Eastern West Virginia Community and Technical College

2021 – 2022 Faculty Handbook

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Mission Statement

Eastern provides accessible and affordable educational opportunities for academic, technical, workforce training and life-long learning for the Potomac Highlands regional community.

Vision Statement

Eastern West Virginia Community and Technical College enriches the Potomac Highlands regional community through a range of innovative programs and services that exemplify community college values and achieve the community college mission.

Statement of Values

In its institutional attitudes, policies, practices, and activities, Eastern West Virginia Community and Technical College is committed to:

Opportunity

- Education is accessible, by geographic location or delivery through technology, and affordable to residents throughout the College's region of responsibility.

- The College maintains an open door admission policy.

- All learners are accepted and valued; diverse students are sought, welcomed, and provided a nurturing environment.

- Student support services assure opportunity through student-friendly intake and orientation activities, timely provision of financial aid, and positive interaction from initial contact with students through achievement of their goals.

Quality Teaching and Lifelong Learning

- Academic offerings meet the needs of students for learning skills, for career related education and training, and for personal growth.

- The College celebrates and promotes lifelong learning by providing learning opportunities that are relevant to all students.

- Learner-centered instruction recognizes different learning styles and is supported by use of appropriate technology.

- The results of continuous learning outcomes assessments improve instruction, focus and drive, faculty development, and ensure that teaching and learning is relevant and of high quality.

Integrity

- The College is open and honest in its relations with students, employees, and its partners. The College confirms the community college mission as its central purpose.

- The College affirms that all employees contribute to institutional mission accomplishment, either by teaching or by supporting teaching and learning.

- The College rewards initiative, creativity, and teamwork in the positive resolution of institutional problems and advancement of a common organizational agenda.

- The College models its commitment to diversity in all areas of its institutional life-students, employees, governance, and supportive entities and relationships.

- In its operations and activities, the College demonstrates financial responsibility and accountability.

Partnerships
- The College promotes a broad sense of community that breaks down barriers and encourages collaborative attitudes and action.
- The College collaborates with partners with public schools, other educational providers, business and industry, labor, government, and arts and cultural organizations to serve students, support economic and community development, and enhance opportunities for cultural growth.
- In its teaching and learning and its learner support activities, the College recognizes and promotes student awareness and knowledge of regional, national, and global interdependence.

Continuous Improvement
- The College continuously assesses its policies and practices, and scans the external environment to ground its planning and to improve institutional efficiency and effectiveness.

- The College encourages and supports employees' efforts to improve job skills, to maintain technological currency, and to develop professionally.

- The College procures and effectively applies technology to its operations and processes.

Institutional Overview
Eastern West Virginia Community & Technical College (Eastern) is a coeducational, state-supported, comprehensive community and technical college, established March 21, 1999, operating under the aegis of the Community and Technical College System of West Virginia (WVCTCS) and Higher Education Policy Commission (HEPC). On July 1, 2001 Eastern's Institutional Board of Governors (BOG) was established as a local governing body. The College serves the citizens of a six-county district in eastern West Virginia; Grant, Hampshire, Hardy, Mineral, Pendleton and Tucker Counties. As a comprehensive community and technical college, Eastern offers a variety of programs and courses in career-technical education, general education, developmental studies, workforce development and community education. Graduates receive Associate in Applied Science degrees, Associate in Arts degrees, Associate in Science degrees, and Certificates and Skill Sets.

Eastern is committed to providing services for the economic and cultural well-being of the residents in its six-county district. The College provides a full array of programs and services that address West Virginia's goals for post-secondary education. Programs and courses are offered on and off-campus, at the work site, in the public schools, and at times convenient for community residents. Central to the core of its mission, the College provides degrees, courses and workforce development programs to:

·Encourage citizens to pursue a life-time of learning
·Serve as instruments of economic development
·Meet the needs of employers

Eastern West Virginia Community & Technical College offers rigorous and relevant programs at the associate degree level. Each program includes a general education core satisfied by completion of courses in multiple disciplines, a concentration specific to the major and elective courses permitting the student to select coursework relevant to his or her career or educational goals. In addition to traditional college courses and classroom learning experiences, Eastern utilizes distance learning opportunities, interactive video and course brokering agreements with regionally accredited institutions to expand the learning opportunities for its students.

Discovery Centers in addition to the main campus are located throughout the service area. These Discovery Centers are operated as distance learning classrooms linked with an interactive audio, video and data telecommunications system. This system permits classes to originate at any location, enabling the instructor to maintain simultaneous two-way audio and video contact with students, allowing the College to provide more course offerings to all discovery centers, to better utilize its' natural resources and most importantly increase educational opportunities throughout its district.

Eastern West Virginia Community & Technical College operates Discovery Centers and regional centers in the following facilities in addition to the Main Campus:

- Eastern Technology Center
- Moorefield Discovery Center (Located at High School), Moorefield, WV
- Pendleton Discovery Center (Located at High School), Franklin, WV
- Petersburg Discovery Center (Located at High School), Petersburg, WV
- Tucker Discover Center (Located at High School), Hambleton, WV
- WV School for Deaf and Blind, Romney, WV

Accreditation Status
Eastern West Virginia Community and Technical College is accredited by:
The Higher Learning Commission
A Commission of the North Central Association
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
Phone: 312.263.0456 or 800.621.7440
FAX: 312.263.7462
https://www.hlcommission.org/; info@hlcommission.org

General Education Philosophy

Central to Eastern's mission and vision is the College's commitment to the development of each student as a well-educated individual. Consequently, the college requires a general education core curriculum as an integral component of all degree programs. The general education curriculum is intended to provide all students, regardless of major, with knowledge and skills which serve as the foundation for lifelong learning, professional success and personal achievement. The general education program promotes the development of independent, critical and conceptual thinking skills and those skills necessary for effective communication. The general education curriculum demonstrates the College's commitment to provide appropriate and relevant education to enhance the growth and development of learners as they face the challenges of the 21st century.

General Education Goals

Students who have completed the general education requirements of an associate degree will exhibit improved competencies in the following:

Critical Thinking/Analytic Inquiry/Problem Solving Skills

Students will demonstrate their ability to think critically by observing critically, reading critically, planning, reflecting, analyzing, evaluating and synthesizing by using multiple modalities of inquiry to collect information including organizing, evaluating, analyzing, and interpreting findings.

Oral and Written Communications

Students will communicate with precision, clarity, fluency, accuracy, and coherence through their reading, writing, and verbal communications.

Mathematical Skills and Reasoning

Students will demonstrate their abilities to think mathematically by applying mathematical concepts in problem-solving including estimation, computation, analysis, assimilation, application, transference and modeling strategies as appropriate for workforce skills and lifelong learning.

Workforce and Citizenship Skills/Ethical Reasoning

Students will demonstrate workforce and citizenship skills needed for professional success, ethical reasoning, diversity awareness, civic engagement and steadfast participation in lifelong learning activities.

Digital Literacy

Demonstrate the ability to use relevant technology tools and software for information design, data visualization, creative expression, research, record-keeping, communication, completing projects, solving problems, and making informed decisions.

Note: Each degree and certificate program are comprised of required general education courses. Students must select general education courses from the approved courses listed in the **General Education Courses and Designations (refer to the college catalog)** and posted in the semester schedule of courses.

Faculty Appointments

Eastern West Virginia Community & Technical College employs faculty on a full-time or part-time (adjunct) basis. It is the primary goal of faculty to ensure that students attain competency in learner outcomes as stated in the College's curricula. They are responsible for the direct delivery of instruction and use a variety of teaching methods and modalities including traditional classrooms and distance learning environments. In addition to teaching, they are responsible for course level assessment and advisement of course performance and learner outcomes. The full-time faculty designs the College's curricula by serving on curriculum advisory committees and ensures the integrity of the curricula by performing program assessment measures. In order to build relationships necessary for the successful implementation of learner outcomes, full-time faculty also mentor adjunct faculty. Faculty serves invaluable roles in the implementation of Eastern's Mission.

Qualifications

Faculty is essential to Eastern's academic mission. Eastern selects the most qualified faculty available and commits to providing the resources and the support assuring academic integrity. Precise qualifications vary among degrees, but normal minimum requirements are a master's degree with a minimum of 18 graduate credit hours in the subject matter for non-technical, transferable disciplines and a bachelor's degree and five years relevant work experience in the discipline for technical areas.

An adjunct faculty member is appointed to teach a particular course or courses, on a part-time basis for one or more terms. The College can, but is not required to renew such appointments for additional terms. The number of terms an adjunct faculty may be employed is unlimited. However, the total number of credit hours permitted per term is restricted to nine credit hours (See BP 3.16).

Additional materials necessary to process the part-time agreement may include:
- Completed application form
- Official transcripts of all College work (First-time appointment only)
- W-2 Internal Revenue Service form
- Employment Eligibility Verification (Form 1-9)
- Employee Date Sheet
- Faculty Agreement
- Resume
- Signed Drug Policy Form

New faculty should contact the Payroll/HR Representative for a pre-employment packet. Returning faculty should update employment files with transcripts, resumes, and other appropriate documentation in order to record any further education, certifications, and experience.

All assignments are contingent upon adequate enrollment, which is normally a minimum of ten (10) students. Once enrollment numbers have been verified by the office of academic services, the packet of material is sent to the human resources office for processing.

The Office of Academic Services schedules an orientation/development session for all faculty members at the beginning of each semester. This session provides faculty with an overview of the institution, its mission, goals, and policies. Information regarding College policies, procedures, assessment, library services, and tutoring services is also covered. Instructors are also trained to use the

College's distance learning equipment. Special professional development sessions are scheduled at this time. Professional development topics have included: distance learning, fair use practices and plagiarism, needs of adult learners and assessment of student achievement. All faculty members are expected to attend this orientation/development session. Recommendations for additional professional development activities may be provided to the Academic Division Chair.

Salary
Currently, the salary of adjunct faculty teaching courses in degree or certificate programs is determined by qualifications. Faculty with a bachelor's degree receive $410 per credit hour; Faculty with a master's degree receive $510 per credit hour; Faculty with a Doctoral degree receive $610 per credit hour. As faculty continue their appointments with Eastern and accumulate teaching credits, the rate of pay increases per the approved adjunct faculty salary schedule.

Payment Dates
Adjunct employees are paid on a bi-weekly basis – eight (8) installments for the fall semester during the months of (September, October, November, and December) and (8) installments for the spring semester for the months of (February, March, April, and May). Summer courses are paid in four (4) installments during the months of (June, July, and August).

Faculty Absences
Faculty is required to meet all class sessions for the scheduled duration as part of their contract. Except for sudden illnesses and other emergencies, the instructor should arrange in advance for absences and notify the appropriate Academic Division Chair, as soon as possible, so appropriate arrangements may be made (refer to Class Cancellation information for more details regarding appropriate reporting processes). Faculty should also complete a Faculty Absence/Coverage Form for their supervising Division Chair.

Class Cancellation
If circumstances arise which require the cancellation of a class session, it is the responsibility of the instructor to:

- · Obtain permission from the Academic Division Chair for your area; Technologies faculty must contact the Division Chair for General Studies.
  - In the event that the initial point of contact is not available; you must contact the Academic Services Coordinator, or in her absence the College Receptionist or Dean of Teaching or Learning.
  - *Under* **no circumstances are you to leave a message on an answering machine. You must speak directly with one of the contact persons designated above.**

  If permission to cancel the class session is granted, the instructor must individually contact each student in advance of the class session to inform him/her that class will not be held.

(Eastern recommends that instructors gather student contact information in the first meeting or create a phone tree.)

- ● In the event that you are unable to contact the students, make arrangements for student contact when talking with your Academic Division Chair or designee.

Under no circumstances are individual instructors authorized unilaterally to cancel any class session. Low student attendance is never considered a valid reason for canceling class. Those few students attending may have traveled a great distance under adverse conditions to attend the class session. The instructor should make every effort to conduct a meaningful academic session regardless of the number of students attending. EACH CLASS SESSION IS TO BE HELD FOR THE COMPLETE DURATION--CLASSES SHOULD NOT BE DISMISSED EARLY.

Changing Meeting Day and Time of Classes
If an instructor would like to change either the meeting day or time of a course, he or she must contact the appropriate Academic Division Chair before discussing the possibility with students. With the consent of the Dean of Teaching and Learning, the appropriate Academic Division Chair will make arrangements with the instructor. The Dean of Teaching and Learning is the ONLY person authorized to approve schedule changes. No instructor can change the time and day of course meetings without consulting with the Academic Division Chair and the permission of the Dean of Teaching and Learning.

Final Exams
Final examinations MUST be given during the designated exam week. (See academic calendar)

Instructional Evaluations
The Faculty Instructional Evaluation Regulation (AR 3.4) defines the evaluation process and identifies evaluation materials included in faculty instructional evaluations. This process assesses the quality of faculty instructional performance and identifies areas for improvement. The instructional evaluation process is designed to provide meaningful feedback to the faculty, Academic Division Chair, and Dean of Teaching and Learning.

EFFECTIVE DATE: November 10, 2020; REPLACES NOVEMBER 7, 2008, 2004 and NOVEMBER 1, 2011

Summary of Process
The Faculty Evaluation Process consists of classroom observation, analysis of instructional artifacts and a comprehensive evaluation (See attached Faculty Classroom Observation Form (Form A), Syllabus Checklist (Form B), and Online Portfolio Checklist (Form C). Evaluations will be conducted on a cyclical basis dependent upon the number of years affiliated in an instructional role with Eastern West Virginia Community & Technical College.

Evaluation Materials
Student Course Evaluations, Course Syllabus, Classroom Observations, student communications, student enrollment patterns and grade distributions, Faculty Survey and Faculty Portfolio. Contents may include: instructor-generated course materials such as tests, assignments, instructional materials, etc.

Regulation Implementation:
1. Classroom observations will be completed the first semester a faculty member teaches. If

recommendations are made for improvement, an observation will be completed the second semester they teach. The Classroom Observation Form (Form A) will be used as the evaluation instrument for this observation. A summary of the observation evaluation will be sent to the faculty by the Division Chair or designee. Classroom observations will be conducted biannually thereafter providing the instructor achieves and maintains a satisfactory rating in all categories.

2. Faculty will develop a portfolio that includes samples of instructional documents for the Faculty Comprehensive Evaluation. The portfolio materials should provide evidence of academic quality and instructional integrity. Portfolio materials will be reviewed by the appropriate Division Chair and/or designee when involved in other parts of the evaluation process. Faculty will submit artifacts prior to or at scheduled classroom/online observation. Examples: exams, PowerPoint presentations, supplemental materials, student projects: see Form C (Online Portfolio Checklist) for further Online Portfolio examples.

3. Student Course Evaluations conducted on a semester basis for each course and section taught by the faculty member will be included in the evaluation process. Only a composite of student responses and comments will be provided to the faculty member and included in the evaluation to maintain the anonymity of the students.

4. Course syllabi will be evaluated for consistency with course description and outcomes, clarity of grading scale and process, course requirements and assignments and instructor contact information. The Division Chair or designee will complete the Syllabus Checklist (Form B) and request needed revisions and resubmission. A copy will be kept in the faculty portfolio and on the shared file. The syllabi evaluations will be completed at the time of each classroom observation and each initial offering of a course.

5. The comprehensive evaluation will be conducted after the first two classroom/online observations and continued biennially thereafter providing the instructor maintains a satisfactory rating in all categories of the comprehensive evaluation process. The Faculty Comprehensive Evaluation Form will be used as the evaluation instrument in this process (Form A).

6. A comprehensive evaluation session held with the faculty will be conducted by the Academic Program Director and designee (when involved in the classroom observations or other stages of the evaluation process).

7. The faculty member will receive a written copy of the evaluation by the end of the next academic term. The faculty will have the opportunity to respond to items addressed in the evaluation.
A copy of the completed, signed evaluation (Form A) will be forwarded to the Human Resources Office. The documents will be retained by the Division Chair

The Dean of Teaching & Learning or designee is responsible for implementation.

General Administration and Rules

Equal Opportunity, Non-Discrimination and Affirmative Action
The Eastern West Virginia Community & Technical College Board of Governors is committed to equal opportunity and non-discrimination for all employees, students, prospective students and applicants for employment. This commitment applies to all qualified persons without regard to race, color, national origin, religion, sex, sexual orientation, disability, age, or any other basis which is proscribed by law, in employment or in the application, admission, participation, access and treatment of persons in instructional programs and activities.

The College concurs with the American Association of Community Colleges (AACC) that such a commitment to equal opportunity and non-discrimination *"ensures and recommits to open door access, the cornerstone of the community college mission. This fundamental commitment is critical to our*

democracy's cherished principle of equal opportunity for every individual and to the social and economic vitality of our nation."

The College will take affirmative action measures to insure the continued entry of qualified minorities, women, veterans and the disabled, as defined by law, into the staff and student bodies.

NOTICE

Eastern West Virginia Community and Technical College
Policy of Nondiscrimination

Eastern West Virginia Community and Technical College provides opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, sex, sexual reference, religion, age, national origin, sexual orientation, marital or parental status, familial status, veteran status, or disability. The College neither affiliates knowingly with nor grants recognition to any individual group or organization having policies that discriminate on the basis of race, color, sex, sexual preference, religion, age, national origin, sexual orientation, marital or parental status, familial status, veteran status, or disability as defined by applicable laws and regulations.

Eastern West Virginia Community and Technical College is required by Section 904, Title IX, Education Amendments of 1972, not to deny admission on the ground of blindness or severely impaired vision; by 45 CFR 84, Subpart E, Section 84.42 and by section 504 Rehabilitation Act of 1973, not to deny admission on the basis of handicap; by 45 CFR 90, 91, not to discriminate on the basis of age; and by 45 CFR 86, Subpart C, Section 86. 21, not to deny admission on the basis of sex. By Title VI of the Civil Rights Act of 1964, no person shall be subjected to discrimination on the grounds of race, color, or national origin. Eastern West Virginia Community and Technical College is an equal opportunity-affirmative action employer in compliance with Title VII of Civil Rights Act, West Virginia Human Rights Act, Title IX (Education Amendments of 1972), section 504, Rehabilitation Act of 1973, American with Disabilities Act, and other applicable laws and regulations.

ADA Coordinator	EEO Coordinator	Student Title IX Coordinator
Monica Wilson	Jaennae Snyder	Curtis Hakala
Student Services	HR Assistant III	Dean of Teaching and Learning
316 Eastern Drive	316 Eastern Drive	316 Eastern Drive
Moorefield, WV 26836	Moorefield, WV 26836	Moorefield, WV 26836
304-434-8000	304-434-8000	304-434-8000

Degree Programs	Certificate Programs	Certification Programs
Accounting	Accounting	Certified Nursing Assistant
Administrative Support Technology	Administrative Support Technology	Dental Assisting
Associate in Arts	Allied Health Care	Industrial Equipment Maintenance
Associate in Science	Automotive Technology	Medical Assistant
Automotive Technology	Biological & Environmental Technology	Microsoft ® Office Specialist
Biology & Environmental Technology	Business Management	Pharmacy Technician
Board of Governors	Computer Application Specialist	Phlebotomy Technician
Business Management	Electromechanical Technology	Residential Care Specialist
Early Childhood Development	Information Technology	Welding
General Studies	Medical Assisting	
Information Technology	Paraprofessional in Education	
Medical Assisting	Technical Studies	
Nursing	Wind Energy Technology	
Technical Studies		
Wind Energy Technology		

General Admission Requirements for Eastern West Virginia and Technical College
Students seeking admission to EWVCTC as a degree seeking student must submit the following:
(Please see College Catalog for specific information)

(1) Application for Admission
(2) GED or HS Diploma or TASC Assessment
(3) ACT/SAT/Accuplacer Scores
(4) High School and/or College Transcripts

Some programs have limited enrollment and require additional requirements for admission. Please visit the website at Home | Eastern West Virginia Community and Technical College (easternwv.edu) or call 304-434-8000 for further information.

Individuals with Disabilities
In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Eastern West Virginia Community and Technical College's programs and courses is accessible to the handicapped and disabled. Instructors and students who have a disability that impairs their access to courses and programs should contact the Student Services to assure access to appropriate resources.

Student Privacy (FERPA)
Students are guaranteed the right to protect the privacy of their educational records and to inspect and review the information maintained by the College, as provided in the Family Education Rights and Privacy Act of 1974, as amended (FERPA). Further, students are permitted to dispute any educational record items which are believed inaccurate. Student requests to review their educational records must be made in writing and directed to the Dean of Teaching and Learning. Confidential student information or educational records release shall require: (1) Written authorization by the student, and/or (2) Court order or other judicial authority in accord with applicable law

The College has designated as public, or "directory information," the following information: Student's name, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received.

The College may release all or part of the directory information listed above. If a student does not wish to have public or "directory information" released, the student must notify the Dean of Student Access and Success in writing by the end of the first full week of classes each semester. Upon receipt of notice, such records shall remain restricted until they are released by the student.
The College reserves the right to alter its practices in regard to the Family Educational Rights and Privacy Act, as this law is subject to modification and refinement by the U.S. Department of Education.

Sexual Harassment
It is the policy of the Eastern West Virginia Community & Technical College Board of Governors, [AR 5.17](AR 5.17), to maintain a work and educational environment free from all forms of sexual harassment of any employee, employment applicant, or student. Sexual harassment in any manner or form is expressly prohibited. Immediate and appropriate corrective action shall be taken when sexual harassment is reported or becomes known.

Drug-Free Work Place and Drug-Free Schools and Communities Act
The Drug-Free Work Place Act of 1988 and the Drug-Free Schools and Communities Act of 1989

set drug-free workplace standards to be followed by government contractors and recipients of federal funds. Eastern has implemented a policy against Drugs in the Workplace. Additionally, alcoholic beverages are prohibited in the building or on the grounds of the College. Alcoholic beverages are not permitted by the College at any on-campus or off-campus College sponsored activities. Any employee or student violating these policies shall be subject to disciplinary action.

Suicide Prevention Policy
Eastern West Virginia Community & Technical College has implemented AR 4.4 Process for Dealing with Suicide: Prevention, Intervention, and Post-Intervention. (See Appendix Q)

Tobacco Usage Policy
Per BP 6.10, Eastern West Virginia Community & Technical College is a tobacco-free environment. This includes but is not limited to smoking, chewing, and rubbing, and the use of electronic tobacco devices. Use of tobacco products is prohibited on all college-owned, leased or operated property, buildings, and vehicles. Faculty is expected to observe this policy and remind students of the tobacco-free environment.

Student Right-to-Know Act
In accordance with the Federal Student Right-to-Know regulations, all current and potential students may review the graduation rates for Eastern West Virginia Community & Technical College, which are published in the West Virginia Higher Education Report Card. The Report Card is available at the Higher Education Policy Commission website: https://www.wvhepc.edu/ (Access the "Resources" tab, select "Reports and Publications").

Computer Usage Policy
Access to computing resources is a privilege the College grants to its faculty, staff, and students. Access may also be granted to other individuals for purposes consistent with the mission of the College. Computing tools, including library resources or the telephone system are shared goods, essential to the instructional research and/or administrative functions of the College. The continued availability of these expensive and sometimes fragile resources requires that they are legitimately used.

Use of Eastern's computing resources is for the purposes related to the College's mission of education, research, and public service. Only those software packages authorized by the College may be installed or downloaded on College computers. Computers must be used for purposes related to student studies, instruction, duties as employees for official business, and other college approved activities. The recreational use of the account for purposes unrelated to the institution's goals and mission is prohibited. The College will not tolerate the use of a computer or Internet to hurt, harass, attack or harm other individuals, groups, organizations, or other entities, their actions or their work. Viewing, accessing, or transmitting pornographic material is strictly forbidden. Disabling virus protection programs is explicitly prohibited.

Computing resources should be used in accordance with the high ethical standards of the college community as described in the Code of Student Conduct and the Orientation Guide & Student Handbook. Violations of the policies described for legal and ethical use of computing resources will be dealt with seriously. Violators will be subject to the normal disciplinary procedures of the college and, in addition, the loss of computing privileges may result. Illegal acts involving Eastern's computing resources may also be subject to prosecution by state and federal authorities. A copy of the institution's policy on computer usage is available on the College web site (BP 6.5) or a copy

may be obtained from the Technology Services Office.

Inclement Weather and Emergency Situation Policy

It is the intent of Eastern to close facilities or cancel classes only in extreme emergency situations. Closure may be for the entire institution, one or more discovery centers or a single facility. When these situations occur, students, employees, and the general public are encouraged to visit Eastern's homepage at [Home | Eastern West Virginia Community and Technical College (easternwv.edu)](easternwv.edu) or listen to/watch news media in the county at which their classes/events/meetings are held for cancellation information. In the event that an off-campus instructional facility (i.e. high school, vocational schools, etc.) is closed, Eastern's classes in that facility will be cancelled. In instances when one county has severe weather and another county does not, classes can be videotaped and instructors are required to make contact either via email or phone with students to ensure that they are not penalized due to the cancellation at their location. When classes are canceled, faculty members are required to cover instructional material through alternative methods.

In the event of an emergency situation, students, employees and the general public can obtain cancellation information by calling the College at 304.434.8000 and selecting extension *9555 for school information, or by checking the college website or Eastern's Facebook page:

> [Home | Eastern West Virginia Community and Technical College (easternwv.edu)](easternwv.edu)
> [Cancellations.com - Weather Closings & Delays](Cancellations.com)
> Eastern's Facebook page: https://www.facebook.com/pages/Eastern-West-Virginia%C2%AD%20Community-and-Technical-College/16459037448 (Friend or like the College for updated information.

Eastern's Instant Messenger Service

Eastern uses CampusCast, a special service to let students know if schools are closed or on a delay. You may receive a message through this service to the telephone number on record at Eastern. For more information, you can visit https://www.highgroundsolutions.com/

Eastern's School Information Extension - 9399

When in doubt, you may also call Eastern's main telephone number, 304.434.8000 and listen to the prompts to reach School Information. You will hear a message on this extension stating if Eastern is closed, on a delay or operating on a normal schedule. The following news media will be contacted to announce information on closures or cancellations in affected areas:

Web cancellation information is available at [Home | Eastern West Virginia Community and Technical College (easternwv.edu)](easternwv.edu) or [Cancellations.com - Weather Closings & Delays](Cancellations.com). Discovery Centers follow their respective county school system. School system postings can be found on the web at: http://wvde.state.wv.us/closings/county/all. In the event of inclement weather it is also possible to receive closing information by tuning in to the following sources:

WVPR	WV Public Radio
WHSV-TV3	Harrisonburg, VA www.whsv.com
WUSATV	Washington, DC
WDNE 1240AM	Elkins, WV
WELD AM/FM	Fisher, WV
WELK/WBTQ FM	Elkins, WV
WHAGTV	Hagerstown, MD

WINCAM/FM	Winchester, VA
WKCYAM/FM	Harrisonburg, VA
WQWVFM	Petersburg, WV
WJJB FM	Cumberland, MD
WFRB FM	Frostburg, MD
WQZKFM	Keyser, WV
WBOYTV	Clarksburg, WV
WKHJ Radio	Loch Lynn, MD
WKGOFM	Cumberland, MD

Food and Drink

Food and drink items are to be confined to appropriate lounge areas at each site. These items are not permitted in any classroom or laboratory. Only bottled water is permitted in the classroom.

Children in Classrooms

Children are not to be permitted in any classroom or laboratory. (See Appendix P)

Intellectual Property, Copyright and Fair Use Regulation

Eastern supports the development and dissemination of intellectual property to enhance and support teaching and learning. Eastern adheres to established U.S. government regulations regarding intellectual property, copyright and fair use practices and expects all college employees (faculty and staff) and students to adhere to these standards. A copy of the Intellectual Property, Copyright and Fair Use Policy (BP 3.20) is provided in Appendix B.

Classroom Learning Environment

Eastern promotes a classroom learning environment that encourages positive attitudes and the philosophy that is necessary to sustain student involvement in learning. All students attending Eastern are given a handbook containing the "Student Code of Conduct". It is the responsibility of the instructor to ensure the classroom climate upholds this code.

Instructional Resources

Adjunct Faculty Work Areas

Eastern provides workrooms where adjunct faculty can meet with students, telephone students, and prepare for classroom projects. These areas contain computers, Internet connections, printers, and telephones. Adjunct faculty can obtain additional office supplies, including software programs from the appropriate Academic Division Chair. Lockers are also available for faculty use.

Computers and Computer Usage

Computer access is available to all faculty members at all sites. Adjunct faculty should contact the IT Department at 304-434-8000, ext. 9240 to obtain computer access as well as access to their Eastern email account for use related to instruction at the college. This email account can be accessed either on campus or at home through the Internet.

Textbooks

Textbooks for each course offered by Eastern are chosen by full-time faculty members or the Academic Division Chairs. The primary text chosen must be used by all instructors teaching the course; if a supplemental text is listed, it may be used in addition to the primary text. While faculty

may introduce material from other texts, they cannot require students to buy any texts that do not appear on the College textbook list. Textbooks are a very important part of the educational experience for our students, and are not optional: The text must be used; no substitutions or exceptions to the use of the designated textbooks are allowed. The deadline for textbook selection per Textbook Policy BP 7.13 is March 15 for summer/fall semesters, and October 15 for spring semesters.

Textbook Desk Copies
Eastern partners with Barnes and Noble College to create its virtual bookstore, Find Course Materials | Eastern WVCTC Bookstore (bncollege.com). Faculty may view their course materials by visiting the Eastern website. For assistance, please contact the appropriate Academic Division Chair.

Instructional Supplies/Duplication Services
Purchase authorization for special instructional supplies should be obtained from the appropriate Academic Division Chair or the Dean of Teaching and Learning. The College operates with planned budgets and must follow state purchasing procedures. Specialized supplies, such as lab materials, need to be ordered in advance. Copier codes are issued for each division and a list is posted beside the copier. For assistance, please see the Academic Services Coordinator.

Orientation for First-Time Online Instructors
All instructors teaching online courses for the first time are required to complete an orientation session with the institution's Instructional Technology Specialist, Kristen Colebank (kristen.colebank@easternwv.edu or 304-434-8000 ext. *9266).

Online Instructor Orientation will provide training on the institution's Learning Management System (LMS) and an overview of other potential instructional technologies (i.e. video production based on screen and audio capture, lecture capture tools, audio-enhanced PowerPoint presentations, etc.). If the instructor requests training to use instructional tools in addition to Blackboard, that training will be provided. Orientation will also discuss components from the Quality Matters™ Rubric, which provide effective design standards for online instruction. Resources are also made available to instructors that include suggestions to help instructors create and deliver course materials that fulfill accessibility standards, and copyright and intellectual property standards.

Support and Professional Development for Experienced Online Instructors
Group and individual instruction and professional development opportunities are provided to instructors by the ITS and other faculty members, as well as by Quality Matters™ certified trainers and peer members, and cover topics such as the application of the QM Rubric for course design, strategies for improving online courses, accessibility and usability in online classes, copyright and intellectual property guidelines (please see BP 3.20), and introductions to emerging instructional tools and pedagogical strategies. Additionally, ITS is available to assist instructors with the LMS and other instructional technology questions. All instructors are encouraged to enroll in Quality Matters™ courses, especially those provided through the WV subscriber system.

Using the College's Learning Management System in the Classroom/Online Instruction
Faculty members unfamiliar with the college's LMS configuration (which will be based on Blackboard in Fall 2021 and Brightspace in Spring 2022) are required to attend an in-house or virtual orientation session with ITS at Eastern. Please contact Kristen Colebank, Instructional Technology Specialist (ITS), at ext. 9266, for more training information. The college strongly encourages instructors to utilize the LMS in face-to-face classes.

On-Campus Use of College Equipment

Most classrooms are equipped with common audio-visual equipment such as computers, VCRs, and document cameras. Audio-visual equipment is available for faculty to check out. An On-Campus Use of Equipment Form, which may be obtained from the IT Department, ext. 9240, should be filled out at least five workdays prior to use. Due to limited materials supplies, it is in the best interest of faculty to schedule their use early.

Computers with specialized software for creating video lectures are also available for adjunct faculty use. Please contact Kristen Colebank (kristen.colebank@easternwv.edu or 304-434-8000 ext. *9266) for more information.

Additional Resources for All Instructors

ITS continues to develop and maintain a repository of instructional help documents and demonstration videos on the college's website. The Instructor Support and Resources resource can be accessed at https://easternwv.edu/faculty-and-staff/instructor-support/

On-Site Test Proctoring and Make-Up Testing

Eastern provides test proctoring to assist students and faculty in the event that a make-up test must be administered. Scheduling of test sessions assures that appropriate supervision and access to defined instructor resources is available for each make-up testing session. The following process was implemented to assure the academic integrity of the make-up testing. Make-up Test Forms are available from the Academic Services Program Coordinator, Evening Coordinator (Main Campus) or the Discovery Center Advisor. For assistance, contact the Academic Services Program Coordinator at 434-8000, ext. 9262 or ann.degnan@easternwv.edu.

1. The instructor completes the test proctoring form (See Appendix D for a copy of the make-up test form). The instructor places the make-up test form and the test/tests including the test administration instructions in a confidential file for the assigned proctor. The filed is located in the Academic Services Program Coordinator's office.
2. The student must contact the Academic Services Program Coordinator to schedule an appointment. The Academic Services Program Coordinator will record the testing date on the Testing Room calendar. This calendar is accessible by all staff. If the student is unable to take the test during the allotted timeframe, (Thursdays 5:00 to 9:00 p.m. and Fridays 1:00 to 5:00 p.m.) the student will be referred to the appropriate Academic Division Chair for further assistance.
3. The completed test is returned to the instructor via secure mailing by the Academic Services Program Coordinator.
4. The make-up exam must be scheduled for completion prior to the end of the selected testing window. Testing window timeframes are not flexible. If the student is unable to make the allotted test times, the student is referred to the appropriate Division Chair.
5. Instructors that are unable to adhere to the make-up test process must contact their Academic Division Chair for assistance.
6. No make-up exams are given the week of finals.

<div align="center">

Student Expectations and Grading

</div>

Academic Schedule

Courses in both college transfer and career programs are offered on a two-semester basis (fall and spring), 16 weeks in length and a summer term. The fall semester begins in late August

and runs through December. The spring semester begins in January and runs through May. The summer term may vary in length but most often is scheduled for 8-10 weeks. Summer class periods are extended to meet course requirements. In an effort to meet various student needs, classes are scheduled from 8:00 a.m. until 10:00 p.m., Monday through Saturday. Course schedules may be obtained at the Student Services area at the Main Campus or nearest Discovery Center. Limited course offerings are scheduled during the summer. Updates are posted to the Eastern website: https://easternwv.edu/academics/class-schedules/

Auditing Courses

Students interested in enrolling for a course and not receiving a grade may audit the class. Students must indicate a desire to "audit" when registering for the course. When auditing a course, the student pays the full tuition and fees for the course, receives instruction and participates in classroom activities but does not receive a grade. During the fall and spring semesters, a class may be changed from audit to credit and vice versa within the first two weeks of the official starting date of the class. This change must be made in the Student Services area at the Main Campus. If during the third or fourth week the student elects to change from audit to credit or vice versa, the instructor's written permission must be secured on the proper forms available in the Student Services area at the Main Campus or nearest Discovery Center. For courses taught in nontraditional enrollment periods, the length of time is prorated. Audited coursework is not eligible for Title IV financial aid funds.

Add/Drop Period and Dropping or Adding Courses

Students may add or drop courses without receiving a **"W"** on their transcripts through the first week of classes (Drop/Add period). The drop/add period is prorated for classes that are less than full term. The College publishes dates when classes may be added or dropped from the schedule and college web site. The add/drop form may be obtained from the Student Services area at the Main Campus or nearest Discovery Center. Students should discuss the decision to drop a course with the instructor or an advisor prior to submitting forms. Classes dropped during an add/drop period do not appear on the final grade reports. After the drop/add period, students may not add a class without obtaining special permission from the instructor, Academic Division Chair and the Dean of Teaching and Learning. Courses dropped after the drop/add period will be reflected on the student's records as a "W." A student may not add a class simply by attending nor can a student drop a class by ceasing to attend class. Students must properly complete all necessary forms and steps in the add/drop procedure. Failure to do so may adversely affect grades and/or financial aid eligibility. Students should be aware that schedule changes resulting in more or fewer total credit hours may affect tuition and fees, financial aid and veterans' benefits. Eastern reserves the right to alter published course schedules. All courses must have sufficient enrollment to be offered. If courses needed to graduate are not offered or are canceled, students should contact their advisor.

Withdrawal from Individual Courses or the College

Students who find it necessary to withdraw from a class or the College after the add/drop period must obtain a withdrawal form from the Student Services area at the Main Campus or nearest Discovery Center. To withdraw from courses prior to the final drop date, students must complete the drop/add form and submit it to the Student Services Area of the Main Campus. Before completely withdrawing from College, a student should also meet with their Academic Advisor or the Dean of Student Access & Success. Students can withdraw from a course on or before the completion of 73% of the semester. The last day to withdraw in a semester is published in the academic calendar printed in the class schedule. Academic courses fewer than 15 weeks in length have withdrawal dates prorated to the actual course ending dates. Students should be aware of any variance in the

length of their classes and check with the Student Services Area at the Main Campus or nearest Discovery Center Office for official withdrawal deadlines.

Students withdrawing during this time period will receive a grade of "W." The student is responsible for knowing his or her last day to withdraw from courses. After the last day to withdraw students are not permitted to drop the course and will receive a final grade awarded by the instructor. Failure to complete the withdrawal process can result in receiving a grade of "F" or "UF" in all courses for which the student has registered.

In the event that a student drops a course that serves as a co-requisite for other classes, the student is also required to drop the courses that require the co-requisite. See the College Catalog course description to identify courses with co-requisites.

<u>Class Attendance</u>
Attendance and participation in classroom activities are critical components in a college learning environment. The faculty establishes attendance policies for classes they teach. Since classes vary with regard to requirements and instructional activities, attendance policies may vary for each class. Students should be certain to understand attendance policies presented in the course syllabi for each class. Students are expected to discuss attendance problems with the instructor before absences occur, if possible, or as soon as possible after absences.

<u>Academic Expectations of Students</u>
The student, by voluntarily accepting admission to the institution, accepts the academic requirements and all criteria of institution. It is the student's responsibility to fulfill course, degree or certificate requirements and to know and meet the criteria for satisfactory academic progress and completion of the program. Once the individual becomes a "student," (s)he is expected:

a) To be willing to seek instruction for self-assessment and preparedness in the following skills:
1. Reading and Writing
2. Math and Science
3. Study and Testing

b) To know and meet each instructor's subject criteria by:
1. Listening and following directives;
2. Reading all materials; and
3. Meeting all required assignments.

c) To behave in a mature and responsible way, not in a distractive or disruptive fashion, while present in all academic settings (classes, labs, clinic, and/or related activities).

d) To strive for continuous academic progress by:
1. Improving the quality of one's own work; and
2. Monitoring one's own grade averages.

e) To continue monitoring program requirements by:
1. Checking one's own status and
2. Checking one's own program requirements for possible changes.

f) All students enrolling in certificate and associate degree programs are expected to participate

in institutional program, course and/or services assessment activities. This participation will most often occur in the form of tests to determine the degree of student academic achievement within basic skills, the general education core curriculum, or the academic major. As part of the academic calendar, "testing days" will be established during which students are required to participate in these assessment activities. Participation is an expectation of students as a condition of their continuation in the academic program of study and as a prerequisite to graduation. Assessment activities include, but are not limited to, entrance assessment for course placement, midpoint assessment to determine academic progress, and exit assessment prior to program completion and graduation.

g) To be aware of, and formulate as quickly as possible, personal and/or professional goals by
    1. Checking own qualifications for desired job;
    2. Checking requirements for desired job;
    3. Monitoring transfer requirements and own status; and
    4. Reviewing goals for personal satisfaction.

h) To be aware of all College policies pertaining to student rights and responsibilities by:
    1. Reading all College related materials (catalog, schedules, notices, and/or general information; and
    2. Questioning personnel employed by the College.

i) To seek help from College personnel for assistance when faced with a problem of any size.

Students should know that if they ignore the responsibilities expected of them, the results may be failure to achieve educational goals.

Academic Honesty/Plagiarism
(Excerpt from Academic Rights and Responsibilities of Students, Student Handbook)

Purpose
Academic dishonesty is any practice which gives one student a dishonorable advantage over another student engaged in the same or similar course of study and which, if known by the instructor in such course of study, would be prohibited. This shall include, but is not limited to the following: securing or giving assistance during examinations or on required work; the improper use of books, notes, or other sources of information; submitting as one's own work or creation of any kind that which is wholly or partly created by another; securing and/or distributing all or any part of examinations or assignments prior to being submitted to the class as a whole; or the altering of any grade or academic record.

Responsibilities and Procedures
When an instructor observes academic dishonesty on the part of a student, the case shall be handled in accordance with the following procedures:
    1. The instructor has the authority to give the student a grade of "F" on the assignment involved in the academic dishonesty, or a grade of "F" in the course which the offense occurred.
    2. The instructor shall submit to the Dean of Teaching and Learning, within three (3) days from the time the offense occurred, a written report stating the facts of the case and the action taken by the instructor along with any physical evidence.
    3. Any student who considers herself unfairly treated may utilize the student grievance

procedure designed for this purpose. The Dean of Teaching and Learning will provide all physical evidence to the chairperson of the grievance committee if a committee is called to meet.

4. For subsequent offenses on the part of the student, in addition to being given a grade of "F" in the course in which the academic dishonesty occurred, the student may be expelled from the College by the President on recommendation of the Dean of Teaching and Learning following a judicial hearing.

5. A student who has been given a grade of "F" by an instructor under the College's policy on academic dishonesty is not permitted to withdraw from the course with a grade of "W" after academic dishonesty procedures have been initiated by the instructor without approval by the instructor.

Academic Grading Policy

Eastern uses a letter grade system to indicate the quality of coursework performed by students. The following marks are designated for use. Definitions and quality points, where appropriate, are shown:

Grade	Description	Quality Points
A	Superior	4 per semester
B	Good	3 per semester
C	Average	2 per semester
D	Below Average	1 per semester
F	Failure	0 (included in GPA
UF***	Unearned F	0 (included in GPA)
W	Withdrawal	0
I	Incomplete	0
CR**	Credit	0
NC**	No Credit	No Quality Points
AU	Audit	No Quality Points

The grade point average is computed for all courses for which a student has registered with the exception of courses with grades for "W", "I", "CR", "NC", "AU", "RC", or courses repeated (see "D and F" rule). The grade point average is the ratio of the number of quality points gained to the number of credit hours attempted. To compute the overall grade point average, add all quality points and divide by the number of hours attempted. Course in which grades of "W", "I", "NC", "RC", or "AU" have been given are omitted from the computation. Please note: Grades of "F" and "UF" are calculated in the computation of the grade point average. For additional information, see the Orientation Guide & Student Handbook and Eastern's Regulation AR 4.3, Grading and Grade Point Average Regulation.

Incomplete Grade

An incomplete (I) is assigned when a student is absent from several class sessions or the final exam due to illness or other reasons considered beyond the student's control. The student must complete the requirements for the course in which the "I" grade is received within the next full semester or the "I" grade will automatically be changed to a grade of "F". The student does not re-register for the class for which he/she is completing the requirements having the "I" grade. When the course work is satisfactorily completed, the final grade is submitted by the instructor to the Dean of Student Access and Success.

An In Progress (I) Grade Form must be submitted with the final grade report. Any outstanding assignments, quizzes or tests must be submitted with the form. Faculty should speak with the

Dean of Student Access and Success when an incomplete becomes necessary.

Grade Changes
The instructor must complete a grade change form whenever it is necessary to change a grade after submitting a final grade report to the Student Services. This must be completed no later than the end of the following semester. The instructor for the course in question is the only individual who may complete and submit a grade change form.

Grade Appeals
Faculty is responsible for assigning grades and for informing students of the objective criteria on which final grades are assigned. However, a student may dispute a final grade that he or she feels is unfair. Most student disagreements regarding final course grades are resolved informally between the student and faculty member. In the event that such resolution is not feasible, the Final Grade Appeal Process provides the student with an opportunity to appeal a final course grade through a fair and well defined process. The entire grade appeal process focuses on fairness and due process for both students and faculty.

The student is responsible for initiating the grade appeal process and must be prepared to present all supporting documentation. In the grade appeal process, the student has the burden of proof in establishing good cause for changing a final grade. Unless the student can offer convincing arguments to the contrary, good faith on the instructor's part is presumed. Detailed guidelines and procedures are available in Appendix E.

Repetition of Courses
In accordance with the WVCCTCE Procedural Rule No. 22 dated January 12, 2006, any student who earns a grade of "D" or "F" in any course taken no later than the semester or summer term during which the 60th semester hour was attempted may repeat that course under the following provisions:

- If the student repeats this course prior to the receipt of the degree, the original grade will be disregarded and the grade or grades earned when the course is repeated will be used in determining the grade point average. The original grade is not deleted from the student transcript.
- Students may repeat a course for credit in which a grade of "C" or higher is received. All grades are calculated in the grade point average.
- A course that is repeated when the original grade was not earned during the first 60 hours are included in the computation of the grade point average, quality points and hours earned. The original grade is not deleted from the grade point average.
- Credit hours from repeated courses can only be applied once toward completion of degree requirements.

Academic Honors: Students achieving academic success are recognized each semester by three distinctions. These are:
>   Merit List: For students who earn at least six (6) semester hours in credit classes including transition/support classes and have a semester grade point average of 3.25 or higher.
>
>   Dean's List: For students who earn at least nine (9) semester hours in credit classes excluding transition/support classes (courses numbered below 100, except ENL 100, MTH 100, MTH 101, and MTH 103 in the Catalog) and have a semester grade point average

of 3.5 or higher.

President's List**:** For students who earn at least 12 semester hours in credit classes excluding transition/support classes (courses numbered below 100, except ENL 100, MTH 100, MTH 101, and MTH 103 in the Catalog) and have a semester grade point average of 4.0.

Graduation Honors for Degrees Only: Graduates with a cumulative grade point average of 3.5 or higher are designated as honor students at the graduation ceremonies. Graduates with accumulative grade point average of 4.0 are designated as students with highest honors at the graduation ceremonies.

Class Lists
Faculty will receive a draft of the initial class list one week prior to the beginning of classes. The official class list is sent to faculty the day after the last date to add a class (See Academic Calendar). Eastern policy states that a student that has not attended (or logged on for online classes) during the first two weeks of class will be dropped from that class. Please review your attendance record against the class list. If the names on the list match exactly the students that are attending your class and all of those students have attended at least one class you will only need to sign the bottom of the list and return it to the Student Services. Students attending your class (or logged on for online classes) whose name does not appear on the class list should not be allowed to continue attending class unless they can show proof-properly completed registration or change of schedule (add/drop) form that they are registered in the class. If there are any questions, have the student contact the Student Services to check their registration. A class list for every course needs to be returned with the instructor's signature.

Early Alert System (Sample Letter)
TO: Faculty
FROM: Monica Wilson, Dean of Student Access & Success
DATE: September 9, 2021
RE: Early Alert System
Regular attendance is an important factor in student success rates. The college realizes that, despite this truism, some students do not attend class on a regular basis. If there are any students on the attached or enclosed class list that have stopped attending (or logging on for online classes) during the first four (4) weeks of class, identify those students on the class list by circling their name, student ID number and mark the last assignment submitted or attended class.

Early Alert is a tool designed to provide faculty with an easy way to partner with other professionals to reach out to students who have academic related concerns within the classroom once other methods of outreach have been unsuccessful.
Areas of concern include:
• Multiple missing assignments

 • Poor class performance (exams, assignments, projects, etc.)

• Difficulty comprehending course material

• Poor class attendance (more than three unexcused absences)

Once you have submitted an early alert for a student the following steps occur:

• After the report has been received by Student Services' staff, students are distributed to among the faculty/adjuncts where they provide outreach to the students.
• Staff will reach out to students by email, phone and in-person contact.
• If a student does not respond after 2 points of contact, the early alert will be considered closed due to lack of response from the student.
• All attempts of outreach by staff will be documented in the banner system under SPACMNT
• For any other updates on your submitted alert(s) please contact Eastern's Student Program Advisor at 304-434-8000 ext. 9261 or VACANT.
Please FAX or EMAIL me (monica.wilson@easternwv.edu) the students who are not participating, attending or logging into class. You may fax (304-434-7004) or scan and email your class list(s).

Mid-Term Grades
The mid-term process is an important tool in student success. During the 7th week of the semester (see academic calendar), you will receive a mid-term grade report from the Dean of Student Access and Success. Faculty will enter a grade for EACH student on the grade report. The College's Student Services Department will contact all students receiving a grade of D or F at mid-term. Please reference the mid-term letter.

Final Grade Reports
Final grade reports must be submitted by the deadlines (See Academic Calendar). The final grade reports must be submitted by the deadlines to the appropriate Division Chair. The only acceptable grades are "A", "B", "C", "D", "F", "UF", "P", "R", "I". "RC", "NC" and "CR, or "P" and "R" grades may be used for designated courses only. If recording "I" grades, faculty should follow the In Progress (I) Grade procedure. Faculty is not permitted to record a "W" on the final grade report. The faculty should sign the final grade report and retain a copy for their records. For faculty located off-campus, a fax or e-mail will be acceptable until the original arrives via regular mail. Please reference the final grade report letter.

Student Services
Eastern is committed to providing a full range of advising, counseling, tutorial and other services to support the academic, career and personal progress of students.

Academic Advising and the College Catalog
Academic advising is provided for all students. Academic advisors help students assess their educational goals, interpret test scores, select classes, plan a schedule and interpret College policies. Academic advising is available to students throughout the year. To assess their progress, students meet with an advisor before each registration to select classes and develop a schedule. Many courses have prerequisites; therefore, students should carefully read the course descriptions in the back of this catalog. The College Catalog is an essential advising tool. It is the responsibility of each student to become thoroughly familiar with the Catalog in order to be certain that all requirements are being met.

Assistance for Students with Disabilities
Eastern provides support services for qualified students with disabilities. The College's Student Services Department works with faculty and staff, as well as a number of community agencies, to arrange for assistance in obtaining appropriate accommodation. The College is committed to providing reasonable accommodations within the scope of the College's programs and resources to ensure that qualified students with disabilities are able to enjoy the same rights and

assume the same responsibilities as any other student. Students with disabilities are required to provide documentation of their disability to the College's Student Services Department in order to arrange for appropriate accommodations. Additional information is available in the College Catalog. For questions regarding services for students with disabilities, contact the College's Student Services Department.

Tutoring & Coaching

<div align="center">Tutor.com</div>

Students, if you are having difficulty with class assignments, you are struggling with routine coursework, or you just are not happy with your academic performance — maybe it's time for a tutor. Students are invited to take advantage of this online one-to-one tutoring service at any time.
You can access your personalized account from any Eastern Blackboard course by following these simple steps:
1. Log into Blackboard and navigate to one of your courses where you want additional tutoring.
2. In the course menu or sidebar, look for a link to Support and Help.
3. Click on the link, and at the top of the Support and Help page, you will see a link to the Tutor.com website where you can request a tutoring session *(see the image below to see what the links look like).*
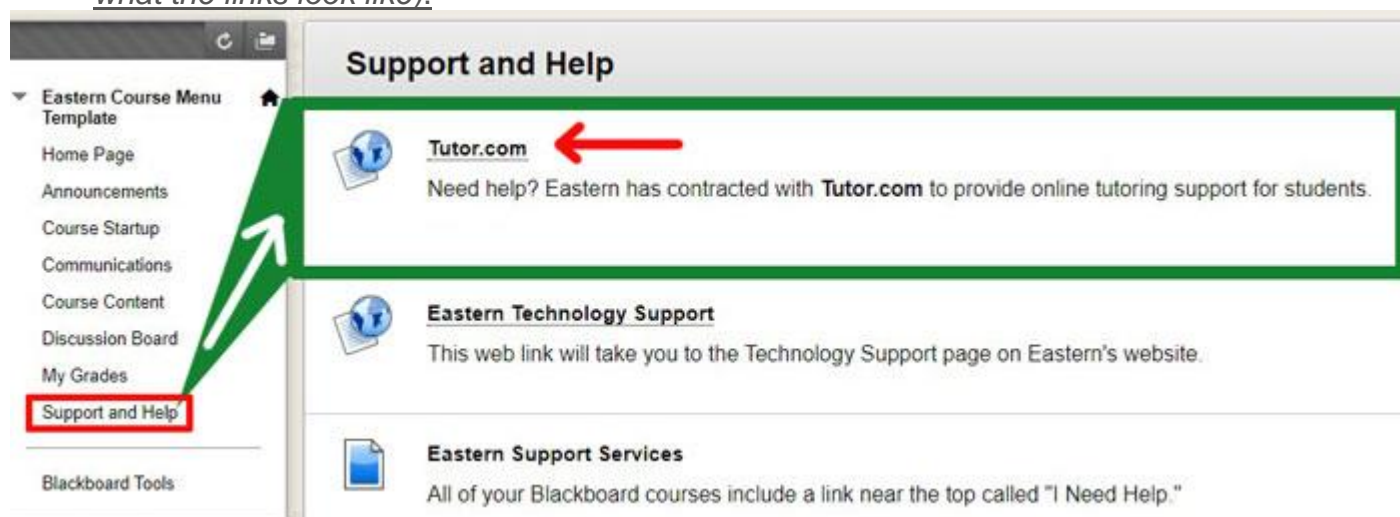
Please contact Monica Wilson with any questions or concerns about tutoring
(email: monica.wilson@easternwv.edu), or call 304-434-8000 ext. 9235.
Tutor.com also has provided Eastern with several resources and videos to help students get started with the service:
1. Download Tutor.com's How It Works Guide
2. Visit Tutor.com's FAQ page
3. Watch Tutor.com's support videos:
- Guide: How to Talk with Your Tutor
- Guide: How to Use the Code Editor
- Guide: How to Use the Text Editor
- Guide: How to Use the Graphing Calculator

Eastern WVCTC wants to make sure students have everything they need to be successful. We are now offering FREE access to online tutoring services through Tutor.com. Tutors are available 24/7 to help students better understand concepts in subjects areas like Math, Science, English and Writing Help, History, Business, and Computer Applications (Word and Excel). Take advantage of this service anytime.

If this is the students first time using tutor.com and he/she wants to know how it works, use this quick video to get started: "Tutor.com - 'How It Works' Video"

Adult Education Services
The following services are available through the Adult Education Department:
- Preparation for the TASC High School Equivalency exam
- Pre-TASC prep (basic reading, math, and language/writing) to prepare for TASC-level studies
- College/post-secondary education prep. (prepares students to score college-level on Accuplacer & helps students succeed in their college studies)
- FREE math tutoring for students at Eastern (many students need one-on-one tutoring, which we will provide around the students' schedules)
- Day & evening classes
- Career Readiness (assistance with resumes, job applications, cover letters, interviewing; career exploration)
- Digital Literacy (digital certificates)
- Financial Management (learning how to budget)
- fastTRACKS (short 8-12 week courses targeting particular career path)
- ESL/ESO/ELL Classes in Hardy County sponsored by RESA 8
- Online studies using one of our many quality programs (TASC Academy, Edgenuity, WIN, Computer Essentials, Burlington English)
- Certifications in Work Ethics and Customer Service

For more information, please contact:
Vera Shockey, WV Adult Education Instructor, Hardy County, (304) 434-8000 ext. *9234

GradCast
GradCast is a Career Connection Platform and Trackback service available for graduates beginning July 1, 2019 to aid in their job search. The Career Connection Platform connects students with employers that hire their specific skillsets; graduates/completers submit resumes directly to employers in their area, or anywhere in the United States; this service is a gift from schools to recent graduates and is available for the rest of their careers.

The Trackback services *tracks* students post completion success through a central platform for collecting and reporting on post-graduate employment success as required by most State and Federal Programs; Trackback's automated protocol gathers granular information directly from students, and updates post-graduate reports in real-time; this supplement data with your schools gathers information easily, to maintain one central database for reporting program success.

Library Services
Eastern is committed to supporting the college's mission as a state-supported institution of learning by providing convenient, effective access to high quality library services. In keeping with this mission, Eastern provides the following library services:

<div align="center">Eastern Library Services</div>
Eastern provides access to online library resources and databases through an agreement with Southern WV Community and Technical College (Southern). Through the online library services, students can obtain assistance from a professional reference librarian. The reference librarian can assist students with finding library resources and completing research projects.

To schedule an appointment with a reference librarian, Eastern students must contact [Kim Maynard](mailto:kimberly.maynard@southernwv.edu) (Director of Southern WV Community and Technical College Library Services). Ms. Maynard may be contacted by phone (304-896-7345) or email at (kimberly.maynard@southernwv.edu).

Eastern EBSCO Electronic Databases

1. **Academic Search Complete –** Designed for academic institutions, this database is a leading resource for scholarly research. It supports high-level research in the key areas of academic study by providing journals, periodicals, reports, books and more.
Off-Campus Password: Your Student Identification Number (For example, S00045678)

2. **Applied Science and Technology Source –** This database offers a diverse array of full-text and indexed content covering the full spectrum of the applied sciences and computing disciplines — from acoustics to aeronautics, neural networks to nuclear engineering.
Off-Campus Password: Your Student Identification Number (For example, S00045678)

3. **CINAHL Complete** – This is the definitive research tool for nursing and allied health professionals. With CINAHL Complete, users get fast and easy full-text access to top journals, evidence-based care sheets, quick lessons and more. Take a few minutes to evaluate all that CINAHL Complete has to offer and you'll see why hundreds of thousands of nurses and allied health professionals rely on this essential resource.
Off-Campus Password: Your Student Identification Number (For example, S00045678)

4. **eBook Community College Collection (EBSCOHOST) –** This growing subscription package contains a large selection of multidisciplinary e-books representing a broad range of academic subjects. The breadth of information available through this package ensures that students and scholars will have access to information relevant to their research needs.
Off-Campus Password: Your Student Identification Number (For example, S00045678)

A Selection of Southern's Electronic Databases

1. **Facts on File: Issues & Controversies** – *Issues and Controversies* helps researchers understand today's crucial issues by exploring hundreds of hot topics in politics, government, business, society, education, and popular culture. Each article presents both sides of an issue clearly, coherently, and without bias. Updated weekly, with an extensive back file, *Issues and Controversies* offers in-depth articles made to inspire thought-provoking debates.
Direct Web Link: http://southernwv.edu/?q=library/databases
Username: southernwvctc
Password: library
2. **American History Online** – Spans more than 500 years of political, military, social, and cultural history to cover the American experience.
Direct Web Link: http://southernwv.edu/?q=library/databases
Username: southernwvctc
Password: library
3. **Bloom's Literature** – Examines great writers, important works, memorable characters, and influential movements and events in world literature.
Direct Web Link: http://southernwv.edu/?q=library/databases
Username: southernwvctc
Password: library

General Database Available for All West Virginia Residents

1. **wvinfodepot.org** – *WVInfoDepot* **hosts a collection of online databases for use by all West Virginia residents. The databases are selected to provide current, reliable information on a variety of topics of interest to information explorers of all ages.**
User ID: west
Password: virginia

Interlibrary Loan

To access Interlibrary Loan Services through Southern West Virginia Community and Technical College, follow these instructions:
1. Find the material you want to borrow on Southern's On-line Library Catalog:
http://southernwv.edu/library
2. Fill out a Southern Interlibrary Loan Request Form and submit it to Curtis Hakala, Division Chair for general Studies at Eastern. Phone: (304) 434-8000 Ext. 9238
Email: Curtis.Hakala@easternwv.edu.
3. Give your Southern Interlibrary Loan Request Form to the Division Chair for General Studies. Phone: (304) 434-8000 Ext. 9238 Email: Curtis.Hakala@easternwv.edu.
4. Within a week, your requested material will be mailed to Eastern and can be picked up by contacting the Division Chair for General Studies. Phone: (304) 434-8000 Ext. 2238 Email: Curtis.Hakala@easternwv.edu.
5. Please return your requested material five days before its due date. Eastern is responsible for return shipment and in order to avoid overdue fines, you must return your requested material early. You are responsible for all late fees, special mailing fees to meet due dates, or replacement costs for materials not returned. A hold will be placed on your student record for all past due materials.

PLEASE NOTE: If you need special assistance from a reference librarian, call Southern's library at 304-792-7098 or email Kim Maynard (kimberly.maynard@southernwv.edu) to request your reference material.

Veterans' Services – Veterans' Benefits
 Students who have served in the Armed Forces can receive veterans' benefits. Also eligible are dependents and spouses of veterans whose death or permanent and total disability was service connected. Eligibility extends to persons who, on or after July 1, 1985, have enlisted, reenlisted or extended enlistment in the Selected Reserve for six years or more and meet other criteria. Eligible students who attend classes on at least a part-time basis will receive a monthly assistance allowance. To determine eligibility, contact the Director of Financial Aid. Veterans who have completed at least one full year of military service may be eligible to receive two hours of physical education activity credit. A DD214 must be presented to verify awarding of credit. To determine eligibility, contact the Dean of Student Access and Success. Eastern has been approved as a military friendly college by Military Online College, Military Friendly Colleges and Universities. Information is available at Online Military Colleges 2021 | Affordable Colleges Online.

Procedures for Obtaining Veterans' Educational Assistance
Veterans wishing to enroll at the College should contact the Dean of Student Access and Success to initiate enrollment certification procedures. If eligible, students can be certified before enrollment in order to expedite receiving the first benefit check. Certification should be requested on the day of registration, students should anticipate a delay of 6 to 10 weeks before

receiving the first benefit check. All information on benefits and questions regarding procedures for certification should be directed to the Dean of Student Access and Success. The educational allowance is not payable for eligible individuals who are on active duty and have their education paid for by the Armed Forces or the Department of Health and Human Services (for Public Health Services duty) or are federal employees receiving full salary with course tuition paid by the Government Employees Training Act.

Faculty Notes in regards to Veterans:
The rules have changed for Overpayment Debt for Veteran students or dependents of veterans. In the past year, it has cost Eastern several hundred dollars to cover these overpayments. We do not have a many enrolled veterans but we, as a team, must be certain that all fees, courses and any other related expenses are in check. The institution is NOW responsible for all charges against a veteran with interest. This includes all college expenses plus housing allowance. The housing allowance is based on their enrollment hours, etc.

Therefore, please ensure the following:
- courses have the correct attached credit hours
- courses have the correct attached fees
- ensure online or live courses are classified correctly
- please contact Monica Wilson immediately if a course delivery forum has changed
- please contact Monica Wilson immediately if a student withdraws from a class or classes
- please notify Monica Wilson immediately if a student adds or drops a class during the first semester
- students MUST enroll in classes that are relevant to their program of study
- students who request enrollment in two programs simultaneously must receive PRIOR permission before registering
- please complete a substitution form immediately for students enrolled in special topic courses (199/299/399)
- veteran students who modify his/her major must complete a veteran form for place of training/program through the VA office or to Monica Wilson
- please notify Monica Wilson if a student is missing in action in either an online or live course

Bookstore Information
Eastern partners with Barnes and Noble College to create its own virtual bookstore. Faculty may view their course materials by clicking on the Bookstore link on Eastern's homepage, [Find Course Materials | Eastern WVCTC Bookstore (bncollege.com)](). Eastern's Bookstore provides parents and students sufficient time to purchase textbooks before the first day of classes. Payment options include financial aid, credit card, debit card, personal checks, and money orders. The bookstore and inventory will remain available throughout the school year to accommodate new students and those who need replacement copies.

Financial Aid

STANDARDS OF PROGRESS FOR FEDERAL FINANCIAL AID RECIPIENTS POLICY
EFFECTIVE JULY 1, 2011
Revised May 23, 2016

Purpose

In addition to all other requirements for federal financial aid eligibility, students must continue to be in good academic standing and making progress toward a degree.

The standards that are set forth here are stricter than the institutions standards of progress. Therefore, a student who does not meet the Standards of Progress for federal financial aid may be unable to receive financial assistance, but will be able to continue to attend Eastern.

<u>Policy</u>
    A. Cumulative Grade Point Average
        1. A student receiving federal aid must maintain an overall 2.00 cumulative grade point average. (Withdrawal, academic forgiveness, incomplete, repeated and non-credit remedial hours are counted for the calculation of hours attempted and GPA.)
            a. All courses transferred from other institutions will be included in this cumulative GPA.
            b. Courses for which a grade of incomplete is received will not be included in the GPA.
            c. Courses from which a student withdraws during a semester will not be included in GPA
            d. Repeated courses for which a student issues a request for grade replacement will include only the replacement grade in the GPA calculation. Repeated courses for which no request for grade replacement is completed will be included in the GPA calculation along with the original grade received for the course.
        2. Cumulative grade point average will be reviewed at the end of each semester.
    B. Pace of Progression (Completion)
        1. A student receiving federal aid must complete at a minimum 67% of all courses attempted, cumulatively. (Withdrawal, academic forgiveness, incomplete, repeated and non-credit remedial hours are counted for the calculation of hours attempted and GPA.)
            a. All courses transferred from other institutions will be included in this completion ratio calculation.
            b. Courses for which an incomplete is received will be included as attempted, but unearned hours.
            c. Courses from which a student withdraws during a semester will be included as attempted, but unearned hours.
            d. In **cases** of repeated courses, a student may continue to repeat a failed course and receive Financial Aid until it is passed.
            e. A student is eligible to receive Financial Aid for one repeat when repeating a previously passed course to obtain a higher grade.
                i. **Allowable:** Repeated coursework may be included when determining enrollment status in a term-based program if a student needs to meet an academic standard for a particular previously passed course, such as a minimum grade.
                ii. **Not permissible:** A student enrolls in four classes in the fall semester and passes only three of them; the institution requires the student to retake the failed classes because of failing the one class. When the student repeats all four classes in the spring semester, the failed class would be included in the student's enrollment status, but the three classes passed would not be.
    2. Pace of progression will be reviewed at the end of each semester. The calculation is as follows:

Pace Rate (Completion) = Total EARNED Credit Hours + Total ATTEMPTED Credit Hours

NOTE: The first time a student is not meeting the above SAP requirements, the student is placed on Financial Aid Warning. After one warning, if a student does not meet SAP again, they are not eligible for financial aid unless they submit an appeal with a degree evaluation and it is approved. If approved, **the student is placed on Financial Aid Probation (and will have to**

complete an academic plan). If denied, the student will have to pay for classes on their OWN until meeting SAP requirements again. (see appeal form for additional guidelines)
**Institutional Standards of Academic Progress is separate and will have its own requirements and notifications.

    C. Program Completion
       1. Students are given 150% of the hours required for graduation in their particular program for completion.
       2. All courses taken will be included in this calculation.
          a. All courses transferred from other institutions will be included in this completion ratio calculation.
          b. Courses for which an incomplete is received will be included as attempted, but unearned hours.
          c. Courses from which a student withdraws during a semester will be included as attempted, but unearned hours.
          d. A student is eligible to receive financial Aid for one repeat when repeating a previously passed course to obtain a higher grade.
              i. **Allowable:** Repeated coursework may be included when determining enrollment status in a term-based program if a student needs to meet an academic standard for a particular previously passed course, such as a minimum grade.
              ii. **Not Permissible:** A student enrolls in four classes in the fall semester and passes only three of them; the institution requires the student to retake the failed class and also the other three classes because of failing the one class. When the student repeats all four classes in the spring semester, the failed class would be included in the student's enrollment status, but the three classes would not be.
       3. Dual Degree Students: As long as each of the programs the student is completing is a Title IV- eligible program, the student may receive Title IV aid for each program. If the student completes the degree requirements of both programs at the same time, the student can receive aid from all of the Title IV programs until completion. However, if the student completes requirements for graduation for one program then the student is no longer eligible to receive Title IV Funds for that program
          a. If the student is enrolled in both degree programs then the FA Office will check the total number of hours needed for the combined programs and make certain that the student has not exceeded 150% for the combined hours in both programs. The FA Office will make certain that the student is not counted twice for any courses, such as English, that may be required for both programs.
          b. Dual degrees must be listed in the student record prior to the beginning of the semester. Both programs should be listed in the College's Student System under SGASTDN. The student must complete a change of information form to add and/or change programs.
          c. Students may only receive aid for hours that pertain to the dual degrees, as listed in their student record.

AA/AS/AAS Degree Programs: Total credit hours required are 60, the maximum time frame is 90 attempted hours **(60 X 150%)**
Certificate (CP) Programs: Total credit hours required are 30, the maximum time frame is 45 attempted hours **(30 X 150%)**
Students receiving financial aid will be reviewed at the end of each semester for the 150% rule, and notified by the Financial Aid Office if they are exceeded or will exceed the maximum time frame to complete their program. An appeal and degree evaluation is required to continue receiving financial aid. (This is different than the appeal for SAP requirements for A and B above)

If an appeal is required, students must complete the following:
1. Review Degree Evaluation for required classes still needed to complete their degree/certificate.
2. Review degree evaluation with advisor to pick (at minimum) the next semester of classes (submitted on the financial aid academic plan worksheet).
3. Submit the completed financial aid SAP appeal form (if required also) and academic plan worksheet, with a copy of the degree evaluation, to the financial aid office before the beginning of the semester.
4. If a student has met all requirements to receive a degree in his or her stated major, the student must apply for graduation. Change of major is not an option. Refusal to graduate in the intended major will result in financial aid suspension.
5. Students who have exceeded maximum hours are limited to 2 major changes. Students are permitted to change majors at any time; however, this may result in financial aid suspension. Students and their advisors will then be notified through their EASTERN e-mail of their academic plan decision and any credit hour/course limitations with the decisions.

    D. Status of Non-Compliance
        1. **Warning Status**
           a. Warning status <u>may</u> be granted to students with extenuating circumstances (i.e.: A student who was forced to withdraw due to an accident or illness. Appropriate documentation must be provided.)
        2. **Probation Status**
           b. Probation status is granted to students who have successfully appealed. Students can receive aid during their probationary period after signing and submitting a financial aid appeal Contract to the Financial Aid Office.
        3. **Suspension Status**
           c. Students are placed on financial aid suspension status after one semester. Students on suspension cannot receive Financial Aid. Students will be removed from Financial Aid suspension and/or probation when in compliance with the GPA and Hours Passed rules. Students cannot exceed the maximum hours allowed.
    E. Deadlines for Appeals
    Students planning to appeal should appeal as soon as they are notified of their financial aid probation/suspension. Tuition and fees are due by the specified date set by the Business Office each term. In order to avoid difficulties involved in late payment of tuition and fees, students should submit the appeal promptly and observe the deadline dates. For an appeal to have meaning, the appeal must be granted in time to allow the student's award to be processed before grades are released for that semester. In addition, student loans cannot be processed after October 25th for the fall semester and March 25th for the spring semester. Federal regulations require that once the standing of a student is known, then the award must reflect that information. Thus, a student granted an appeal before the end of the semester and awarded after the end of the semester may become ineligible for the award by the time the award is granted. Financial aid appeals cannot be retroactive.

Financial Aid SAP Appeals may be approved or denied-Decision by the SAP committee is final.
Additional Rule: *Developmental Courses: A maximum of 15 hours of developmental courses can be attempted under financial aid. Questions? <u>Financial Aid | Eastern West Virginia Community and Technical College (easternwv.edu)</u> or 304-434-8000, ext. 9256

<u>Course Preparation</u>

<u>Syllabus</u>
Eastern uses a standardized syllabus as defined in the Syllabus Regulation ([AR 3.8](#)). The standardized syllabus format contains section headings, course description, course focus, textbook and references, course policies (including but not limited to attendance, grading, exam schedule, academic dishonesty) and learner outcomes.

The Master Course Record Form serves as the approved source for the course description and course learning outcomes. All syllabi must include the course goals and learner outcomes that appear on the Master Course Record Form. An instructor may add any course goals or learner outcomes that he or she deems appropriate; however, no instructor may remove any course goal from the list.

Faculty may "personalize" their syllabi with such items as their attendance and grading policies, personalized course goals, and other appropriate information. A copy of the Syllabus Regulation ([AR 3.8](#)) is available on the College web site (See Appendix F for Syllabus Template).

All faculty must forward a copy (preferably an electronic version) of each course syllabus to the Office of Academic Services within the first two weeks of class. If any deviation from the syllabus is made during the semester, the faculty member must notify students of the changes in writing. Changes must be sent to the Academic Division Chair or his/her designee. A copy of the syllabus must be distributed to each student during the first class period.

<u>Assessment/Institutional Effectiveness</u>
The purpose of the quality initiative at Eastern is to ensure continuous improvement of institutional operations for achieving the mission of the College as a student-centered organization enhancing the opportunity for student success. To this end, the core of the College assessment plan focuses on improvement of student learning and excellence in teaching as well as the assessment of support and administrative services in meeting the college mission. Data is used to support institutional decision-making in relation to instruction, programs, support services and strategic planning. Assessment is a process to ensure the improvement of institutional initiatives in meeting the college mission. The quality initiative is an ongoing, shared and integrated process. Data alone cannot impact change or improve student learning and services. Interpretation of data, application of data analysis and shared dialog will advance Eastern toward enhancing student learning and student success opportunities.

Eastern may use standardized tests developed by our faculty. We expect all faculty members to support our assessment efforts. In the case of standardized testing, some students may miss a class to take the tests, and will need faculty support to catch up without being penalized. For our institutional assessment initiatives, faculty may be asked to submit samples of student materials such as homework assignments, research papers, tests, or practicum scoring rubrics.

For more information on assessment practices, refer to the assessment handbook (Assessment at Eastern: A Handbook for Faculty). Results of assessment processes and assessment resources are available through the College website under the assessment link and under the Academic link on the home page. See your Academic Division Chair to obtain a password to access these web links.

Course Evaluations (Blackboard Survey)
As part of Eastern's assessment and quality assurance practice, the College administers surveys of the student population every semester. Each section is surveyed to measure students' evaluation of instructional practices, course materials and services.

The evaluations, produced by Blackboard, are usually administered within the last four weeks of the semester. The Academic Services Coordinator or other designated staff members administer the evaluations and assist with the evaluation process. These evaluations are now conducted entirely online: links to the evaluations are sent to faculty and students via their Eastern email account.

Faculty have an important role in ensuring that students are not only aware of the surveys, but actively encourage students to complete them. It is recommended that faculty designate class time for students to complete the surveys (approximately 15 minutes should suffice) and also include a reference to the survey in their syllabi. All students in all academic classes, be they online, early entry, or transitional, complete one survey for each section they are enrolled in. Faculty can access the results of surveys via a link emailed to their Eastern account at the end of the semester. To protect anonymity, classes of 5 or fewer students are omitted from the survey.

Comprehensive Course Assessment and Final Week of Classes
During the final exam week of each semester, instructors are expected to design and administer a cumulative assessment of outcomes covered during the semester. The instrument designed should enable students to reflect on their learning and allow students to convey their knowledge of the course content. Examples of final assessments include but are not limited to comprehensive exams, group or individual presentation, written work, or demonstrations. All faculty members are expected to meet classes for the full scheduled time period. Final assessments should be scheduled during the designated exam week (See Academic Calendar).

Semester Course Assessment Reports (SCAR)
All faculty is now responsible for completing a Semester Course Assessment Report (SCAR) for each course they teach. These reports are designed to gather data for ongoing assessment, provide instructors an opportunity for objective self-analysis, and offer valuable insight on student learning and methods of instruction. These reports are due to the Assessment Facilitator (joe.mcgee@easternwv.edu) **within 30 days** of the conclusion of the semester. Instructions for completing the SCAR, as well as a sample report and blank forms, can be found in the Assessment Handbook, as well as on the share drive.

Academic Freedom
Eastern believes that all faculty and students have the freedom to learn, the freedom to inquire, and the freedom to associate. Eastern adheres to principles of academic freedom defined in the WVCCTCE and HEPC Rule, Series 9. The purpose of Series 9 is to promote the understanding and support of academic freedom while ensuring consistent application of procedures across West Virginia state higher education institutions. Academic freedom is essential for the protection of the rights of faculty in teaching and rights of the student to freedom in learning. Specifically, Series 9, Section 2 outlines the parameters of academic freedom and professional responsibility. Excerpts from Series 9, Section 2 are provided below.

SECTION 2. ACADEMIC FREEDOM AND PROFESSIONAL RESPONSIBILITY (Excerpt from Title 135, Series 9, effective 2009)

2.1 Academic freedom at public institutions of higher education in West Virginia under the jurisdiction of the Council for Community and Technical College Education is necessary to enable the institutions to perform their societal obligation as established by the Legislature. The Council recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in the institutions under its jurisdiction. Faculty members and students must always remain free to inquire, study, and evaluate.

2.2 Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, extension service, and other professional duties.... Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline.

2.3 The concept of academic freedom is accompanied by an equally important concept of academic responsibility. The faculty member at a public institution of higher education in West Virginia is a citizen, a member of a teamed profession, and a representative of educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member has the responsibility of contributing to institutional and departmental missions in teaching, research (as applicable), and service as defined by the institution. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or a limited group, the faculty member should not imply or claim to be a spokesperson for the institution in which he or she holds an appointment.

2.4 In addition to meeting the primary responsibilities by addressing institutional missions in

teaching, research (as applicable), and service as defined by the institution, all faculty has an obligation to foster the quality, viability, and necessity of their programs… The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected.

2.5 Faculty interests and skills change, disciplines evolve, and new professions or fields of study emerge. All faculty members are responsible for remaining current in their disciplines. All are encouraged to explore opportunities for further developing a versatile range of knowledge and skills that are important to the institution. Through individual initiative and faculty development programs, faculty members are encouraged to grow in competency in their own disciplines and strengthen their interests in related fields.

2.6 As members of an academic community, faculty members also are expected to participate in decisions concerning programs and in program review processes.

A complete copy of Series 9 is available at [Microsoft Word - 135-09 SOS Final File Copy.doc (wvctcs.org)](#) or [WVCTCS - Homepage](#) and selecting the "Rules and Policies" link.

Regular and Substantive Interaction in Distance Education
The U.S. Department of Education (DOE) implemented revised regulations on July 1, 2021, that clarify requirements for Distance Education courses. All Distance Education courses for which students may use Title IV funds (essentially, federal financial aid), must follow the DOE rules. Given the number of Eastern's students who rely on financial aid, compliance with DOE rules is essential for Eastern, and the DOE has the authority to review distance education courses at Eastern to confirm the school is conforming to these regulations. The DOE's regulations make a clear distinction between *Correspondence Education* and *Distance Education*.

Eastern's Accreditation Status for Distance Education
Eastern is accredited by the Higher Learning Commission (HLC) and has been approved by HLC to offer some distance education courses, and one distance education program (Business Management). For 2020 and 2021, Eastern, like many institutions, applied for an emergency waiver from HLC, which temporarily allowed the college to offer all courses as distance education because of the pandemic. Eastern is not approved to offer correspondence courses.

Characteristics of Correspondence Courses:
- Rely on mail and electronic transmission to provide course materials/assessments to students who are separate from the instructor.
- Instructors and students have limited to no interaction, and when it occurs, interaction happens irregularly.
- If interaction occurs, it is usually initiated by the student.
- Work is typically self-paced.

Correspondence Courses are not eligible for federal financial aid.

Characteristics of Distance Education Courses (synchronous and asynchronous):
- Use technology (the Internet, web conferencing, and/or audio conferencing) to deliver materials and instructions to students.
- Instruction includes *regular and substantive interaction* between students and the instructor.
  - **Regular** – the interaction occurs at least once weekly
  - **Substantive** – the interaction is of an academic nature (relating to course content, not just related to course procedures and logistics)
- Interaction is initiated by the instructor *on a regular basis.*
- The DOE defines Substantive Interaction as engaging students in teaching, learning and assessment, consistent with course content, and **also includes at least two of the following characteristics:**
  - Providing direct instruction
  - Assessing or providing feedback on a student's coursework
  - Providing information or responding to questions about the content of a course
  - Facilitating a group discussion regarding the content of a course
  - Other instructional activities as approved by the institution's accrediting agency

Distance Education Courses are eligible for federal financial aid.

Regular and Substantive Interaction (RSI) benefits
Students benefit from the experiences and expertise of their instructors, and substantive interactions between students and instructors can improve student persistence, retention, and success. Please

see this small sampling papers and articles regarding the importance of distance education instructor-student interactions (which you might describe as instructor "presence" in an online course):

- [Instructor Presence in Online Courses and Student Satisfaction](#)
- [Community College Online Course Retention and Final Grade: Predictability of Social Presence](#)
- [Undergraduate Students' Perspectives of Essential Instructor Qualities](#)

RSI institutional assurance plan

The college is required by the DOE to confirm, in accordance with its accreditation status, that courses identified as distance education courses are designed and delivered in such a way that they adhere to the DOE's published regulations, including regulations related to RSI. Eastern bases its assurance on regular reviews/observations of distance education courses from two perspectives: course design and course delivery.

Distance Education Course Design Reviews

[A.R. 3.19](#) establishes a procedure for regularly reviewing online course design, based on guidance from Quality Matters (QM).

Eastern's customized Start-Up Rubric, based on QM's Higher Education Rubric, 6th edition, is the current set of standards against which online course design reviews are conducted. In the Start-Up Rubric, *General Standard C* covers instructor and student interaction.
Standard C.1., in particular, is important for establishing that students benefit from "regular and substantive interaction" in distance education courses. There are multiple ways to satisfy this standard and adhere to DOE distance learning characteristics, and many are referenced in the rubric annotations. [Additional suggestions for course design elements](#) are included near the end of this RSI document as part of a self-help checklist for instructors.

Distance Education Course Delivery Observations

[A.R. 3.4](#), the Faculty Instructional Evaluation Regulation, focuses on quality course delivery, confirmed through a series of classroom (including online classroom) observations, which are conducted by division chairs/program supervisors.

As part of the A.R. 3.4 regulation, the *Online Observation Portfolio Checklist* is used to evaluate distance education courses. This observation checklist features elements related to direct teaching, communications with students, feedback on student coursework, and management of discussion forums, all of which are elements in the DOE list of distance education characteristics for regular and substantive interaction. [Additional suggestions for course delivery elements](#) are included near the end of this RSI document as part of a self-help checklist for instructors.

Distance Education Checklist for Instructors

Please use the following checklists, divided into Design and Delivery components (which match Eastern's assurance model) to confirm your distance education course follows U.S. Department of Education regulations regarding mandated characteristics of distance education, especially as related to Regular and Substantive Interaction.
RSI Design Checklist:

RSI Element	Example	Present in Course
Timeframe element: Course startup materials/syllabus explain when students	For emails/messages/phone calls, students are informed responses will be made within in 24 hours during the week,	

RSI Element	Example	Present in Course
can expect to receive responses to emails/messages/phone calls, as well as assignment feedback. For assignment feedback also explain what kind of feedback students can expect.	and on Monday if sent after 5 p.m. on Friday. For a presentation assignment, course materials state students can expect grades on that assignment within two weeks of the due date and that detailed feedback will be provided through a rubric.	
Course startup materials/syllabus present information regarding an announcement schedule.	Course materials state that students should expect an announcement each week on Mondays that will be posted in the course and also sent through students' school email.	
Course startup materials/syllabus present discussion forum participation requirements and outline the instructor's role in the forum.	Course materials state discussion assignments require an original post of a minimum length be posted by Wednesday of each week, and to also respond to two classmates' posts by Sunday of each week. Responses must be substantive and add to the conversation, rather than simply agreeing with the post. Instructions might also state that the instructor will comment or ask a follow-up question on a student's original post in a forum at least two times during the semester.	
Course startup materials/syllabus present virtual office hours. Instructions explain how students can access virtual office hours.	Course materials indicate there will be a link in the online course (with instructions on where the link will be located). The link will be available on specific days/hours each week and will utilize Microsoft Teams for video chat office hours. Also, students are informed they can access Teams using their student email account credentials.	
Course startup materials/syllabus state that course materials will include direct instruction on the course content and how the instruction will be delivered.	Course materials indicate that course modules will be presented each week and can be found on the course home page or in the Course Content area and will include a module overview lecture by the instructor that will be available as an audio file in the module materials.	
Course materials include a regular schedule describing how the course will cover information and learning outcomes. (In other words, the course is not self-paced).	Course syllabus includes a course schedule with dates. Course is designed to open/close modules and units at regular intervals and assignments deadlines are staggered through the course.	

RSI Course Delivery Checklist:

RSI Element	Example	Suggested Tool	Present in Course
Announcements/Information are presented to students on a regular basis (at least once a week at predictable times), and part of the information relates to course content (so announcements are covering more than course logistics such as due date reminders, a list of assignments, etc.)	Send a message or post an announcement to students previewing concepts introduced in the next unit and/or listing questions for students to consider while reading the textbook chapters Post an example of how a real-world situation or news article (sharing link to article) relates to the assigned content	- Announcement tool (which can also be used in tandem with email) - Medial (video and audio recording in Blackboard LMS) - Email - Web links	

RSI Element	Example	Suggested Tool	Present in Course
Some course interactions are initiated by the instructor	Post a discussion question and actively facilitate and move forward the ensuing conversation in the discussion forum. Ask a student to visit you during office hours or to schedule a phone call/videoconference with you Provide personalized feedback (using any medium – text, audio, etc.) for an individual student's assignment	• Discussion tool • Medial (video and audio recording in Blackboard LMS) • Email • Microsoft Teams • Big Blue Button • Phone • Document markup and other grading tools in LMS	
Discussion forums include active participation and/or facilitation by the instructor.	Respond to a student's post by asking a follow-up question on the content. Post a weekly summary or highlights of that week's discussion forum	• Discussion tool	
Direct instruction is provided in course materials (essentially the instructor's lecture). The instruction can be delivered either synchronously or asynchronously. *Be aware of the need to ensure that the lecture materials are accessible (captioning and/or transcripts)*	Schedule regular virtual lecture times for the class (synchronous delivery for distance education, which must be noted on the course schedule to aid students as they register) Make available videos or audio recordings of instructor-created lectures for students to watch during a week of instruction. Embed lecture audio in a PowerPoint presentation and include in course materials.	• Medial • Teams • Big Blue Button • Zoom (if you have access to an account) • PowerPoint • Screen capture software (Camtasia, Snag-It, free Zoom account)	
Substantive feedback on assignments is being provided. Feedback is meant to be constructive and personalized – brief comments like "nice job" or "this could be improved" are not considered substantive. Not every assignment requires substantive feedback (some lower-value assignments might not require individual feedback), but, at minimum, grades for all assignments are posted in a timely manner, and a portion of the course's graded items include individual, substantive feedback.	Grade includes breakdown of the score as represented on a detailed scoring rubric (and the rubric is made visible for students to view) Grade includes text or audio comments from instructor explaining the grade and suggesting improvements.	• Rubric tool • Grading tools in LMS (audio recording, document markup, etc.) • Teams • Medial • Big Blue Button	
Instructor makes a special effort to communicate with struggling students as they are likely to benefit from early intervention.	At-Risk Tracker is used to identify students at risk of course failure early in the semester and is used to document subsequent communication. For additional information about the At-Risk Tracker, please contact [Dominic Phillips]().	• At-Risk Tracker (Excel spreadsheet) • Phone • Email • Microsoft Teams • Big Blue Button	

RSI Element	Example	Suggested Tool	Present in Course
Instructor is providing information or answering questions about course content	Create units/modules of course information and release the units/modules on a regular and publicized schedule. Create a question forum for students to post questions about the course so you can answer questions for the benefit of the group and encourage use of that forum regularly. Provide summary feedback directed to all learners, such as a quiz review (delivered by video, audio, or text) that summarized class quiz performance and highlighted content areas that needed additional coverage and reinforcement.	• LMS content presentation tools • Discussion tool • Text documents • Medial • Big Blue Button	

Conclusion

The provided self-help checklists are not comprehensive, but they should give instructors some ideas on how to fulfill DOE regulations regarding distance learning. For additional information on how RSI is being implemented, many schools are creating a range of resource documents and checklists that may also be valuable as you design and teach your course. Just search for "Regular and Substantive Interaction" online.

To read the official DOE regulation on Distance Education, please visit:
https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation

Approved by TLTC: 7-13-21

APPENDIX

EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE

Faculty Classroom Observation

Initial Observation: _____ Comprehensive Evaluation: _____
                     Date   **Date**

Faculty Name (Last, First, Middle):		
Course Evaluated (Subject Code, Course Number, Section Number)	Number of Students Present	Subject
Location of Evaluation	Class Format	Length of Observation
Evaluator's Name:	Title	Date of Observation

Summary of Subject Matter Presented:

EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE

Online Observation Portfolio Checklist

*Any evidence which bears the name or other identifying information of a student should have this information redacted before submission.

Online Observation Criteria	Portfolio Evidence	Evidence Approved
Demonstrates knowledge of subject	Lectures: instructor videos, PowerPoints; self-produced teaching materials	
Employs online activities consistent with course content	Worksheets; quizzes; assignments; discussions etc. clearly linked to Course Learning Outcomes	
Integrates presentation materials with required course materials	Instructor-produced materials complementing textbook; evidence of e-text or online lab materials used in the course	
Organizes effective and efficient presentation of materials	Online Course Review; Blackboard shell/screenshots	
Provides clear explanation of subject material (Including applied learning activities/techniques as appropriate to the discipline and related occupations)	Lectures: instructor videos, PowerPoints: activity instructions; assignment sheets; emails to students; comments on returned work	
Interacts effectively with students	Emails to students; instructor comments on returned work; discussion threads	
Stimulates active student participation and engagement	Lectures: instructor videos, PowerPoints; discussions; emails	
Demonstrates awareness of students' comprehension of material presented	Emails to students; instructor comments on returned work	
Actively challenges students to expand comprehension of subject matter	Lectures, instructor videos, PowerPoints, instructions on activities, assignment sheets, emails to students, comments on returned work	

Instructor's name:

Semester:

Reviewer:

INITIAL INSTRUCTIONAL EVALUATION

Criteria	Satisfactory	Recommend Improvement	Unable to Observe
Demonstrates knowledge of subject			
Employs classroom or online activities consistent with course content			
Integrates presentation materials with required course materials			
Organizes effective and efficient presentation of materials			
Provides clear explanation of subject material (Including applied learning activities/ techniques as appropriate to the discipline and related occupations)			
Incorporates philosophy of workplace and citizenship skills into instructional materials as appropriate			
Interacts effectively with students			
Stimulates active student participation and engagement			
Demonstrates awareness of students' comprehension of material presented			
Actively challenges students to expand comprehension of subject matter			

Evaluator Comments:

General Evaluation Summary of Initial Instructional Evaluation: Provide general summary of observations. Areas identified as Recommend Improvement require explanation and improvement plan.

Conclusions
General Evaluation Summary of Initial Observation: Provide general summary of observations. Areas identified as Recommend Improvement require explanation and improvement plan with measurable outcomes. **Append additional pages if necessary. If appending, include notation in box to "See attached".**

Action Plan and Date for Reassessment
Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".

Comprehensive Instructional Evaluation

(Faculty should be evaluated on initial evaluation checklist and comprehensive evaluation checklist.)

Criteria	Meets Professional Expectations	Recommend Improvement	Unable to Observe
Teaches subject matter that is consistent with course description and established outcomes			
Prepares syllabus that meets institutional standards			
Effectively organizes and presents course material			
Utilizes a variety of teaching and evaluation techniques			
Utilizes applied learning techniques as appropriate to discipline or occupation			
Incorporates philosophy of workplace and citizenship skills into instructional materials as appropriate			
Well prepared for class (Including course content, supplies and equipment)			
Demonstrates techniques to actively engage students in the learning experience			
Encourages students to think critically			
Develops evaluation instruments that are well constructed and consistent with subject material being taught			
Maintains professional demeanor in working with students			
Meets class as scheduled (start and end times as announced in schedule)			
Keeps accurate student records			
Maintains appropriate communication with Instructional Leader			
Works cooperatively and professionally with staff			
Maintains current level of competence in discipline			
Adheres to College policies and procedures			

General Evaluation Summary of Comprehensive Instructional Evaluation:
Provide general summary of observations. Areas identified as Recommend
Improvement require explanation and improvement plan with measurable outcomes.

<table>
<tr><td colspan="1" align="center">Conclusions</td></tr>
<tr><td>General Evaluation Summary of Initial Observation: Provide general summary of observations. Areas identified as Recommend Improvement requires explanation and improvement plan with measurable outcomes.

Append additional pages if necessary. If appending, include notation in box to "See attached".</td></tr>
<tr><td>

</td></tr>
</table>

<table>
<tr><td align="center">Previous Instructional Evaluation Reports and Results
Date of Previous Assessment:
List of Outcomes Not Met:
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".</td></tr>
<tr><td>

</td></tr>
</table>

Action Plan and Date for Reassessment
Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".

ADDITIONAL EVALUATION EVIDENCE:

Courses Taught for Semester/Year _____

CRN	Department & Course #	Course Title	# of Students Enrolled	# Students Completed	Student Satisfaction Survey Score

Syllabus Review/ Completed: _____

Revision Made and Re-Submitted (if needed): _____

Evaluator's Signature_____Date: _____

Faculty's Comments: If you would like to comment or make corrections, please include below. If comments are added, please sign and return to your Academic Program Director
for inclusion in your portfolio.

Faculty's Signature_____Date: _____

Approved by BOG: April 21, 2021

EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS
POLICY NO. BP 3.20

TITLE: COPYRIGHT, INTELLECTURAL PROPERTY AND FAIR USE

SECTION 1.   **GENERAL**

1.1   Scope: This policy describes the rights and responsibilities of the College, all employees and students in regard to intellectual property, copyright and fair use practices. Eastern supports the development and dissemination of intellectual property to enhance andsupport teaching and learning.

1.2   Authority: Copyright Act, Title 17 of United States Code

1.3   Effective Date: April 21, 2021; August 26, 2009

SECTION 2.   **DEFINITIONS**

Copyright: The rights that protect original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived,reproduced or otherwise communicated, either directly or with the aid of a machine or device.

Covered Individuals: All faculty, staff or other persons employed by the College, whetherfull-time or part-time; anyone using resources or facilities owned by or under the supervision of the College; and all students enrolled at the College.

Ownership: A legally binding agreement specifying the named party or parties to whom the intellectual property belongs.

Significant Use: Use of College resources that is over and above the normal usage including but limited to staff time, equipment, software, office supplies and other consumables, facilities and funds in a manner that would not have otherwise occurred.

Tangible Media: Include, but not limited to, course materials; online courses, course packs,books, periodicals, manuscripts, CD recordings, films, tapes and computer disks.

Works of Authorship (including computer programs): Include, but not limited to, literaryworks; musical works including accompanying words; dramatic works, including accompanying music; pantomimes and choreographed works; pictorial, graphic andsculptural works; motion pictures and other audiovisual works; sound recordings; architectural works and original data.

SECTION 3.   **STATEMENT**

Eastern WV Community and Technical College (Eastern) acknowledges and abides by all current copyright and intellectual property law and guidelines and expects all employees and students to comply with U.S. Copyright law. Unless usage of a copyrighted work falls under the definition of Fair Use, written permission must be obtained from the copyright holder before reproducing or using the work.

This policy also defines the respective ownership rights of the College and of its employees (academic and non-academic), in copyrightable materials produced with the scope of employment or in activities of the College. The College does assert ownership of copyrightable work when produced as a result of a contractual agreement or when significant College resources are used in the creation of the work.

SECTION 4. OWNERSHIP OF INTELLECTUAL PROPERTY

The following guidelines will be used to establish ownership of copyrighted materials.

1. College Ownership:
   a) The College will own any and all intellectual property that is made, discovered or created by a Covered Individual who is specifically hired or commissioned by the College for that purpose.
   b) The College will own any and all intellectual property that is made, discovered or created by a Covered Individual within the scope of his/her employment by the College.
   c) The College will own any and all intellectual property that is made, discovered or created by a Covered Individual whose position description may include such duties, unless otherwise provided by written agreement between the Covered Individual and the College.
   d) The College will own any and all intellectual property that is made, discovered or created by a Covered Individual who makes significant use of College resources in the development of the work. In such situations, the College provides resources not generally available to faculty or has made a significant investment in the development of the work through providing substantial financial, personnel, technology, facilities or other resources.
   e) The College, at its discretion, may release its rights of ownership in the Intellectual Property. In such event, the College shall retain royalty-free license to use the work for educational purposes.
2. Covered Individual Ownership:
   a) A Covered Individual owns all rights to Intellectual Property that is made, discovered or created by the Covered Individual on his/her own time, utilizing his/her own resources; that does not involve significant use of College resources or equipment; for which purpose he/she was not hired or contracted by the College and whose job description does not include performance of such duties. It has been the prevailing academic practice to treat the faculty/staff member as the copyright owner of works that are created independently and at the faculty/staff member's own initiative for traditional academic purposes. In this respect, Eastern recognizes and reaffirms the traditional academic freedom of its faculty and staff to publish freely without restriction.
   b) Covered Individuals who create reusable teaching and classroom materials for Eastern courses shall own these materials unless they are subject to a prior agreement or provisions of this policy governing their ownership. In all cases, the College shall have the royalty-free right to use, display, copy and distribute such materials for educational and administrative purposes.

c) All Covered Individuals are obligated to disclose to the College in writing (via the College President and the immediate supervisor), the creation of all Intellectual Property governed by this policy to prevent the development of a conflict of interestor conflict of commitment. Such works may include but not limited to those produced with significant College resources or works produced through a third party agreement pertaining to Intellectual Property.

d) Eastern treats intellectual property created by students in the same manner that itdoes intellectual property created by faculty and employees.

3. Exceptions to the above are authorized if approved by the President upon recommendation of an ad hoc committee appointed by the President and comprised of anequal number of faculty and staff.

SECTION 5. COPYRIGHT and FAIR USE

Federal copyright law provides for distribution of copyrighted materials in limited form through copyright fair use provisions. The fair use provision of the copyright law (Section107 of the Copyright Act) allows for limited reproduction and distribution of published works without permission for such purposes as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research.

Works may be reproduced under the fair use provisions. However, it is noted that theguidelines are ambiguous. When in doubt, permission should be obtained from the publisher in writing.

Details regarding copyright processes and legislation are available from the United States Copyright Office at http://www.copyright.gov/

SECTION 6. COPYRIGHT AND LICENSING OF SOFTWARE AND ELECTRONIC MEDIA

Users are expected to obey copyright laws. Copyright protected materials include, but are not limited to software, music, written works, audio and videos, photographs, and electronic books (e-books). Do not use your computer or other electronic device in a manner inconsistent with copyright protections.

For example, users may not:
- Use file-sharing programs to obtain copyrighted material such as music, DVDs, and other protected items without permission of the copyright holder.
- Make copies of a licensed computer program to avoid paying additional license fees or to share with other users.

Approved by BOG: November 10, 2020

EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS
POLICY NO. AR-3.4

TITLE: **Faculty Instructional Evaluation Regulation**

DEFINITION: The Faculty Instructional Evaluation Regulation defines the evaluation process and identifies evaluation materials included in the faculty instructional evaluations. The evaluation process assesses the quality of faculty instructional performance and identifies areas for improvement, encourages growth in instructor performance and provides reasonable criteria for reappointment. The instructional evaluation process is designed to provide meaningful feedback to the faculty, Division Chair and Dean of Teaching & Learning.

EFFECTIVE DATE: NOVEMBER 1, 2011; REPLACES NOVEMBER 7, 2008 AND 2004; November 10, 2020

Summary of Process

The Faculty Evaluation Process consists of classroom observation, analysis of instructional artifacts and a comprehensive evaluation (See attached Faculty Classroom Observation Form (Form A), Syllabus Checklist (Form B), and Online Portfolio Checklist (Form C). Evaluations will be conducted on a cyclical basis dependent upon the number of years affiliated in an instructional role with Eastern West Virginia Community & Technical College.

Evaluation Materials

Student Course Evaluations, Course Syllabus, Classroom Observations, student communications, student enrollment patterns and grade distributions, Faculty Survey and Faculty Portfolio.

Contents may include: instructor-generated course materials such as tests, assignments, instructional materials, etc.

Regulation Implementation:
1. Classroom observations will be completed the first semester a faculty member teaches. If recommendations are made for improvement, an observation will be completed the second semester they teach. The Classroom Observation Form (Form A) will be used as the evaluation instrument for this observation. A summary of the observation evaluation will be sent to the faculty by the Division Chair or designee. Classroom observations will be conducted biannually thereafter providing the instructor achieves and maintains a satisfactory rating in all categories.
2. Faculty will develop a portfolio that includes samples of instructional documents for the Faculty Comprehensive Evaluation. The portfolio materials should provide evidence of academic quality and instructional integrity. Portfolio materials will be reviewed by the appropriate Division Chair and/or designee when involved in other parts of the evaluation process. Faculty will submit artifacts prior to or at scheduled classroom/online observation. Examples: exams, PowerPoint presentations, supplemental materials, student projects: see Form C (Online Portfolio Checklist)

for further Online Portfolio examples.

3. Student Course Evaluations conducted on a semester basis for each course and section taught by the faculty member will be included in the evaluation process. Only a composite of student responses and comments will be provided to the faculty member and included in the evaluation to maintain the anonymity of the students.

4. Course syllabi will be evaluated for consistency with course description and outcomes, clarity of grading scale and process, course requirements and assignments and instructor contact information. The Division Chair or designee will complete the Syllabus Checklist (Form B) and request needed revisions and resubmission. A copy will be kept in the faculty portfolio and on the shared file. The syllabi evaluations will be completed at the time of each classroom observation and each initial offering of a course.

5. The comprehensive evaluation will be conducted after the first two classroom/online observations and continued biennially thereafter providing the instructor maintains a satisfactory rating in all categories of the comprehensive evaluation process. The Faculty Comprehensive Evaluation Form will be used as the evaluation instrument in this process (Form A).

6. A comprehensive evaluation session held with the faculty will be conducted by the Academic Program Director and designee (when involved in the classroom observations or other stages of the evaluation process).

7. The faculty member will receive a written copy of the evaluation by the end of the next academic term. The faculty will have the opportunity to respond to items addressed in the evaluation.
A copy of the completed, signed evaluation (Form A) will be forwarded to the Human Resources Office. The documents will be retained by the Division Chair

The Dean of Teaching & Learning or designee is responsible for implementation.

Appendix D: Make-Up Test Form

Make-Up Test Form

This form must be completed by the instructor and returned to the Academic Services Program Coordinator. Please notify the student to contact the Academic Services Program Coordinator in order to schedule an appointment for the make-up testing.

Instructor: _____   Date: _____

Student: _____

Course, CRN. Number, Section, Name:
_____

Date student is to have the make-up test completed:
_____

Amount of time given to the student to take this test:
_____

MAKEUP TESTING TIMES: If the student is unable to test during the makeup allotted testing times, the student will be referred to the appropriate Division Chair or Dean of Student Access and Success.

Student is unable to complete test during makeup testing times and has been referred to:
Division Chair:_____

Date of Referral: _____

Date Returned to Academic Services Program Coordinator:_____

Testing Instructions (To be filled out completely by Instructor):

Open Book/Text?	Yes	No	Other
Open notes?	Yes	No	_____
Calculator?	Yes	No	_____
Computer Access?	Yes	No	_____
Internet Access?	Yes	No	_____

To be completed by the Proctor:

Start Time: _____   **Stop Time:** _____   **Date:** _____
Location of Test: _____
Proctor's Name: _____

Testing Time Period has expired and test has been returned to Instructor. Date of Return: _____

Final Grade Appeals

Purpose

Students have the right to appeal final course grades which they believe reflect an error in calculation, recording or report; capricious, arbitrary, or prejudiced academic evaluation; or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. The grade appealed shall remain in effect until the appeal procedure is completed or the problem has been resolved.

In the grade appeal procedure, the student has the burden of proof in establishing good cause for changing a final grade. Unless the student can offer convincing arguments to the contrary, good faith on the instructor's part is presumed.

Procedure

Step 1

The student shall discuss the grade with the instructor involved no later than ten (10) college working days after the start of subsequent school term not including summer sessions, whether the student is enrolled or not. If the two parties are unable to resolve the matter satisfactorily, or if the instructor is not available, or if the nature of the complaint creates an inappropriate discussion with the instructor, the student shall notify the Academic Division Chair of the instructor's area. The Academic Division Chair shall assume the role of an informal facilitator and assist in their resolution attempts. If the problem is not resolved within 15 college working days from when the complaint is first lodged, the student may proceed directly to step 2.

Step 2

The student must prepare and sign a document which states the facts constituting the basis for the appeal within 15 college working days from when the original complaint was lodged. Copies of this document will be given to the instructor and to the instructor's Division Chair. If, within 10 college working days of receipt of the student's signed document the Division Chair does not resolve the problem to the satisfaction of the student, the student will forward the complaint to the Dean of Teaching and Learning. (See step 3).

Step 3

Within 15 College working days of receipt of the complaint, the Dean of Teaching and Learning will establish an Ad Hoc representative committee for review and final resolution. This committee will consist of a minimum of three members including a representative of Academic Services, a representative of Learner Support and at least one faculty representative. Additional committee members may be appointed at the discretion of the Dean of Teaching and Learning.

1.   Upon receiving an appeal, the committee will notify in writing the faculty members involved of the grade challenge, which shall include a statement of the facts and evidence to be presented by the student.

2.   The committee shall provide to the faculty member involved and the student making the appeal written notification of their right to appear at a hearing to be held before the department, college, or school representative committee, together with the notification of

the date, time, and place of the meeting.

3. The administrative procedure is not adversarial in nature; the formal rules of evidence do not apply.

4. The final decision of this committee will be forwarded to the student, instructor, the Academic Division Chair and to the Dean of Teaching and Learning involved. If the decision requires a change of grade, the instructor will take action in accordance with the committee's decision.

5. If the instructor does not act within 10 college working days, the Academic Division Chair will make any necessary grade adjustment.

6. In the case of grade appeals, the Dean of Teaching and Learning functions as the president's designee, therefore, implementation of this decision will end the appeal procedure.

Syllabus Template

Course Identification and Faculty Contact Information:

- Course Number and Title
- Semester and Year
- Instructor's Name
- Instructor's Contact Information and Availability
- Day and Time of Class Meeting
- Course Index Number (CRN number listed in schedule)
- Course Materials:
  - Required Text Book(s)
  - Supplemental Course Materials including software and/or other equipment

Course Content and Requirements:

I. Purpose

  A. Course Description (as published on Master Course Record Form
     including prerequisites, co-requisites and credit hours)
  B. Class focus (This is a statement of the individual instructor's approach to the material)
  C. Learner Outcomes (as published on Master Course Record Form)

II. Course Policies

  A. Attendance/Tardiness policy
  B. Grading (Including assignments and scale)
  C. Acceptable style/format of assignments
  D. Policy on missed deadlines
  E. Exams (Scheduled and make-up)
  F. *Policy on Academic Dishonesty
     Academic dishonesty is any practice which gives one student a dishonorable advantage over another student engaged in the same or similar course of study and which, if known by the instructor in such course of study, would be prohibited. This shall include, but is not limited to, the following: securing or giving assistance during examinations or on required work; the improper use of books, notes, or other sources of information; submitting as one's own work or creation of any kind that which is wholly or in part created by another; securing and/or distributing all or any part of examinations or assignments prior to their being submitted to the class as a whole; or the altering of any grade or academic record.

     If an occurrence of Academic Dishonesty is observed on the part of a student, the case shall be handled in accordance with the procedures identified in the Student Handbook.

  G. *Americans with Disabilities Act (ADA) notice:
     In accordance with the American With Disabilities Act, Eastern West Virginia Technical and Community College's programs and courses will be accessible to the handicapped and

disabled. If you have a disability which impairs your access to this course or your ability to pursue the coursework as it is presented, notify the instructor. Eastern's ADA contact is the Student Services Specialist.

H. *Title IX notice:

Eastern West Virginia Technical and Community College is dedicated to ensuring a positive classroom environment. Discriminatory comments and actions based on age, race, religion, marital status, and gender are inappropriate classroom behaviors and will not be tolerated. Any further suggestions that would work to maintain such an environment should be directed to the instructor.

I. *Syllabus Change Statement:

This syllabus is subject to change as determined by the instructor. **Students will be provided a written notification of any changes in course requirements and assignments.**

J. *Copyright Use:

In many instances, the instructor may make copyrighted material available to the students. It is important for students to remember that the material is provided for educational purposes only, and that it is against the law for students to photocopy and distribute copyrighted materials.

III. *Course Schedule
   A. Outline of course content.
   B. Schedule of course activities including testing dates, assignments and assignment due dates.
   C. Required readings with author, title of book, and page numbers
   D. Recommended readings
   E. Supplemental learning resources

*These policies or statements must appear on all course syllabi.

Syllabus Checklist

Faculty	Semester
Course	Date of Review
Division Chair/Designee:	Format: Live/Web/Hybrid

Syllabus Component	Contained in Syllabus		Comments
	Yes	No	
Course Number and Title*			
Instructor's Name			
Instructor's Contact Information and Availability			
Semester and Year			
Day and Time of Class Meeting			
Course Index Number (CRN number listed in schedule)			
Course Materials: Required Text; supplemental materials			
Course Description*			

Syllabus Component	Contained in Syllabus		Comments
	Yes	No	
Learner Outcomes*			
Attendance/Tardiness policy			
Grading (including assignments and scale)			
Style/Format of Assignments			
Policy on Missed Deadlines			
Exams (Schedule and Make-up Policy)			
Policy on Academic Dishonesty			
Americans with Disabilities Act (ADA) notice			
Title IX notice			
Syllabus Change Statement			
Course Schedule Outline of course content; schedule of course activities including testing dates, assignments and assignment due dates; required readings with author, title of book, and page numbers; recommended readings; supplemental learning resources			
Copyright Statement			

* As published on approved Master Course Record Form

Eastern West Virginia Community & Technical College

In Progress (I) Grade Form

This form must be completed for each student who is to receive an "I" grade at the end of a semester or term

Student's Name _____   Social Security Number _____

CRN   Course No.   Section

Title in which the "I" is to be given _____

Semester of Term/Year _____   Faculty Name _____

Work to be completed:

Comments:

The student must complete the requirements for the course in which the "I" grade was received within the next full semester or the "I" grade will automatically be changed to a grade of "F".

Faculty Signature _____   Date _____

White – Records Office   Yellow – Division Chairperson   Pink – Faculty   Gold – Student

Rev. 12/04

TO: ALL FACULTY
FROM: Monica Wilson, (monica.wilson@eastemwv.edu)
DATE: July 12, 2018
RE: Class List(s) Fall 2018

Attached are the class list(s) for your course(s). This is the official class list for the **Fall 2018** term. The students on the list are currently enrolled in the class identified at the top of the form. For each class, you should have one copy of the class list. If needed, please make copies and **return the original to me.** Please return the original class roster to the Student Services after you have followed the instructions listed below:

1. Any student who has not attended (or logged on and COMPLETED an assignment for online classes) during the first week of class will be removed from that class roster. Please review your attendance record against the class list. If the names on the list exactly match the students that have been attending your class and all of those students have attended at least one class and/or completed an assignment you will only need to sign the bottom of the class roster and return it to the Student Services.

2. If there are any students on the list who have not attended (or logged on and COMPLETED an assignment for online classes) during the first week of class, **identify those students on the class list by circling their name and student ID number.** Then, sign the bottom of the class list and return the list to the Student Services by **Tuesday, August 28 by 12 p.m.**

3. Students attending your class (or logged on and COMPLETED an assignment for online classes) whose name does not appear on the class list should not be allowed to continue attending class until they can show proof of properly completed registration or change of schedule (add/drop) form - that they are registered in the class. If there are any questions, please have the student contact the admissions office to check their registration.

A CLASS LIST FOR EVERY COURSE MUST BE RETURNED WITH THE INSTRUCTOR'S SIGNATURE by Tuesday, August 28 by 12 p.m. By signing the list you are verifying that the returned list has been checked against your attendance records and policy has been followed.

Please FAX or EMAIL me the students who are not participating, attending or logging into class. You may fax (304-434-7004) or email your class list(s) and then mail the original(s).

If you have questions, please let me know.

To: Faculty
From: Monica Wilson, Dean of Student Access & Success
Date: July 12, 2018
Subject: Mid-Term Grade Report Fall 2018

Beginning Fall 2018, the following changes have been made to mid-term reporting:
- Mid-Term grades will be due no later than Monday, October 8.
- Mid-Term grades lists will be given to the appropriate Division Chair or to me.
- Students will be able to view their mid-term grades through their MyEastem account.

Attached is your **MID-TERM GRADE REPORT** for the Fall 2018 semester. You must enter **a grade** for each student on the grade report. The **original** copy of the grade report is due to the **appropriate Division Chair** in the main facility by **Monday, October 8 by 4 p.m.** For those faculty, who are off site, a fax or scan/email will be acceptable until the original arrives. The FAX number is **304-434-7004.**

PLEASE FOLLOW THESE DIRECTIONS:

1. The only acceptable grades are **"A", "B", "C", "D",** or **"F"** grades and may be used for designated courses only. ***You must provide the last date of attendance*** **to assist the Financial Aid Office.**
2. Faculty are **NOT** to record a "W", "AW", "AU" or "-"on the mid-term grade report.
3. Do not report pluses and minuses.
4. Please sign the mid-term grade report where indicated.
5. Retain a copy for your own records.
6. Make sure EVERY student is assigned a grade.
7. If a student stops attending after submission of the mid-term class list, please contact the Dean of Student Access and Success. The last day a student can withdraw with a grade of "W" is November 1st.
8. Please notify students who are at risk of academic failure.

WE APPRECIATE THE ACCURATE AND PROMPT COMPLETION OF YOUR MID-TERM GRADE REPORT WHICH IS DUE by Monday, October 8 by 4 p.m.!

Please FAX or EMAIL the grades to the appropriate Division Chair or me at monica.wilson@easternwv.edu. You may fax (304-434-7004) or email your class list(s) and then mail the originals(s).
Thank you.

Appendix J: Final Grade Report Sample Letter

To: Faculty
From: Monica Wilson, Dean of Student Access & Success
Date: July 12, 2018
Subject: Final Grade Report Fall 2018

Beginning Fall 2018, the following changes have been made to final grade reporting:
- Final grades will be due no later than Tuesday, December 11.
- Final grade lists will be given to the appropriate Division Chair.
- As usual, students will be able to view their final grades through their MyEasten account.

Attached is your **FINAL GRADE REPORT** for the Fall 2018 semester. You must enter **a grade** for each student on the final grade report in accordance with College policy. The **original** copy of the grade report is due to the appropriate Division Chair in the main facility by **Tuesday, December 11 at 12 p.m.** For those faculty located at the discovery centers a fax will be acceptable until the original arrives. The FAX number is **304-434-7004.**

PLEASE FOLLOW THESE DIRECTIONS:
1. The only acceptable grades are **"A", "B", "C", "D", "F", "UF",** "I", or **"NC"** grades and may be used for designated courses only. *If **recording** "I" **grades, please see note below.***
2. The **"UF"** grade is awarded to a student due to non-attendance in class after last date to officially withdraw from the College. If you assign the **"NC",** "UF" or "F" grade, *you must provide the last date of attendance* to assist the Financial Aid Office.
3. Faculty are **NOT** to record a "W", "AW", "AU" or "-"on the final grade report.
4. Do not report pluses and minuses.
5. Please sign the final grade report where indicated.
6. Retain a copy for your own records.
7. **Make sure EVERY student is assigned a grade.**
   NOTE Faculty giving **IN-PROGRESS,** "I", grades **MUST** fill out an In-progress grade form. Please contact me if you need this form.

WE APPRECIATE THE ACCURATE AND PROMPT COMPLETION OF YOUR FINAL GRADE REPORT WHICH IS DUE by Tuesday, December 11 by 12 p.m.!

Please FAX or EMAIL the grades to the appropriate Division Chair or me at monica.wilson@easternwv.edu. You may fax (304-434-7004) or email your class list(s) and then mail the originals(s).

Academic Calendar 2021-2022

Fall 2021

April 5	Fall 2021 & Winter 2021 Pre-registration Begins
April 5 – July 30	Continuous Pre-registration during Regular Business Hours
July 30	Last Day for Pre-registered Students to Pay
July 30	Payment Arrangements Must be Made at the Time of Registration
July 30	Drop Date for Nonpayment of Pre-registration
August 2 – 20	General Registration (Payment required with registration)
August 23	Classes Begin
August 23 – 27	Add/Drop Period
September 6	Labor Day Holiday – College Closed
October 15	End of Mid Semester (1st eight weeks completed)
October 19	Mid Semester Reports Due
November 5	Last Day to Withdraw with a Grade of "W" (11 weeks completed)
November 5	Registration for Spring 2022 Begins
November 5	Deadline for Graduation Applications for Fall 2021
November 22 – 26	Thanksgiving Holiday – No Classes
November 29	Classes Resume
December 3	Last Day of classes (full term classes only)
December 6 – 10	Final Exams
December 14	Final Grades Due by 12:00 Noon
December 22 – January 2	Holiday Break - College Closed

Winter 2021

April 5	Winter 2021 Pre-registration Begins
April 5 – July 30	Continuous Pre-registration during Regular Business Hours
August 2 – 20	General Registration (Payment required with registration)
December 13	Classes Begin
December 13 – 17	Add/Drop Period
December 30	Last Day to Withdraw
January 7	Last day of Winter Term Classes
January 10 – 14	Final Exams
January 18	Grades Due

Spring 2022

November 5	Spring 2022 Pre-registration Begins
November 5 – December 17	Continuous Pre-registration During Regular Business Hours
December 17	Last Date for Pre-registered Students to Pay
December 17	Payment Arrangements Must be Made at the Time of Registration
December 17	Drop Date for Nonpayment of Pre-registration
January 3 – 14	General Registration (Payment required with registration)

January 17	Martin Luther King Holiday – College Closed
January 18	Classes Begin
January 18 – 24	Add/Drop Period
March 4	Deadline for Graduation Applications for Spring 2022
March 11	End of Mid Semester (1st eight weeks completed)
March 14 – 18	Spring Break – No Classes
March 15	Mid-Semester Reports Due
March 21	Classes Resume
April 1	Last Date to Withdraw with a Grade of "W" (11 weeks completed)
April 1	Registration for Summer 2022 and Fall 2022 Begins
April 29	Last day of classes (full term classes only)
May 2 – 6	Final Exams
May 7	Commencement (10:00 AM)
May 10	Final Grades Due by 12:00 Noon

Summer 2022

April 1	Pre-registration for Summer 2022 Begins
May 23	Classes Begin
May 30	Memorial Day – College Closed
June 27	Last Day to Withdraw with a Grade of "W"
July 4	Holiday – College Closed – Observe July 4th
July 29	Last day of classes/Final Exams
August 2	Final Grades Due by 12:00 Noon

The Institution reserves the right to amend the academic calendar

Appendix L: Faculty & Academic Services Committees

COMMITTEE ASSIGNMENTS FOR 2021 – 2022 (Faculty Highlighted in Yellow)

BOG: **CHAIR: Greg Greenwalt**
                        EWVCTC Board of Governors
JR Helmick – Vice Chair
Sherry Michael – Education Programs Coordinator/Faculty Representative
Anne Degnan – Academic Services Program Coordinator/Staff Representative
Vacant – Student Representative
Thomas Striplin -- President
Melinda Chambers
Sheldon Arbaugh
Sheena Van Meter
Andrew Blackwood
Sonnee Shomo

LOT: **CHAIR: Curtis Hakala**
                        Dean of Teaching and Learning
Dominic Phillips – Division Chair for General Studies/English Faculty
Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty
Anne Degnan – Academics Services Program Coordinator
Tiffany Sentman – Program Assistant III for Admissions and Financial Aid
Melissa Shockey – Program Coordinator for Workforce Education
Debra Backus – Associate Dean of Teaching and Learning
Megan Webb – Dean of Advancement and Innovation
Shayla Hartman – Student Representative

IET: **CHAIR: Vacant**
                        Executive Dean of Administrative Services
Shirley Murphy – Business Faculty
Anne Degnan – Academic Services Program Coordinator
Tiffany Sentman – Program Assistant III for Admissions and Financial Aid
Jaennae Snyder – Human Resource Assistant III
Ron Hamilton – Chief Information Officer
Melissa Shockey – Workforce Program Coordinator (getting replaced by new WFE Program Assistant)
Vacant – Student Representative

Assessment: **CHAIR: Joe McGee**
                        Assessment Facilitator/English Faculty
Alicia VanMeter – Nursing Program Director
Nikki Chandler – Math Faculty
Shirley Murphy – Business/IT Faculty
Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty
Anne Degnan – Academic Services Program Coordinator
VACANT – Dean of Student Access and Success
Dominic Phillips – Division Chair for General Studies/English Faculty
Sherry Michael – Education Programs Coordinator
Debra Backus – Dean of Teaching and Learning

Melissa Shockey – Program Coordinator for Workforce Education
John Riggs – Director of Agriculture Innovation

Curriculum Committee: **CHAIR: Kristen Colebank**
                                                  Instructional Specialist/Information Technology Faculty
Shirley Murphy – Business Faculty
Joe McGee – Assessment Coordinator/English Faculty
Jay Crites – Automotive Technology Faculty
Taylor Miltenberger – Science Faculty

Textbook: **CHAIR: Seyed Mirkhani**
                                Division Chair for Business/Computer/IT/Faculty
Shirley Murphy – Business Faculty
Anne Degnan – Academic Services Program Coordinator
Jay Crites – Automotive Technology Faculty

Academic Services: **CHAIR: Curtis Hakala**
                                           Dean of Teaching and Learning
Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty
Dominic Phillips – Division Chair for General Studies/English Faculty
Anne Degnan – Academic Services Program Coordinator
Monica Wilson – Dean of Student Access and Success
Debra Backus – Associate Dean of Teaching and Learning

Student Success (Retention):   **CHAIR: VACANT**
                                                    Student Program Advisor
Debi Layton – TANF Coordinator/Psychology Faculty
Curtis Hakala – Dean of Teaching and Learning
Dominic Phillips – Division Chair for General Studies/English Faculty
Sherry Michael – Education Programs Coordinator
Monica Wilson – Dean of Student Access and Success
Melissa Shockey – Program Coordinator for Workforce Education
Jennifer Sundryer – Front Desk Receptionist
Morgan Branson – Public Relations Manager

Graduation: **CHAIR: Ed Cole**
                                  Program Coordinator for Admissions and Financial Aid
Micaela Kidwell – Nursing Faculty
Curtis Hakala – Dean of Teaching and Learning
Alicia VanMeter – Nursing Program Director
Barb See – Administrative Secretary for Nursing
VACANT – Student Program Advisor
Thomas Striplin – President
Monica Wilson – Dean of Student Access and Success
Ed Cole – Program Coordinator for Admissions and Financial Aid
Tiffany Sentman – Program Assistant III for Admissions and Financial Aid
Morgan Branson – Public Relations Manager

PTK Advisors:

Debi Layton – TANF Coordinator/Psychology Faculty
Micaela Kidwell – Nursing Faculty
Alicia VanMeter – Nursing Program Director

Eastern Arts Society:

Joe McGee – Assessment Facilitator/English Faculty
Debi Layton – TANF Coordinator/Psychology Faculty
Megan Webb – Dean of Advancement and Innovation
Robert Burns – Director of Non-Profits
Dominic Phillips – Division Chair for General Studies
Kristen Colebank – Instructional Specialist/Information Technology Faculty

Safety Committee: **CHAIR: Michael O'Leary**
President's Office Administrator
Shirley Murphy – Business Faculty
Eric Putze – Advanced Technology/Wind Energy Faculty
Tiffany Sentman – Program Assistant III for Admissions and Financial Aid
Vacant – Executive Dean of Administrative Services
Ed Cole – Program Coordinator for Admissions and Financial Aid
Paul Harman – Maintenance Specialist
John Riggs – Director of Agriculture Innovation

Teaching and Learning   **Chair: Kristen Colebank**
with Technology Committee: Instructional Specialist/Information Technology Faculty
Seyed Mirkhani – Division Chair for Business/Computer/IT Faculty
Nikki Chandler – Math Faculty
Shirley Murphy – Business Faculty
Jay Crites – Automotive Technology Faculty
Debra Backus – Associate Dean of Teaching and Learning
Megan Webb – Dean of Advancement and Innovation

Public Relations Committee: **CHAIR: Morgan Branson**
Public Relations Manager
Ed Cole – Program Coordinator for Admissions and Financial Aid
Michael O'Leary – President's Office Administrator
Vacant – Executive Dean of Administrative Services
Melissa Shockey – Program Coordinator for Workforce Education
Kristen Reyes – Administrative/Accounts Payable Assistant
LeeAnn Shreve – America's Promise 220 Outreach Specialist
VACANT– Student Program Advisor
John Riggs – Director of Agriculture Innovation
Robert Burns – Director of Non-Profits
Kristen Colebank – Instructional Technology Specialist

Appendix M: DIRECTORIES

<u>Eastern West Virginia Community & Technical College Board of Governors</u>

Sheldon Arbaugh	J.R. Helmick, Vice-Chair
Andrew Blackwood	Sherry Michael (Faculty Rep.)
VACANT	Dr. Thomas Striplin, President
Melinda Chambers	Sheena VanMeter
Ann Degnan (Staff Rep.)	Vacant
Greg Greenwalt, Chair	Vacant, Student Rep.

<u>Eastern West Virginia Community & Technical College Officers</u>
Dr. Thomas Striplin, President
Vacant, Executive Dean for Finance and Operations
Dr. Thomas Fuhr, Interim Dean of Community Engagement and Partnerships
Curtis Hakala, Dean of Teaching and Learning
Monica Wilson, Dean of Student Access and Success
Ron Hamilton, Data Management and Institutional Research
Vacant, Director of Human Resources

EASTERN WV COMMUNITY & TECHNICAL COLLEGE   REV. 07/26/21

316 Eastern Drive, Moorefield, WV 26836   **PHONE**: 304-434-8000   **TOLL FREE**: 877-982-2322
FAX: Cashier: 304-434-7000   **LSS**: 304-434-7004   **WORKFORCE:** 304-434-7003

EXT	NAME		TITLE	DEPT	ROOM #
9258	BACKUS,	DEBRA	Associate Dean of Academics	Admin/Acad	*OFF SITE*
9252	*BOARD ROOM*			PO	104-A
9349	*BOARD ROOM - CONFERENCE TABLE*				
9237	BRANSON,	MORGAN	Public Relations Manager	LSS	110
9224	BRANSON,	TRINA	Business Office Administrator	BO	103
9257	BALDWIN,	BILL	Manager of Technology Services	IT	105-C
9261	**VACANT**		Student Program Advisor	LSS	101-C
9233	BURNS	ROBERT	Director of Non-Profit Management		108
9244	CHANDLER,	NIKKI	FT Instructor, Math	Acad	202-5
9243	COLE ,	ED	Program Coordinator, Admissions/Financial Aid	LSS	101-D
9266	COLEBANK,	KRISTEN	Faculty (IT)/Online Program Coordinator	Acad	202
9269			AP220 Case Manager	AP220	203
9262	DEGNAN,	ANN	Academic Services Program Coordinator	Acad	202
9250	DULING,	DIANA	Cashier, Accounting Assistant I	BO	107
9225	VACANT		Executive Dean of Administrative Services	Admin/BO	108-D
9413	GROSS	AMANDA	Program Assistant I-Workforce Education Dept	Workforce	203
9238	HAKALA,	CURTIS	Dean of Teaching & Learning	Admin/Acad	108-E
9609	HALTERMAN	PATRICIA	Ag Student Fellowship Coordinator	Workforce	*203*
9226	HAMILTON,	RON	Chief Information Officer	Admin/IT	*OFF SITE*
9241	HARMAN,	PAUL	Maintenance Worker I	Mtn	105-D
9245	*IT WORK AREA*			IT	105

316 Eastern Drive, Moorefield, WV 26836   **PHONE**: 304-434-8000   **TOLL FREE**: 877-982-2322

FAX: Cashier: 304-434-7000   **LSS**: 304-434-7004   **WORKFORCE:** 304-434-7003

EXT	NAME		TITLE	DEPT	ROOM #
9265	VACANT		Director of Nursing	Nursing	112
9242	LAYTON,	DEBI	TANF Instructional Specialist	Acad	202
9240	MCCALEB,	CLINT	Telecommunications Network Specialist	IT	105-C
9232	MCGEE,	JOE	FT Instructor, English	Acad	202
9264	MICHAEL,	SHERRY	Education Programs Coordinator	Acad	202
9259	MIRKHANI,	SEYED	Division Chair for Business, Computer & IT	Acad	202
9274	MURPHY,	SHIRLEY	FT Instructor, Business	Acad	202
9263	MILTENBERGER	TAYLOR	FT Instructor, Science	Acad	202
9230	O'LEARY,	MICHAEL	President's Office Administrator, *Part-time*	PO	108
9246	*PERSONNEL FILING ROOM*			BO	109
9271	PHILLIPS,	DOMINIC	FT Instructor, English / Assessment Facilitator	Acad	202
9247	REYES,	KRISTEN	Admin/Accounts Payable Assistant	BO	108-C
9608	RIGGS,	JOHN	Director of Agriculture Innovation	A&I	
9268	SEE,	BARBARA	Administrative Secretary, Nursing	Nursing	112
9256	SENTMAN,	TIFFANY	Program Assistant III for Admissions and Financial Aid	LSS	101-A
9253	SHOCKEY,	MELISSA	Program Manager, Workforce Education	WE	203
9234	SHOCKEY,	VERA	Hardy County Adult Basic Education	ABE	207
9275	SNYDER,	JAENNAE	Payroll/HR Representative	BO	110
9227	STRIPLIN	THOMAS	President	Admin / PO	108-A
9222	SUNRYDER,	JENNIFER	Accounting Clerk II / Front Desk	BO	Lobby
9267	VANMETER,	ALICIA	FT Instructor, Nursing	Nursing	112
9231	WEBB,	MEGAN	Interim Dean of Community Engagement/ Partnerships	Workforce	108-B
9235	WILSON,	MONICA	Dean of Student Access & Success	Admin / LSS	101-B

CLASSROOM EXTENSTIONS:
 1st FLOOR: Learning Lab: **9510** Rm104B: **9511** Rm111: **9512** Rm112: **9513** Rm113: **9514**
 2nd FLOOR: Rm201: **9515** Rm204: **9516** Rm205: **9517** Rm206: **9518** Rm208: **9519** Rm209: **9520** Rm211: **9521**

TECH CENTER: **Phone**: 304-434-8000   **Fax**: 257-2060

	EXT	NAME		TITLE
150 Providence Lane	9412	PUTZE	ERIC	Advanced Technology/Wind Energy Faculty
Petersburg, WV 26847	9260	SHREVE	LEEANN	AP220 Project Coordinator
	9415	WIRELESS PHONE		
	9412	CRITES	JAY	

NEW BIZ LAUNCHPAD: **Phone**: 304-434-7007   **Fax**: N/A

	EXT	NAME		TITLE
108 South Fork Road	9606	WEST	AMANDA	Potomac Highlands Food Co-op Coordinator
Suite 201	9607	SEE	BETH	Eastern Heritage Outreach Coordinator, Americorps
Moorefield, WV 26836	9608	RIGGS	JOHN	Director of Agriculture Innovation
	9609	HALTERMAN	PATRICIA	Ag Student Fellowship Coordinator

	VACANT		Small Business Coach

DISCOVERY CENTERS:		Phone	Fax

		Phone	Fax
Pendleton County High School	409 Maple Avenue, Franklin, WV 26807	304-358-3875	304-358-3875
Petersburg High School	207 Jefferson Avenue, Petersburg, WV 26847	304-257-1444	304-257-5653
Tucker County High School	116 Mountain Lion Way, Hambleton, WV 26269	304-478-3498	304-478-3498
WV Schools for the Deaf & Blind	301 East Main Street, Romney, WV 26757	304-822-4800	304-822-3370

Appendix N: Discovery Center Directory

EWVCTC Discovery Center Directory – Campus Sites

Eastern West Virginia Community and Technical College (Main Campus)
316 Eastern Drive, Moorefield, WV 26836
Voice – 304-434-8000; Fax – 304-434-7000
Eastern Help Desk – 434-8000, ext. 240 or 1-877-982-2322, ext. 240

Eastern Technologies Center (Auto and Wind Tech)
150 Providence Lane, Petersburg, WV 26847
Voice – 304 257-1660; Fax – 304-257-2060

Discovery Centers

Eastern @ Pendleton County High School
147 Maple Avenue, Franklin, WV 26807
Voice – 304-358-3875; Fax – 304-358-3875

Eastern @ Mineral County Vo-Tech Center
600 Harley Staggers Drive, Keyser, WV 26726
Voice – 304-788-4607; Fax – 304-788-4607

Eastern @ Hampshire WV Schools for the Deaf & Blind
301 East Main Street
Romney, WV 26757

Eastern @ Petersburg High School
207 Jefferson Avenue
Petersburg, WV 26847
Voice – 304-257-5751; Fax – 304-257-5653

Eastern @ Tucker County Discovery Center
116 Mountain Lion Way
Hambleton, WV 26269
Voice – 304-478-3498; Fax – 304-478-3498

Approved by President's Cabinet: April 30, 2014

**EASTERN WEST VIRGINIA COMMUNITY & TECHNICAL COLLEGE
BOARD OF GOVERNORS
POLICY NO. AR-6.6**

DEFINITION:
Eastern West Virginia is a publicly-support institution of higher education that welcomes visitors to campus. To protect the safety of visitors, personnel and facilitates certain restrictions apply. A visitor to campus is defined as one who is not currently enrolled as a student of Eastern WVCTC or currently employed by EVWCTC.

EFFECTIVE DATE: 03-12-2013; 04-30-2014

REVISED DATE: 04-30-2014

Procedure for Visitors:
- Visitors may access only the following public areas for the limited time needed to obtain their intended business related service: Resource Center; lobby areas; and restrooms.
- Visitors to campus who are accompanied by minor children are expected to provide direct supervision for the minor(s) at all times. In order to ensure the safety and security of children and to safeguard the educational and work environment of the college, no employee, student or visitor may leave a child unattended. This includes campus buildings, campus grounds, or in vehicles in the college parking lot. Nor shall a child be left with a college employee, unless that employee is supervising the child in an authorized capacity for a program or activity in which the child is enrolled. As a general rule, children are not permitted to be visitors in the college classes.
- Persons on campus who are found to be engaged in activities which are potentially harmful or disruptive may be directed to leave campus. Repetitive unauthorized presence or activities may result in further action, including notification that such activities are considered trespassing and subject to legal action.

Procedure for Students:
- Student access to employee offices is for college business only. Guest(s) of students, including family and friends, are not permitted to loiter in offices, lounges or other areas of the college.
- The presence of children in the college is prohibited except for participation in college-sponsored events. During college sponsored events, students who are accompanied by minor children are expected to provide direct supervision for the minor(s) at all times. In order to ensure the safety and security of children and to safeguard the educational and work environment of the college, no employee, student or visitor may leave a child unattended. This includes campus buildings, campus grounds, or in vehicles in the college parking lot. Nor shall a child be left with a college employee, unless the employee is supervising the child in an authorized capacity for a program or activity in which the child is enrolled. Children are not permitted to be visitors in the college classes.
- Only service animals are allowed access to campus facilities, all other animals are not permitted.

- Students may access only the following public areas for the limited time needed to obtain their intended business related service: Resource Center; lobby areas; classrooms and restrooms.
- Students on campus who are found to be engaged in activities which are potentially harmful or disruptive may be directed to leave campus. Repetitive unauthorized presence or activities may result in further action, including notification that such activities are considered trespassing and subject to legal action.

Procedures for Faculty and Staff:
- Employee offices are for college business only. Guest of employees, including family and friends, are not permitted to loiter in offices, lounges or other areas of the college.
- The presence of children in the workplace with faculty and staff during the employee's workday is inappropriate except in unavoidable situations or for participation in college-sponsored events.
- If bringing a child to work with the employee is unavoidable, the employee must contact his/her supervisor as soon as possible to discuss the situation and obtain permission to have the child accompany the employee. Factors the supervisor will consider are the age of the child, how long the child needs to be present, the work environment in the employee's area, and any possible disruption to the employee's and /or co-worker's activities.
- A child brought to the workplace in unavoidable situations is the responsibility of the employee and must be accompanied and under the direct supervision of the employee at all times.
- Only service animals are allowed access to campus facilities and college vehicles, all other animals are not permitted.

College personnel observing unauthorized occupancy or activities should be report to a senior administrator.

**EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE
REGULATION NO. – AR-4.4**

TITLE: **PROCESS FOR DEALING WITH SUICIDE; PREVENTION, INTERVENTION, AND POST-INTERVENTION**

DEFINITION: Suicide is defined as, the purposeful act of causing one's own death. Attempted suicide is considered to be a person engaging in life threatening behavior(s) intended to jeopardize his/her life through an act, threat, or gesture per West Virginia House Bill 2535 (2015).

EFFECTIVE DATE: July 1, 2015; October 29, 2015; March 26, 2018

PROCESS:

Prevention
Students will receive information via Suicide Prevention information sharing activities and events. New students will provide information via new student orientation. Other possible avenues to include student email listserv, website and the campus student newsletter, and the television monitors around the main campus. The goal of the educational programming offered by Student Services is to promote understanding concerning the dynamics of suicide and to recognize behaviors that may signal suicidal intent. Flyers will be distributed providing information regarding depression, general principles about mental health, stress, and related topics to student's concerns.

Information will also be made available to faculty and staff regarding how to recognize behavior that may signal suicidal intent. Guidelines on intervention will also be shared with staff to provide them with the necessary information in relation to intervention.

Intervention
The following are guidelines for immediate and non-immediate intervention in the case of a suicide threat or attempt. It is recognized that special circumstances may arise which require deviation from these guidelines, and that administrative discretion must be exercised in these circumstances.

1. The Dean of Student Access and Success will be notified immediately. If the Dean of Student Access and Success is not available the next available Administrator, or designee, should be contacted immediately.
2. The Dean of Student Access and Success, or designee, will notify medical emergency personnel (as needed).
3. Medical emergency personnel will transport the student to the hospital for medical evaluation and mental health assessment upon arrival on campus.
4. The Dean of Student Access and Success, or designee, will contact the family of the student (once the situation is stable i.e. the student is no longer in danger) who threatened or attempted suicide, when appropriate, and will render support to family members and significant others as needed.

When the threat is not immediate, but suggested, the student will be referred to the Dean of Student Access and Success, or designee, that same day. An attempt will made to set an agreed upon date by which the person will seek professional help. If the student refuses then it becomes an immediate threat and should be treated as such.

<u>Post-Intervention/Clearance to return to school</u>
1. The student must provide documentation supporting the need for an excused absence the day prior to or day of his/her return to campus.
2. The student may be asked to fill out a release of information to the professional who is currently treating the student if he/she desires additional counseling services.

<u>Intervening with a Suicide Threat: General Employee Procedure Check List</u>

If a student has threatened suicide directly or indirectly, the following procedures are to be followed. Take all suicide threats seriously! A suicide threat is to be handled as a crisis intervention and potential medical emergency.
1. Stay with the student or designate another Eastern employee to supervise the student constantly and without exception until help arrives.
2. Under no circumstances should the student be permitted to leave the school alone.
3. Do not agree to keep a student's suicidal intentions a secret.
4. If the student has the means to carry out the threatened suicide on his or her person, determine if he or she will voluntarily relinquish it. Do not force the student to do so. Do not place yourself in danger.
5. Take the suicidal student to an area away from others.
6. Notify the Dean of Student Access and Success immediately. If the Dean of Student Access and Success is not available, a designee should be contacted immediately.
7. Inform the suicidal student that outside help has been called and describe the next steps.

Eastern West Virginia Community & Technical College

Discover Your Potential

The purpose of this Transition Guide is to inform high school seniors with special needs what to expect when they attend Eastern WVCTC. As you read through this guide, it is important to keep the following points in mind:

We are an open enrollment institution, meaning we welcome all students no matter your prior background or experience. If you had an IEP in high school that is a great place to start identifying special educational needs, but it is not sufficient for activation of special accommodations in higher education.

Eastern WVCTC has NO SPECIAL ACADEMIC PROGRAMS other than those offered for training by the Workforce Education Department. For example, there are no special classes, such as special history or psychology classes. Special needs students must meet the same academic requirements as any other student. That means that they must take the same exams and complete the same papers as those students without special needs.

All special accommodation requests are reviewed on a case-by-case basis. Reasonable accommodations will be made with supporting documentation from a licensed professional. Not every course will qualify for all accommodations.

DIFFERENCES BETWEEEN HIGH SCHOOL AND COLLEGE

HIGH SCHOOL	COLLEGE
Right to an Education	Title V-Privilege, Not a Right
School District is responsible for identifying the learning or other type of disability	Student is responsible for providing documentation that establishes verification of the learning or other type of disability.
School District designs the Individual Education Plan (IEP)	Student self identifies his/her needs to the DSO in the Student Services Department. Documentation from a licensed professional with recommended accommodations must be submitted. Consideration will be done on a case-by-case basis.
School District ensures that IEP is implemented	Student is responsible for their own academic progress towards goals.
Teacher functions as an advocate	Student must advocate for himself/herself
Fundamental alterations to the program of study are made	Fundamental alternatives of programs are not allowed: Classroom accommodations may not

	alter the fundamental nature of a course or impose any undue burden on an instructor/institution
Personal services (eg personal aide) are provided	Personal services are the students' responsibility
Success is more of a right	Only the opportunity to succeed is provided
Transportation to and from school is provided	Transportation to and from school is NOT provided

Steps to Receiving Services

STEP 1: Eastern WVCTC College Application
The first step in the enrollment process is to apply for admission. Everyone interested in taking a class at Eastern must submit an application to the Admissions Office. Forms can be obtained from and returned to the Admission Office. You may also complete the application online and submit.

STEP 2: College Assessment Tests
Take the English and Math Placement Tests. Once your application for enrollment is processed you will be contacted to schedule Accuplacer Assessments.

STEP 3: Orientation & Advising
The third step in the enrollment process is to attend an orientation. Orientation provides students with information about the college, first semester plan, transfer and degree requirements, student services, and your responsibilities. Once your application for enrollment is processed you will be contacted to schedule an appointment for group orientation. Following group orientation, you will meet with your advisor to discuss your academic plan and schedule your courses.

STEP 4: Request for Special Accommodations/Verification of Disability
If you have a learning disability or physical disability, including Attention Deficit Disorder (ADD), he/she should schedule an appointment, send an email or call the DSO in the Student Services Department. The student will complete an application for services. The student will be required to submit documentation from a licensed medical professional verifying his/her disability with a list of recommended accommodations. You may contact the DSO in the Student Services Department by calling 304 434 8000 X9235 or monica.wilson@easternwv.edu.

STEP 5: Determination of Eligibility for Services
Based on the information submitted, the DSO in the Student Services Department and appropriate content faculty/staff will determine the eligibility of each student for special services.

STEP 6: Make an Appointment
If you are eligible for services, you should make an appointment with the DSO in the Student Services Department to determine what specific services will be provided.

STEP 7: Notification to Instructors
Approved Special Accommodations will be sent to each of your professors by the DSO in the Student Services Department based on schedule at the end of Add/Drop week.

STEP 8: Implementation of Special Accommodations
You are responsible for scheduling an appointment with each instructor to discuss Approved Special Accommodations and to activate the Accommodations. The meeting must be at least 1 week prior to

the examination or other affected assignment. Communication with his/her instructors is the key to receiving special accommodations and to the students overall success!

Eastern West Virginia
Community & Technical College
Discover Your Potential

DSO IN THE STUDENT SERVICES DEPARTMENT

REQUEST FOR SPECIAL ACCOMMODATIONS

Date: _____

STUDENT NAME: _____

Documentation Provided:

☐   High School IEP

☐   Adult Evaluation (Date: _____)

      Professional Documenting: _____

      Date of Evaluation: _____

☐   Recommended Accommodations:

      AUTHORIZED

         ☐   150% Test Time All Subjects

         ☐   Use of Assistive Devices

         ☐   150% Test Time Math

         ☐   Alternate Quiet Location for Exams

         ☐   Other: _____

Follow-up Meeting to discuss Authorized Accommodations

Date: _____

Student's Signature: _____

DSO in the Student Services Department Signature: _____

FACULTY DOCUMENTATION

STUDENT REQUEST FOR SPECIAL ACCOMMODATIONS

Date: _____

STUDENT NAME: _____

As per the DSO in the Student Services Department, the above student is authorized to receive the following special accommodations:

- ☐ 150% Test Time All Subjects
- ☐ Use of Assistive Devices
- ☐ 150% Test Time Math
- ☐ Alternate Quiet Location for Exams
- ☐ Other: _____

The accommodations are reasonable and will be followed for applicable exams/assignments/etc. throughout the remainder of the semester.

Student Signature: _____

Faculty Signature: _____

After discussion of the above authorized accommodations, the student declined all accommodations.

Student Signature: _____

Faculty Signature: _____

Please use the back of this document to make any other notes.

Eastern West Virginia Community and Technical College

SEMESTER COURSE ASSESSMENT REPORT

The purpose of this report is to gather an objective, insightful, and critical analysis of the course so that the college can continue to assess and improve upon the quality and effectiveness of the instruction we provide our students. This is not an evaluation of the instructor. Information contained within this report is for course assessment purposes only. Honest, data-informed insights into each course are the most effective way to continue to improve and grow.

Course Name:		CRN:
Semester:		Date Submitted:
Submitted by (Instructor):		
Live, Online, or Hybrid?		Adult or Early Entrance?

Measuring Student Success				
Indicate two of your most successful <u>**major**</u> *measurements/assignments of student success. Please check the most applicable form of learner interaction (see below for definitions):*				
Assignment (and brief description)	**Learning Outcomes best associated with?**	**Learner -Instructor**	**Learner-Learner**	**Learner - Content**
Indicate one or two <u>**major**</u> *measurements/assignments of student success that students struggled with the most. Please check the most applicable form of learner interaction (see below for definitions):*				
Assignment (and brief description)	**Learning Outcomes best associated with?**	**Learner -Instructor**	**Learner-Learner**	**Learner - Content**
Learner – Instructor = Instructor presence; actively teaching, instructing, delivering course material				
Learner – Learner = Learners interact with one another to achieve learning objectives				
Learner – Content = Learning activities that prompt learners to engage with the course content				

Student Success Outcome							
Grade Distribution							
A	**B**	**C**	**D**	**F**	**UF**	**W**	**Total**

Raw Pass Rate (# passing students divided by total enrolled at start of semester) =

Completer's Pass Rate (# passing students divided by total cohort with non-completing students removed) =

Top Two Learning Outcomes		
Learning Outcome	**Description**	**Class Performance**

Three Lowest Scoring Learning Outcomes		
Learning Outcome	**Description**	**Class Performance**

Overall Performance									
How do you feel your class performed overall, with 1 being the lowest and 10 being the highest?									
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

What factors led to this decision?

Recommendations
What suggestions do you have that might make this course even better?