

October 17, 2019

Board of Governors



FAIRMONT STATE
UNIVERSITY™

AGENDA
BOARD OF GOVERNORS' MEETING
OCTOBER 17, 2019, 9:00 A.M.
LOCATION: BOARD ROOM, FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV



- I. CALL TO ORDER**
 - A. Roll Call
 - B. Public Comment
 - C. Approval of Agenda*Action Item*

- II. APPROVAL OF MINUTES OF AUGUST 20, 2019 & SEPTEMBER 16, 2019...*Tab 1, Action Item***

- III. CHAIRMAN'S REPORT**

- IV. PRESIDENT'S REPORT**

- V. REPORTS AND PRESENTATIONS**
 - A. Constituent Report
 - B. Foundation (Julie Cryser)
 - C. Construction Project Updates (Stephanie DeGroot)
 - D. HLC & Internal Operations Updates (Merri Incitti)

- VI. ACADEMIC AFFAIRS COMMITTEE (Deborah Prezioso, Chair)**
 - A. Intent to Plan – M.Ed. in Educational Leadership.....*Tab 2, Action Item*

- VII. ATHLETIC AFFAIRS COMMITTEE (Dixie Yann, Chair)**

- VIII. BYLAWS COMMITTEE (Dixie Yann, Chair)**
 - A. Rule Regarding Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation And Relationships Draft for 30-Day Comment Period (Policy GA-01 – Repealing and Replacing Policy #9).....*Tab 3, Action Item*
 - B. Children on Campus Policy Draft for 30-Day Comment Period (Policy GA-02).....*Tab 4, Action Item*
 - C. Approval of Naming of Facilities and Academic Programs Policy (Policy GA-03).....*Tab 5, Action Item*

- IX. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Kevin Rogers, Chair)**

- X. FINANCE COMMITTEE (John Schirripa, Chair)**
 - A. Financial Reports (Months Ending: July 31, 2019 and August 31, 2019).....*Tab 6, Action Item*

- XI. EXECUTIVE COMMITTEE (Dixie Yann, Chair)**

- XII. NEW BUSINESS**

XIII. POSSIBLE EXECUTIVE SESSION - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues

XIV. ADJOURNMENT

NEXT MEETING: DECEMBER 5, 2019, 9:00 A.M.
LOCATION: BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

Tab 1



FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
AUGUST 20, 2019
BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I. CALL TO ORDER

A. Roll Call

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on August 20, 2019, beginning at approximately 9:00 a.m. in the Board Room, 3rd Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

Chair Yann introduced the new members to the board of governors: David Goldberg, Jon Dodds, Maiya Bennett, and Wendy Adkins.

At the request of Chair Yann, Serena Scully, Chief of Staff, conducted a roll call of the Board of Governors. Present for the meeting were board members Maiya Bennett, Jon Dodds, David Goldberg, Dr. Mark Hart, Deborah Prezioso, Jay Puccio, Kevin Rogers, Dr. Budd Sapp and Dixie Yann. Wendy Adkins was present following roll call. Dr. Chris Courtney and John Schirripa were absent.

Others present were President Martin and President's Executive Leadership Team members Lyndsey Dugan, Richard Harvey, Joy Hatch, Merri Incitti, Christa Kwiatkowski, Tim McNeely, and Jacqueline Sikora. Stephanie DeGroot, Construction Manager; Julie Cryser, President of the Fairmont State Foundation; Chad Fowler, Director of Athletics; Ryan Courtney, Director of Internal Operations; Bryan Spitzer, Coordinator of Athletic Compliance; Jessica Sharps, Executive Director of University Relations and Marketing; Monica Cochran, Director of Procurement; Susan Ross, Executive Director of Academic Programs; Alicia Kalka, Executive Director of Residence and Student Life; Amanda Stinemetz, Director of Multicultural & International Student Affairs; Corey Hunt, Director of Strategic Operations; Jacob Abrams, Director of Institutional Research and Effectiveness; Chris Kast, Dean of the College of Liberal Arts; Laura Clayton, Associate Dean of the School of Nursing; Ashley Tasker, Director of Career Services & Economic Development; George Herrick, Staff Council President; Brad Merrifield, Mayor of the City of Fairmont; Barry Bledsoe, community member; Patricia Pagan, Main Street Fairmont; Paul Smith, alumni and community member; Dillon Bradley, Graduate Assistant and Student Government Vice-President; Tyler Keller, Student Government President; Raychel Fitzwater, Graduate Assistant and Student Government

Secretary; Rebecca Luketic, Student Government Treasurer; Samantha Bickerstaff, Graduate Assistant; Jordan Higginbotham, student; Ely Osborne, student and Zac Fancher, student. Members of local media were in attendance as well.

B. Public Comment

Maiya Bennett reported that multiple people had signed up for public comment.

Paul Smith, Fairmont State alumni and University supporter. Mr. Smith advised he is and has been working to improve the image and area around the University. He has purchased and rented many homes in close proximity to Fairmont State and has rented them to students, mostly athletes. Mr. Smith spoke of President Martin's impact on the students, community, and surrounding area. He specifically thanked President Martin for traveling to Charleston to formally graduate the baseball players who were unsure if they would be able to attend the commencement ceremony.

Patricia Pagan, Director of Main Street Fairmont. Ms. Pagan spoke about the work that is currently being done in downtown Fairmont and the hope to create businesses downtown that cater to students. Main Street Fairmont's goal going forward is to work more closely with Fairmont State to become a college town.

Brad Merrifield, Mayor of the City of Fairmont. Mr. Merrifield discussed the positivity that is currently going on in the City of Fairmont and the surrounding area. Mr. Merrifield thanked President Martin for all of her hard work for not only the University, but the community as well.

Tyler Keller, Student Government President. Tyler introduced the student government executive board: Dillon Bradly, Vice President, Raychel Fitzwater, Secretary, and Rebecca Luketic, Treasurer. Tyler presented a letter in support of President Martin that was signed by students, staff and legislatures. Ely Osborne also spoke in appreciation of the work President Martin does for the University.

Barry Bledsoe, community member. Mr. Bledsoe discussed the decision to hire President Martin almost two years ago and the decision to further the institution. He also discussed the emphasis Dr. Martin has had on students.

C. Approval of Agenda

Dr. Budd Sapp made a motion to approve the agenda. Jay Puccio seconded. The motion passed.

II. APPROVAL OF MINUTES OF JUNE 6, 2019

Jay Puccio made a motion to approve the minutes of June 6, 2019. Kevin Rogers seconded. The motion passed.

III. CHAIRMAN'S REPORT

- A. Chair Yann welcomed back all of the students and faculty for the fall 2019 semester.
- B. Chair Yann reminded everyone of the Staff Council meet and greet following the board meeting this morning.

IV. PRESIDENT'S REPORT

- A. President Martin took a minute to introduce two new members of the falcon family: Merri Incitti, AVP of Institutional Effectiveness and Strategic Operations and Jacob Abrams, Director of Institutional Research and Effectiveness. Ms. Incitti will be working with faculty to ensure everything is in line for the upcoming HLC visit. Mr. Abrams will be ensuring that our data is correct.
- B. President Martin shared a message of gratitude for everything that the University has accomplished over the last year. She presented a video that highlighted many of those accomplishments.

V. REPORTS AND PRESENTATIONS

A. Constituent Report

Amanda Stinemetz, Director of Multicultural and International Student Affairs, provided the constituent report.

Mrs. Stinemetz shared exciting information regarding the international population of the University.

One year ago, the University had four relationships with international universities and today we are currently finalizing four new partnerships.

Mrs. Stinemetz also discussed the ESL program at the University and its growth over the last year.

International enrollment in fall 2018 was 85 students and the anticipated international enrollment for fall 2019 is 85-90 students.

- B. Mrs. Julie Cryser, President of the Fairmont State Foundation, reported that fundraising is going well and several new scholarships have recently been announced.

The Pollatta Family and Diversified Gas & Oil Co. have helped with the Every Gift Matters campaign and we have now raised more than \$2 million.

The Foundation is starting to broaden their reach with foundations and corporations, along with individual private donors. In just four months, the Foundation has more than \$1 million in proposals currently out with prospective donors.

An aggressive engagement program for donors and alumni is currently being developed.

Mrs. Cryser reminded everyone of a few upcoming events:

- August 26th – basketball blue jean bash (meet and greet with the two new basketball coaches)
- September 12th – tailgate for all of the annual fund givers and major gift givers
- September 13th – first Scholarship & Stewardship Banquet, which will be an evening to introduce scholarship donors to the recipients

November 7th will be the Day of Giving. The Foundation is challenging each of you to log in on the Day of Giving to give. More than \$130,000 has already been raised in matches and challenges to support scholarships. The goal is to raise \$250,000 in a 24-hour period.

C. Construction Project Updates (Stephanie DeGroot)

Stephanie DeGroot, Construction Manager, advised that the summer projects are being wrapped up, including the turf project.

Mrs. DeGroot discussed the after-hours secure access system project. The hardware installation is being finished up with the installation of hardware for all of the exterior doors. The IT department is currently working on the card programming and the programmer with Johnson Control is currently working to program all of the hardware on the doors that have just been completed on campus.

Mrs. DeGroot advised that they are beginning to plan for the upcoming projects, including the new roofs for Hardway and Hunt Haught Hall.

Another upcoming project is the concrete replacement of the stairs between the Education building and the Library; they are unsafe and deteriorating. Bids are currently under review and we are waiting to put a contract in place to complete the project this fall.

The MS4 program permit would have expired this month, so everyone in the state was granted an extension (because the permits were not put out soon enough). We are still in compliance and working under the current permit.

VI. ACADEMIC AFFAIRS COMMITTEE (Deborah Prezioso, Chair)

Mrs. Deborah Prezioso, Chair of the Academic Affairs Committee asked that Dr. Richard Harvey, Provost and Vice President for Academic Affairs, give an update.

Dr. Harvey gave an update on some academic affairs items.

Last week was full of opening activities, which included introducing seven new faculty members.

The full academic affairs leadership is now put in place. Those individuals were involved in a Leadership Academy that took place a few weeks ago that brought in the Fairmont State VPs and also a management consultant to talk about federal regulations, leadership, etc.

An Emerging Leaders initiative was announced last week. The initiative is an 'internship' that will be taking place in the provost's office for any faculty with an interest in administration.

Dr. Harvey also discussed other exciting news including classes at Charles Pointe, the large fall 2019 honors class, improvements for the testing and tutoring center, the large number of contacts the advising center made over the summer, etc.

Dr. Harvey asked Dr. Susan Ross to present the graduate studies report that is listed on the agenda, an informational item only. Dr. Ross presented the report and discussed the updates and changes to the report that were added this year.

Dr. Harvey presented the focused program review on communication arts. The academic affairs committee requested the review based on HEPC requirements. The HEPC requires a minimum of 12 students (on average) in a program over the last 5 years. Although Communication Arts' five year program review is not yet due, the numbers make it look like it is a good program for the focused review. The focused review gives you an idea of what is happening in the program and what the story is behind the numbers before the full program review is due.

Dr. Deborah Prezioso made a motion to accept the following:

A. Focused Program Review – Communication Arts

Dr. Budd Sapp seconded. The motion passed.

Dr. Mark Hart asked when we expected to receive approval from HLC on the Engineering Management degree program.

VII. ATHLETIC AFFAIRS COMMITTEE (Jay Puccio, Chair)

Jay Puccio, Chair of the Athletic Affairs Committee asked that Chad Fowler, Athletic Director, give an update for the Athletic Affairs Committee.

Mr. Fowler introduced and recognized the head baseball coach, Phil Caruso, and recognized him for his recruiting efforts and dedication to the baseball team.

Mr. Fowler also mentioned the turf project. The new football field is completed and the players love the new turf.

Mr. Fowler discussed the new wrestling team (bringing in 25 student athletes) and all of the new coaches at Fairmont State.

Chris Freije, wrestling coach
Stephanie Anderson, women's basketball
Tim Koenig, men's basketball

Mr. Fowler also mentioned that the basketball court that was recently completed.

VIII. BYLAWS COMMITTEE (Dixie Yann, Chair)

Dixie Yann advised that the Bylaws Committee had not met but they will be meeting before the next board meeting.

IX. ENROLLMENT, HOUSING & STUDENT LIFE COMMITTEE (Kevin Rogers, Chair)

Kevin Rogers, Chair of the Enrollment, Housing & Student Life Committee asked that Lyndsey Dugan, VP of University Relations, Marketing and Recruitment, give an update.

Mrs. Dugan introduced Corey Hunt, Director of Student Operations, who will be providing the update at the next board meeting.

Mrs. Dugan recognized the office of student success for their great job on the welcome weekend activities for all new students that took place past weekend; almost all programming for the event was updated this year.

Friday is the last day to enroll students for the current semester. We are currently enrolling transfer and previously enrolled students.

The enrollment funnel report was presented.

Mrs. Dugan also discussed the office of recruitment and how they doubled the number of in-state and out of state visits for this past year.

The last dollar in, free community college bill was put in place and has had quite an effect on four-year public institutions. In other states, public four-year institutions saw a minimum of a 2.9% decrease in enrollment and as much as a 13% decrease in enrollment.

The recruitment staff will be hitting the road in the next few weeks to begin their next recruitment tour.

Tim McNeely, VP of Student Affairs and Athletics presented the housing summary. He advised that we are down 6% compared to this time last year. We are down 27 students from Pierpont and about 45 students from Fairmont State compared to last year.

X. FINANCE COMMITTEE (John Schirripa, Chair)

John Schirripa, Chair of the Finance Committee was absent. Christa Kwiatkowski, CFO, provided a brief update.

The Finance Committee met on July 29th and reviewed the financial statements from May and June, along with other budgets and topics, including the audit.

Christa advised the May and June financials have been provided in the board packet. In addition, a financial summary document that summarizes the detailed information in the board packet was provided.

The finance office is currently in preparation for the annual financial statement audit and will embark on fieldwork for both the financial statement audit and the student financial aid audit within the next few weeks.

Christa presented the financial summary as of June 30, 2019 – which includes preliminary data.

Deborah Prezioso made a motion to accept the following:

A. Financial Reports for the periods ending May 31, 2019 and June 30, 2019

Kevin Rogers seconded. The motion passed.

XI. EXECUTIVE COMMITTEE (Dixie Yann, Chair)

Chair Yann advised that the Executive Committee had not meet.

XII. NEW BUSINESS

There was no new business to bring to the board.

XIII. POSSIBLE EXECUTIVE SESSION

Deborah Prezioso made a motion to go into Executive Session “Under the Authority of West Virginia Code §6-9A-4 to discuss personnel matters as well as to discuss the purchase, sale or lease of property, advance construction planning, the investment of public funds or other matters involving commercial competition.”

Dr. Mark Hart seconded. The motion passed.

Deborah Prezioso made a motion to rise from Executive Session. David Goldberg seconded. The motion passed with no further action taken.

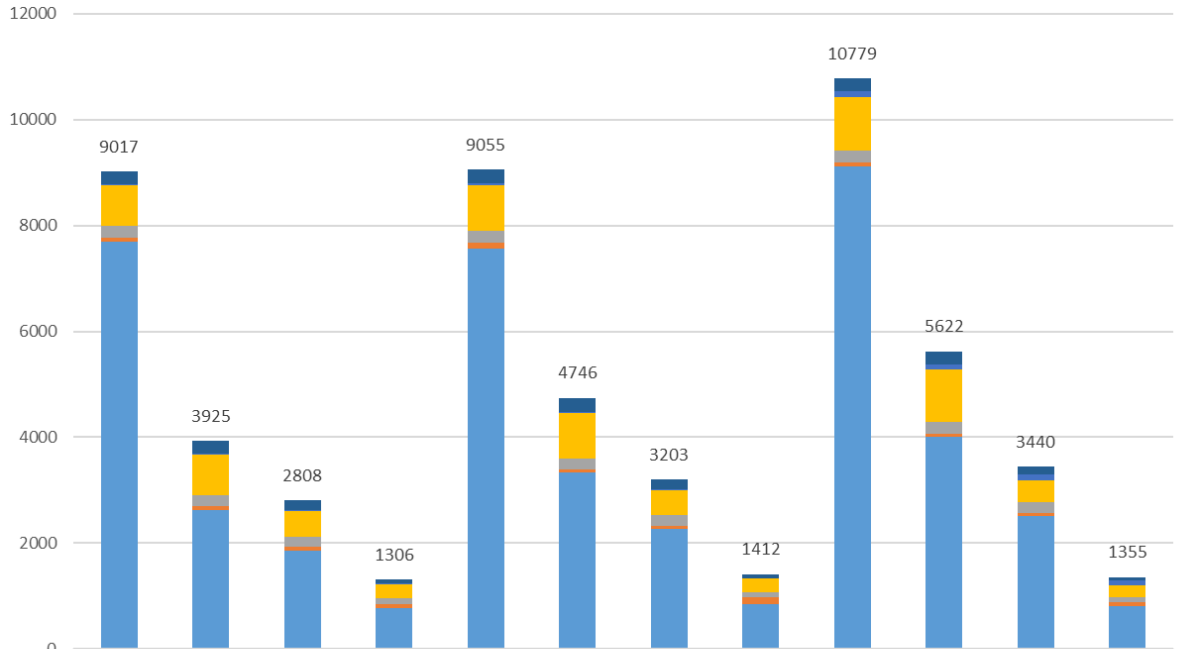
XIV. ADJOURNMENT

Dr. Budd Sapp made a motion to adjourn the meeting. Kevin Rogers seconded. The motion passed.

_____ FSU Board of Governors’ Chair
Dixie Yann Date

_____ FSU Board of Governors’ Secretary
Deborah Prezioso Date

Meeting Handouts

**Funnel Data, by Student Type
August 18, 2019**


	2017 Inq	2017 Apps	2017 Adm	2017 Enrl	2018 Inq	2018 App	2018 Adm	2018 Enr	2019 Inq	2019 App	2019 Adm	2019 Enr
Other	230	230	180	72	264	264	191	71	242	242	150	56
Dual Enrollment	0	0	0	0	0	0	0	0	0	0	0	0
HS Student Taking College Crs	18	17	14	12	24	24	16	13	107	107	103	102
Transfer Student	775	765	488	264	873	857	465	253	1014	989	410	211
Readmitted Student	218	214	202	107	212	205	199	102	231	223	213	109
Returning Student	74	70	68	74	118	64	60	118	70	54	49	70
First-time Freshman	7702	2629	1856	777	7564	3332	2272	855	9115	4007	2515	807
	9017	3925	2808	1306	9055	4746	3203	1412	10779	5622	3440	1355

Undergraduate	8/13/2017	8/12/2018	8/18/2019
Conversion Rate	44%	52%	52%
Admit Rate	72%	67%	61%
Yield Rate*	39%	36%	NYA

Inquiries

- Up 19% from last year
- Up 20% from two years ago

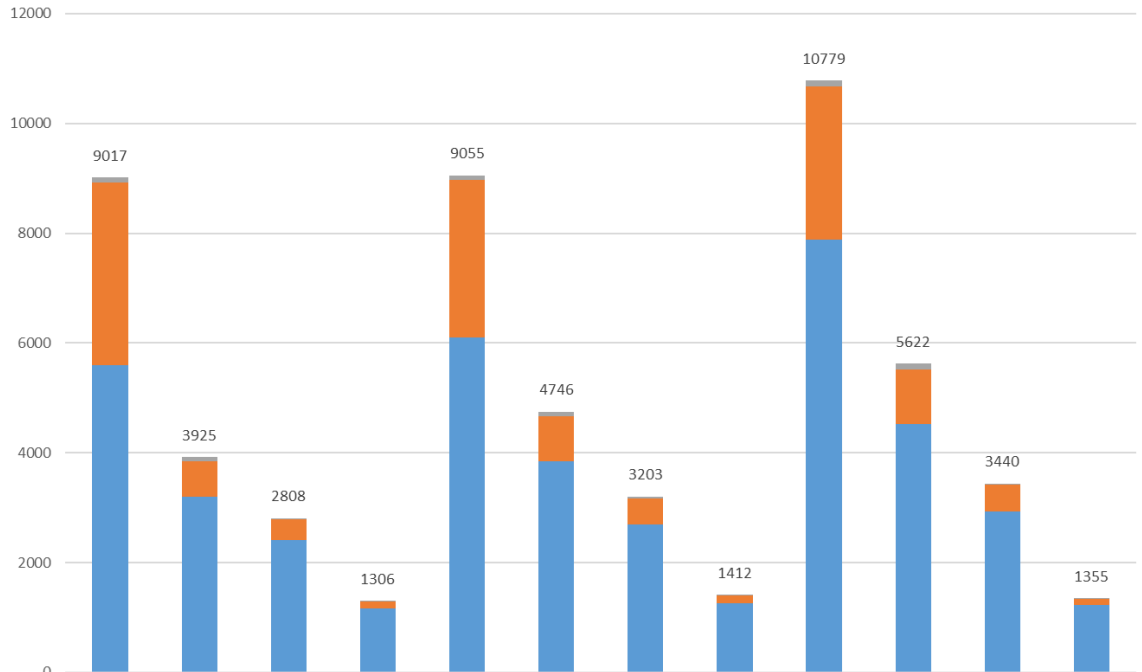
Applications

- Up 18% from last year
- Up 43% from two years ago

Admissions

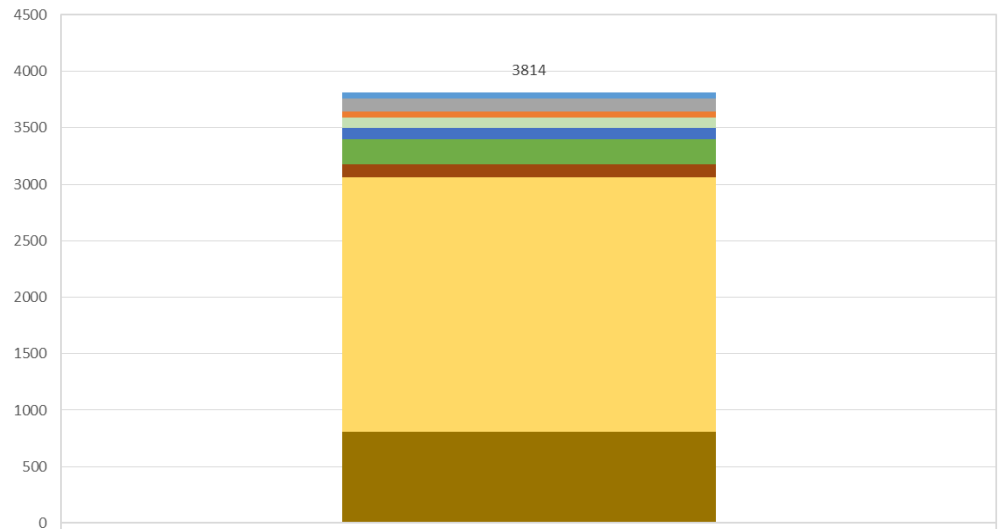
- Up 7% from last year
- Up 23% from two years ago

Funnel Data, by Residency
August 18, 2019



International	88	83	23	19	92	86	33	17	102	99	26	19
Out-of-State	3330	635	374	115	2866	818	476	132	2800	993	487	113
In-State	5599	3207	2411	1172	6097	3842	2694	1263	7877	4530	2927	1223
	9017	3925	2808	1306	9055	4746	3203	1412	10779	5622	3440	1355

Fall 2019 Enrollment Monitoring



Other Graduate	54
Returning Graduate	119
First Time Graduate	54
Other	87
Dual Enrollment	0
HS Student Taking College Crs	103
Transfer Student	218
Readmitted Student	114
Returning Student	2254
First-time Freshman	811
	3814

Housing and Residence Life Summary

August 18, 2019

Assignments are down for FY20:

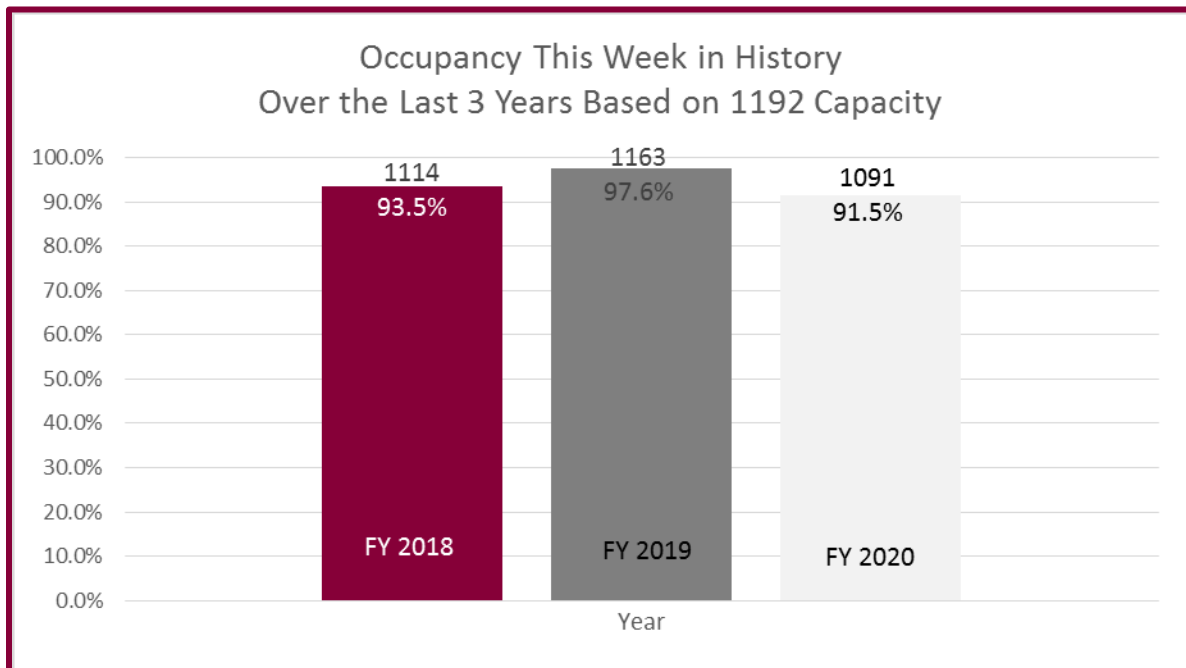
- 91.5% occupied based on 1192 capacity (-6.0% compared to FY19)

Future Term Occupancy This Week in History

Year	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	University Terrace/ College Park	Total Occupancy	Total Capacity	Capacity Percentage
FY18	389	146	92	147	340	1114	1192	93.5%
FY19	399	162	107	151	344	1163	1192	97.6%
FY20	390	146	98	137	320	1091	1192	91.5%

Fairmont VS Pierpont Future Term Occupancy This Week in History

Year	Fairmont State	Pierpont	Total
FY18	942	172	1114
FY19	986	177	1163
FY20	941	150	1091





**FAIRMONT STATE
UNIVERSITY™**

**Administration and
Fiscal Affairs**

Financial Summary – As of June 30, 2019

With 100% of the year completed, below is a summary of the Statement of Revenues, Expenses and Net Position for the Unrestricted (E&G and Fund Manager), Auxiliary and Restricted Funds:

<u>Unrestricted (Central E&G and Fund Manager)</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	32,287,087	32,018,272	99.17%
Operating Expenses	(46,795,669)	(39,107,773)	83.57%
Other Rev/Exp/Transfers and Budget Adjustments	13,642,500	12,639,566	92.65%
Net Income	(866,082)	5,550,065	

YTD Unrestricted balance is \$5,550,065, compared to the balance this time last year of \$3,429,589 and \$2,547,883 in June 2017. We ended last year with a positive balance of \$686,807.

<u>Auxiliary</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	14,327,687	13,957,635	97.62%
Operating Expenses	(8,671,914)	(7,836,864)	90.37%
Other Rev/Exp/Transfers and Budget Adjustments	(5,714,947)	(5,700,199)	99.74%
Net Income	(59,174)	420,572	

Actual transfer to reserves for FY19 is \$785,000. FY18 actual reserve transfers were \$590,301.

<u>Restricted</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	32,444,790	28,104,053	86.62%
Operating Expenses	39,497,436	35,119,911	88.92%
Other Rev/Exp/Transfers and Budget Adjustments	7,021,701	6,852,441	97.59%
Net Income	(30,945)	(163,416)	

We received several new awards in May and June listed below:

- INBRE Equipment Award - \$50,000
- WVHEPC – Behavioral Health Workforce Initiative - \$23,678
- Mon Health Nursing Partnership (Year 1) - \$100,000
- NASA Space Course Development Grant - \$5,000
- NASA Space Undergraduate Research Fellowship - \$5,000
- First LEGO League - \$75,000



FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
SEPTEMBER 16, 2019
BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I. CALL TO ORDER

A. Roll Call

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on September 19, 2019, beginning at approximately 4:30 p.m. in the Board Room, 3rd Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chair Yann, Serena Scully, Chief of Staff, conducted a roll call of the Board of Governors. Present for the meeting were board members Wendy Adkins, Maiya Bennett, Jon Dodds, David Goldberg, Deborah Prezioso, Jay Puccio, Kevin Rogers, Dr. Budd Sapp and Dixie Yann. Dr. Mark Hart participated by conference call. Dr. Chris Courtney and John Schirripa were absent.

Others present were President Martin and Jacqueline Sikora, University General Counsel; multiple community members, faculty, staff and students. Members of local media were in attendance as well.

II. POSSIBLE EXECUTIVE SESSION

Deborah Prezioso made a motion to go into Executive Session “Under the Authority of West Virginia Code §6-9A-4 to discuss personnel matters including the renewal of the President’s contract.”

Dr. Budd Sapp seconded. The motion passed.

David Goldberg made a motion to rise from Executive Session. Kevin Rogers seconded. The motion passed with no further action taken.

After reconvening from Executive Session, Deborah Prezioso made a motion to approve the following:

A. The board offered Dr. Mirta Martin a new three year contract with terms and conditions to be developed.

Dr. Mark Hart seconded. The motion passed.

III. ADJOURNMENT

Dr. Budd Sapp made a motion to adjourn the meeting. Jay Puccio seconded. The motion passed.

_____ FSU Board of Governors' Chair
Dixie Yann Date

_____ FSU Board of Governors' Secretary
Deborah Prezioso Date

Tab 2



Office of the Provost and Vice President of
Academic Affairs

1201 Locust Avenue • Fairmont, West Virginia 26554
Phone: (304) 367-4101 • Fax: (304) 367-4902

**Board of Governors
October 17, 2019 Agenda**

GRADUATE COUNCIL APPROVED ON SEPTEMBER 11, 2019

- Item:** Intent to Plan – Master of Education – Educational Leadership
- Committee:** Committee of the Whole
- Recommended Resolution:** Be resolved, the Fairmont State University Board of Governors Approve the curriculum proposal for a Masters of Education Degree in Educational Leadership
- Staff Member:** Susan Ross
Executive Director of Academic Programs and Support Services
Director of Graduate Studies
- Background:** The M.Ed. in Educational Leadership degree program is a 30-credit hour online program that will provide students the opportunity to obtain a principal licensure (18 credit hours) and superintendent endorsement (6 credit hours). The purpose of the Educational Leadership degree program is to increase the supply of effective and well-prepared school leaders in West Virginia public schools. Graduates of the degree program will be ready to serve as instructional leaders in the state's diverse student population in meeting high standards for student achievement. The development of an M.Ed. in Educational Leadership at Fairmont State University will also meet the needs of students who currently hold a Master's Degree in the education field. After completing all coursework in the program, candidates will be eligible for a West Virginia certification as PreK-12 Principals, Supervisors of Instruction and Superintendent. The certification program will be designed to give candidates the opportunity to practice all functions for effective school leadership. Fairmont State University believes this is a crucial step in preparing teacher leaders for administrative roles in our schools and counties.



MEMORANDUM

TO: Graduate Council

FROM: Susan Ross *SR*

DATE: September 6, 2019

SUBJECT: Intent to Plan – Masters of Education (M.Ed.) in Educational Leadership

The M.Ed. in Educational Leadership degree program will provide a student the opportunity to obtain certification for a principal licensure (18 credit hours) with two additional courses to obtain the superintendent endorsement (6 credit hours). The purpose of the Educational Leadership degree program is to increase the supply of effective and well-prepared school leaders in public schools in West Virginia. These school leaders will be ready to serve as instructional leaders in the state's diverse student population in meeting high standards for student achievement. The development of an M.Ed. in Educational Leadership at Fairmont State University will also meet the needs of students who currently hold a Master's Degree in the field of education. After completion of the courses, candidates will be eligible for West Virginia certification as Pre K-12 Principals, Supervisors of Instruction and Superintendent. The certification program will be designed to give candidates the opportunity to practice all functions for effective school leadership. Fairmont State University believes this is a crucial step in preparing teacher leaders for administrative roles in our schools and counties.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker



Memorandum

To: Susan Ross
Executive Director of Academic Programs and Support Services

From: Amanda Metcalf
Interim Associate Dean

Date: September 5, 2019

Re: Intent to Plan – M.Ed. in Educational Leadership

The School of Education, Health and Human Performance has voted to approve the Intent to Plan for the M.Ed. in Educational Leadership. The vote occurred at our School meeting today (September 5, 2019).

Date: September 5, 2019

Title of Degree: Masters of Education (M.Ed.) in Educational Leadership

Location: Fairmont State University

School of Education, Health and Human Performance

Date of Proposed Program Implementation: Fall 2020

Fairmont State University

Dr. Mirta Martin: President

Dr. Richard Harvey: Provost and Vice President for Academic Affairs

Dr. Amanda Metcalf: Interim Associate Dean, School of Education, Health and Human Performance

Prepared by: Dr. Frank Devono, Dr. Amanda Metcalf, Mrs. Barbara Owens

This submission of the WV-HEPC Series 11 Intent to Plan for a Master's of Education (M.Ed.) in Educational Leadership at Fairmont State University is to be housed in the School of Education, Health and Human Performance. Upon internal and external approvals, this program is projected for full implementation beginning Fall 2020.

5.2a Educational Objectives

The educational objectives of the courses are intended to provide each candidate with the skills and dispositions to obtain a M.Ed. degree and certification as a school administrator, county office personnel and superintendent.

The **learning objectives** of the M.Ed. in Educational Leadership are to:

1. Examine the differences between a site-based manager, and an instructional leader and how those management-style roles relate to distributive leadership
2. Analyze and describe the use of technology as it relates to instruction, social media, and communication with parents, students, staff and the community at large.
3. Apply the skills necessary to understand state and local funding and how those skills relate to the successful operation of a school system.
4. Analyze the hiring process, the teacher evaluation instrument and the grievance procedure and how to these processes relate to maintaining a highly quality staff.
5. Create and participate in mock situational roles involving the principal/superintendent during hearings before the local Board of Education, and with students and parents.
6. Analyze the role of the principal/superintendent in a critical conversation and resolution involving a staff member(s).
7. Examine the role of the principal/superintendent regarding curriculum development and distinguish how this may impact the school culture and high expectations.
8. Examine laws, policies, and ethical challenges that have an impact on the educational setting. Upon reviewing the origins of the laws, policies and ethical standards, identify how the principal/superintendent must have a working knowledge of those items to effectively manage a school and staff.
9. Examine the role of the principal/superintendent in identifying community support, school board relations, and conflict resolution.
10. Demonstrate an understanding of skills as related to fiscal management to establish a yearly budget, management of federal funds and the passage of a school bond/levy.
11. Design innovative ideas to enhance communication between all stakeholders of the school community. Identify methods of communication that are innovative and immediate when responding to a crisis.

Relationship of Program Mission and Objectives to the Institutional Mission

The vision of Fairmont State University is to be renowned for its innovative pedagogical practices and programs and as the first-choice institution for students seeking a transformative educational experience. As a comprehensive, regional university, Fairmont State University is committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.

Aligned with the **vision** of Fairmont State University, the Master's degree in Educational Leadership program seeks to prepare district and school leaders who are capable of optimizing student achievement and wellbeing through transformational educational experiences. The **mission** of the Master's degree in Educational Leadership is to prepare educational leaders that (a) optimize student achievement and wellbeing by creating safe, equitable and culturally responsive school environment and support systems; (b) support an intellectually rigorous academic curriculum; and (c) work collaboratively with staff, school community, political leaders, and the community at large to promote student success.

Conditions Making Fairmont State University a Desirable Fit for the Educational Leadership Program

Fairmont State University is in an opportune geographical location to serve the North Central West Virginia Educational Community. The School of Education, Health and Human Performance at Fairmont State University has a well-established and highly recognized Professional Development School (PDS) Partnership with 36 schools in five surrounding counties. Due to this reciprocal relationship, which has been ongoing for the past 10 years, these schools will serve as an initial avenue of information distribution in regards to program specifics and recruitment. This should only serve to enhance the visibility and presence of the new Master's degree program to other areas of the state.

5.2b Brief Program Description

The M.Ed. in Educational Leadership degree program will provide a student the opportunity to obtain certification for a principal licensure (18 credit hours) with two additional courses to obtain the superintendent endorsement (6 credit hours). The purpose of the Educational Leadership degree program is to increase the supply of effective and well-prepared school leaders in public schools in West Virginia. These school leaders will be ready to serve as instructional leaders in the state's diverse student population in meeting high standards for student achievement. The development of an M.Ed. in Educational Leadership at Fairmont State University will also meet the needs of students who currently hold a Master's Degree in the field of education. After completion of the courses, candidates will be eligible for West Virginia certification as Pre K-12 Principals, Supervisors of Instruction and Superintendent. The certification program will be designed to give candidates the

opportunity to practice all functions for effective school leadership. Fairmont State University believes this is a crucial step in preparing teacher leaders for administrative roles in our schools and counties.

Admission Requirements

- *Submit admissions application to the Office of Admissions.*
- *Pay \$50 application fee along with application.*
- *Submit official college transcripts to the Office of Admissions.*
- *Minimum 2.75 undergraduate GPA.*

Initial Administrative Certificate Endorsement Qualifications

The Fairmont State University M.Ed. in Educational Leadership will follow the mandates as set forth in West Virginia code:

In accordance with W. Va. Code R. 126-136-10, to qualify for an Initial Administrative Certificate endorsed as principal, a candidate must:

- *Hold a master's degree from an accredited institution of higher education with a minimum 3.0 GPA*
- *Complete state-approved educational leadership program and receive institutional recommendation*
- *Have three years of management level or teaching experience*
- *Complete the Educational Leadership Institute in evaluation skills or approved equivalent training*
- *Receive a passing score on the Praxis II: Educational Leadership assessment.*

The program will implement innovative strategies to provide the candidate with real school experiences. This program will involve practitioners in the field to enhance the clinical experience for the candidate. Maintaining real life experience seminars and their relationship to the coursework will uniquely enhance the student's understanding of the course content.

5.2c Institution High Quality Standards and Continuing Assessment

The M.Ed. in Educational Leadership degree program for principal/superintendent candidates is designed to address the current West Virginia Standards for School Leaders identified in West Virginia Department of Education Policy 5800 and the Professional Standards for Educational Leaders (PSEL), these standards were adopted in 2015 and were formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Interstate School Leaders Licensure Consortium (ISLLC) Standards adopted in 2008. The program will also address the Educational Leadership Constituent Council (ELCC) Standards which are nationally recognized educational leadership program standards. These standards were revised in 2018 and renamed The National Educational Leadership Preparation (NELP) Program Recognition Standards.

This program will conduct periodic programmatic assessment that measures student attainment of the educational objective/program outcomes. Education program faculty will use the results of student learning data to improve the program and students overall experience where appropriate. The assessment of students, the courses contained in the program of study, and the entire program will utilize procedures established by the faculty and administration at Fairmont State University.

Surveys will be collected as needed to assess overall satisfaction with the program. These data will be used for course and program improvement and to provide data to the University and outside accreditation groups. These surveys will consist of exit interviews employment status/satisfaction and student success with certification exams.

5.2d Similar Programs in West Virginia and Surrounding States

Marshall University (<http://www.marshall.edu/>)

- M.Ed. in Education Leadership (36 credit hours; online)
- Principal only

Salem International University (<http://www.salemu.edu/>)

- M.Ed. in Educational Leadership (36 credit hours; online)
- Principal only

West Virginia State University (<http://www.wvstateu.edu/>)

- M.Ed. in Instructional Leadership (36 credit hours; online)
- Principal only

Wheeling Jesuit University (<http://www.wju.edu/>)

- M.A. in Education Leadership (33 credit hours; online)
- School and System Leadership track
- Principal and Superintendent

5.2e Societal, Occupational, Research, or Public Service Needs and Student Demand

Fairmont State University will be the only regional public institution in this area that will have the distinction of offering West Virginia licensure for an Administrative Leadership certification for principals and superintendents. With West Virginia University no longer offering the M.A. in Educational Leadership/Public School Administration, Fairmont State University has a prime opportunity to train future principals and superintendents for our schools. This unique program will be tailored to meet the needs of the candidate based on the needs of the schools and the needs of Pre-K through Adult students.

Based upon results from a survey distributed to 5 counties within our PDS partnership to gauge interest, it is anticipated there may be an enrollment of 50-75 students. There were 163 teacher responses received. Not all counties shared the survey (in part due to the

teacher work stoppage/March 2018). In addition to the needs assessment survey, an advisory council, which is composed of nine local educators who have or are serving in an administrative role, has met. They have provided overwhelming opinions affirming the need for the program and suggestions for rigorous assignments and the importance of connecting theory to practice.

It is anticipated that once Fairmont State University students have received their master's degree in education, they will want to matriculate into these courses to further increase their job opportunities in school leadership roles.

5.2f Additional Resources Needed to Offer the Program

The startup and implementation will need additional adjunct faculty to provide the instruction as listed below. These courses will offer online instruction and one face-to-face meeting per course/8 weeks on the Fairmont State University campus. An online option will also be made available to students who do not want to come to campus.

Equipment and Software

No additional expenses for equipment and software are anticipated beyond what is currently available for an existing graduate program.

Facilities

No additional facilities are required. Use of current online instruction materials and facilities would be needed. A classroom facility will need to be available for designated times throughout the semester for face-to-face classroom meetings (these are recommended, not required). An online video option will be made available for those students who do not want to come to campus.

Faculty

Adjunct professors will be hired to meet the needs of course delivery. These instructors will have a Doctorate degree or equivalent experience as defined by the Higher Learning Commission.

Based on stipends paid to instructors of graduate courses at other local higher education institutions, it is recommended at each instructor be paid a minimum of \$3,600.00 per 3-credit hour course.

Other

Visiting lecturers will be presenters/facilitators during the mandatory Saturday Leadership Labs. These experts in their fields will be compensated \$500.00 for preparation and presentation for a full day. Sessions will be held primarily on campus for convenience.

5.2g Instructional Delivery Methodologies

In order to meet the needs of the students, classes will be offered as 8-week courses. Courses will also be offered during the summer allowing the completion of the M.Ed. in

Educational Leadership within a 21-month cycle. Clinical experiences will apply to each class that provides for engaged learning for each candidate as it relates to the course. Each course will be three credit hours. Courses are sequenced to allow candidates to take two 8-week courses per semester. Pre-requisite for the superintendent courses will be completion of all other courses (which lead to the principal certificate) or certification through the West Virginia State Department of Education.

During the Saturday sessions, participants are responsible for their own transportation, lodging and meals (online sessions will also be provided).

Online course work

Online course work will be delivered using Fairmont State University's Blackboard learning management system (LMS). This will allow distance learners to access and complete work on their own each week. One or more sessions of a course, may include live lecture through the LMS with the instructor available by chat room or telephonically/visually for interactive participation from a remote location. The majority of course delivery will be through learning modules, required readings and other materials accompanied by electronic communication boards, electronic submission of assignments and completing test/quizzes. Instructors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments will be based upon APA style. The course syllabi will include learning outcomes and align to program goals/objectives. All participants will need access to high-speed internet and must purchase books assigned by the instructor. Each course will have a least one current relevant text required along with weekly readings.

Instructional Delivery Strategies

The program will implement innovative strategies to provide the candidate with real school experiences. This program will involve practitioners in the field to enhance the clinical experience for the candidate. Maintaining real life experience seminars (Leadership Labs) and their relationship to the coursework will uniquely enhance the student's understanding of the course content. Unique opportunities will be provided by examining evaluation instruments, providing role-playing discussions and role-playing critical conversation regarding real world experiences. Additional opportunities will provide each candidate with field experiences reviewing the grievance procedure and the role of the principal. This clinical experience will review the collection of data, levels of the grievance procedure, documentation of information, testifying and implementation of a legal ruling. Previous court cases, grievances and laws will be reviewed and how those decisions have made a direct impact in the classroom.

The seminars will coincide with the courses being taught and will be complimented by guest speakers of a school district such as personnel director, treasurer, superintendent, or board member. These sessions will provide first hand experiences to the student

regarding multiple facets of the school system. Items to be included in these sessions would be the budget process, board meetings, personnel, and the daily role and expectations of a principal/superintendent. The seminars will identify state and local funding issues and how a revenue stream impacts the classroom. The candidate will identify strategies utilized by a principal/superintendent to manage a school or district system.

Saturday sessions will examine communication methods and research effective ways to connect with the parents, students and the community. An examination of social media will be reviewed to identify multiple ways to communicate with the stakeholders. These firsthand accounts of communication techniques will be reviewed by the candidate to consider if a threat or actual crises occurs. The student, within a clinical experience, will work with an administrator at the school/district level to prepare a communicate that will be disseminated to the school community.

A review of the research will be completed to consider strategies and techniques that would address a negative culture in a school or at the district level. Research will also address transformational leadership and design a process to address a negative environment.

A review of test scores, instructional strategies, and morale concerns, turnover rates, community expectations and poor student achievement will be discussed and how the role of the principal/superintendent is to address these needs of the school/district system.

Summary

Research shows school leadership is a pivotal factor in improving student achievement and retaining high quality teachers. In fact, among school-related factors, leadership is found to have one of the greatest impacts on student learning-second only to classroom instruction. Fairmont State University's M.Ed. in Educational Leadership will offer graduate students a certification to attain a principal position, a county office position and the certification for a school superintendent. Online coursework will provide educators in the field, while working in their present assignments, the flexibility to complete coursework at their convenience. The Saturday sessions will provide an opportunity for the candidates to build collegiality among their colleagues as they move through their leadership courses. These sessions will be recommended but not required. An online option will be made available to those students who do not want to come to campus. Fairmont State University has a golden opportunity to provide leadership classes to train the future leaders in education.

Appendix A

5-Year Projection of Total Operating Resources (per WV State Department requirements via the WVEIS online portal)

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
A. FTE POSITIONS					
1. Administrators	0.00	0.00	0.00	0.00	0.00
2. Full-time Faculty	0.00	52500.00	54075.00	55697.25	57368.17
3. Adjunct Faculty	43200.00	3600.00	3600.00	3600.00	3600.00
4. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
5. Other Personnel:					
a. Clerical Workers	0.00	0.00	0.00	0.00	0.00
b. Professionals	0.00	0.00	0.00	0.00	0.00
Note: Include Percentage of time of current personnel					
B. OPERATING COSTS (Appropriated Funds Only)					
1. Personal Services					
a. Administrators	15000.00	15750.00	16222.50	16708.18	17210.46
b. Full-time Faculty	0.00	0.00	0.00	0.00	0.00
c. Adjunct Faculty	3600.00	3600.00	3600.00	3600.00	3600.00
d. Graduate Assistants	0.00	0.00	0.00	0.00	0.00
e. Non-Academic Personnel:					
Clerical Workers	7750.00	7982.50	8221.98	8468.64	8722.70
Professionals	7750.00	7982.50	8221.98	8468.64	8722.70
Total Salaries	34,100.00	35,315.00	36,226.46	37,245.46	38,255.86
2. Current Expenses	34500.00	35535.00	36601.05	37699.08	38830.05
3. Repairs and Alterations	0.00	0.00	0.00	0.00	0.00
4. Equipment:					
Educational Equipment	1500.00	500.00	500.00	500.00	500.00
Library Books	750.00	500.00	500.00	500.00	500.00
5. Instructional Technology	8000.00	8000.00	8000.00	8000.00	8000.00
6. Nonrecurring Expense (specify)	0.00	0.00	0.00	0.00	0.00
Total Costs	78,850.00	79,850.00	81,868.51	83,944.54	86,085.91

C. SOURCES

1. General Fund Appropriations
(Appropriated Funds Only)

Reallocation New Funds
(check one)

40000.00	40000.00	40000.00	40000.00	40000.00
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2. Federal Government
(Non-appropriated Funds
Only)

0.00	0.00	0.00	0.00	0.00
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3. Private and Other

116,150.00	131,265.00	135,769.97	140,487.25	145,309.94
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Total All Sources

156,150.00 171,265.00 175,769.97 180,487.25 185,309.94

Appendix B

Course Descriptions

EDUC 5000: Principal as a Leader

The student will understand and appreciate the role of the principal. Viewing the different roles of a school manager and an instructional leader, the student will determine when each skill is best utilized in a school setting. Distributive leadership plays a significant role at the school level, the student will be able to establish a mission/vision for the school through the use of this skill. The student will work collaboratively with the faculty to strategically plan goals for the school. Through the review of data and assessment results, the student will understand the significance of their role as leader to establish a direction for continued improvement and student achievement. The student will be introduced to the importance of being visible within the school and community and the positive impact that plays. The evaluation/observation process will be demonstrated to the student for a greater understanding of teacher improvement.

EDUC 5005: Organizational Leadership

Organizational Leadership is a major factor in the principals' ability to effectively manage a school. Leadership at the school level manages personnel, the facility and the school as it relates to providing a safe environment. Students will focus on management of a school regarding finances, hiring personnel. The student will develop an understanding of the implications within and outside of the school from decisions made by the principal. Building a new school or reconfiguring an existing school will be developed by the student as it relates to school safety. Discussion of the components that should be considered into the building plan will be defined by the student.

EDUC 5010: Ethics and School Law

Legal issues and concerns are paramount for a principal/superintendent in the management of school faculty, staff, and students. Federal and state laws will be reviewed, by the student, when considering decisions made at the school level. The student will study how those laws have impacted the local schools. This class will research the role of the principal/superintendent when an accusation is made against a staff member or a student. The student will read and apply the techniques of investigations. Policies play a significant role in the operations of a school; this course will investigate how policies can help or hinder a principal/superintendent when resolving conflict. Through the review of recent court cases, grievances, and ethics rulings, the student will study the impact of those decisions and rulings in the school setting. Federal and state laws that protect the students identified with special needs will be studied by the student. A discussion of these laws will provide the student the opportunity to understand the complexity of these laws and how the laws relate to the needs of the child.

EDUC 5015: Community Relationships

Community partnerships address the role of a principal/superintendent's ability to understand a relationship between the school and the community. This course will focus on the use of social

media and the role it plays regarding communicating between the community, parents, students and the school. The students will understand the value of appropriating funds from the community. Participants will gain insight into the development of community/business partnerships. Students will develop strategies when dealing with difficult situations which may occur with the school or with parents.

EDUC 5020: Transformational Leadership

Transformational Leadership is a difficult challenge as a principal/superintendent. Instructional programming and addressing student needs must be the focal point of the principal, superintendent faculty and the community. The literature suggests that many facets of a school setting must be considered to affect the needed change. Considerations must be given to improving the curriculum; school culture; and accountability for the teachers, students, and administrative staff. All stakeholders must also be a driving component for transforming the school. The principal must be the catalyst of this change and should take a leadership role with curriculum and instruction.

EDUC 5025: Current School Issues

Many issues face education daily. Policies and laws do not always stay abreast of issues that may arise. This course will review educational issues that will impact the classroom and the management of the school/district. Recent court case decisions, laws recently enacted, or recently adopted polices will be reviewed by the student to study the impact of the decision. Local issues that will impact the educational setting by a disgruntled employee, parent, student or community member will also be examined, to determine the impact on the school.

EDUC 5030: Superintendent Role Regarding Board, Community and Curriculum

The course will examine different ways a superintendent/principal and board of education can create a positive and productive working relationship. Understanding the importance of mission, vision and strategic planning will be examined to establish a county wide direction for the school/district. Student growth and achievement will be reviewed as a role of the superintendent/principal to enhance a seamless transition throughout each grade level. This course will explore strategies on how to report data to the community that will build trust and respect. After reviewing testing data this course will explore strategies on how to set high expectations with the superintendent/principal and staff.

EDUC 5035: Superintendent as a Leader/Manager

This course will examine the role of the superintendent to build and foster collaboration within the community. How the superintendent addresses conflict to ensure they can clearly articulate with the community will be reviewed. This course will examine the role of the superintendent/principal as they monitor the fiscal accounting and management systems. The use of technology to enhance the operations of the system will be reviewed. How a superintendent/principal utilizes the demographics of the district/school to make informed decisions as they establish county wide goals will be examined. Collaborations between

community agencies and post-secondary institutions will be examined to promote better programming and services with all parties involved.

EDUC 6301: Research in Education

Provides candidates with the knowledge, skills, and techniques necessary to understand and design research as applied to teaching and learning and other applied contexts with an emphasis on methodology; including quantitative, qualitative, and action research methods.

EDUC 6395: Capstone Research Project (separate section will be offered)

This course will present simulation activities throughout the program providing the candidate an opportunity to problem solve educational issues. The course will be designed as a culmination of the Master's program relying on the course work throughout the program to address current issues. These simulation activities will encompass areas in education that are addressed by the principal and superintendent throughout a school year. The candidate will write a position paper after each simulation activity with their ideas on how to best resolve the concern. Within the paper the candidate will identify the problem, what strategies were used to resolve the conflict, the implications of the decision and identify other ideas that addressed the problem toward a resolution (EDUC 6301 Prerequisite).

Appendix C
Program Outline

Current Program

Post-Master's Educational Leadership Certification (Principal and Superintendent)

Course Title	Credit Hours	Offered	Delivery Method
EDUC 5000: Principal as a Leader	3	1 st 8-weeks	Online
EDUC 5005: Organizational Leadership	3	2 nd 8-weeks	Online
EDUC 5010: Ethics and School Law	3	1 st 8-weeks	Online
EDUC 5015: Community Relationships	3	2 nd 8-weeks	Online
EDUC 5020: Transformational Leadership	3	1 st 8-weeks	Online
EDUC 5025: Current School Issues	3	2 nd 8-weeks	Online
EDUC 5030: Superintendents Role Board & Community	3	1 st 8-weeks	Online
EDUC 5035: Superintendent as a Leader/Manager	3	2 nd 8-weeks	Online
Total Program Credit Hours	24		

Color Key and Notation: *The different colors in the table above denotes courses required for the 18-credit hour Principal Certification and the 6-credit hour Superintendent Licensure.*

Proposed Program

Masters of Education (M.Ed.) in Educational Leadership

Course Title	Credit Hours	Offered	Delivery Method
EDUC 5000: Principal as a Leader	3	1 st 8-weeks	Online
EDUC 5005: Organizational Leadership	3	2 nd 8-weeks	Online
EDUC 5010: Ethics and School Law	3	1 st 8-weeks	Online
EDUC 5015: Community Relationships	3	2 nd 8-weeks	Online
EDUC 5020: Transformational Leadership	3	1 st 8-weeks	Online
EDUC 5025: Current School Issues	3	2 nd 8-weeks	Online
EDUC 5030: Superintendents Role Board & Community	3	1 st 8-weeks	Online
EDUC 5035: Superintendent as a Leader/Manager	3	2 nd 8-weeks	Online
EDUC 6301: Research in Education	3	1 st 8-weeks	Online
EDUC 6395: Capstone Research Project	3	2 nd 8-weeks	Online
Total Program Credit Hours	30		

Color Key and Notation: The different colors in the table above denotes courses required for the 18-credit hour *Principal Certification*, the 6-credit hour *Superintendent Licensure*, and additional 2-credit hour courses offered for the *Master's Degree in Educational Leadership*.

Appendix D
Course Inventory

Required Major Courses

	Course	Hours	Weeks	Format
Fall Semester 1	Principal as a Leader	3	8-week course	online
	Organizational Leadership	3	8-week course	online
Spring Semester 1	Ethics and School Law	3	8-week course	online
	Community Relationships	3	8-week course	online
Summer Semester 1	Transformational Leadership	3	8-week course	online
	Current School Issues	3	8-week course	online
Fall Semester 2	Superintendents Role Board and Community	3	8-week course	online
	Superintendent as a Leader/Manager	3	8-week course	online
Spring Semester 2	Research in Education	3	8-week course	online
	Capstone Research Project	3	8-week course	online

Appendix E

Course Syllabus – EDUC 6301: Research in Education

Instructor Information

Instructor:

Email:

Office Phone:

Office Location:

Office Hours:

Course Information

Course Credits: 3 Credit Hours

Course Description: *Research in Education* provides an overview of the knowledge, skills and techniques necessary to understand and design research as applied to teaching, with an emphasis on both quantitative and qualitative methodologies, including descriptive statistical analysis and action research.

Course Outcomes:

- Outcome 1 *Understanding Purposes & Applications* - Understanding of the purposes and applications of primary methods used in educational research.
- Outcome 2 *Use of Databases* - Develop and apply knowledge of online databases and other resources to support the research process.
- Outcome 3 *Using Research Base to Inform Practice* - Use high-quality research in the related field as part of an evidence-based, data-based approach to the improvement of educational practice.
- Outcome 4 *Professional Writing* - Demonstrate ability to apply APA Style Guidelines and writing conventions to write for academic and professional audiences.
- Outcome 5 *Critical Consumer of Research* - Apply knowledge of the standards for quantitative and qualitative research to critique the research design and findings presented in research reports and other publications.
- Outcome 6 *Designing Action Research* - Apply knowledge of and skills related to teaching, learning, and research to design an action research project to support student learning.
- Outcome 7 *Engaging in PLC* - Engage in an online Professional Learning Community to collaboratively critique research and to inform the development of an action research project proposal.

- Outcome 8 *Dissemination* - Disseminate action research proposal in electronic formats to professional colleagues.

Fairmont State University's Core Values (SOAR):

Scholarship: To celebrate the joy and wonder of discovery.

Opportunity: To grow, learn, engage, and contribute.

Achievement: To reach personal and community goals.

Responsibility: To fulfill obligations to ourselves, the learning community, our society, and the future.

Policies

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as:

- the obtaining of information during an examination;
- the unauthorized use of books, notes, or other sources of information prior to or during an examination;
- the removal of faculty examination materials;
- the alteration of documents or records; or
- actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Accessibility Services

Accessibility services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for disability services and to provide any necessary documentation to verify a disability or the need for accommodations. Students must provide their professors with a copy of their academic accommodation letter each semester in order to receive accommodations. Faculty, students, and the Office of Accessibility Services must cooperate to ensure the most effective provision of accommodations for each class.

The Office of Accessibility Services is located in the Turley Student Services Center, suite 316. For additional information, please visit the Office of Accessibility Services webpage at www.fairmontstate.edu/access or call 304-333-3661.

Copyright

Materials presented in this course may be protected by copyright law. Therefore, materials should not be posted, duplicated, etc. without the written permission of the course instructor.

Course Expectations

Technology Access

You **MUST** have adequate access to the technology that will support your use of Blackboard. Make sure you locate/perform a trial run of all the features we will use this semester (email, discussion board, learning modules, grades, etc.). You should do this during the first week of class to allow time for trouble-shooting, if needed. **If you need assistance with Blackboard or your browser, contact the Teaching and Learning Commons by calling 304-367-4810 or by emailing a request for support to help@fairmontstate.edu.** The TLC website is: <http://www.fairmontstate.edu/it/tech-commons/supported-technology>

You must also have access to Microsoft Word – all documents must be submitted as Microsoft Word documents (.doc or .docx) to complete the assignments for this course. If you use a Mac computer, you will need to save your documents as Rich Text documents [.rtf] in order for them to be viewed on non-Mac computers. Finally, you should also check your Blackboard email (i.e., course messages) regularly for broadcast class communications. Access to required technology is available on campus in a number of locations, at local libraries, and many restaurants around the area - **lack of access will not serve as an excuse for lack of participation or late submission of assignments in an online Master's program.**

TaskStream

All Fairmont State University students are provided a TaskStream account. Major course assignments will be submitted in TaskStream for assessment and scoring – **you will not receive credit for these assignments if you do not submit them in TaskStream by the due date. The total assignment points will be dropped by 25% per day for submissions after the due date. After one week assignments will not be accepted.** If you have questions or need support with your account or TaskStream tools, contact TaskStream directly at 1-800-311-5656, then press “1” for support.

APA Style

In the field of education, academic and scholarly work is usually formatted according to the American Psychological Association (APA) guidelines for publication. APA style guidelines dictate how pages in a report should be formatted, how publications (such as journal articles, chapters in books, etc.) should be cited and referenced, and how graphic organizers should be included. The purpose of requiring you to become familiar with the APA Manual and basic APA style guidelines is to prepare you for the writing requirements in all of your graduate courses and to prepare you to disseminate your own scholarly work in the professional community of educators. An APA “template” is provided for your use (formatted with major sections, running head, page numbers, etc.); however, you are required to cite all sources by following the guidelines for in-text and

reference citations. The references and in-text citations for your EBSCOhost assignment, Critique papers and Action Research Proposal will be assessed for adherence to APA style guidelines. The 6th edition of the APA Manual is available through the Fairmont State University Library, or you may want to purchase your own copy (although it is not required for this course). Links to excellent web-based resources for APA style guidelines are available within our Blackboard course site.

Fairmont State University Expectations

Students are expected to be:

- Present and attentive in class; aware of official university and course communications via email
- Prepared for university life
- Prepared for class
- Participating in class and in extra- and co-curricular activities
- Polite and respectful to everyone in our academic community

These are the expectations for all Fairmont State University students, whether in a face-to-face or online course. In the online course environment it is particularly important to check your Blackboard course messages regularly and adhere to acceptable “netiquette” in your communications and participation in class discussions, emails, and collaborative work with your colleagues.

Required Texts/Readings/Resources

Required Text

Jones, W. & Kottler, J. (2006). Understanding research: Becoming a competent and critical consumer. Upper Sadler River, NJ: Pearson [ISBN 9780131198449]. The textbook is available in new, used, and rentable formats through the Fairmont State University bookstore. Below is a link to the Fairmont State University Bookstore: <http://www.bkstr.com/fairmontstatestore/home>

Readings

You are responsible for completing assigned readings prior to posting to the discussion board as indicated in the course schedule. Additional supplemental readings may be assigned as needed for course assignments and will be posted within the course learning modules.

Learning Activities

**This section offers an overview of each assignment. More information can be found in the learning modules posted within our Blackboard course home page.*

Orientation Assignment

Online courses require a clear understanding of the procedures and requirements for successful completion. To complete this assignment, visit the *Course Introduction* module, locate and follow the instructions, then submit your completed assignment via the Course Orientation Quiz Assignment dropdown.

EBSCOhost/APA Assignment

This assignment requires you to use EBSCOhost – the online portal to databases containing published reports of educational research available through the Fairmont State University online library – and apply APA style guidelines. You should use EBSCOhost to locate one credible published research report related to your research interest and prepare a brief “paper” that includes 3 pages:

- A title page formatted according to APA style guidelines (see APA Manual or Owl at Purdue link in Blackboard),
- A page containing the “body” of your paper - one or two paragraphs explaining your interest in the article and summarizing the major points of the research, a quote from the article, and the appropriate in-text citations for the quotation and for the information from the report that you summarize in your discussion of the major points,
- A references page with the appropriate APA style citation for the article.

Discussion Board Entry & Response Postings

Eight (8) times throughout the semester you will be required to post a discussion entry in response to a prompt provided in one of the course learning modules and post a response to one of your peers' entries (two responses are required for the final discussion where you will share your Action Research Proposal). The due dates for postings and responses are noted in the *Course Schedule*. The course Discussion Board is a central feature of our online class and is the vehicle for developing and participating in our Professional Learning Community (an exchange of information and ideas around the concepts and information provided). The Discussion Board assignments are linked within each learning module. Discussion Board entries and responses should be posted by 11:59 p.m. on the due date. For full credit make sure your postings are timely, relevant, substantive, and refer directly to information or ideas from your text. Entries should clearly address the prompt provided to guide the discussion and integrate your personal perspectives and ideas with your understandings of the information and concepts provided in the readings and other course material.

Discussion Board Scoring Rubric

The scoring rubric that will be used to assess Discussion Board postings is included on the course Blackboard site within the *Course Introduction* learning module. In addition to substantive content, your **posting entries should be between 300 & 400 words**. You are also required to respond to peers' postings; again, make sure your responses are relevant, substantive, and refer directly to information or ideas from the posting (for example, you should not respond with something like "good point", but rather with something like, “You make a good point about the need to include opposing views in your review of related research. I am finding in my review that there are clearly two camps in the field of reading about which approach to take in reading instruction: whole language and phonics.”). In general, **responses should be between 200 & 300 words**. Entries and responses should be appropriate and respectful - remember, these are public discussions and course instructor will be a participant.

Collaborative Research Critiques

You are required to complete three (3) critiques of reports on research studies. You will work with a small group of your peers in this course to complete these critiques (groups of **at least four 4-5** students are required, depending upon the number of students enrolled in the course). **Each group member is required to submit a copy of the group's completed assignment in TaskStream** in order to receive feedback and a score for the assignment. Critique 1 focuses on a quantitative study in the text. Critique 2 focuses on a qualitative study linked in the Critique 2 module. Critique 3 focuses on one of the reports of action research projects linked in the Critique 3 module and how it compares to the first two reports. To form your group, it is suggested that you look at the *Course Introduction Discussion Board* postings to find colleagues you may want to invite to work with you on these assignments. You will work with the same group for all three critiques. Students who have not joined a group by the date listed in the course schedule will be assigned to groups. **One person from each group should email the course instructor to let her know your group members** so she can form your group's area. Let the course instructor know if you do not have a group by the designated date posted in Blackboard. Once groups are established, each group will have its own private chat area (your group's own discussion board). In your group's discussion board, only your group and the course instructor will be able to view the conversations that occur. You are required to use this chat area to discuss your collaborative work on each critique. The chats will serve as partial documentation of your collaborative process. ***Please inform the course instructor if at any time you are having difficulty with a group member not responding or participating.***

You should refer to the rubrics for assessing the critiques as you complete these assignments. It is recommended that you review the Critique 1 and 2 modules, read the reports, and begin to work on these two critiques as you complete the readings and discussions related to each section of the basic critique assignment. For example, Chapter 2 introduces the standards we use to evaluate the research question and the introduction of a research report; the critique assignment asks you to evaluate these features of each of the reports you read for each critique. If your group has read the reports for Critiques 1 and 2, you should begin answering the guiding questions related to the research question and the introduction. Critique 3 requires you to compare across three different kinds of research reports, so your group should wait until you have completed the first two critiques to complete this assignment. Each critique should be 3 to 4 pages in length and address the requirements of that particular critique assignment (see the Critique Assignments in each critique module). Critiques will be due in TaskStream as indicated in the course schedule.

Action Research Proposal

For the final course assignment, you will develop a brief proposal for an Action Research project that could be implemented in your classroom, informal educational setting, or in your workplace. ***You will not implement your project during this course*** – you will simply design a proposal for a project. The purpose of the Action Research Proposal is to familiarize you with Action Research, a research methodology commonly used by educators to improve teaching and learning, and to prepare you to complete the requirements for *EDUC 6395: Action Research* (for those who will need to take this course for their degree program), where

students design, implement, and disseminate the findings from their own classroom-based Action Research projects. All resource materials and the assignment information are located in the Action Research Proposal learning module. The body of your proposal should be 3-4 pages in length and you should use the APA template and make sure citations follow APA style guidelines (see Action Research Proposal learning module). The proposal is submitted in TaskStream in lieu of a final exam and will be due as indicated in the course schedule. You should refer to the Action Research Proposal scoring rubric as you develop your proposal.

Evaluation/Grading

Learning Activities Grading Summary	
Course Orientation Quiz	2 pts.
APA Quiz	2 pts.
Discussion Board Entry Postings	24 pts. (8 x 3 pts. each)
Discussion Board Peer Responses	18 pts. (9 x 2 pts. each)
EBSCOhost Assignment	6 pts.
Research Critiques	30 pts. (3 x 10 pts. each)
Action Research Proposal	20 pts.
Total	102 pts.

Grading Scale	
90-100 pts.	A
80-89.9 pts.	B
70-79.9 pts.	C
60-69.9 pts.	D
0-59.9 pts.	F

Late or Missing Work

Assignments will be lowered by 25% for each day past the due date. You will not receive credit for missed assignments. However, if you have an emergency and are unable to meet the due date for submitting an assignment you should contact the course instructor ASAP to discuss your circumstances. This must be done **prior** to the assignment due date.

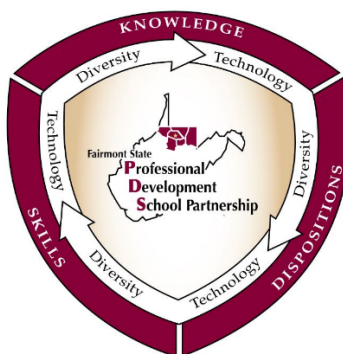
Appendix F

Course Syllabus – EDUC 6395: Capstone Research Project

Instructor Information

Instructor:
Office:
Phone:
Email:
Office hours:

Shared Values and Beliefs for Educator Preparation



The mission of the Fairmont State University School of Education (Educator Preparation Provider or EPP) is to prepare reflective and responsive educators who possess the knowledge, skills, and dispositions to help all students learn. The EPP integrates the mission across the curriculum, field experiences, clinical practice, and assessments of candidates. The mission provides the structure and guiding principles that are necessary to prepare reflective and responsive educators. The West Virginia Professional Teaching Standards (WVPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and the Council for the Accreditation of Educator Preparation (CAEP) Standards establish and represent the knowledge, skills, and dispositions that candidates must possess in order to facilitate learning for all students. The mission includes the cross-cutting themes of diversity and technology.

Demonstrated competencies within the standards empower candidates to develop and function as reflective and responsive educators who help all students learn. The EPP's research-based mission incorporates educator best practices that apply to teacher candidates at the initial level as well as accomplished teachers at the advanced level. The mission and the respective standards are also central guiding elements of the FSU Professional Development School (PDS) Partnership. The PDS Partnership provides for an exemplary collaboration with P-12 schools that allow candidates multiple, quality field experiences/internships as well as professional development opportunities for all stakeholders. The EPP's shared values and beliefs include reflective habits of practice; culturally responsive teaching stance; content knowledge; pedagogical knowledge and skills; commitment to and dispositions for renewal of self, curriculum, school, profession; broad definition of diversity; and, technology as an opportunity for learning.

The EPP outcomes relate to the shared values and beliefs and incorporate the WVPTS and InTASC Standards. The EPP assesses the outcomes in a systematic and coherent manner throughout the program. Additionally, the EPP reports, analyzes, and shares the results of these outcomes with the purpose of continuous improvement.

The EPP Program Outcomes are:

- (1) **Curriculum and Planning** based on current knowledge of content, pedagogy, assessment, instructional design, and the integration of 21st century tools to help all students learn,
- (2) **The Learner and the Learning Environment** with a focus on how to create a culture and learning environment that meets the learning needs of all students,
- (3) **Teaching** based on the best teaching practices for the integration of knowledge of content, pedagogy, the learner, and the learning environment to involve all students in relevant, engaging, and effective learning opportunities while engaging in a reflective instructional cycle of planning, instructing, assessing, and adjusting based on data,
- (4) **Professional Responsibilities for Self-Renewal** through individual and collaborative processes in the teaching profession to improve learning for all students,
- (5) **Professional Responsibilities for School and Community** through strategies for engagement of the larger community of parents and stakeholders to maintain an environment that fosters learning for all students,
- (6) **Professional Responsibilities for Technology in Education** by transforming teaching and learning to engage all students through the meaningful integration of technology,
- (7) **Culturally Responsive Teaching Practice** that create ideal learning conditions for all students under a broad definition of diversity,
- (8) **Effective Communication** through face-to-face and media techniques in interactions with all students, colleagues, parents, and community, and
- (9) **Professional Dispositions** that demonstrate a commitment to help all students learn.

Course Information

Course ID: EDUC 6395 Capstone Research Project in Education

Course Description: *Capstone Research* focuses on the development and implementation of a research project using an action research design. Through this activity, students develop artifacts that support competence in teaching and research. Students design and implement a project to address a student learning need or to address a problem in another setting such as work, and then they share their final results and interpretations with classmates and the course instructor.

Course Learning Outcomes: Upon successful completion of all course readings and activities students will be able to:

- Apply essential knowledge and skills in action research needed to design and implement a classroom-based research project to support student learning or to support change initiatives in another work environment (4A,4D, 5H)
- Analyze a variety of data to identify a focus for action research, including information about student or population diversity (2A, 3F)
- Conduct a rigorous review of research to identify a research-based teaching strategy for implementation or to evaluate programs and initiatives in a work setting (4A)
- Formulate a guiding action research question or questions (4A)
- Design an action research project to answer a guiding action research question or questions (4D)
- Design an action research project to support data-based decision-making and improvement of practice. In the classroom, the improvement of practice should influence student learning outcomes (1E, 3E)
- Collect and analyze a variety of data to examine effects on student learning and teaching practice or on a program's viability and/or effectiveness (1E)
- Use the results of data analysis to inform teaching practice or to inform program effectiveness (3F,4C)
- Engage in an online Professional Learning Community to inform the development and implementation of an action research project (4B)
- Disseminate results to colleagues in electronic formats (4B)
- Critically reflect on the action research process and identify possible future professional growth areas and opportunities (4D, 5H)

Policies

Use the link to access current University policies:

<https://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

Academic Integrity: Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as: the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as: the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Accessibility Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services and to provide any necessary documentation to verify a disability or the need for accommodations. Faculty,

students and the Office of Accessibility Services can be reached at (304) 367-4686 or (800) 641-5678 Ext. 8.

Assessments, Surveys, and Course Evaluations: Fairmont State University values students' opinions. Your participation in special assessments, surveys and course evaluations assists us in improving the services of the institution and the effectiveness of classroom instruction. These are to be viewed as course requirements and completed to the best of your ability and with full attention.

Attendance: Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Copyright Notice: Material presented in this course may be protected by copyright law.

Tobacco and Vaping Policy: FSU is a tobacco and vapor-free campus.

Title IX: Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.fairmontstate.edu/adminfiscalaffairs/human-resources/title-ix...> ; by calling (304) 367-4386; or by emailing HR@fairmontstate.edu. Students may also contact the Office of Counseling & Disability Services located in 316 Turley Center for help at (304) 367-4792.

Additional information about all policies can be found online at: </publications/CampusHandbooks/studenthandbook/default.asp>

Additional student resources can be found online at: </studentresources/default.asp>

University Expectations:

Students are expected to be:

Present and attentive in class; aware of official university communication via email

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities

Polite and respectful to everyone in our academic community

Fairmont State's Core Values: SOAR with Fairmont State

Scholarship

Opportunity

Achievement

Responsibility

Course Expectations

Required Text: All chapter reading assignments referred to in the course modules are from Johnson, A.P. (2012). *A short guide to action research*. Boston, MA: Pearson Education, Inc., **4th Edition** [ISBN- 0-13-268586-8]. The textbook is available in new, used, rentable, and digital formats through the Fairmont State University bookstore.

Supplemental Readings: Course modules will require you to read articles, research reports, PowerPoint presentations, or other web-based materials. These supplemental readings are linked in the modules.

Course Policies:

- All students enrolled in this course should have successfully completed the majority of their Master's Program (be within six hours of graduation and have successfully completed EDUC 6301 Research in Education). This course requires you to design and conduct original research based on a question you generate about your teaching practice or about program effectiveness in other settings outside of education. You must have the prerequisite research design and writing skills to undertake this project. You must also have access to an educational setting or a work setting in which to implement your research project.
- You must have regular access to the technology required to participate fully in this **online** course and to submit all major assignments in Taskstream. Both Microsoft Word and PowerPoint are required in order to complete the major assignments for this course. If you have questions about any of the web-based platforms, please contact me within the first week of the semester so that we can get you the support you need to succeed in this class.
- Major course assignments must be submitted in TaskStream for credit. If you are not familiar with Taskstream, please see TaskStream information under Required Texts/Readings/Resources below for additional information about your TaskStream Subscription.
- All major assignments must be formatted following APA Style Guidelines. You should refer to the most recent APA Manual or the web-based information linked in the course when formatting papers, citations, and references.
- Regular substantive participation in the discussion postings is mandatory. Twenty percent of your final grade is based on the work you do in the class discussions.

Technology Access

As a Fairmont State student, you are provided with a TaskStream account. For account issues or other technical issues with TaskStream, contact TaskStream support at 1-800-311-5656, select "1" for support.

You MUST have adequate access to the technology that will support your use of Blackboard. If you have problems with Blackboard, contact FSU's IT Services for assistance. Email: help@fairmontstate.edu, Phone: (304)367-4810).

Course Requirements

Capstone Research Project: The Capstone Research Project is the major assignment for EDUC 6395. Throughout the course modules you will complete assignments related to developing, designing, implementing, and disseminating the results of a Capstone Research Project. The criteria for scoring these products are described in the rubrics in TaskStream for each component of the project (Introduction & Method, Literature Review, Capstone Research Project Report, and the Capstone Research Project Presentation.)

To successfully complete each assignment you should carefully review the instructions, the scoring rubrics, the supportive materials provided in the modules, and make use of the resources provided in the course (sample projects and links to web-based writing support, data analysis support, support for conducting a literature review, etc.). The component assignments include:

- The *Orientation & Planning Form* requires you to review the information in the syllabus related to course requirements and to articulate your preliminary ideas about your action research project. This provides documentation of your understanding of course requirements and an opportunity for early formative feedback for action research project development from the course instructor.
- An *Introduction & Methods* providing the rationale for your project, your guiding research question(s), the context for your project (including an analysis of student diversity), and your plan for data collection and analysis. [Note: When you submit your final report, you will reorder these sections – Introduction, Literature Review, and Methods. They are organized out of the typical order to facilitate approval of your Methods plan prior to implementation of your project.]
- A *Literature Review* synthesizing key points related to the topic or focus of your project from five (5) quality, scholarly research articles. You should make suggested improvements to your Introduction & Methods, add your Literature Review, and submit all three sections as one document.
- A *Draft Report* integrating your Introduction, Literature Review, Methods, and Data Analysis submitted prior to the *Final Report*.

- A *Final Report* integrating your revised Introduction, Literature Review, and Methods with a description of the implementation of your Capstone Research Project and a discussion of your results and implications for future practice.
- A *PowerPoint* presentation summarizing your project design and results to share your work with colleagues in the class.

Discussions: You are expected to be a regular participant in the Discussions. Each module will have one Discussion Forum. You are required to post an entry in response to each forum prompt and respond to a minimum of two (2) other students' posting to each topic. The prompts for these postings are intended to assess your understanding of key concepts from the readings and supplemental materials and relate them to your developing project. Your participation will be assessed on

- the **frequency** of postings (at least 1 entry and 2 responses approximately every 2 weeks)
- the **quality, relevance, and substance** of your postings (how relevant the posting is to either the prompt or your colleague's posting)
- how well the posting reflects a growing understanding of action research based on the readings and other module materials
- and how deeply you are reflecting on your own research process.

This is our "virtual" classroom, and the discussions are the equivalent of classroom participation and serve as reflective writing assignments -- counting as twenty percent of your final grade. Incomplete discussion participation (missing the post and/or response for a discussion forum) or postings that are not substantive or relevant to the prompt or colleague's posting will result in loss of points. Due dates for the discussion activities for this course are not posted; the discussion is designed as an ongoing conversation between professionals, and everyone is expected to maintain an ongoing presence in our class discussion. This is our online Professional Learning Community. Discussions will be assessed at the end of each Module, as indicated in the course schedule in your syllabus.

Evaluation

Grading Weights

- Orientation & Project Planning Form = 10 points
 - Capstone Research Project Introduction and Methods = 15 points
 - Capstone Research Project Literature Review = 25 points
 - Capstone Research Project Draft Report = 50 points
 - Capstone Research Project Final Report = 100 points
 - Capstone Research Project PowerPoint = 50 points
 - Discussions (4 discussions) = 25 points each
- Total = 350 points

Grading Scale:

- 93 - 100% = A
- 85 - 92% = B
- 77 - 84% = C
- 70 - 76% = D
- 69% and below = F

NOTE: Assignments submitted one week after the due date and Discussion entries posted after the Module is completed (according to the Course Schedule) will automatically have 10% of the possible full credit points deducted prior to grading. Repeated late submissions can have a negative cumulative effect on your final grade. If you have special circumstances that prohibit you from meeting the due dates, contact the instructor at least one week before the due date to discuss options.

Course Schedule

Note: All readings refer to the 4th edition of the Johnson text. Readings & Assignments notes are organized to provide a suggested distribution of readings and work on assignments to ensure timely completion and submission of major assignments by Due Dates.

Dates	Readings & Assignments	Due Dates
Module 1		
8/19 – 8/25	Begin work on Project Planning Form Read Chapter 2 Begin Module One Discussion	First post in Discussion One by 8/25
8/26 – 9/1	Read Text Chapters 3 & 4 Continue Module 1 Discussion Complete work on Project Planning Form Begin work on Introduction & Method	Complete Project Planning Form and submit to TaskStream by 9/1
9/2 – 9/8	Complete all text readings Complete Module 1 Discussion Continue work on Introduction & Method	Complete second Module 1 Discussion
Module 2		
9/9 – 9/15	Read Chapters 6 & 7 Begin Module 2 Discussions Continue work on Introduction & Method	
9/16 – 9/22	Read Chapters 8 & 9 Read Appendix (Sample Projects) Continue Module 2 Discussions Complete and submit Introduction & Methods Assignment	Introduction & Methods due in TaskStream by 9/22

9/23 – 9/29	Complete all assigned text readings Complete Module 2 Discussions Begin work on Literature Review	Complete Module 2 Discussion
Module 3		
9/30 – 10/6	Read Chapter 5 Begin Module 3 Discussions Continue work on Literature Review	
10/7 – 10/13	Read Chapters 10 & 11 Review Appendix (Sample Projects) Continue Module 3 Discussions Continue work on Literature Review Begin Project implementation (with instructor approval)	
10/14 – 10/20	Complete Chapter readings Complete Module 3 Discussion Begin Project implementation Complete and submit Literature Review	Literature Review due in TaskStream by 10/20 Complete Module 3 Discussion
Module 4		
10/21 – 10/27	Read Chapter 12 Continue Project implementation Begin Final Discussion Revise Lit Review if needed	
10/28 – 11/3	Read Chapter 13 Continue Module 4 Discussions Continue Project implementation Work on Data Analysis and Final Report	
11/4 – 11/10	Continue Module 4 Discussions Begin Project analysis and Final Report writing Begin work on Power Point	
11/11 – 11/17	Continue Module 4 Discussions Continue Project analysis and Final Report writing Continue work on Power Point	Draft Report due in Taskstream by 11/17

11/18 – 11/24	Continue Module 4 Discussions Continue work on PowerPoint	
11/25 – 12/1	Thanksgiving Break	
12/2 – 12/8	Continue work on PowerPoint and submit link of your project in VoiceThread when complete Continue to work on revisions to final report and re-submit final version of Action Research Report when complete	Share your project in VoiceThread and comment on 2 classmates' projects
12/9 – 12/13	Submit final AR report to Taskstream Submit PPT in VoiceThread Respond to 2 colleague's PPTs with constructive feedback	Final PPTs due 12/10 Final Report submission to Taskstream by 12/12

Professional Standards: The Fairmont State University Teacher Education Programs are framed around the West Virginia Professional Teaching Standards (WVPTS) [see <http://wvde.state.wv.us/teachwv/profstandards.html>]. Throughout the programs, particular courses emphasize each of these standards. For teachers, the Capstone Research project involves the application and integration of the majority of the WVPTS in the context of a particular classroom setting.

The project involves:

- reflection on the strengths and weaknesses of pedagogy and learner outcomes
- ongoing consideration of the contexts of the learning environment and the needs of learners
- the identification and implementation of a research-based strategy to address weaknesses
- development of a plan for teaching and for research
- negotiation of the project with professional colleagues
- formative and summative assessment of learner outcomes, and
- dissemination of the results of the project to a professional audience

The following WVPTS standards, in particular, are central to this course, the process of action research, and the capstone research project.

- Function 1E: The teacher uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.
- Function 2A: Understanding intellectual/cognitive, social, and emotional development -- The teacher's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.
- Function 3E: The teacher uses both classroom summative and formative assessment as a balanced approach to instructional decision making.

Function 3F: The teacher adjusts instruction based on the needs of the students and in response to “teachable moments.”

- Function 4A: The teacher engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.
- Function 4B: The teacher is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.
- Function 4C: The teacher engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.
- Function 4D: The teacher contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.
- Function 5H: The teacher demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.
- Function 5I: The teacher models the ethical standards expected for the profession in the learning environment and in the community.

InTASC Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world.

I. The Learner and Learning

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. Content Knowledge

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Diversity: The Center for Research on Education, Diversity & Excellence Standards for Effective Pedagogy & Learning (CREDE) Standards represent a set of research-based culturally responsive teaching practices that help all students learn; regardless of socio-economic status, language, race, gender, or special needs [see <http://crede.berkeley.edu/research/crede/standards.html>]. While this course does not directly address these standards, the design and implementation of an individual action research project – depending on context, student learning needs, and teaching strategies – may involve demonstration of CREDE Standards. Students are encouraged to consider the CREDE Standards as they design their action research project to identify opportunities to use these research-based pedagogical approaches.

Technology: The International Society for Technology in Education's (ISTE) Standards (2017) describe the skills and knowledge educators need to change the way they teach, the way they

work, and the way they learn in an increasingly connected global and digital society [see <https://www.iste.org/standards/for-educators>]. This course supports these ISTE Standards:

- 1B: Pursue professional interests by creating and actively participating in local and global learning networks.
- 1C: Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
- 4D: Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.
- 6D: Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
- 7C: Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Copyright: Material presented in this course may be protected by copyright law.

Tab 3

Fairmont State University
Board of Governors – Bylaws Committee Meeting
October 17, 2019

Item: The need to repeal and replace Policy 09 – Sexual Harassment.

Committee: Bylaws Committee

Recommended Resolution:

That the Board of Governors repeal and replace current Policy 09 to address discrimination, harassment, sexual harassment, sexual misconduct, stalking, retaliation, and other relationships at Fairmont State University to be in compliance with the change in federal, state, and local laws, administrative rules and regulations including conforming with guidance from the U.S. Department of Education.

Staff Member: Jacqueline L. Sikora, General Counsel; Cynthia Curry, VP of Human Resources; and Jessica Kropog, Title IX Coordinator and Compliance Specialist.

Background: This policy complies with federal, state, and local laws, and administrative rules and regulations including conforming to guidance from the U.S. Department of Education. The request is to repeal and replace existing Policy 9, and to ensure that the current policy is updated as noted herein.

**Fairmont State University Board of Governors
Policy GA-01**

Effective Date: _____

TITLE: RULE REGARDING DISCRIMINATION, HARASSMENT SEXUAL HARASSMENT, SEXUAL MISCONDUCT, DOMESTIC MISCONDUCT, STALKING, RETALIATION, AND RELATIONSHIPS.

SECTION 1: GENERAL.

- 1.1 Scope: This policy is regarding discrimination, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, retaliation, and other relationships at Fairmont State University.
- 1.2 Responsible Unit: Office of the President.
- 1.3 Filing Date:
- 1.4 Effective Date:

SECTION 2: PURPOSE AND SCOPE:

- 2.1 Fairmont State University is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach.
- 2.2 The University does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment.
- 2.3 This Rule sets forth how discrimination, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, retaliation, and certain relationships will be addressed by the University.

SECTION 3: COORDINATOR, JURISDICTION, AND DISCIPLINARY ACTION.

- 3.1 Coordinator. The President shall appoint a University employee to serve as the University's Coordinator. This person will also serve as the University's Title IX Coordinator and the University's ADA Coordinator. The Coordinator may also appoint deputy coordinators to assist in the implementation of this Rule.
 - 3.1.1 The Coordinator shall design and administer a comprehensive anti-discrimination and Title IX program that:
 - 3.1.1.1 Develops appropriate procedures for the reporting of complaints regarding allegations of Prohibited Conduct;

- 3.1.1.2 Reviews and investigates complaints and reports of Prohibited Conduct;
- 3.1.1.3 Identifies and addresses systemic patterns of Prohibited Conduct;
- 3.1.1.4 Provides appropriate resources or interim measures to those involved in a complaint or investigation; and
- 3.1.1.5 Develops appropriate training, education, and communication regarding this Rule, including what constitutes Prohibited Conduct, the complaint and investigation process, and preventative education for Members of the University Community. These efforts may be coordinated with other units and groups on-campus.

3.2 Role of Supervisor

- 3.2.1 Those in supervisory positions have a special responsibility to discourage Prohibited Conduct and to implement and enforce this Rule.

3.3 Jurisdiction.

- 3.3.1 The Coordinator shall receive complaints and investigate Prohibited Conduct that:

- 3.3.1.1 occurs on University premises or in connection with a University sponsored activity;
- 3.3.1.2 occurs off-campus and would unreasonably interfere with the educational or orderly operation of the University community, its mission, or its objectives determined by a reasonable person; or
- 3.3.1.3 occurs off-campus and in light of all of the facts and circumstances, would endanger the health and safety of the University community.

3.4 Corrective Action for Violations.

- 3.4.1 Any Faculty, Staff, or University volunteer who violates this Rule shall be subject to appropriate disciplinary action, including suspension, termination, or other disciplinary action as may be appropriate.
- 3.4.2 Any Student who violates this Rule shall be subject to appropriate disciplinary action, including, in accordance with the Student Code of Conduct, suspension, expulsion, or other disciplinary action as may be appropriate.
- 3.4.3 Other Members of the University Community (excluding Faculty, Staff, Students, and University volunteers which are discussed above) who violate this Rule shall

be subject to appropriate corrective action, including, but not limited to, issuance of a no trespass order or cancellation of relationship with the University.

3.4.4 In addition, Prohibited Conduct that constitutes a criminal law violation will be referred to the authorities for prosecution as appropriate under the circumstances.

3.4.5 Furthermore, although conduct may not violate this Rule, it may still be prohibited by the University under a different Rule, policy, or standard of behavior. Accordingly, the University reserves the right to take any appropriate action.

SECTION 4: PROHIBITED CONDUCT.

4.1 Defined Prohibited Conduct.

4.1.1 The University prohibits Discrimination, Harassment (which also includes Sexual Harassment), Sexual Misconduct, Domestic Misconduct, Stalking, and Retaliation as defined below (collectively referred to as “Prohibited Conduct”) by or against any Member of the University Community.

4.2 Discrimination.

4.2.1 “Discrimination” is conduct that is based upon an individual’s race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression and excludes an individual from participation, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual’s employment, education, living environment or participation in a University program or activity.

4.2.2 This includes failure and refusal to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities. It does not, however, include programs or activities specifically exempt by law. See, e.g., 20 U.S.C. § 1681(a) (2017).

4.3 Harassment.

4.3.1 “Harassment” is conduct that creates a Hostile Environment, as defined below, and is based upon an individual’s race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression.

4.3.2 Harassment may take various forms, including, but not limited to, name-calling, graphic or written statements (including the use of social media, text messages, e-mail, or other similar forms), or other conduct that may be physically threatening, harmful, or humiliating.

4.3.3 Harassment does not necessarily have to include intent to harm, be directed at a specific target, or involve repeated incidents.

4.3.4 Harassment also includes Sexual Harassment, which is defined below.

4.4 Sexual Harassment.

4.4.1 “Sexual Harassment (Quid Pro Quo)” means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature on or off campus that is sufficiently severe or pervasive when (i) submission to such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic performance or participation in University programs or activities; or (ii) submission to or rejection of such conduct is used as the basis for employment decisions or for academic evaluation, grades, or advancement.

4.4.2 In determining whether alleged conduct constitutes Sexual Harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the nature of sexual behavior and the context in which the alleged incident(s) occurred.

4.4.3 “Sexual Harassment (Hostile Environment)” means Harassment that creates a Hostile Environment based on sex, which includes, but is not limited to unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.

4.4.4 Sexual Harassment may occur between people of the same sex or people of different sexes. Examples of Sexual Harassment may include, but are not limited to, unsolicited, deliberate or repeated touching, sexual flirtation, advances or propositions which are not welcomed and/or desired; unwelcome jokes, stories, comments, innuendos or other sexually oriented statements which are specifically designed to embarrass or humiliate through their sexual subject matter content; unwelcome sexual communication such as graphic or degrading comments about one’s gender related to personal appearance; unwelcome display of sexually explicit materials, objects, or pictures in an individual’s place of work or study, such as viewing material on computers or other electronic devices where others can see. Importantly, these and any other examples in this Rule, are provided only for illustration purposes and all conduct must still meet the applicable definitions in the Rule before rising to the level of prohibited conduct.

4.4.5 Sex-based harassment includes, but is not limited to, Sexual Harassment and non-sexual harassment based on stereotypical notions of what is female/feminine versus male/masculine or a failure to conform to those gender stereotypes.

4.5 Hostile Environment.

4.5.1 “Hostile Environment” means a situation where an individual is subjected to any conduct based on the reasons set forth in Sections 4.3 or 4.4 and that conduct is sufficiently severe or pervasive, or so objectively offensive, so as to unreasonably interfere with an individual’s educational experience, work or academic performance, or deny or limit the individual’s ability to participate in or benefit from the University’s programs, services, opportunities or activities.

4.5.2 A Hostile Environment can be created by anyone involved in a University program or activity (e.g., administrators, faculty members, students, and even campus guests). Mere offensiveness is not enough to create a Hostile Environment. Although repeated incidents increase the likelihood that Harassment has created a Hostile Environment, a serious incident, even if isolated, can be sufficient to create a Hostile Environment.

4.5.3 In determining whether Harassment has created a Hostile Environment, consideration will be made not only as to whether the conduct was unwelcome to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as sufficiently severe or pervasive, or objectively offensive. Also, the following factors will be considered:

4.5.3.1 The degree to which the conduct affected one or more students’ education or individual’s employment;

4.5.3.2 The nature, scope, frequency, duration, and location of incident or incidents; and

4.5.3.3 The identity, number, and relationships of persons involved.

4.6 Sexual Misconduct.

4.6.1 “Sexual Misconduct” means “Sexual Assault” or “Sexual Exploitation,” as defined below. It is a broad term used to encompass unwelcome behavior of a sexual nature that is prohibited by Title IX, the Clery Act, and Fairmont State University.

4.6.1.1 “Sexual Assault” means “Sexual Intercourse” or “Sexual Contact” that occurs without “Consent.” Sexual Assault also means an offense that meets the definition of rape, fondling, incest or statutory rape as used in the FBI’s UCR program.

4.6.1.1.1 “Sexual Contact” means any (i) intentional touching, either directly, through clothing, or with an object, of the breasts, buttocks, anus or any part of the sex organs of another person; or (ii) intentional touching of any part of another person’s body by the actor’s sex organs.

4.6.1.1.2 “Sexual Intercourse” is defined as anal, oral, or vaginal penetration, however slight, by an inanimate object or another’s body part.

4.6.1.1.3 “Consent” is defined as agreement, approval, or permission as to some act or purpose that is given knowingly, willingly, and voluntarily by a competent person. Silence, by itself, cannot constitute Consent. Consent to one sexual act does not constitute or imply consent to a different sexual act. Previous consent cannot imply consent to future sexual acts. Consent is required regardless of the parties’ relationship status or sexual history together.

4.6.1.1.4 A person is not competent and therefore lacks the ability to “Consent” where there is either “Forcible Compulsion” or “Incapacity to Consent.”

4.6.1.1.4.1 “Forcible Compulsion” means (i) physical force that overcomes such earnest resistance as might reasonably be expected under the circumstances; (ii) threat or intimidation, expressed or implied, placing a person in fear of immediate death or bodily injury to himself or herself or another person or in fear that he or she or another person will be kidnapped; or (iii) threat or intimidation, express or implied, that the aggressor will retaliate or cause damage to the victim’s reputation if the victim does not give into the aggressor’s sexual advances

4.6.1.1.4.2 “Incapacity to Consent” means that person is (i) either less than sixteen years old; (ii) mentally incapacitated; (iii) physically unable to resist; or (iv) is so intoxicated as to be incapacitated (i.e., unable to knowingly and intentionally make decisions for him or herself).

4.6.1.1.4.3 Intoxication from alcohol or drug use, alone, does not bar Consent.

4.6.1.1.4.4 Incapacitation negates Consent when the alleged perpetrator knows, or a reasonable person, under the circumstances, should know, that the alleged victim is incapacitated.

4.6.1.2 “Sexual Exploitation” means taking sexual advantage of another person without his or her consent.

4.6.1.2.1 Sexual advantage includes, without limitation, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts of another person; allowing third parties to observe private sexual acts; disclosing, causing to be disclosed or threatening to disclose, with the intent to harass, intimidate, threaten, humiliate, embarrass, or coerce, an image of another which shows the intimate parts of the depicted person or shows the depicted person engaged in sexually explicit conduct which was captured under circumstances where the person depicted had a reasonable expectation that the image would not be publicly disclosed; and engaging in voyeurism.

4.7 Domestic Misconduct.

4.7.1 “Domestic Misconduct” means “Domestic Violence” and “Dating Violence” as defined below.

4.7.1.1 “Domestic Violence” means Domestic Violence as defined under the Clery Act and W. Va. state law.

4.7.1.1.1 Under the Clery Act, Domestic Violence means a felony or misdemeanor crime of violence committed -- (A) By a current or former spouse or intimate partner of the victim; (B) By a person with whom the victim shares a child in common; (C) By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; (D) By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or (E) By any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

4.7.1.1.2 Under W. Va. state law, “Domestic Violence” or “Abuse” means the occurrence of one or more of the following acts

between Family or Household Members, as defined under W. Va. Code: (1) Intentionally making physical contact of an insulting or provoking nature or intentionally causing physical harm; (2) Attempting to commit a violent injury or committing an act causing reasonable apprehension of immediately receiving a violent injury; (3) Creating fear of physical harm by harassment, stalking, psychological abuse or threatening acts; (4) Committing either sexual assault or sexual abuse as defined in W. Va. Code; and (5) Holding, confining, detaining or abducting another person against that person's will.

4.7.1.1.3 For purposes of this subsection, "Family or Household Members" means persons who: (i) are or were married to each other; (ii) are or were living together as spouses; (iii) are or were sexual or intimate partners; (iv) are or were dating; provided, that a casual acquaintance or ordinary fraternization between persons in a business or social context does not establish a dating relationship; (v) are or were residing together in the same household; (vi) have a child in common regardless of whether they have ever married or lived together; or (vi) have the relationships described in W. Va. Code § 48-27-204.

4.7.1.2 "Dating Violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; and (iii) the frequency of interaction between the persons involved in the relationship.

4.7.1.2.1 The view of the Complainant shall generally be controlling in determining whether such a relationship existed.

4.7.1.2.2 Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence, for purposes of this Rule, does not include emotional abuse.

4.8 Stalking.

4.8.1 "Stalking" means engaging in a Course of Conduct directed at a specific person that would cause a Reasonable Person to: (i) fear for his or her safety or the safety of others; or (ii) suffer Substantial Emotional Distress.

4.8.1.1 “Course of Conduct” means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

4.8.1.2 A “Reasonable Person,” for purposes of this definition, means a reasonable person under similar circumstances and with similar identities to the victim.

4.8.1.3 “Substantial Emotional Distress,” for purposes of this definition, means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

4.9 Retaliation.

4.9.1 No individual may retaliate against any Reporter or Complainant, any person that assists a Complainant in the filing of a complaint of prohibited conduct, or a witness. Complaints of retaliation for such activities will be treated the same way as other complaints under this Rule.

4.9.2 “Retaliate” means to take an adverse action against an individual or subject an individual to conduct that has the purpose or effect of unreasonably interfering with that individual’s educational experience, work or academic performance, or creates an educational experience or academic or work environment that a reasonable person would find intimidating or hostile because of something that individual did to further this Rule, including but not limited to filing a complaint or being a witness in or supporter of or against a complaint.

4.9.2.1 This includes interfering with the reporting of or the investigation of prohibited behavior, such as tampering with or destroying relevant evidence; intimidating, threatening or attempting to influence, in any way, the testimony or information of a Reporter, Complainant, or witness.

SECTION 5: RELATIONSHIPS.

5.1 Consensual Relationships Between Members of the University Community.

5.1.1 If Members of the University Community engage in a Consensual Relationship involving: (i) persons in inherently unequal and closely related positions at the University; (ii) employees within the same reporting line; or (iii) where one individual has influence or control over another, including those between supervisors and supervisees, the individuals involved in the Consensual Relationship shall notify their immediate supervisor.

5.1.2 The supervisor shall notify Human Resources (when Staff involved) or the Provost's Office (when Faculty involved) of the reported Consensual Relationship.

5.1.2.1 In consultation with Human Resources or the Provost's Office, as appropriate, the supervisor shall make arrangements to eliminate or to mitigate any conflict of interest, disruption, or other legitimate occupational or educational interest.

5.1.2.2 However, if no suitable way to eliminate or mitigate the conflict is reasonably feasible, one or both individuals may be separated from employment at the University.

5.1.2.3 Those involved in these types of Consensual Relationships must remain aware that such relationships could lead to circumstances that result in Harassment, Sexual Misconduct, or Domestic Misconduct. Additionally, others may perceive a person involved in the Consensual Relationship as receiving favorable treatment in employment or educational decisions.

5.1.3 Failing to disclose a Consensual Relationship or not complying with arrangements that have been made is prohibited and may result in disciplinary action up to and including termination.

5.2 Relationships Involving Students.

5.2.1 Faculty, Staff, or other Members of the University Community are prohibited from or attempting to initiate, pursue, or engage in a relationship (consensual or non-consensual) with a Student whom the individual evaluates, supervises, instructs, advises, or otherwise has authority or control over.

5.3 Pre-existing Relationships Involving Students.

5.3.1 Where there is a pre-existing Consensual Relationship with a Student, the individual shall notify his or her immediate supervisor. The supervisor shall notify Human Resources (when Staff involved) or the Provost's Office (when Faculty involved) of the reported Consensual Relationship.

5.3.1.1 In consultation with Human Resources or the Provost's Office, as appropriate, the supervisor shall make arrangements to eliminate or to mitigate any conflict of interest, disruption, or other legitimate occupational or educational interest.

5.3.1.2 However, if no suitable way to eliminate or mitigate the conflict is reasonably feasible, the employee may be separated from employment at the University.

5.3.1.3 Those involved in pre-existing Consensual Relationships with Students must remain aware that such relationships could lead to circumstances that result in Harassment, Sexual Misconduct, or Domestic Misconduct. Additionally, others may perceive a person involved in the pre-existing Consensual Relationship as receiving favorable treatment in employment or educational decisions.

5.3.2 Failing to disclose a pre-existing Consensual Relationship with Students or not complying with arrangements that have been made is prohibited and may result in disciplinary action up to and including termination.

SECTION 6: DUTY TO REPORT.

6.1 Any Member of the University Community who has witnessed or is aware of any of the Prohibited Conduct is strongly encouraged to report any concerns to the Coordinator.

6.2 All Responsible Employees **must** report incidents of Prohibited Conduct to the Coordinator at:

Title IX Coordinator
208 A Hardway Building
Fairmont State University
1201 Locust Avenue
Fairmont, West Virginia 26554
(304) 367-4689
titleIX@fairmontstate.edu

SECTION 7: PROCEDURES FOR FILING COMPLAINT.

7.1 Any Member of the University Community who believes he or she has been subject to any of the Prohibited Conduct may file a complaint.

7.2 The Coordinator shall formulate a procedure to investigate and respond to all complaints regarding alleged misconduct in violation of this Rule.

7.2.1 In all cases, complaints will be handled in such a manner so as to achieve a prompt and equitable resolution. Further, the University will take the appropriate steps to end the misconduct, prevent any further misconduct or retaliation, remedy the effects of misconduct, and eliminate any hostile environment that has been created.

7.2.2 If a student has been accused of Prohibited Conduct, the complaint will be handled pursuant to Fairmont State University Board of Governors Policy 17, and the Student Code of Conduct.

7.2.3 If an employee has been accused of prohibited conduct, the complaint will be handled pursuant to the Fairmont State - Complaint and Investigation Process for Complaints Against Employees or Non-Students of Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking and Retaliation.

7.2.4 Any investigation resulting from a complaint will be separate from and in addition to any criminal investigation that may result.

7.3 If any Member of the University Community is found to have intentionally or maliciously been dishonest, reckless, or frivolous in making allegations of a violation under this Rule, they shall be subject to appropriate disciplinary action up to and including termination.

SECTION 8: CONFIDENTIALITY AND ANONYMOUS REPORTING.

8.1 Confidentiality Limitations within the University.

8.1.1 The University respects the privacy of those reporting Prohibited Conduct and will endeavor to respect requests for confidentiality if possible.

8.1.1.1 However, the University has certain legal obligations to address Prohibited Conduct and to prevent its recurrence and, as a result, cannot guarantee confidentiality.

8.1.1.2 When the University must proceed with an investigation against the wishes of a Complainant, the University will take necessary steps to address any safety and other considerations relevant under the circumstances.

8.1.1.3 In determining whether a Complainant's request for confidentiality can be maintained, the University may consider a range of factors and evaluate the request in the context of its responsibility to provide a safe and nondiscriminatory environment for all members of the University community.

8.2 Available Confidential Resources.

8.2.1 There are places where an individual can receive services without having to risk confidentiality.

8.2.2 Confidential resources are available for Members of the University Community who have been subject to Prohibited Conduct. Specifically, individuals may contact the University's Coordinator, or their designee, who will then direct the individual to the appropriate resource.

8.3 Anonymous Reporting at the University.

8.3.1 In order to ensure that Members of the University Community can discuss their options candidly, the University's Coordinator may designate certain individuals as anonymous resources.

8.3.2 An individual designated as an anonymous resource is not required to report Title IX concerns to the Title IX Coordinator. However, that individual may have other reporting obligations dictated by state or federal law.

8.3.3 Any developed procedures should identify anonymous resources that do not have mandatory reporting obligations, consistent with state and federal law.

SECTION 9: FREE EXPRESSION, ACADEMIC FREEDOM, AND ACCOUNTABILITY.

9.1 Free expression and academic freedom at the University are necessary to enable the institution to reach its goals to engage students in a challenging academic environment; excel in creative activity, and innovation in all disciplines; foster diversity and inclusion; advance international activity and global engagement; and enhance the well-being and the quality of life of the people of West Virginia.

9.2 Consequently, while this Rule seeks to protect members of the University community from discrimination, harassment, sexual and domestic misconduct, certain consensual relationships, stalking, and retaliation, it should be read in conjunction with Board of Governors Policy 7: Ethics.

SECTION 10: DEFINITIONS.

10.1.1 "Complainant" means an individual who is the alleged victim of prohibited conduct that is reported to the University or, where appropriate, the University when proceeding on a complaint when the alleged victim is unavailable or unwilling to participate.

10.1.2 "Consensual Relationship" means a mutually acceptable romantic, amorous, dating, or sexual relationship between individuals.

10.2 "Faculty" means all faculty classifications as defined in current BOG Policy 63.

10.3 "Member of the University Community" means (i) an individual engaged in any University activity or program, whether on or off campus; (ii) any individual lawfully on University property; (iii) any individual that is a University student, faculty, staff, University official, University volunteer, or a University visitor; and (iv) any vendor or contractor, including that vendor's or contractor's employees and independent contractors, who are working on campus.

- 10.4 “President” mean the President of Fairmont State University or his or her designee.
- 10.5 “Reporter” means any individual that reports an incident of Prohibited Conduct to the Title IX Coordinator.
- 10.6 “Respondent” means an individual accused of Prohibited Conduct.
- 10.7 “Responsible Employees” are those employees in a leadership or supervisory position, or who have significant responsibility for the welfare of students or employees. Specifically, this term includes, but is not limited to: Title IX Coordinator; Deputy Title IX Coordinators; University Police Officers; Senior Administrators in Residence Life, Student Life, and Athletics; University Senior Administrators, including Senior Administrators within each College or School; Resident Assistants; Faculty; and Athletic Team Coaches and their Staff.
- 10.8 “Staff” means any Classified or Non-Classified Employee, as defined in Board of Governors Policy 63, and any individual employed as a University Temporary Employee.
- 10.9 “Student” means an individual subject to the Fairmont State University Board of Governors Policy 17 (or its successor Rule), University Student Rights and Responsibilities Policy.

SECTION 11: DELEGATION.¹

- 11.1 The Board of Governors delegates to the President the authority to adopt additional internal anti-discrimination policies and procedures to effectuate the implementation of this Board of Governors Rule or in furtherance of any other authority that the Board of Governors has specifically delegated to the President pursuant to this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

SECTION 12: AUTHORITY.

- 12.1 W. Va. Code §§ 18B-1-6, 18B-2A-4; Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e to 2000e-17; Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681; the West Virginia Human Rights Act, W. Va. Code §§ 5-11-1 to -20; the Campus Sexual Violence Elimination Act, 20 U.S.C. § 1092, and the Violence Against Women Act of 1994, 42 U.S.C. § 13925.

¹ The Board of Governors specifically delegates the authority to the Coordinator to update any contact information for specific University units or outside entities listed within this Rule without going through the Board’s formal rulemaking procedures. The same applies equally to any website links contained within this Rule.

SECTION 13: SUPERSEDING PROVISIONS.

- 13.1 This Rule also supersedes and replaces Fairmont State University Board of Governors Policy 09, and any and all internal policies or procedures which relates to the subject matter contained within this Rule.

Tab 4

Fairmont State University
Board of Governors - Bylaws Committee Meeting
October 17, 2019

Item: The need to create a Policy GA-02 to address the protection of minor children while on University property or while participating in University sponsored programs.

Committee: Bylaws Committee

Recommended Resolution:

That the Board of Governors affirm Policy GA-02 designed to protect minor children while on University property or while participating in University sponsored programs, and which is in compliance with federal, state and local laws regarding children.

Staff Member: Jacqueline L. Sikora, General Counsel; Cynthia Curry, VP of Human Resources; and Jessica Kropog, Title IX Coordinator and Compliance Specialist.

Background: This policy reflects Fairmont State University's commitment to the protection of minor children on University property or involved in University sponsored programs at all campus locations by providing reporting requirement guidance for Child Abuse and Neglect; guidelines for supervising minor children on campus; and assurance that Fairmont State University is in compliance with all federal, state, and local laws regarding minor children.

Fairmont State University Board of Governors
Policy GA-02
Effective Date: _____

TITLE: CHILDREN ON CAMPUS

SECTION 1. GENERAL

- 1.1 Scope: Fairmont State University is committed to the protection of minor children on University property or involved in University sponsored programs at all campus locations by providing reporting requirement guidance for Child Abuse and Neglect; guidelines for supervising minor children on campus; and assurance that Fairmont State University is in compliance with all federal, state, and local laws regarding minor children.
- 1.2 Responsible Unit: Office of the President
- 1.3 “Child on Campus” or “Children on Campus” is defined as an individual(s) under the age of eighteen (18) years who is participating in or attending a University event on University grounds. This does not include a child or children at events open to the public where parents or guardians are welcome and expected to provide the child or children with supervision. This policy also does not include Fairmont State University enrolled students who are under the age of eighteen (18).
- 1.4 Filing Date:
- 1.5 Effective Date:

SECTION 2. POLICY

- 2.1 It is the policy of Fairmont State University to promote the health, wellness, safety and security of all children who are entrusted to the care of the University. All programs and events that involve children fall within the scope of this policy.

SECTION 3. MANDATORY REPORTING

- 3.1 Mandatory Reporters are designated by West Virginia State Law and are individuals required by West Virginia State Law to report any type of Child Abuse or Neglect including physical and sexual abuse. Reporting obligations can be found within WV State Code §§ 49-2-801 to -814.
 - 3.1.1 In cases involving a Mandatory Reporter, reports of Child Abuse or Neglect should be immediately reported to each of the following:

- 3.1.1.1 West Virginia Department of Health and Human Resources Central Intake twenty four hours a day, seven days a week hotline (1-800-352-6513).
 - 3.1.1.2 West Virginia State Police Crimes Against Children (304-293-6400).
 - 3.1.1.3 Fairmont State University Campus Police (304-367-4357).
 - 3.1.1.4 If the Mandatory Reporter is a member of the Fairmont State University campus community, also contact the Title IX Coordinator (304-367-4689).
- 3.2 Upon receiving a report, the Title IX Coordinator shall take immediate action in order to protect children present on the University campus or participating in University sponsored programs.
- 3.3 The University's reporting requirements within this Rule do not supersede the requirements placed on individuals by law. West Virginia's mandatory reporting obligations are currently contained in W.Va. Code §§ 49-2-801 to -814, which can be found at: www.legis.state.wv.us/WVCODE/Code.cfm.
- 3.4 Under WV Law, an individual that reports an incident of Child Abuse or Neglect in good faith is immune from civil or criminal liability.

SECTION 4. UNIVERSITY SPONSORED PROGRAMS OR PROGRAMS ON FAIRMONT STATE UNIVERSITY PROPERTY INVOLVING MINOR CHILDREN

- 4.1 Fairmont State University personnel shall notify the University's Title IX Coordinator when any University sponsored program, whether on or off campus, will involve children participating or children on University property. Notification to the Title IX Coordinator shall take place within 30 days of the date of the event start date.
- 4.1.1 Upon notification of programs involving children, the Title IX Coordinator will develop, in conjunction with the specific Department or area, individualized appropriate guidelines, trainings, and protocols to ensure appropriate supervision of children. These individualized guidelines may be changed if necessary and will have a required expiration date.
 - 4.1.2 Individualized guidelines and protocols may vary from Department to Department or across other campus areas. Guidelines and protocols shall be reviewed at least every three years by the Title IX Coordinator.

4.2 The Title IX Coordinator will

- 4.2.1 Inform all adults participating in University sponsored programs who have contact with children on campus about this policy and West Virginia State Law.
- 4.2.2 Require all adults who have direct contact (such as care, supervision, guidance or control of) with children on campus to complete a background check that must be completed and evaluated prior to program or event. Background checks must be completed at a minimum of every three (3) years.
- 4.2.3 Training for those who have direct contact (such as care, supervision, guidance or control of) with children on campus must be completed annually.

SECTION 5. EMPLOYMENT OF CHILDREN BY THE UNIVERSITY

- 5.1 Employment with the University is available to any qualified person who has reached eighteen (18) years of age. Employment of any person who is under eighteen (18) years of age is prohibited.

SECTION 6. DISCIPLINARY ACTION

- 6.1 University employees or volunteers who fail to abide by the provisions in this policy may be subject to disciplinary action including verbal warning, written warning, suspension, dismissal or other action deemed appropriate.
- 6.2 Students who fail to abide by the provisions in the policy may face disciplinary action in accordance with the Student Code of Conduct. Disciplinary action may include suspension or complete separation from the University, or other disciplinary action deemed appropriate.
- 6.3 Campus Community Members (non-students or those not employed by the University but lawfully on University property) who fail to abide by the provisions in this policy may be subject to an issuance of No Trespass by the University Police Department and/or termination of affiliation with the University. Campus Community members whose actions may constitute violation of West Virginia Law will be reported to the proper authorities.
- 6.4 In addition, any Member of the Campus Community whose conduct constitutes a criminal law violation will be referred to the appropriate authorities for prosecution.
- 6.5 Furthermore, although conduct may not violate this Rule, it may still be prohibited by the University under a different rule, policy, or standard behavior.

Accordingly, in such cases the University reserves the ability to take necessary action.

SECTION 7. DEFINITIONS

- 7.1 The definitions contained within this Section are applicable to this Rule. However, these definitions do not supersede or supplant the definitions of these terms provided under West Virginia law, including those used within the West Virginia Child Welfare Act, Chapter 49 of the West Virginia Code. This Act may provide other obligations upon individuals.
- 7.2 “Child” means any person under the age of eighteen (18) years.
- 7.3 “Child Abuse or Neglect” means Sexual Abuse, physical injury, mental or emotional injury, sale or attempted sale, negligent treatment or maltreatment of a child by an adult, any other act that endangers or attempts to endanger the health, safety, or well-being of a child, or anything else that is otherwise prohibited by West Virginia law intended to protect children.
- 7.4 “Direct Contact” means when an adult’s interaction with a Visiting Child involves the care, supervision, guidance, or control of a Visiting Child.
- 7.5 “Mandatory Reporters” means any individual obligated by West Virginia law to report any type of Child Abuse or Neglect, including physical or Sexual Abuse. Under West Virginia law, this includes: Any medical, dental or mental health professional, Christian Science practitioner, religious healer, school teacher or other school personnel, social service worker, child care or foster care worker, emergency medical services personnel, peace officer or law-enforcement official, humane officer, member of the clergy, circuit court judge, family court judge, employee of the Division of Juvenile Services, magistrate, youth camp administrator or counselor, employee, coach or volunteer of an entity that provides organized activities for children, or commercial film or photographic print processor who has reasonable cause to suspect Child Abuse or Neglect or observes the child being subjected to conditions that are likely to result in Child Abuse or Neglect. See W. Va. Code § 49-2-803.
- 7.5.1 Furthermore, under West Virginia law, any person over the age of eighteen who receives a disclosure from a credible witness or observes any Sexual Abuse of a child is also a Mandatory Reporter. Any school teacher or other school personnel who receives a disclosure from a witness, which a reasonable prudent person would deem credible, or personally observes any sexual contact, sexual intercourse or sexual intrusion, as those terms are defined in article eight-b [§§ 61-8B-1 et seq.], chapter sixty-one, of a child on school premises or on school buses or on transportation used in furtherance of a school purpose is also a Mandatory Reporter; Provided, that this

subsection will not impose any reporting duty upon school teachers or other school personnel who observe, or receive a disclosure of any consensual sexual contact, intercourse, or intrusion occurring between students who would not otherwise be subject to section three [§ 61-8B-3], five [§ 61-8B-5], seven [§ 61-8B-7] or nine [§ 61-8B-9] of article eight-b, chapter sixty-one of the West Virginia Code. See W. Va. Code § 49-2-803 (2017).

7.5.2 However, for the purposes of this Rule, all University Faculty and Staff are considered Mandatory Reporters.

- 7.6 “Member of the Campus or University Community” means (i) an individual engaged in any University activity or program, whether on or off campus; (ii) any individual lawfully on University property; (iii) any individual that is a University Student, Faculty, Staff, University official, University volunteer, or a University visitor; and (iv) any vendor or contractor, including that vendor’s or contractor’s employees and independent contractors, who are working on campus.
- 7.7 “President” means the President of the University or his or her designee.
- 7.8 “Sexual Abuse” is a form of Child Abuse or Neglect and means any wrongful or otherwise illegal act that involves the sexual molestation or exploitation of child or is otherwise sexual in nature, whether physical injuries are sustained or not.
- 7.9 “Staff” means any Classified or Non-Classified Employee as Full or Part Time. This includes Student Employees.
- 7.10 “Student” means an individual subject to the Fairmont State University Board of Governors Policy 17 (or its successor Rule), the Student Code of Conduct.
- 7.11 “Title IX Coordinator” means the University’s Title IX Coordinator or his or her designee.
- 7.12 “Area” means any department, budget unit, college, other identifiable employee group, or combination thereof.
- 7.12 “Visiting Child” means any person under the age of eighteen (18) years who is attending a Fairmont State University program or activity or any person under the age of eighteen (18) years who is on University premises. However, this definition does not include children at general public events where parents or guardians are invited and expected to provide supervision of children. Additionally, it does not include any person under the age of eighteen (18) years who is enrolled as a Fairmont State University student.

SECTION 8: DELEGATION.

8.1 The Board of Governors delegates to the President the authority to adopt additional internal anti-discrimination policies and procedures to effectuate the implementation of this Board of Governors Rule or in furtherance of any other authority that the Board of Governors has specifically delegated to the President pursuant to this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

SECTION 9: AUTHORITY.

9.1 The West Virginia Child Welfare Act, W.VA. Code §§ 49-2-801 to -814 (2017); and W.VA. Code §§ 61-8B-1 et seq.

SECTION 10: SUPERSEDING PROVISIONS.

10.1 This Rule also supersedes and replaces Fairmont State University Board of Governors Policy 09, and any and all internal policies or procedures which relates to the subject matter contained within this Rule.

Tab 5

Fairmont State University
Board of Governors Meeting
October 17, 2019

Item: A request to address the need to institute a policy which encourages opportunities for significant philanthropy through the naming of major facilities and academic programs.

Committee: Bylaws Committee

Recommended Resolution:

That the Board of Governors pass the “Naming of Facilities and Academic Programs” policy which encourages opportunities for significant philanthropy through the naming of major facilities and academic programs.

Staff Member: Jacqueline L. Sikora, General Counsel; and Julie Cryser, President, Fairmont State University Foundation

Background: This policy was created following collaboration between the Fairmont State University Foundation and Fairmont State University. The Fairmont State Foundation’s Board of Governors approved the policy and has asked the Fairmont State University Board of Governors to pass the policy as proposed.

FAIRMONT STATE UNIVERSITY
Policy GA-03
Effective Date: _____

TITLE: THE NAMING OF FACILITIES AND ACADEMIC PROGRAMS

SECTION 1. GENERAL

- 1.1. Fairmont State University wishes to encourage opportunities for significant philanthropy through the naming of major facilities and academic programs. Due to the public visibility, permanence and significance of the naming of Fairmont State University facilities, such naming opportunities should involve careful deliberation and attention to the appropriateness of the name and undergo a high level of consideration and due diligence to ensure that the name comports with the purpose and mission of the Fairmont State University.
- 1.2. Responsible Unit: Office of the President
- 1.3. Filing Date:
- 1.4. Effective Date:

SECTION 2. POLICY

- 2.1. It is the policy of Fairmont State University to encourage opportunities for significant philanthropy through the naming of major facilities and academic programs.
- 2.2. No naming shall be permitted for any entity or individual whose public image, products, or services may conflict with such purpose and mission. All namings must be consistent with the University's role as a public trust and those for whom facilities are named should exemplify the values of the University and the integrity of the honoree shall be beyond reproach.
- 2.3. This policy is not intended to alter existing naming commitments throughout the Fairmont State University campus. However, it does supersede previous policies or guidelines relating to future naming opportunities. In addition, the University and Fairmont State Foundation will bi-annually review this policy to ensure it is consistent with the general rules concerning the University's organizational policies, procedures and guidelines.

2.4. Items covered in this policy:

2.4.1. Facilities: planned and existing buildings of all types, major new additions to existing buildings, as well as institution grounds and athletic buildings, all major outdoor areas including streets, entrances, gates and landscape features such as quadrangles, gardens, lakes, fountains and fields.

2.4.2. Programs: colleges, schools, and departments.

2.5. Items not covered: The Fairmont State Foundation will provide a minimum guideline for these items or develop guidelines in consultation with the School, College or Department, and Facilities, with final approval of the Fairmont State University and Fairmont State Foundation Presidents. See Addendum dated ___ attached.

2.5.1 Facilities: interior space within facilities (laboratories, classrooms, practice rooms, lecture halls, etc.): minor landscape features such as benches or sidewalk bricks.

2.5.2. Programs: scholarships, fellowships, deans, chairs, centers and institutes and programmatic funds.

SECTION 3. GENERAL GUIDELINES:

3.1. The petition for naming of Major Facilities, Colleges, Schools and Departments shall be submitted to the Fairmont State University President by the appropriate officer of the University (Provost, Vice President, Dean, etc.) with an independent recommendation from the Fairmont State Foundation. The President shall submit a recommendation to the Board of Governors (BOG) for final approval.

3.1.1 No formal agreement regarding naming shall be made with a donor or a non-donor honoree prior to approval of the related petition for naming. Each petition shall be made in writing in accordance with these guidelines. The petition and record of the action taken shall be maintained in the permanent archives of the University, Fairmont State University and the Fairmont State Foundation.

3.1.2 Each petition for naming shall be considered on its merits. All due diligence shall be given to both the long-term and short-term appropriateness of a naming.

3.1.3 A petition for naming a facility shall include detailed information including the identification of the space, the timeframe of the

project, a detailed biography of the individual being recognized, an explanation of the extraordinary contribution and the exact name requested.

3.1.4 The benefactor will not be given authority to control curricular or administrative matters related to the naming or University property usage.

3.1.5 In the instance of a corporate or organizational naming, additional due diligence should be taken to avoid any appearance of commercial influence or conflict of interest. Use of corporate logos as a part of naming opportunities will be on a cases-by-case basis.

SECTION 4. COMMEMORATIVE NAMING GUIDELINES:

- 4.1. No formal agreement for naming shall be made prior to the approval of the proposed name and in accordance with these guidelines.
- 4.2. Facilities may be named in honor or memory of faculty, staff, officers, alumni or friends of the University community who have made extraordinary contributions to the University.
- 4.3. Honorees shall have achieved distinction in one or more of the following ways:
 - 4.3.1. Served the University in an academic capacity, achieved the highest scholarly distinction and earned a national or international reputation.
 - 4.3.2. Served the University in an important administrative capacity, rendered distinguished service, and provided exceptional contributions to the University.
 - 4.3.3. Contributed in truly exceptional ways to the welfare of the institution, state, or nation or achieved such unique distinction as to warrant recognition.
- 4.4. When honoring an individual, a petition may be made for naming following the established timeframe: three years after retirement or three years after separation from the University; or in memory of three years after the individual's death.
- 4.5. The BOG reserves the right under extraordinary circumstances to waive the "three years after death" requirement.

- 4.6. The commemorative naming of a major or other facility will be effective for the useful life of the facility or area. If a facility must be replaced or substantially renovated, or the use is redesignated, the University reserves the right to rename the facility.
- 4.7. A naming in honor of an individual who has retired from the University but has been recalled to full or part time employment may be made based on the earlier of the two above criteria, notwithstanding the recall status.
- 4.8. If at any time it is determined that an honoree's activities reflect negatively on the University or are in conflict with the mission of the University, the University reserves the right to recommend termination of naming rights.
- 4.9. The removal of a name will require the approval of the Fairmont State University Board of Governors.
- 4.10. The honoree or surviving family will be informed of the change in writing prior to the removal of the name.

SECTION 5. DONOR NAMING GUIDELINES:

- 5.1. No formal agreement for naming shall be made prior to approval of the proposed name and in accordance with this policy.
- 5.2. In reviewing a request for approval of naming, consideration shall be given to:
 - 5.2.1. The significance of the proposed gift as it relates to the realization and/or success of the mission of the school, unit or program.
 - 5.2.2. The eminence, reputation and integrity of the individual or entity whose name is proposed; and the relationship of the individual or entity to the University, the state or nation.
 - 5.2.3. The relationship of the honoree to the donor.
- 5.3. When the proposed naming of a facility would recognize an individual, the complete name of the individual should be used. i.e.: legal name unless otherwise specified by the donor.
- 5.4. When the proposed naming of a facility would recognize a corporation or foundation, the proper name of the corporation or foundation should be used unless otherwise specified by the corporation or foundation.

- 5.5. The size, design, and wording of plaques and other signs that acknowledge individual, corporate or foundation generosity should be reasonable for the purpose of recognition and avoid the appearance of advertising. All plaques must be approved through Fairmont State University's division of University Relations.

5.5.1. Facilities:

- a. A naming in recognition of a donor will be effective for the useful life of the facility or area. If a facility must be replaced or the use of an area redesignated or repurposed, it may be named for a new donor, subject to the specific terms and conditions set forth in any gift agreements related to the prior naming action.
- b. The original donors or members of their immediate family will be given the first opportunity to support the new facility or new focus of the facility and preserve the naming opportunity.
- c. Requests made to the Board of Governors to name a new facility or renovated existing facility must comply with the following guidelines:
 1. The proposed gift should contribute significantly to the realization or completion of a facility or the enhancement of a facility's usefulness to the university.
 2. All requests should demonstrate that the institution has maximized the potential fundraising in association with facility naming. To receive the best consideration, requests must meet the following guidelines:
 - i. The present value of the gift should be an amount equal to or greater than 15 percent of the cost to construct or substantially renovate the building proposed for naming.
 - ii. The naming of existing buildings not targeted for substantial renovation will be considered on a case-by-case basis. The underlying principal of such naming should be to honor a significant gift or history of significant giving to the institution.

- iii. Gifts made to fund the direct costs of construction or renovation, or to establish an endowment in support of maintenance or program costs, are encouraged and will receive more favorable consideration.
- iv. The building should be approved for construction or renovation by the Board of Governors.
- v. If a naming opportunity is being considered for a set period of time (naming rights to an athletic field, for example) the cost of installing and removing the name should be a consideration and plans accounting for those costs should be included in the request to the Board of Governors.
- vi. The gift may be in cash or in the form of a legally binding pledge, provided however, that if in the form of a pledge, it should be paid in full within five years.
- vii. A portion of the gift (no more than one quarter of the total gift) may be in the form of an irrevocable trust or bequest, provided that the donor is age 80 or older. If a bequest, there must be a legally binding pledge backing up the bequest. The Board of Governors may consider exceptions to these gift provisions as listed in this item if a strong rationale is provided.

5.5.2. Programs

- a. The named gift levels for buildings, schools, colleges, and departments will be established on a case-by-case basis. Endowed, discretionary gifts are strongly encouraged.
- b. Generally, the endowment established through the gift should generate 10 to 20 percent of the unit's operating budget on an annual basis, depending on the size of the unit.

SECTION 6. REMOVAL OF A NAME GUIDELINES:

- 6.1. In the event the entire gift amount is not received as provided in the gift agreement, Fairmont State University reserves the right to remove the Donor's name. Representatives of the University and the Fairmont State University Foundation will contact the Donor(s) and notify them that they have not complied with the original agreement and negotiate alternate

arrangements or offer the Donor an alternate naming opportunity appropriate to their giving level.

- 6.2. If at any time it is determined that a Donor's activities reflect negatively on the University or are in conflict with the mission of the University, the University, in consultation with the Fairmont State University Foundation, reserves the right to terminate naming rights.
- 6.3. The removal of the name of a major facility will require the approval of the Fairmont State University Board of Governors.
- 6.4. The donor or his/her representative will be informed of the change in writing prior to the removal of the name.
- 6.5. The donor reserves the right to have his/her name removed by submitting a written request.

SECTION 7. PROCESS AND PROCEDURES:

- 7.1. The Fairmont State University president should be notified of possible facility or academic program naming discussions as early in the process as possible. Requests will be reviewed within the Fairmont State University President's Office before being submitted for review by the Fairmont State University Board of Governors. The BOG will either 1) decline the request, 2) request additional information or clarification, or 3) recommend approval.
- 7.2. All requests should be submitted to the Fairmont State University President six weeks prior to the next Fairmont State University Board of Governors meeting for review. In making requests for naming of facilities or academic programs, the following information is to be submitted:
 - 7.2.1. A detailed request in letter or memo form that should provide:
 - a. The donor's name and relationship to Fairmont State University.
 - b. The gift amount and terms, including but not limited to any costs associated with the gift.
 - c. As applicable, the overall cost of the facility construction or renovation or the overall budget of the program to be supported. If the gift represents partial or total funding of the construction, remodeling or renovation, the following information must be included:

- i. A timetable for project implementation;
 - ii. Relationship of the project to the institution's long-range plans;
 - iii. Source and status of capital budget funds needed in addition to the gift;
 - iv. Operating budget implications and sources of funds.
- d. The proposed name of the facility or program, and if applicable, the current name of the facility or program

7.2.2. A copy of the gift contract and/or agreement.

7.2.3. A biographical profile of the prospective donor.

7.3. All requests will be held in the strictest of confidence.

SECTION 8. PUBLIC ANNOUNCEMENT:

8.1. No public announcement of a naming should be made prior to BOG approval. Public announcements should be scheduled in coordination with the Fairmont State University's Division of University Relations, the Office of the President and the Fairmont State University Foundation to ensure proper representation from the President's Office and the BOG.

**ADDENDUM
THE NAMING OF FACILITIES AND ACADEMIC PROGRAMS**

Naming Opportunity	Amount
Named Impact Fund (Five years, min.)	\$5,000
General Endowment	\$25,000
Student Travel/Awards	\$25,000
Scholarships	\$25,000
Graduate Scholarship	\$50,000
Visiting Lecture/Speaker/Artist	\$50,000
Faculty Support	\$50,000
Professorship	\$500,000
Program/Department Chair	\$1,000,000
Dean	\$2,000,000
Department	In Consultation
Building	In Consultation
College	In Consultation

Tab 6

**Fairmont State University
Board of Governors
October 17, 2019**

Item: July and August Financial Reports

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Finance Committee of the Board of Governors recommend the Board accept the July and August Unrestricted and Restricted reports.

Staff Member: Christa Kwiatkowski

Background: Summary of the reports submitted is attached.

Fairmont State University
Board of Governors
August 2019

Unrestricted Central E&G and Unrestricted Fund Manager

The unrestricted funds are resources of the institution which are expendable for any purpose in performing the primary objectives of the institution such as instruction, research, and public service.

Central E&G funds are the main operating budget of the institution. The sources of these revenues include tuition and fees, state appropriations, chargeback revenues from Pierpont, and other miscellaneous income. The funding supports academic units, student services, support services, information technology, library services, administration, and physical plant.

Fund Manager funds represent the funds assessed or earned by the academic schools or other departments that support costs specific to that department such as equipment and laboratory supplies.

August 2019

With 16.7% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of \$13,003,726 represents 45.78% of the projected current budget. The year to date operating expenses of \$5,857,409 represents 13.21% of the projected current budget. The year to date non-operating revenues of \$3,135,746 represents 18.80% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of August is a positive \$10,124,415. Last year at this time, the actual YTD balance was \$9,550,218.

Fund Manager funds year to date operating revenues of \$1,895,437 represents 56.05% of the projected current budget. The year to date operating expenses of \$338,161 represents 9.42% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of August is a positive \$1,548,311. Last year at this time, the actual YTD balance was \$1,392,465.

Auxiliary Funds

Auxiliary enterprises are self-supporting activities conducted to primarily to provide facilities or services to students, faculty, and staff. Auxiliary activities include: operation of residence halls, public safety, Falcon Center, bookstore, dining, and intercollegiate athletics.

August 2019

With 16.7% of the fiscal year completed, the Auxiliary year to date operating revenues of \$4,408,030 represents 29.90% of the projected current budget. The year to date operating expenses of \$1,292,512 represents 14.47% of the projected current budget. After non-operating revenues, the debt service payments and other transfers, the actual YTD balance at the end of August is a positive \$3,084,593. Transfer to reserves is currently budgeted at \$865,550. Actual transfers to reserves for FY19 were \$785,000.

Restricted Funds

The Restricted Fund group consists of those funds that are expendable for operating purposes by the University but are limited by grantors or an outside agency as to the specific purpose for which they may be expended. Restricted funds at FSU consist primarily of contracts and grants received from federal or state governments for financial aid, research, public service, or other restricted purpose.

August 2019

With 16.7% of the fiscal year completed, the Restricted year to date operating revenues of \$10,769,595 represents 34.56% of the projected current budget. The year to date operating expenses of \$12,193,906 represents 31.99% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a positive \$1,680,553. The positive balance is due to receiving state aid that is currently deferred and not yet disbursed.

New awards budget in July and August are as follows:

Appalachian Teaching FY20	\$4,500
Foundation Faculty Award – Cuchta	\$ 750
WVHEPC Gender Equity	\$7,462
AACN Nursing Award	\$1,000
WV Humanities Council and Match	\$3,000

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of July 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	26,300,765	26,575,765	11,760,187	44.25
	Student Activity Support Revenue	393,334	393,334	4,032	1.03
	Operating Costs Revenue	0	0	(51,094)	#DIV/0!
	Support Services Revenue	0	0	(104,733)	#DIV/0!
	Other Operating Revenues	61,271	1,435,171	115,162	8.02
	Total:	26,755,370	28,404,270	11,723,553	41.27
OPERATING EXPENSE					
	Salaries	24,720,548	24,656,404	2,586,826	10.49
	Benefits	6,141,818	6,196,028	643,585	10.39
	Student financial aid-scholarships	3,883,028	3,883,028	2,769	0.07
	Utilities	1,360,676	1,360,676	7,262	0.53
	Supplies and Other Services	6,938,585	6,878,441	517,338	7.52
	Equipment Expense	586,134	860,742	17,899	2.08
	Fees retained by the Commission	185,560	185,560	0	0.00
	Assessment for Student Activity Costs	366,227	366,227	4,032	1.10
	Total:	44,182,576	44,387,107	3,779,710	8.52
OPERATING INCOME / (LOSS)		(17,427,206)	(15,982,837)	7,943,843	(49.70)
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	18,600,341	18,600,341	3,720,068	20.00
	Gifts	3,000	3,000	120	4.00
	Investment Income	69,245	69,245	31,600	45.63
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,240)	(70,528)	3.54
	Total:	16,678,267	16,678,346	3,681,260	22.07
TRANSFERS & OTHER					
	Capital Expenditures	(290,878)	(340,878)	(154,262)	45.25
	Construction Expenditures	0	0	0	#DIV/0!
	Transfers for Debt Service	(64,942)	(64,942)	0	0.00
	Transfers for Financial Aid Match	(38,764)	(38,764)	0	0.00
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(7,550)	(7,550)	(2,740)	36.29
	Total:	(401,532)	(451,532)	(157,002)	34.77
BUDGET BALANCE		(1,150,472)	243,977	11,468,101	4,700.49
Add: Estimated Unfilled Position Savings:					
Capitalized Expenses					
ADJUSTED BUDGET BALANCE		(1,150,472)	243,977		
* Add: UNRESTRICTED NET ASSETS - Beginning of Year		9,071,076	9,071,076		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>7,920,604</u>	<u>9,315,053</u>		

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of July 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	3,240,061	3,240,061	1,703,531	52.58
	Other Operating Revenues	141,553	141,553	5,566	3.93
	Total:	3,381,614	3,381,614	1,709,097	50.54
OPERATING EXPENSE	Salaries	1,483,437	1,580,093	177,905	11.26
	Benefits	277,554	274,523	39,507	14.39
	Student financial aid-scholarships	27,440	27,440	0	0.00
	Utilities	4,500	4,500	136	3.02
	Supplies and Other Services	1,480,225	1,556,194	69,129	4.44
	Equipment Expense	104,661	104,661	134	0.13
	Total:	3,377,817	3,547,411	286,811	8.09
OPERATING INCOME / (LOSS)		3,797	(165,797)	1,422,285	(857.85)
NONOPERATING REVENUE (EXPENSE)	Gifts	583	583	0	0.00
	Interest on capital asset related debt	0	0	(16,481)	
	Total:	583	583	(16,481)	(2,826.86)
TRANSFERS & OTHER	Capital Expenditures	(20,000)	(20,000)	(15,540)	77.70
	Construction Expenditures	(4,400)	(4,400)	0	0.00
	Indirect Cost Recoveries	31,421	35,679	10,384	29.10
	Transfers - Other	7,550	(31,938)	2,740	(8.58)
	Total:	14,571	(20,659)	(2,417)	11.70
BUDGET BALANCE		18,951	(185,873)	1,403,388	(755.03)
Add: Estimated Unfilled Position Savings:		0	0		
ADJUSTED BUDGET BALANCE		18,951	(185,873)		
Add: UNRESTRICTED NET ASSETS - Beginning of Year		2,259,367	2,259,367		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>2,278,318</u>	<u>2,073,494</u>		

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of July 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	9,229,375	9,228,673	2,948,140	31.95
	Auxiliary Fees & Debt Service Support Revenue	5,241,471	5,265,471	58,575	1.11
	Other Operating Revenues	242,535	242,535	10,281	4.24
	Total:	14,713,381	14,736,679	3,016,996	20.47
OPERATING EXPENSE	Salaries	2,868,217	2,960,306	356,104	12.03
	Benefits	652,044	645,970	75,742	11.73
	Student financial aid-scholarships	799,077	823,077	(500)	(0.06)
	Utilities	1,008,306	1,008,306	2,455	0.24
	Supplies and Other Services	3,538,104	3,453,553	145,882	4.22
	Equipment Expense	63,710	64,710	1,483	2.29
	Assessment for Auxiliary Fees & Debt Service	0	0	0	#DIV/0!
	Total:	8,929,458	8,955,922	581,164	6.49
NONOPERATING REVENUE (EXPENSE)	Gifts	0	0	0	#DIV/0!
	Interest on capital asset related debt	0	0	0	#DIV/0!
	Total:	0	0	0	#DIV/0!
TRANSFERS & OTHER	Capital Expenditures	(62,046)	(50,046)	(20,000)	39.96
	Transfers for Debt Service	(4,891,957)	(4,891,957)	0	0.00
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers for Capital Projects	0	0	0	#DIV/0!
	Transfers to Plant Reserves	(826,495)	(835,329)	0	0.00
	Transfers - Other	0	0	0	#DIV/0!
	Total:	(5,783,923)	(5,780,757)	(20,000)	0.35
BUDGET BALANCE - Projected Transfer to Reserves		0	0	2,415,832	
* Add: NET ASSETS - Beginning of Year		<u>6,280,657</u>	<u>6,280,657</u>		
Equals: PROJECTED NET ASSETS - End of Year		<u>6,280,657</u>	<u>6,280,657</u>		

* Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2019 in the amount of \$894,487

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
For Period Ending July 31, 2019

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
Federal Grants and Contracts	23,109,271	23,109,271	10,781	0.05
State/Local Grants and Contracts	6,230,017	6,230,017	(18,197)	-0.29
Private Grants and Contracts	1,734,982	1,734,982	(12,258)	-0.71
Other Operating Revenue	70,642	70,642	8,628	12.21
Total:	31,144,912	31,144,912	(11,045)	-0.04
OPERATING EXPENSE				
Salaries	200,218	200,218	59,326	29.63
Benefits	99,366	99,366	11,937	12.01
Student financial aid - scholarships	37,037,477	37,037,477	19,955	0.05
Supplies and Other Services	758,717	758,717	33,537	4.42
Equipment Expense	(5,512)	(5,512)	1,455	-26.40
Total:	38,090,265	38,090,265	126,209	0.33
OPERATING INCOME/ (LOSS)	(6,945,353)	(6,945,353)	(137,254)	1.98
NONOPERATING REVENUE				
Federal Pell Grant Revenues	7,000,000	7,000,000	1,553	0.02
Gifts	108,494	108,494	(397)	-0.37
Investment Income	0	0	0	0.00
Total:	7,108,494	7,108,494	1,156	0.02
TRANSFERS & OTHER				
Capital Expenditures	(58,343)	(58,343)	50,000	-85.70
Construction Expenditures	0	0	0	0.00
Transfers for Fin Aid Match	33,431	33,431	0	0.00
Indirect Cost Recoveries	(42,426)	(42,426)	(10,384)	24.47
Transfers - Other	62,301	62,301	0	0.00
Total:	(5,036)	(5,036)	39,616	-786.64
BUDGET BALANCE	158,105	158,105	(96,481)	-61.02
Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year	18,551	18,551		
PROJECTED RESTRICTED NET ASSETS - End of Year	<u>176,656</u>	<u>176,656</u>		

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of August 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	26,300,765	26,575,765	12,893,221	48.51
	Student Activity Support Revenue	393,334	393,334	112,021	28.48
	Operating Costs Revenue	0	0	(46,849)	#DIV/0!
	Support Services Revenue	0	0	(104,733)	#DIV/0!
	Other Operating Revenues	61,271	1,435,171	150,066	10.46
	Total:	26,755,370	28,404,270	13,003,726	45.78
OPERATING EXPENSE					
	Salaries	24,720,548	24,637,528	1,835,603	7.45
	Benefits	6,141,818	6,169,582	420,664	6.82
	Student financial aid-scholarships	3,883,028	3,883,028	2,015,387	51.90
	Utilities	1,360,676	1,360,676	126,258	9.28
	Supplies and Other Services	6,938,585	6,866,577	1,133,616	16.51
	Equipment Expense	586,134	868,931	213,861	24.61
	Fees retained by the Commission	185,560	185,560	0	0.00
	Assessment for Student Activity Costs	366,227	366,227	112,021	30.59
	Total:	44,182,576	44,338,110	5,857,409	13.21
OPERATING INCOME / (LOSS)		(17,427,206)	(15,933,840)	7,146,316	(44.85)
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	18,600,341	18,600,341	3,720,068	20.00
	Gifts	3,000	3,000	120	4.00
	Investment Income	69,245	69,245	17	0.02
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,240)	(584,459)	29.31
	Total:	16,678,267	16,678,346	3,135,746	18.80
TRANSFERS & OTHER					
	Capital Expenditures	(290,878)	(340,878)	(154,262)	45.25
	Construction Expenditures	0	0	0	#DIV/0!
	Transfers for Debt Service	(64,942)	(64,942)	0	0.00
	Transfers for Financial Aid Match	(38,764)	(38,764)	3,425	(8.84)
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(7,550)	(7,550)	(6,810)	90.20
	Total:	(401,532)	(451,532)	(157,648)	34.91
BUDGET BALANCE		(1,150,472)	292,974	10,124,415	3,455.74
Add: Estimated Unfilled Position Savings:		0	0		
Capitalized Expenses		0	0		
ADJUSTED BUDGET BALANCE		(1,150,472)	292,974		
* Add: UNRESTRICTED NET ASSETS - Beginning of Year		9,071,076	9,071,076		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		7,920,604	9,364,050		

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of August 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	3,240,061	3,240,061	1,871,027	57.75
	Other Operating Revenues	141,553	141,553	24,411	17.25
	Total:	3,381,614	3,381,614	1,895,437	56.05
OPERATING EXPENSE	Salaries	1,483,437	1,634,153	154,753	9.47
	Benefits	277,554	280,575	25,630	9.13
	Student financial aid-scholarships	27,440	27,440	750	2.73
	Utilities	4,500	4,500	272	6.04
	Supplies and Other Services	1,480,225	1,536,846	126,953	8.26
	Equipment Expense	104,661	104,661	29,803	28.48
	Total:	3,377,817	3,588,175	338,161	9.42
OPERATING INCOME / (LOSS)		3,797	(206,561)	1,557,276	(753.91)
NONOPERATING REVENUE (EXPENSE)	Gifts	583	583	0	0.00
	Interest on capital asset related debt	0	0	(24,721)	
	Total:	583	583	(24,721)	(4,240.29)
TRANSFERS & OTHER	Capital Expenditures	(20,000)	(20,000)	(16,324)	81.62
	Construction Expenditures	(4,400)	(4,400)	0	0.00
	Indirect Cost Recoveries	31,421	60,948	25,269	41.46
	Transfers - Other	7,550	(31,938)	6,810	(21.32)
	Total:	14,571	4,610	15,755	341.75
BUDGET BALANCE		18,951	(201,368)	1,548,311	(768.90)
Add: Estimated Unfilled Position Savings:		0	0		
ADJUSTED BUDGET BALANCE		18,951	(201,368)		
Add: UNRESTRICTED NET ASSETS - Beginning of Year		2,259,367	2,259,367		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>2,278,318</u>	<u>2,057,999</u>		

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of August 31, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	9,229,375	9,236,231	2,852,163	30.88
	Auxiliary Fees & Debt Service Support Revenue	5,241,471	5,265,471	1,519,328	28.85
	Other Operating Revenues	242,535	242,535	36,538	15.07
	Total:	14,713,381	14,744,237	4,408,030	29.90
OPERATING EXPENSE	Salaries	2,868,218	2,969,285	406,902	13.70
	Benefits	652,044	657,916	54,312	8.26
	Student financial aid-scholarships	799,077	823,077	324,488	39.42
	Utilities	1,008,306	1,008,306	63,255	6.27
	Supplies and Other Services	3,538,104	3,409,966	425,676	12.48
	Equipment Expense	63,710	64,710	17,881	27.63
	Assessment for Auxiliary Fees & Debt Service	0	0	0	#DIV/0!
	Total:	8,929,459	8,933,260	1,292,512	14.47
NONOPERATING REVENUE (EXPENSE)	Gifts	0	0	0	#DIV/0!
	Interest on capital asset related debt	0	0	0	#DIV/0!
	Total:	0	0	0	#DIV/0!
TRANSFERS & OTHER	Capital Expenditures	(62,046)	(50,046)	(27,500)	54.95
	Transfers for Debt Service	(4,891,957)	(4,891,957)	0	0.00
	Transfers for Financial Aid Match	(3,425)	(3,425)	(3,425)	100.00
	Transfers for Capital Projects	0	0	0	#DIV/0!
	Transfers to Plant Reserves	(826,495)	(865,550)	0	0.00
	Transfers - Other	0	0	0	#DIV/0!
	Total:	(5,783,923)	(5,810,977)	(30,925)	0.53
BUDGET BALANCE - Projected Transfer to Reserves		0	0	3,084,593	
* Add: NET ASSETS - Beginning of Year		<u>6,280,657</u>	<u>6,280,657</u>		
Equals: PROJECTED NET ASSETS - End of Year		<u>6,280,657</u>	<u>6,280,657</u>		

* Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2019 in the amount of \$894,487

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
For Period Ending August 31, 2019

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
Federal Grants and Contracts	23,109,271	23,113,771	7,357,503	31.83
State/Local Grants and Contracts	6,230,017	6,239,806	2,178,808	34.92
Private Grants and Contracts	1,734,982	1,734,982	1,231,361	70.97
Other Operating Revenue	70,642	70,642	1,923	2.72
Total:	31,144,912	31,159,201	10,769,595	34.56
OPERATING EXPENSE				
Salaries	200,218	199,536	47,918	24.01
Benefits	99,366	101,142	7,232	7.15
Student financial aid - scholarships	37,037,477	37,037,477	12,057,422	32.55
Supplies and Other Services	758,717	774,750	79,847	10.31
Equipment Expense	(5,512)	3,954	1,486	37.59
Total:	38,090,265	38,116,859	12,193,906	31.99
OPERATING INCOME/ (LOSS)	(6,945,353)	(6,957,658)	(1,424,310)	20.47
NONOPERATING REVENUE				
Federal Pell Grant Revenues	7,000,000	7,000,000	3,180,105	45.43
Gifts	108,494	109,580	0	0.00
Investment Income	0	0	8	0.00
Total:	7,108,494	7,109,580	3,180,113	44.73
TRANSFERS & OTHER				
Capital Expenditures	(58,343)	(50,000)	(50,000)	100.00
Construction Expenditures	0	0	0	0.00
Transfers for Fin Aid Match	33,431	33,431	0	0.00
Indirect Cost Recoveries	(42,426)	(42,426)	(25,269)	59.56
Transfers - Other	62,301	62,301	0	0.00
Total:	(5,036)	3,307	(75,269)	-2276.37
BUDGET BALANCE	158,105	155,228	1,680,533	1082.62
Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year	18,551	18,551		
PROJECTED RESTRICTED NET ASSETS - End of Year	<u>176,656</u>	<u>173,779</u>		

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.