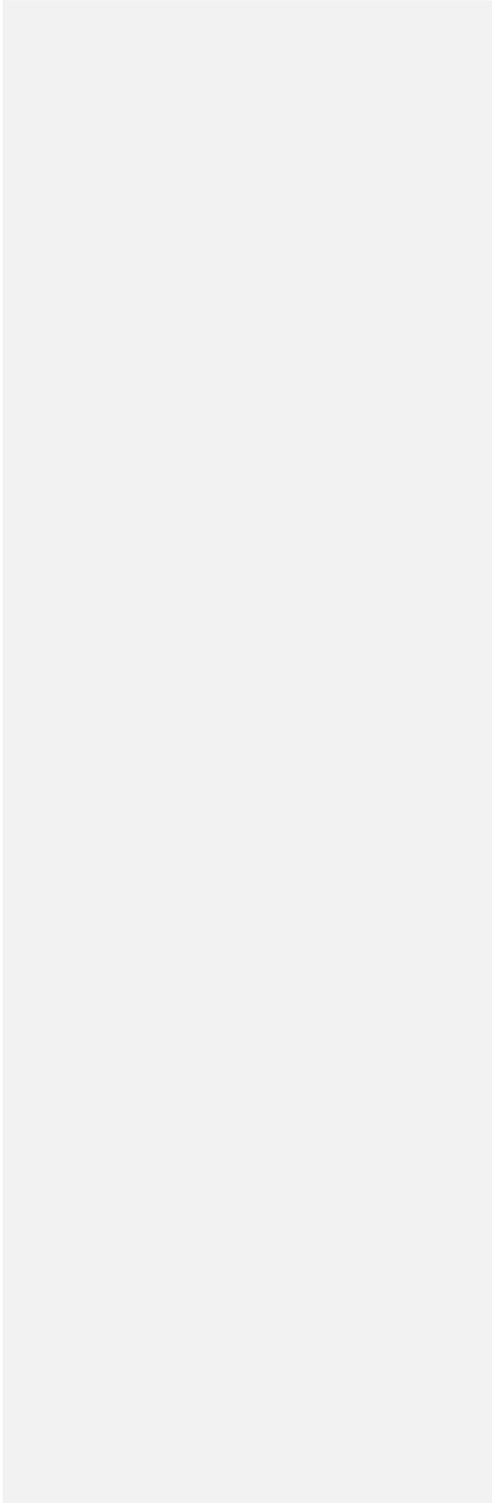
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- How to access menus on the College website and how to obtain nutritional and food content information.
- An introduction to the dining services staff that will be working with you, if necessary.

Denial of dietary and meal plan modification accommodation requests may be appealed using the **Grievance Procedure** set forth in this Handbook.

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Housing Accommodations for Students with Disabilities

Glennville State is a residential college and the residential experience is understood to be an essential part of a student's development and educational growth. Glennville State is committed to equal access and full participation of students with disabilities in all aspects of College life, including residential life. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Glennville has established procedures to ensure that students with documented disabilities receive housing assignments or accommodations that reasonably meet their needs as required by law.

Please be advised that requests for particular housing assignments based on a student's preference, rather than need, for a particular type of living environment or location will not be honored. (e.g. A student with ADHD or a learning disability seeking a single room to serve as a quiet, undisturbed place to study represents a preference, but not a necessity.) Accordingly, single room accommodations are reserved for individuals whose documentation illustrates clear and substantial needs, and for whom a standard housing assignment with a roommate is not viable.

Students seeking a housing accommodation based on a disability related need will need to submit the appropriate documentation to the Office of Accommodations and Accessibility. Reasonable modifications might include a room on the first floor, accessible grab bars in the bathroom, or smoke and fire detectors with strobes. Other possible modifications, depending on the specific circumstances, may be available as necessary to provide access to Residence Life. Requests for housing accommodations are considered on a case-by-case basis, and the college will prioritize requests based on documented need and availability. It is the student's responsibility to notify the Office of Accommodations and Accessibility of any changes in the requested housing modification during their enrollment in the college.

Requests must be submitted and reviewed on a yearly basis and, in some cases, additional or updated documentation may be requested from the treating health care provider. While we try to honor all requests, the College cannot guarantee all accommodations granted for one academic year will be granted for subsequent years. Any modifications will be the result of an interactive process between the student, the Residence Life Director, and the Office of Accommodations and Accessibility. The following factors are taken into consideration when evaluating housing requests:

- Clarity of student requests and supporting documentation
- Availability of residential space at the time of the request
- Alternative accommodations that would achieve similar benefits
- Negative health/academic impact if the request is not granted

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Requests for off-campus housing should be directed to the Office of Student Life. If the request is based on a disability related need, the Office of Accommodations and Accessibility will review the request along with any supporting documentation and provide a recommendation to the Office of Student Life. The Office of Student Life will then provide the student with a formal response to their request.

Students' whose requests are denied or who are dissatisfied with the process or its outcome have the option to file a petition using the **Grievance Procedure** set forth in this Handbook.

Housing Accommodations (Not Accommodation Animal Requests)

This procedure is not used for Service Animal or Emotional Support Animals in housing requests. The procedures for requesting a modification to the no-pets-in-residence halls policy are set forth in the Accommodation Animals Request Procedures section of this Handbook.

Glennville State College is committed to providing equal educational opportunity to and full participation of in its programs and services to students with disabilities. Accordingly, and Office of Residence Life work collaboratively to provide reasonable and appropriate housing accommodations that are not unduly burdensome to students with disabilities who live on campus.

Examples of Housing Accommodations may include an elevator accessible room, a first or ground floor room, single room, modifying room assignments to accommodate students with mobility impairments, and installing visual room alarms for fire alarms, phone, etc. for hearing impaired students.

Students requesting Housing Accommodations are required to:

- Register with OAAS using the **Registration Form**;
- Submit to the ASC Accommodations and Accessibility Services Counselor a completed **Request for Housing Accommodation Form** for each academic year (or semester if the individual requests housing in the middle of an academic year) the individual wants to receive housing accommodations; and
- Provide the ASC Accommodations and Accessibility Services Counselor sufficient medical documentation verifying a disability if the disability is not readily observable. Medical documentation must meet the requirements set forth in the **Documentation Guidelines** section of this Handbook.

OAAS will accept and consider requests for Housing Accommodations at any time, however, students making the request should submit the request as early in the housing application process as possible. Typically students requesting Housing Accommodations should submit the **Housing Accommodations Request Form** at least 60 (sixty) days prior to the

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beginning of the semester the student will move-in. All other Residence Life housing application deadlines must be followed by the individual making the request for accommodation.

The student requesting housing accommodations should schedule an initial meeting with OAAS, however, the ASC Accommodations and Accessibility Services Counselor may schedule the initial meeting in accordance with the guidelines set forth in the Interactive Process section of this Handbook. OAAS will engage in the interactive process with the student to determine reasonable accommodations.

After meeting with the student and engaging in the interactive process, the ASC Accommodations and Accessibility Services Counselor will determine whether the student is an individual with a disability eligible to receive accommodations. If the ASC Accommodations and Accessibility Services Counselor determines the individual is not eligible to receive accommodations, the individual will be notified in writing. The ASC Accommodations and Accessibility Services Counselor's eligibility decision may be appealed using the **Grievance Procedures** set forth in this Handbook.

If the ASC Accommodations and Accessibility Services Counselor determines the individual making the request is eligible to receive housing accommodations, a committee consisting of representatives from OAAS and Residence Life and/or Student Life and the Physical Plant will meet to evaluate the accommodation request. The committee may decide to approve the request, deny the request, or request more information from the student.

The ASC Accommodations and Accessibility Services Counselor will notify the student in writing of the committee's housing accommodation request decisions. The committee's Housing Accommodation request decisions may be appealed using the **Grievance Procedure** set forth in this Handbook.

Academic and Housing Accommodation Animals Request Procedures

Glenville State College Residence Life and other practices prohibit individuals from having animals other than fish in any type of College housing as well as prohibit animals in some campus areas.

Individuals with disabilities may use Service Animals and Emotional Support Animals for a variety of reasons and may request an accommodation animal as an exception to Glenville State College's no-animal policies using the procedures in this section. When evaluating requests for accommodation animals, OAAS may consult as necessary with individuals, including but not limited to Residence Student Life personnel, necessary to evaluate and determine when applicable whether the person making the request is an individual with a disability, to determine the need for and the appropriateness of the accommodation animal request and to discuss housing procedures for the care and housing of the accommodation animal.

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This procedure does not apply to student employees requesting a Service Animal as an employment accommodation. Student employee requests to modify the College's no-animals-in-the-workplace practice are required to follow the procedures in the **Student Employment Accommodation Request Procedure** section of this Handbook.

Academic and Housing Service Animal Request Procedure

Title II defines Service Animal as a dog (and in some circumstances a miniature horse) that is individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include, but are not limited to, guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person to take prescribed medications or performing other duties. Service animals are working animals, not pets.

Service Animals may accompany individuals in College housing and in all areas of the College where the public is normally allowed to go including boarding Glenville State College Shuttle Service vehicles. Service animals trained to respond to an individual's needs, are different than untrained Emotional Support Animals whose mere presence may positively affect a person's disability. Service Animals with recognition-and-response training, are covered under the ADA.

The following are NOT considered Service Animals:

- Any other animals besides dogs whether wild or domestic, trained or untrained;
- Animals that serve solely to provide a crime deterrent effect; and
- Emotional support, comfort, or companionship animals

The work or tasks performed by a Service Animal must be directly related to the individual's disability. A note from a health care provider stating that the person has a disability and needs to have the animal for emotional support does not turn an animal into a Service Animal.

Individuals requesting a Service Animal as an accommodation are required to register with OAAS by submitting a completed **Service Animal Form (SAF)** to the ASC Accommodations and Accessibility Services Counselor.

Students requesting only a Service Animal as an accommodation are not required to complete a Registration Form.

Students requesting a Service Animal as an accommodation and other accommodations (for example a class note-taker) are required to complete both forms and/or any other forms required for any specific accommodation requests.

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Due to changing residential assignments and settings and licensing and vaccination requirements, individuals requesting a Service Animal as an accommodation must submit a **Service Animal Form** each academic year (updated documentation may be required) the individual needs the accommodation.

Glenville State College will accept and consider requests for a Service Animal accommodation request for College housing at any time, however, the individual making the request for a Service Animal that will also reside in College Housing should submit their request as early in the housing application process as possible. Typically, individuals requesting a Service Animal as accommodation in housing should submit the SAF at least sixty (60) days prior to the move in day to allow enough time to evaluate the request prior to move in day. All other Housing and Residence Life housing deadlines must be followed by the individual making the request for accommodation.

If the need for the Service Animal is not readily observable, students are required to answer the following questions which are included on the SAF:

- Is the animal a Service Animal required because of a disability? And;
- What work or task has the animal been trained to perform?

OAAS will not ask about the person's disability, require medical documentation of the disability required for other accommodation requests, or require a special identification card/training documentation for a Service Animal, or ask that the Service Animal demonstrate its ability to perform the work or task.

OAAS will evaluate requests for Service Animal accommodations on a case by case basis. OAAS may meet with the individual making the Service Animal Accommodation request and may consult with Housing and Residence Life staff, and/or any other individuals who may be necessary to evaluate or implement a Service Animal accommodation request.

Service Animal accommodation requests may be denied and/or Service Animals may be excluded from campus if:

- The Service Animal poses a direct threat to the health or safety of others that cannot be reduced or eliminated by another reasonable accommodation (for example if the animal is not housebroken). Under the "direct threat" provisions of the ADA, OAAS will determine, on a case-by-case basis, whether a particular Service Animal can be excluded based on that particular animal's actual behavior or history. OAAS may not exclude a Service Animal because of fears or generalizations about how an animal or breed might behave.

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- Admitting the Service Animal would fundamentally alter the nature of a service or program.
- The Service Animal is out of control and the handler does not take effective action to control it. For example, a Service Animal will not be allowed to bark repeatedly in a lecture hall, theater, library, residence hall/housing unit, or other quiet place. If a Service Animal is out of control and the owner does not take effective action to control it, Glenville State College may deny a request for accommodation and/or the Service Animal may be removed from the premises immediately.

If a student has been approved for a Service Animal accommodation, OAAS will provide individuals approved for a Service Animal accommodation with an accommodation letter that must be provided to instructors and to the Director of Residence Life. The ASC Accommodations and Accessibility Services Counselor may ask the student how s/he would like to notify others that may come in contact with the Service Animal for health and safety purposes, OAAS may advise Building Service Workers and provide notice to others near the residence which Residence Hall rooms house Service Animals but will not disclose the name of the student benefitting from the Service Animal, the disability and/or any other confidential information.

Students approved for a Service Animal accommodation are required to meet with the ASC Accommodations and Accessibility Services Counselor to discuss and sign the **Service Animal Agreement** which outlines the responsibilities of the animal owner and includes other requirements and procedures for the owner and the Service Animal.

If the Service Animal will be residing in College Housing, all roommates will be provided with the **Service Animal/Emotional Support Animal Roommate Notification Form**.

If the ASC Accommodations and Accessibility Services Counselor denies the request for a Service Animal, the student will be notified in writing. Students may appeal the ASC Accommodations and Accessibility Services Counselor's decision using the **Grievance Procedure** set forth in this Handbook.

Emotional Support Animal Request Procedure

The FHA and Section 504 requires Glenville State College to provide reasonable accommodations in College Housing for Emotional Support Animals. Emotional Support Animals are not covered by the ADA. Emotional Support Animals are distinct from Service Animals, which are covered by the ADA and are limited to dogs and in some limited circumstances miniature horses that are trained to perform specific tasks.

Emotional Support Animals may not accompany the individual with a disability outside of the residential setting and are not allowed in any other buildings on College property, nor are

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they allowed in other controlled spaces on campus or in Glenville State College Shuttle Service Vehicles.

The College is not required to approve Emotional Assistance Animals that:

- pose a direct threat to the health and safety of others;
- would cause a substantial physical damage to the property of others;
- would pose an undue financial or administrative burden; or
- would fundamentally alter the nature of the provider's operations

Individuals with disabilities requesting Emotional Support Animals as a Housing and Residence Life accommodation are required to:

- Register with OAAS using the **Registration Form**;
- Submit to the ASC Accommodations and Accessibility Services Counselor a completed **Emotional Support Animal Request Form**; and
- Provide to the ASC Accommodations and Accessibility Services Counselor sufficient documentation from a qualified health care provider that is not related to the individual making the request that verifies the existence of a disability and the need for the housing accommodation and that meets the requirements set forth in the **Documentation Guidelines** section of this Handbook; additional medical documentation may be requested if prior medical documentation is not sufficient to support new requests for Emotional Support Animal accommodation requests. The medical documentation must also include an explanation from the treating professional that explains: (a) the necessity of the Emotional Assistance Animal for the student to use or enjoy campus housing; and (b) the relationship between the student's disability and the relief the assistance animal provides; **medical documentation must verify the animal provides support that alleviates at least one of the identified symptoms or effects of the existing disability.**

The individual requesting the Emotional Support Animal accommodation should schedule an initial meeting with OAAS, however, the ASC Accommodations and Accessibility Services Counselor may schedule the initial meeting in accordance with the guidelines set forth in the **Interactive Process** section of this Handbook. OAAS will engage in the Interactive Process with the individual requesting the Service Animal accommodation.

After meeting with the individual making the request and engaging in the interactive process, the ASC Accommodations and Accessibility Services Counselor will determine whether the individual making the request is an individual with a disability eligible to receive accommodations. If the ASC Accommodations and Accessibility Services Counselor determines the individual is not eligible to receive accommodations, the individual will be notified in writing.

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The ASC Accommodations and Accessibility Services Counselor's eligibility decision may be appealed using the **Grievance Procedures** set forth in this Handbook.

If the ASC Accommodations and Accessibility Services Counselor determines the individual making the request is eligible to receive accommodations, a committee consisting of representatives from OAAS, Residence Life/Student Life and/or the Physical Plant will meet to evaluate the accommodation request. The committee may decide to approve the request, deny the request, or request more information from the student.

When evaluating Emotional Assistance Animal accommodation requests, the Committee will consider:

- Whether the animal is necessary to afford the person with a disability an equal opportunity to enjoy College housing;
- Whether there is an identifiable relationship or nexus between the disability and the assistance the animal provides;
- Whether the animal would pose a direct threat to the health and safety of others;
- Whether the animal would cause a substantial physical damage to the property of others;
- Whether the animal would pose an undue financial or administrative burden; and
- Whether the animal would fundamentally alter the nature of the provider's operations

If the committee denies the Emotional Service Animal Request, the ASC Accommodations and Accessibility Services Counselor will meet with the individual and will engage in an interactive dialogue with the individual and the members of the committee to determine if alternative accommodations are available. If no alternate accommodations are available, the ASC Accommodations and Accessibility Services Counselor will notify the individual in writing. The notification will include the committee's decision to deny the Emotional Service animal request.

The committee's decision denying the Emotional Service Animal request and the ASC Accommodations and Accessibility Services Counselor's decision denying alternate accommodations may be appealed using the **Grievance Procedures** set forth in this Handbook.

If the committee approves the Emotional Support Animal request for accommodation, the ASC Accommodations and Accessibility Services Counselor will provide the individual with an accommodation letter that must be provided to the Director of Residence Life prior to moving the animal into College Housing.

Students approved for an Emotional Support Animal accommodation are required to meet with the ASC Accommodations and Accessibility Services Counselor and to discuss and sign the **Emotional Support Animal Agreement** which outlines the responsibilities of the animal owner and includes other requirements and procedures for the owner and the Emotional Support

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Animal. All roommates will be provided with the **Service Animal/Emotional Support Animal Roommate Notification Form**.

Removal of a Service Animal and/or Emotional Support Animal

Requests to remove a Service Animal and/or Emotional Support Animal must be submitted in writing to the OAAS using the Service Animal/Emotional Support Animal Removal Request Form. Within a reasonable time after receiving the request, the ASC Accommodations and Accessibility Services Counselor will investigate the request and notify the requesting party and the individual benefitting from the Service/Emotional Support Animal of the decision in writing. Appeals of the ASC Accommodations and Accessibility Services Counselor’s decision may be filed by either party using the **Grievance Procedures** set forth in this Handbook.

Conflicting/Competing Disability Accommodations

Allergies and fear of dogs are not valid reasons for denying access or refusing service to individuals using Service or Emotional Support animals.

Students with medical condition(s) affected by Service and/or Emotional Support Animals should contact OAAS if they have a health or safety related concern about exposure to a Service and/or Emotional Support Animal. The student reporting the concern will be asked to register with OAAS and to provide medical documentation in accordance with the Accommodation request procedures.

Employees who may have a health or safety related concern about exposure to a Service and/or Emotional Support Animal should contact the Human Resources Office.

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Student Employment Accommodation Request Procedure

Commented [AM4]: Do I need to handle this or should the HR Department handle situations relating to employment?

Title I prohibits employers, with 15 (fifteen) or more employees, including State governments, from discriminating against qualified individuals with disabilities in the job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. Title I also requires employers to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, unless to do so would cause undue hardship.

Qualified disabled student employees requesting reasonable employment accommodations are required to:

- Register with OAAS using the **Registration Form**;
- Submit to the ASC Accommodations and Accessibility Services Counselor a completed Glenville State College **Student ADA Reasonable Employment Accommodation Request and Medical Verification Form**; and
- Provide sufficient medical documentation verifying a disability.

Glenville State College Student ADA Reasonable Employment Accommodation Request and Medical Verification Forms are available in the Appendix of this Handbook, in the OAAS and online at: **** Add forms/Website**

The student requesting the employment accommodations should schedule an initial meeting with OAAS to begin the interactive process, however, the ASC Accommodations and Accessibility Services Counselor may schedule the initial meeting in accordance with the guidelines set forth in the **Interactive Process** section of this Handbook. OAAS will engage in the **Interactive Process** with the student requesting employment accommodations.

After meeting with the student and engaging in the interactive process, the ASC Accommodations and Accessibility Services Counselor will determine whether the student is an individual with a disability eligible to receive employment accommodations. If the ASC Accommodations and Accessibility Services Counselor determines the individual is not eligible to receive employment accommodations or if no reasonable accommodations are available, the student will be notified in writing. The ASC Accommodations and Accessibility Services Counselor's employment accommodation decisions may be appealed using the **Grievance Procedures** set forth in this Handbook.

Service Animal Student Employment Accommodation Request Procedure

Title I, applicable to employment, does not specifically address Service Animals in the workplace. A request from a student employee for a Service Animal as an employment accommodation, is processed like any other request for reasonable accommodation. Glenville

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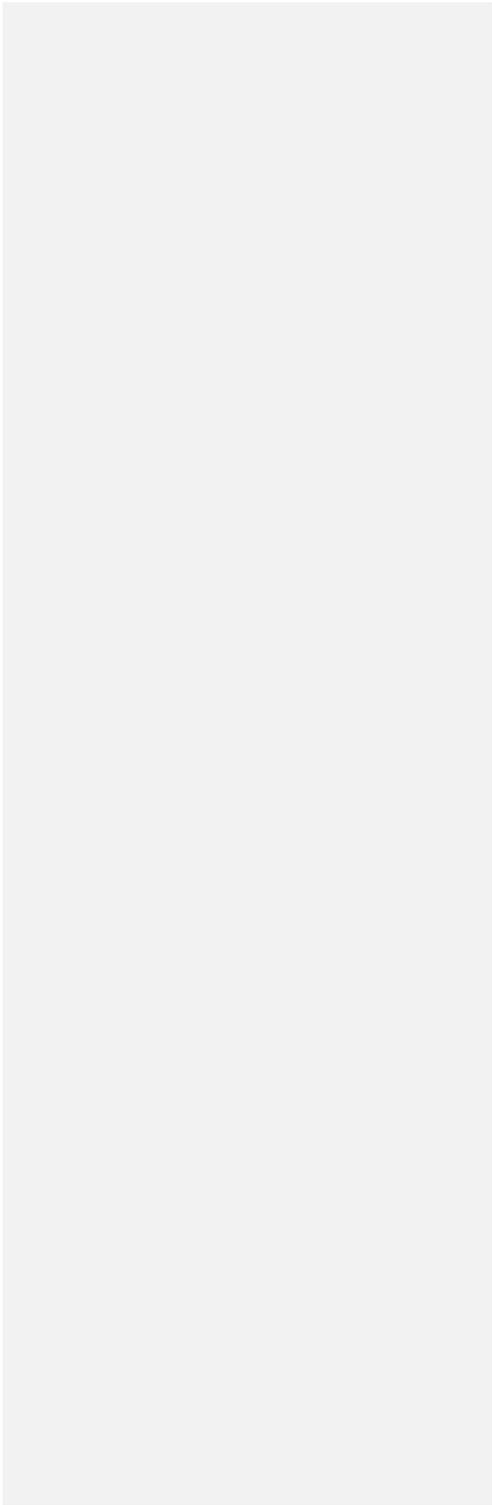
State College must consider the request, but does not have to automatically allow Student Employees to bring their Service Animals to work. A request to bring a Service Animal to work is essentially a request for Glenville State College to modify its no-animals-in-the-workplace policy.

Student employees requesting a Service Animal in the workplace are required to follow the Student Employee Employment Procedures.

As an employer, in addition to the medical documentation required to verify a disability, Glenville State College may require that a Service Animal be trained to be in a particular workplace and capable of functioning appropriately in the work environment. A student employee who trains his or her own Service Animal or who does not have any training certification documents may be asked to document or demonstrate that the service animal is in fact appropriately trained and will not disrupt the workplace.

07/26/2019 CONFIDENTIAL ATTORNEY CLIENT COMMUNICATION DRAFT

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Faculty Challenge Procedure

(per Glenville State College policy)

Faculty may challenge accommodations that fundamentally alter academic standards or compromise core pedagogical components of a course. Faculty may also challenge accommodations, academic modifications, and/or auxiliary aids if they are unreasonable for one or more of the following reasons:

- a) Pose a direct threat to the health and safety of others:
- b) Constitute a substantial change or alteration to an essential element of a course or program;
- c) Pose undue financial or administrative burden on the College

Within ten business days after meeting with a student to discuss accommodations, a faculty member may challenge an accommodation by submitting a letter to the Accommodations and Accessibilities Counselor that clearly states the basis for the challenge. The faculty member should also include in the letter the program name, the name of the course, meeting times, and any other information and/or documentation that s/he wants the Accommodations and Accessibilities Counselor to consider when making a decision on the challenge. The Accommodations and Accessibilities Counselor will notify the student of the challenge. Interim services may be provided while the challenge is being considered. The Accommodations and Accessibilities Counselor will work with the student and the faculty member to resolve the challenge. The Accommodations and Accessibilities Counselor may discuss the challenge with the faculty member, the student and/or any other individual necessary to address the issues set forth in the challenge. Due to confidentiality, the nature of the disability may not be disclosed to the faculty member unless there is a specific need to know.

If the matter is resolved, the Accommodations and Accessibilities Counselor will provide the faculty member and student with written notification of the appropriate reasonable accommodation. If the Accommodations and Accessibilities Counselor is unable to resolve the matter, the Coordinator will notify the parties in writing and will refer the original challenge letter and the student's Disability Services file to the ADA Coordinator for review. The ADA Coordinator, may but is not required to meet with the student, faculty member and/or Accommodations and Accessibilities Counselor.

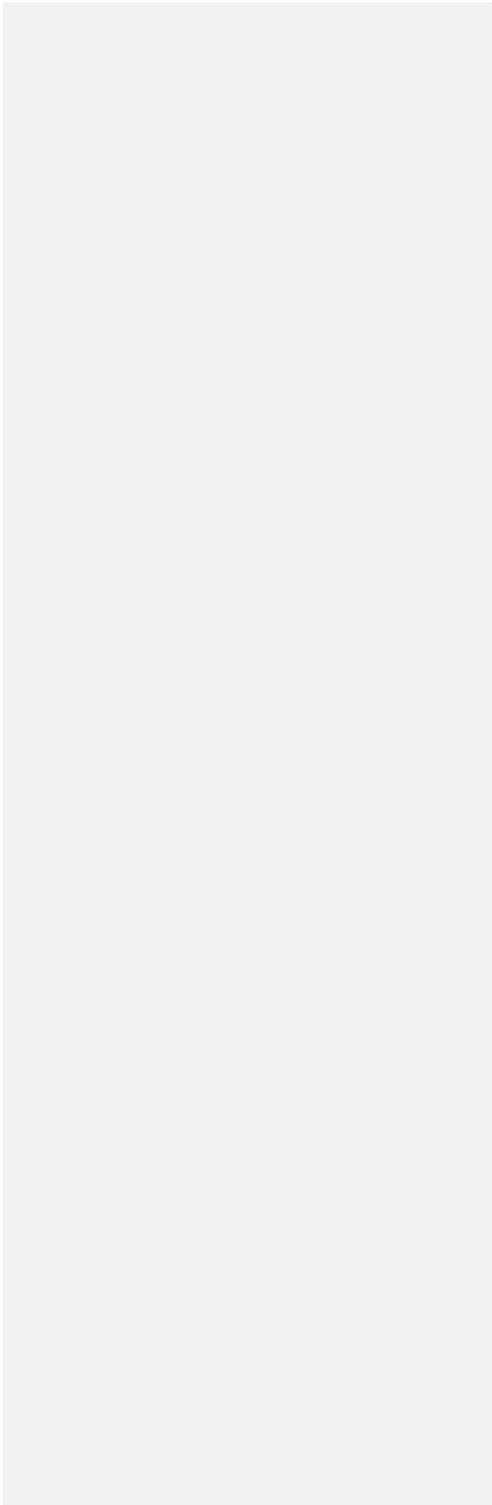
Within a reasonable time after receipt of the challenge letter from the Accommodations and Accessibilities Counselor and after reviewing the information provided in the appeal, in the student's Disability Services file and any other relevant information, the ADA Coordinator or designee will issue a written decision. Within five business days after receipt of the ADA

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Coordinator's decision, either party may appeal the ADA Coordinator's decision to the Vice President of Academic Affairs by sending an appeal letter to the ADA Coordinator. The appeal letter should state the name, title, if applicable, of the person appealing, the date of the ADA Coordinator's decision and the basis for the appeal. The ADA Coordinator will refer the appeal and the student's Office of Accommodations and Accessibility Services file to the Vice President of Academic Appeals for consideration. Within a reasonable time of receiving the appeal, the Vice President of Academic Affairs will issue a decision in writing. The Vice President's decision is final.

07/26/2019 CONFIDENTIAL ATTORNEY CLIENT COMMUNICATION

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Student ADA/Rehabilitation Act Grievance Procedure

(Per Glenville State College policy)

Glenville State College is committed to a policy of ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in College programs or activities due to his or her disability. The College is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and the Rehabilitation Act of 1973 (section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities.

This Grievance Procedure is designed to address disagreements or denials regarding requested services, reasonable accommodations, or modifications to College academic practices or requirements.

Discrimination, harassment and/or retaliation against anyone who requests accommodations, files a complaint or otherwise participates in the investigation or disposition of a complaint is prohibited by the ADA, Glenville State College Policy and other state and federal laws.

Accessibility complaints, harassment, discrimination, retaliation, and/or hostile environment complaints should be filed directly with the ADA Coordinator using the Discrimination/Harassment/Sex Discrimination/Sexual Harassment/Retaliation Complaint form and the Discrimination/Harassment/Retaliation/Title IX Complaint Procedures. The procedures and complaint form are available in the ADA Coordinator/Human Resources Office and online.

Informal Grievance Procedure

With respect to any grievance covered under this procedure and as a prerequisite to initiating a formal grievance, a student shall first attempt to resolve his or her complaint informally with the Accommodations and Accessibilities Counselor by requesting a meeting with the Accommodations and Accessibilities Counselor within ten days of receipt of the decision at issue using the *Denial of Reasonable Academic Accommodation Meeting Request Form*. The purpose of the meeting is to provide the student with an opportunity to discuss the basis of his/her complaint informally, to provide the student with an opportunity to present any additional information, and/or documentation supporting the request for reasonable accommodation and to provide the Accommodations and Accessibilities Counselor the opportunity to reconsider the request for reasonable accommodation.

The Accommodations and Accessibilities Counselor may contact faculty, administrators, or professionals that can provide information necessary to reevaluate the request for

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reconsideration. If confidential information is to be released to or received by a third party not affiliated with the College, the student will be asked to sign a Release of Information form.

The Program Coordinator or their designee will notify the student of their decision within 10 working days of the meeting. If the grievance is not resolved informally, then the student shall have the right to invoke the appropriate formal grievance procedure detailed below.

Formal Grievance Procedure for the Denial of Academic Reasonable Accommodations and Services

1. Level One – Within five business days of receipt of the Accommodations and Accessibilities Counselor’s written decision, a student may file a formal grievance by completing a *Denial of Request for Reasonable Academic Accommodation Level One Complaint Form* available in the Office of Accommodations and Accessibility Services, the office of the ADA Compliant Officer/Director of Human Resources located on the first floor of the Harry B. Heflin Administration Building, and online. The student must include a copy of the Accommodations and Accessibilities Counselor’s decision and should include any other information s/he wants the ADA Coordinator to consider when making their decision. The student should retain a copy of the complaint form for his/her records. The Accommodations and Accessibilities Counselor will forward the appeal and the student’s Disability Services file to the ADA Coordinator for consideration.

2. The ADA Coordinator or their designee shall assess the formal complaint and review all information, including but not limited to the information provided by the student in the appeal, the Accommodations and Accessibilities Counselor’s decision, and the information contained in the student’s Disability Services file to make a final decision. If requested, the student shall supply any additional information and/or documentation as requested by the ADA Coordinator or designee. The ADA Coordinator or designee may but is not required to meet with the student and/or Accommodations and Accessibilities Counselor prior to making a decision. All of the information and documents considered by the ADA Coordinator or designee, including but not limited to any meeting notes if applicable, shall be referred to as the Level One record. Within a reasonable time and as circumstances warrant, the ADA Coordinator or designee will issue a written decision.

3. Level Two – Within five business days of receipt of the ADA Coordinator’s decision, the student may appeal the decision to the Vice President of Academic Affairs by submitting a *Denial of Request for Reasonable Academic Accommodation Level Two Appeal Form* to the ADA Coordinator. The ADA Coordinator will forward the student’s appeal and the Level One record to the Vice President of Academic Affairs for consideration. Within a reasonable time after receipt of the

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appeal and as circumstances warrant, the Vice President or their designee will issue a written decision on the appeal. The Vice President's decision is final.

Commented [ASC5]: Grievance procedure needs to be changed in policy.

Contact Information

Office of Accommodations and Accessibility Services

Glenville State College
200 High Street
Glenville, WV 26351
Telephone: (304) 462-6051

Director, Human Resources

Coordinator, Title IX/AA/EEO
Glenville State College
200 High Street
Glenville, WV 26351
Telephone: (304) 462-6193

Vice President, Academic Affairs

Office of Academic Affairs
200 High Street
Glenville, WV 26351
Telephone: (304) 462-6110

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Office of Civil Rights (OCR) Complaint

Although students are encouraged to attempt to resolve complaints pertaining to disabilities by using the Grievance Procedure, students have the right to file a complaint directly with the U.S. Department of Education, Office for Civil Rights (OCR) at:

Office for Civil Rights,

Philadelphia Office

U.S. Department of Education

The Wanamaker Building

100 Penn Square East, Suite 515

Philadelphia, PA 19107-3323

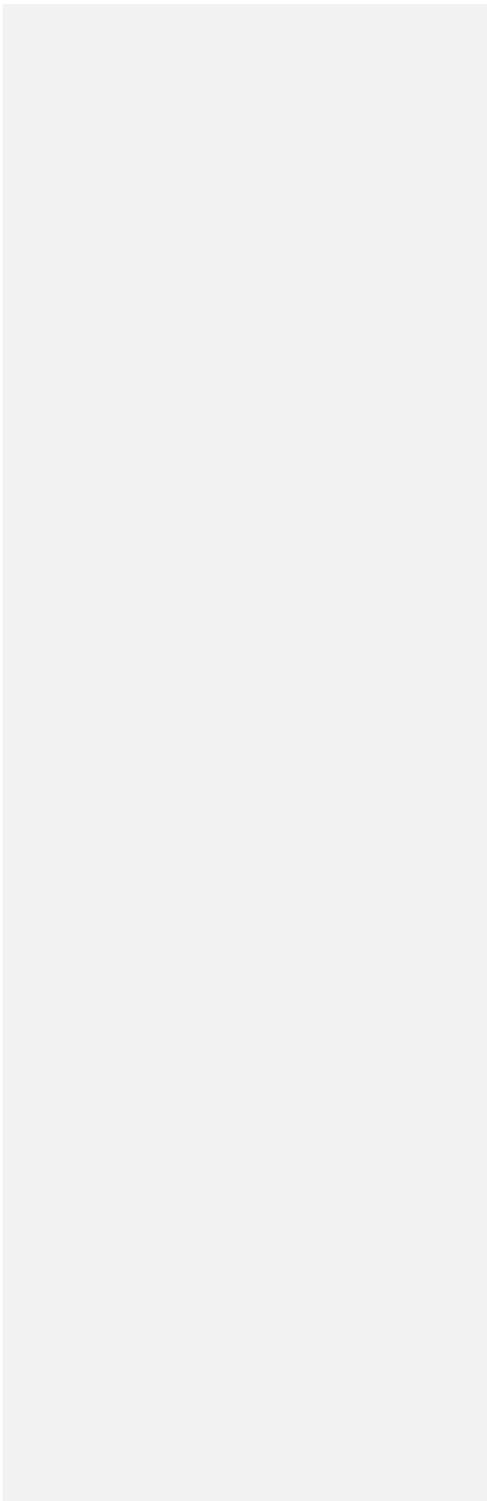
Telephone: (215) 656-8541

Facsimile: (215) 656-8605

<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

07/26/2019 CONFIDENTIAL ATTORNEY-CLIENT COMMUNICATION Draft

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GLENVILLE STATE COLLEGE

Academic Affairs

July 18, 2019

Mark W. Stotler, Ed.D.
Director of Academic Programming
West Virginia Higher Education Policy Commission/
Council for Community and Technical College Education
1018 Kanawha Blvd., E. Suite 700
Charleston, WV 25301

Dear Dr. Stotler,

This letter is in response to the West Virginia Higher Education Policy Commission recommendation, per series 11, to place on probation the B.A. Early Childhood Education and B.A. English, and to terminate the B.A. in Chemistry due to low enrollment. Following are the recommendations made by the Office of Academic Affairs and the resolutions made at the May 21, 2019 Board of Governors meeting.

The BOG approved Academic Affairs' recommendation to request that HEPC revise the recommendation to place the B.A. Early Childhood Education on probation. The B.A. in Early Childhood Education is not a stand-alone degree, so the data used by HEPC to make the recommendation is inaccurate. Attached are the number of graduates in Elementary education.

The BOG approved Academic Affairs' recommendation that the B.A. in English should continue to be offered in spite of low enrollment and graduation numbers. It is a good degree that prepares students for careers in communication, teaching, languages, and literature. An action plan to increase enrollment and graduation numbers will be developed.

The BOG approved Academic Affairs' recommendation that the B.A. Chemistry not be terminated. New initiatives in recruitment, the redesigned Honors Program, and the Home Grown initiative will help increase enrollment in Chemistry.

Glenville State College will continue its efforts to increase recruitment and retention of students in these programs. We look forward to hearing back from you regarding HEPC's recommendation to place the B.A. Early Childhood Education on probation.

Sincerely,

Victor Vega, Ph.D.
Provost and Vice President for Academic Affairs

GLENVILLE STATE COLLEGE DEGREE PROGRAMS

Effective Fall 2019

Baccalaureate Degrees (non-teaching)

Bachelor of Arts (BA)

Art 405 Behavioral Science (*minor required*) 845
 English (*minor required*) 314
 History & Political Science (*minor required*) 818
 Music 410

Bachelor of Science (BS)

720 Biology (*minor required*) 710
 Criminal Justice (*at least one concentration*) 856
 Administration of Justice 868
 Field Forensics 869
 Health and Human Performance

Bachelor of Science in Business Administration (BSBA)

Accounting 110
 Computer & Info Systems 117
 Management 130
 Management 727
 Sport Management 133

Athletic Conditioning and Coaching 620
 Exercise Science 625
 Health Promotion 630
 721 Integrated Marketing 136 Energy & Land
 Environmental Science 724
 Forest Technology
 Land Surveying Technology 725726

Interdisciplinary Studies (BA/BS) 910/915

Regents Bachelor of Arts (BORBA) 900 **Bachelor of**

Applied Science (BAS) 905

(*Must have completed an Associate of Applied Science degree*)

Minors

(cannot be combined with Teacher Education or Associate Degree Programs)

Accounting 121	Environmental Science 516	Music 420
Behavior Disorders 801	Exercise Science 216	Natural Resource Mgmt 517 Biology 715
812 Nonprofit Leadership 127	Bluegrass Music 421	Graphic Design & Illustration 414
Business 120	Health Promotion 212	Political Science 825
Chemistry 763	History 820	Psychology 830
Communication Arts 334	Info & Media Studies 319	Social Science 840
Criminal Justice 802	Integrated Marketing 124	Spanish 336
English 318	Mathematics 735	Studio Art 418
		Computer Info Systems 119
		Management 123
		Sociology 835
		Physics 764

Baccalaureate Degrees (teaching)

**Must combine with Elementary, Comprehensive or Secondary Education*

Bachelor of Arts in Education (BAED)

Elementary Education

Early Education (PreK-K) 231
 Elementary Education (K-6) 236
 Special Education - Multi-Categorical (K-6) 241

Comprehensive

Health & Physical Education (PreK-adult) 664
 Music (PreK-adult) 477

Middle School Education*

English (5-9) 354
 General Math-Algebra I (5-9) 779
 English (5-adult) 353
 Social Studies (5-9) 853

Secondary Education

Biological Science (9-adult) 751
 Chemistry (9-adult) 761
 General Science (5-9) 771
 General Science (5-adult) 769
 Mathematics (5-adult) 776
 Social Studies (5-adult) 851

Associate Degrees

Associate of Arts (AA)

General Studies 920

Associate of Science (AS)

Business 116
 Criminal Justice 890
 Land Surveying 505
 Forest Technology 500

MEMORANDUM

TO: Kathleen Nelson, Ed.D.
Interim President

FROM: Gary Z. Morris, Ph.D.
Associate Vice President for Academic Affairs

DATE: July 31, 2019

SUBJECT: Glenville State College's 4 and 6 year graduation rates

Following are the most recent data on GSC's 4 and 6 year graduation rates with comparison to other WV colleges and in comparison to the rest of the states. The data comes from three sources: WVHEPC 2018 Report Card, IPEDS/NCES, and Glenville State College's Director of Institutional Research.

Glenville State College's 4 year graduation rates (%):

2010	2011	2012	2013	2014
22.2	26.6	22.2	25.1	24.1

The national 4-year graduation rate is 40.6%. Among WV four year institutions the range for the 4-year graduation rate in 2014 was 13.8% – 37.1%/WVU Tech – West Liberty. Glenville State College's graduation rate was 7th behind West Liberty out of the 10 public four-year institutions in WV. WV State, Blue Field, and WVU Tech were the last three behind Glenville State College. The 2019 4-year graduation rate for Glenville State College is 25%, so the trend does appear to be up slightly since 2014 (no significance attributed to this change, as statistical treatment has not been applied).

Glenville State College 6 year graduation rates (%):

2008	2009	2010	2011	2012
31.2	32	47.5	48.7	37.4

The national 6-year graduation rate is 59.8%. Among WV four year institutions the range for the 6-year graduation rate in 2012 was 30.4% – 37.1%/Blue Field – West Virginia University. Glenville State College's graduation rate was 8th behind West Virginia University out of the 10 public four-year institutions in WV. WV State and Blue Field were the last two behind Glenville State College. The 2019 6-year graduation rate for Glenville State College is 37%, so the trend does not appear to have changed since 2012 (no significance attributed to this change, as statistical treatment has not been applied).

Nursing Committee

Charge: To prepare a plan of action for the examination of the potential for establishing a nursing program at GSC.

Committee members' experiences with nursing or nursing curriculum

General methods of program delivery:

1. Design an RN nursing program entirely housed at and delivered by GSC (Baccalaureate degree)
2. Design an RN nursing program entirely housed at and delivered by GSC (Associate degree) with articulation to another institution for the completion of a BS in nursing
3. Design an LPN nursing program at GSC which articulates to an RN degree at another institution offering RN degrees
4. Partner with another institution to bring their nursing program courses to GSC with GSC providing all non-nursing courses
5. Create a pre-nursing pathway at GSC that will lead to the opportunity for students to apply to another nursing program in the state
6. Articulate GSC pathway courses to an on-line nursing program

Identify challenges/issues needing to be addressed in order to establish a nursing program at GSC.

Charge Academic Affairs with exploring the possibilities for nursing program delivery with reporting to the Nursing subcommittee in late September or early October.

<i>Praxis Code</i>	<i>Exam Name</i>		<i>Early Ed PreK-K</i>	<i>Elem Ed K-6</i>	<i>Multi- cat Special Ed K-6</i>	<i>Biology 9-12</i>	<i>Chemistry 9-12</i>	<i>English Middle 5-9</i>	<i>English 5-Adult</i>	<i>General Science Middle 5-9</i>	<i>General Science 5-Adult</i>	<i>Health Ed PreK-Adult</i>	<i>Math Middle 5-9</i>	<i>Math 5-Adult</i>	<i>Music PreK-Adult</i>	<i>Physical Ed PreK-Adult</i>	<i>Social Studies Middle 5-9</i>	<i>Social Studies 5-Adult</i>
5713	Core Reading	\$ 90.00	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5723	Core Writing	\$ 90.00	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5733	Core Mathematics	\$ 90.00	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5751	OR Core Combined (all 3 exams) *	\$ 150.00	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5624	Principles of Learning and Teaching 7-12 (PLT)	\$ 146.00				X	X		X		X	X	X	X	X	X	X	X
5622	Principles of Learning and Teaching K-6 (PLT)	\$ 146.00	X	X	X			X		X			X				X	
5113	Music Content Knowledge	\$ 120.00													X			
5091	Physical Education Content Knowledge	\$ 146.00										X				X		
5551	Health Education	\$ 120.00										X				X		
5857	OR Health & Physical Education Combination (Wellness)	\$ 120.00										X				X		
5440	General Science 5-9 Middle School	\$ 120.00								X								
5435	General Science 5-Adult Content Knowledge	\$ 120.00									X							
5235	Biology 9-Adult	\$ 120.00				X												
5245	Chemistry 9-Adult	\$ 120.00					X											
5089	Social Studies 5-9 Middle School	\$ 146.00															X	
5081	Social Studies 5-Adult Content Knowledge	\$ 120.00																X
5047	English Language Arts 5-9 Middle School	\$ 146.00						X										
5038	English Language Arts 5-Adult Content Knowledge	\$ 120.00							X									
5169	Mathematics 5-9 Middle School	\$ 120.00											X					
5161	Mathematics 5-Adult Content Knowledge	\$ 120.00												X				
5543	Multi Categorical: Speical Ed Core Knowledge Mild-Mod App	\$ 146.00			X													
5531	Pre-Kindergarten Education	\$ 120.00	X															
5001	Elementary Education Multi Subjects Combined OR	\$ 170.00	X	X	X			X		X		X					X	
5205	Elementary Teaching Reading	\$ 60.00	X	X	X			X		X		X					X	
5002	Elementary Ed: Multi Subject Reading Language Arts Subtest	\$ 60.00	X	X	X			X		X		X					X	
5003	Elementary Ed: Multi Subject Mathematics Subtest	\$ 60.00	X	X	X			X		X		X					X	
5004	Elementary Ed: Multi Subject Social Studies Subtest	\$ 60.00	X	X	X			X		X		X					X	
5005	Elementary Ed: Multi Subject Science Subtest	\$ 60.00	X	X	X			X		X		X					X	

* All student take Praxis CORE unless ACT composite of 26 or higher

All Early Education, Elementary Education, Multicat Special Education and Middle School 5-9 **must select a second licensure area**. Example: Elementary and Early licensure, Multi categorical Special Education and Elementary Education
Students then are required to take non-duplicated Praxis exams.

9.5 Year Overview Graduates per Major-Education												
Major	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019 (Fall)	9.5 Yr. Total	Avg Grad Yr.
0231 Early Ed	12	24	18	10	13	6	12	6	14	4	119	12.53
0326 Elem Ed	22	32	22	20	24	14	15	12	22	7	190	20
*0241 Multi-Cat	5	4	2	1	7	2	0	3	3	2	29	3.0
0353 English 5-A	1	6	2	3	5	1	4	2	3	1	28	2.95
*0354 English 5-9	2	4	1	1	1	0	0	1	4	0	14	1.47
0477 Music	1	4	5	5	5	7	7	6	5	2	47	4.95
+0663 Phys Ed	4	2	4	1	1	0	0	0	0	0	12	1.26
+0664 H & PE	0	0	1	4	3	1	2	0	0	2	13	1.37
0751 Bio 9-A	1	0	1	1	0	1	0	0	1	0	5	0.53
0762 Chem	0	0	0	0	1	0	1	0	1	0	3	0.32
0769 Gen Sci 5-A	1	0	1	2	0	1	2	1	0	0	8	0.84
*0771 Gen Sci 5-9	0	1	1	0	0	0	0	0	0	1	3	0.32
0776 Math 5-A	2	3	1	1	0	0	6	1	2	0	16	1.68
*0779 Math 5-9	4	4	1	3	4	4	3	1	1	0	25	2.63
0851 Soc Stu 5-A	3	7	1	3	4	4	1	4	5	1	33	3.47
*0853 Soc Stu 5-9	1	4	0	2	1	2	2	0	0	0	12	1.26
	59	95	61	57	69	43	55	37	61	20	557	58.63

*Combined with other Education certification + Combined major 2014

New Partnerships, Program Development Concepts and Updates

1. 3+2 Master in Athletic Training

The Agreement has been signed and we are already accepted students with plans to enter the program. It is in effect. See the attached agreement.

2. 3+2 Master of Accountancy

The Agreement has been sent to Marshall University for the required signatures. Once we get it signed we will invite the Chair and Dean of the graduate program at Marshall for a signature ceremony here at GSC.

3. 3+4 Doctor of Pharmacy

In conversations and communication with the School of Pharmacy at Marshall to establish the agreement. We expect this agreement to be effective by the spring 2020.

4. Nursing

A committee has been formed and the first organizational meeting has been scheduled.

Administrative Reorganization and Staffing Update

Administrative Reorganization:

- In order to provide leadership in two critical areas of GSC administration, two individuals have been reassigned tasks and received promotional title/salary changes to reflect the new levels of responsibility.
- Dr. Gary Morris will assume the role of Vice President of Planning and Institutional Effectiveness.
- Mr. Thomas Ratliff will assume the role of Executive Director of Workforce and Community Development.
- These two changes will result in a shift in supervision of several units and individuals: Student Support Services, Off-Campus Programs, IR.

New Staff Hires:

- Victoria Justice – Second Chance Pell Counselor
- Jenna Arden – PT Administrative Secretary – HR
- Madison Gargus – Admissions Counselor
- Amanda Chambers – PT Campus Service Worker
- Briannah Todd – PT Administrative Secretary
- NOTE: Tegan McEntire is assuming the role as Coordinator of HR.

New Faculty:

- Kevin McKee – Assistant Professor of Health Promotions
- Kaitlin Ensor – Assistant Professor of Psychology
- Dr. Nabil Nasser – Assistant Professor of Nature Resource Management
- Pai Song – Assistant Professor of Mathematics
- Doyle Hupp – Lecturer of Land Surveying
- Earl Thomson – Lecturer of Land Surveying
- Danita Shaw – Lecturer of Social Studies Education

Unfilled Positions:

- Sign Language Interpreter
- HR Director

Conversation Day

A Time for Individual and Collective Voices to be Heard

Purpose: The Conversation Day is an opportunity for all members of the Glenville State College employee community to gather together to celebrate our college's strengths and to creatively design recommendations to strengthen our learning community.

Date:

Structure: Classes will be canceled, and all employees will be expected to attend the Conversation Day activities throughout the day. Three structured conversations will be facilitated by Dr. Morris and Dr. Nelson. The conversations focus on:

1. What are GSC's strengths?
2. What, if given the opportunity to improve, would best strengthen GSC for the future?
3. How might the opportunities for improvement be accomplished?

Outcomes:

1. College employees will have fun together while creatively designing projects and activities to strengthen GSC.
2. Voices will be both individually and collectively championed as valuable, legitimate, and heard.

Post-Conversation Day Initiatives:

1. Establish a college-wide Institutional Effectiveness Committee under the leadership of Dr. Morris which will be comprised of members representing the college community at-large. This committee will serve as both the Higher Learning Commission focus group on accreditation issues but, more importantly, as the continuous quality improvement central committee on campus.
2. All notes from the Conversation Day activities will be provided to all members of the college community.
3. The project materials created throughout the day will provide evidence of employee perspectives as a critical component to the design of the institution's next Strategic Plan.