

Eastern West Virginia Community and Technical College

2023 – 2024 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 are committed to the following:

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.
- The College accepts and values all learners; we seek and welcome diverse students and provide 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 for the achievement of their goals.

Quality Teaching and Lifelong Learning

- Academic offerings to meet the needs of students for learning skills, career-related education and training, and personal growth.
- The College celebrates and promotes lifelong learning by providing learning opportunities relevant to all students.
- Learner-centered instruction recognizes different learning styles supported by appropriate technology.
- The results of continuous learning outcomes assessments to improve instruction, focus and drive faculty development, and ensure that teaching and learning are relevant and of high quality.

Integrity

- The College is open and honest in its relations with students, employees, and partners.
- The College confirms the community college mission as its central purpose.
- The College affirms that all employees contribute to institutional mission accomplishment by teaching or supporting teaching and learning.
- The College rewards initiative, creativity, and teamwork in positively resolving institutional problems and advancing 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 and 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 learning 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, maintain technological currency, and develop professionally.
- The College procures and effectively applies technology in its operations and processes.

Institutional Overview

Eastern West Virginia Community and Technical College (Eastern) is a coeducational, state-supported, comprehensive community and technical college, established on 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 lifetime of learning;
- Serve as instruments of economic development; and
- Meet the needs of employers

Eastern offers rigorous and relevant programs at the associate degree level. Each program includes a general education core satisfied by completing 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, utilize its' natural resources better and most importantly, increase educational opportunities throughout its district.

Eastern 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 developing 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 to serve as a 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 providing 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:

Writing

Graduates will demonstrate the ability to produce written work with the following features:

- A controlling idea or thesis;
- Supporting evidence;
- Accurate, sound analysis or explanation;
- A sense of audience;
- Minimal mechanical errors;
- Presentation of ideas appropriate to the discipline;
- Understanding of genre and style conventions appropriate to the discipline; and
- Correct documentation appropriate to the discipline.

Oral Communication

Graduates will demonstrate the ability to engage in effective oral communication by being able to deliver a presentation or engage in a dialogue centered on discipline-specific content illustrating the following features:

- Clear purpose;
- Content that supports the purpose adapted to the audience/group and discipline;
- Structure that supports the purpose:
 - ▶ In the case of a presentation, structure is an intentional design, with a clear beginning, middle, and end.
 - ▶ In the case of dialogue, structure involves balancing participation and engaging in active listening.
- Information and knowledge used in an accurate and ethical manner;
- When applicable, correct documentation appropriate to the discipline; and
- Delivery that supports the purpose.

Critical Thinking

Graduates will demonstrate the ability to use critical thinking skills to answer questions, solve problems, and resolve issues by producing work with the following features:

- Sufficient valid evidence;

- Sufficient breadth and depth of analysis;
- Consideration of opposing evidence and alternate points of view;
- Conclusions drawn from an accurate assessment of the evidence; and
- Arguments expressed clearly and precisely.

Digital Literacy

Graduates will demonstrate the ability to use digital literacy skills to know where there is a need for information by:

- Determining the information needed;
- Accessing the information needed;
- Evaluating the information and its sources;
- Using the information effectively; and
- Accessing and using the information ethically and legally.

Quantitative Literacy

Graduates will demonstrate the ability to use quantitative literacy skills to answer questions, solve problems, and resolve issues by producing work with the following features:

- Providing explanation of the information in mathematical form;
- Representing information in mathematical form;
- Providing calculations;
- Understanding application and analysis;
- Addressing assumptions; and
- Communicating quantitative information.

Global Literacy

Graduates will demonstrate an understanding of global diversity by answering questions or presenting information (oral or written) with the following features:

- Being self-aware;
- Understanding multiple perspectives;
- Adapting to cultural diversity;
- Addressing personal and social responsibility;
- Understanding global systems; and
- Applying knowledge to contemporary global contexts.

Ethics

Graduates will demonstrate an understanding of ethical reasoning by answering questions or presenting information (oral or written) with the following features:

- Being self-aware;
- Understanding different ethical perspectives and concepts;
- Recognizing ethical issues;
- Applying ethical perspectives and concepts; and
- Evaluating different ethical perspectives and concepts.

Note: Each degree and certificate program includes 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 employs faculty on a full-time or part-time, adjunct basis. The primary goal of faculty is to ensure that students attain competency in learner outcomes as stated in the College's curricula. They are responsible for direct instruction delivery and using various 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 support to ensure 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 of relevant work experience in the discipline for technical areas.

An adjunct faculty member is appointed to teach a particular course or courses part-time 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, as referenced in BP 3.16 at <https://easternwv.edu/wp-content/uploads/BP-3.16.pdf>.

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 to record further education, certifications, and experiences.

All assignments are contingent upon adequate enrollment, normally at least four (4) students. Once the Academic Services Office verifies enrollment numbers, the material packet is sent to the Human Resources Office for processing.

The Academic Services Office 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's mission, goals, and policies. Information regarding College policies, procedures, assessment, library services, and tutoring services is also discussed. Instructors are trained to use the College's distance learning equipment. Special professional development sessions are scheduled at this time. Previous professional development topics include 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 for 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 in accordance with 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 during 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 are required to fulfill instructional course obligations for the scheduled course duration as expressed in semesterly contracts. Except for sudden illnesses and other emergencies, instructors should arrange in advance for scheduled absences and notify the appropriate Academic Division Chair, as soon as possible so that appropriate arrangements may be made; refer to the Class Cancellation section information for further details regarding appropriate reporting processes. Faculty should submit a Faculty Absence/Coverage Form to the appropriate supervising Division Chair.

Class Cancellation

If circumstances arise requiring the cancellation of a class session, it is the responsibility of the instructor to obtain permission from the appropriate Academic Division Chair.

- If the initial point of contact is unavailable, you must contact the Academic Services Coordinator or in her absence, the College Receptionist or Interim Vice President of Academics and Student Services.
- **Under no circumstances** can you 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 is canceled.

- Eastern recommends that instructors collect student contact information during the first class session or establish a telephone tree. If you cannot contact students, please inform the Academic Division Chair or designee for alternative arrangements.

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 attending students may have traveled an extensive distance to attend that session under adverse conditions. Instructors are expected to conduct meaningful academic sessions regardless of the number of attending students. **EACH CLASS SESSION MUST BE CONDUCTED FOR THE COMPLETE SCHEDULED DURATION – CLASSES MAY NOT BE DISMISSED EARLY.**

Class Meeting Day and Time Revisions

Instructors proposing course revision of the meeting day or time must confer with the appropriate Academic Division Chair before student discussion ensues. With consent from the Interim Vice President of Academics and Student Services, the appropriate Academic Division Chair with the instructor will modify the schedule to reflect the course revision. The Interim Vice President of Academics and Student Services is the **ONLY** person authorized to approve schedule revisions. Instructors cannot modify the time and day of course sessions without consulting with their Academic Division Chair and obtaining permission from the Interim Vice President of Academics and Student Services.

Final Exams

Final examinations **MUST** be administered during the designated scheduled examination week, as indicated in the Academic Calendar in Appendix J, for the appropriate term details.

Instructional Evaluations

The Faculty Instructional Evaluation Regulation, AR 3.4 at <https://easternwv.edu/wp-content/uploads/AR-3.4.pdf>, was revised on November 10, 2020, and defines the evaluation process and identifies evaluation materials included in faculty instructional evaluations. This process assesses the quality of faculty instructional performance and identifies improvement areas. The instructional evaluation process is designed to provide meaningful analysis/commentary to the faculty member, Academic Division Chair, and Interim Vice President of Academics and Student Services.

Summary of Process

The Faculty Evaluation Process consists of classroom observation, analysis of instructional artifacts, and a comprehensive evaluation; refer to Appendix A, Faculty Evaluation Forms. Evaluations are conducted on a cyclical basis dependent upon the number of years affiliated in an instructional role with Eastern.

Evaluation Materials

Evaluation materials include Student Instructor Evaluations, course syllabus, classroom observations, student communications, student enrollment patterns and grade distributions, faculty surveys, and faculty portfolio. Potential inclusive contents includes: instructor-generated course materials such as tests, assignments, and instructional materials.

Regulation Implementation:

1. Classroom observations are completed the first semester a faculty member instructs. If improvement recommendations are indicated, another observation is completed during the

second instructional semester to ensure compliance. The Classroom Observation Form, Form A in Appendix A, is used as an evaluation instrument for this observation. The supervising Division Chair or designee renders an observation evaluation summary to the faculty member. Classroom observations are conducted biennially 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's Comprehensive Evaluation. The portfolio materials provide evidence of academic quality and instructional integrity. Portfolio materials are reviewed by the appropriate Division Chair and/or designee involved in the evaluation process. Faculty will submit artifacts prior to or at the scheduled classroom/online observation. Examples include exams, PowerPoint presentations, supplemental materials, and student projects; refer to Appendix A, Form C, Online Portfolio Checklist, for further Online Portfolio paradigms.
3. Student Instructor Evaluations are conducted on a semesterly basis for courses exceeding an enrollment rate of five students to ensure anonymity. The questionnaire is designed to elicit student information for the assigned faculty instructing a specific course section. This information is comprised in the faculty evaluation process. Only a composite of student responses and comments are provided to the faculty member and included in the evaluation process to protect the student's identity.
4. Course syllabi are evaluated for comparable consistency, relevancy, and clarity; they include course description and outcomes, grading scale and process, course requirements and assignments, and instructor contact information. A standard syllabus template is available and recommended for convenience and adherence. Division Chairs or designees will complete the Syllabus Checklist in Appendix A, Form B, to determine the document's relevancy and request revisions, and resubmit if necessary. A copy is kept in the faculty's portfolio and on the Teams site. The syllabi evaluations are completed during every classroom observation and each initial offering of a course.
5. The comprehensive evaluation is 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 is used as an evaluation instrument in this process and is available in Appendix A, Form A.
6. A comprehensive evaluation session is conducted with the faculty member, supervising Division Chair, Interim Vice President of Academics and Student Services, and designee (when involved in classroom observations or other stages of the evaluation process).
7. The faculty member will receive a written copy of the evaluation by the conclusion of the next academic term. Faculty have the opportunity to respond to items addressed in the evaluation. A copy of the completed, signed evaluation in Appendix A, Form A, is submitted to the Human Resources Office, and retained by the responsible Division Chair.

The Interim Vice President of Academics and Student Services or designee is responsible for implementation.

How to Effectively Communicate with Your Supervisor – A Message from Dr. Striplin

One of the essential factors to a positive work environment is establishing good working relationships with your co-workers and your supervisor. It takes an open line of communication from both parties to create a respectful and professional environment. With that said, successful relationships are built upon the practice of effective communication skills. Effective communication with your supervisor is key to your eventual success in the workplace. Therefore, it is important that

you feel comfortable and prepared to approach your supervisor in a timely manner to discuss concerns, request assistance, or report work progress.

Tips for Effective Communication with Your Supervisor

- ☐ Know what you want to achieve. Before talking to your supervisor, make sure that you are clear about the goal of your conversation, whether it's to request guidance or assistance on something you are working on, or report your progress on a project. It is helpful to write down all the topics you hope to discuss and communicate before the conversation.
- ☐ Be cautious of your method of communication. Some people effectively communicate via email but look at the big picture. Email was not designed to be a collaboration tool. Scheduling face-to-face time or a quick conversation with your supervisor (or fellow colleagues) creates deeper understanding and builds relationships. Communication through email can oftentimes be misunderstood and can lead to bigger issues such as confusion, doubt, and negative feelings.
- ☐ Schedule your conversation. Be considerate of your supervisor's time and schedule when you approach him/her. Don't try to communicate or pressure for an answer when he or she is under a deadline or resolving an urgent issue. If your supervisor prefers face-to-face meetings, schedule your conversation ahead of time so that you can prepare accordingly. Try not to wait until the last minute to ask for instructions and/or assistance on projects you are working on.
- ☐ Be concise and straightforward. When speaking with your supervisor, you should concisely introduce your concerns or requests and explain why you are bringing them to his/her attention. It is also important to focus the communication on the issues at hand and how to find solutions to move forward.
- ☐ Practice active listening. During a meeting with your supervisor, you should engage to be an active listener instead of worrying about what you are going to say. Practicing active listening skills will help you understand and anticipate your supervisor's needs and what actions need to be taken. Take notes as needed so that you will remember more of the conversation and action items.
- ☐ Have a positive attitude and be open to feedback. The rule of thumb in effective communication and a successful relationship is to exhibit a positive attitude. It is also crucial to keep an open mind and be receptive to feedback that your supervisor may provide you.
- ☐ Communicate regularly with your supervisor to develop and maintain a successful professional relationship. Establishing an effective communication channel with your supervisor on a regular basis when things are going smoothly will make it easier to approach him/her when a problem arises.

General Administration and Rules

Equal Opportunity, Non-Discrimination and Affirmative Action

Eastern's 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 recommitts 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 our nation's social and economic vitality."*

The College will take affirmative action measures to ensure 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 opportunities 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 preference, 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 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 the 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

Monica Wilson
Student Services
316 Eastern Drive
Moorefield, WV 26836
304.434.8000 ext. 9235

EEO/Title IX Coordinator

Jaennae Snyder
Payroll Assistant/HR Assistant III
316 Eastern Drive
Moorefield, WV 26836
304.434.8000 ext. 9275

Degree Programs

Accounting
Administrative Support Technology
Associate in Arts
Associate in Science
Automotive Technology
Biology & Environmental Technology
Board of Governors
Business Management
Early Childhood Development

Certificate Programs

Accounting
Administrative Support Technology
Allied Health Care
Automotive Technology
Biological & Environmental Technology
Business Management
Computer Application Specialist
Electromechanical Technology
Information Technology

Certification Programs

Certified Nursing Assistant
Dental Assisting
Industrial Equipment Maintenance
Medical Assistant
Microsoft ® Office Specialist
Pharmacy Technician
Phlebotomy Technician
Residential Care Specialist
Welding

Degree Programs (Cont'd)

General Studies
Information Technology
Medical Assisting
Nursing
Technical Studies
Wind Energy Technology

Certificate Programs (Cont'd)

Medical Assisting
Paraprofessional in Education
Technical Studies
Wind Energy Technology

General Admission Requirements

Students seeking admission to Eastern 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; and
- (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 \(easternwv.edu\)](http://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's programs and courses are accessible to handicapped and disabled students and personnel. Instructors and students who have a disability impairing access to courses and programs should contact Student Services to ensure 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 (FERPA), as amended. Further, students are permitted to dispute any educational record items which are believed inaccurate. Students requesting review of their educational records must formally present the request in writing, and direct the inquiry to the Interim Vice President of Academics and Student Services. Confidential student information or educational records release requires:

1. Written authorization by the student; and/or
2. Court order or other judicial authority in accordance 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, dates of attendance, degrees, and awards received.

Once the legal provisions are fulfilled, the College may release all or a component of the directory information listed above. If a student EDs not wish to have public or "directory information" released, the student must notify the Interim Vice President of Academics and Student Services in writing by the end of the first full week of classes every semester. These records shall remain restricted upon receipt of notice until the student releases them.

The College reserves the right to alter its practices in compliance with 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

As indicated in Eastern's Board of Governors' policy and available at: <https://easternwv.edu/wp-content/uploads/AR-5.17.pdf>, this directive was developed to maintain a sexual harassment-free work and educational environment for employees, employment applicants, and students. Sexual harassment in any manner or form is expressly prohibited. Immediate and appropriate corrective action is implemented once sexual harassment is reported or identified.

Drug-Free Work Place and Drug-Free Schools and Communities Act

The Drug-Free Work Place Act of 1988 and Drug-Free Schools and Communities Act of 1989 determine drug-free workplace standards for government contractors and recipients of federal funds. Eastern has implemented an internal policy against Drugs in the Workplace as a directive for compliance.

Eastern prohibits alcoholic beverages in the building and on the College's campus; alcoholic beverages are not permitted during on-campus or off-campus College-sponsored activities. Employee and student violators are subject to disciplinary action.

Suicide Prevention Policy

Eastern has implemented AR 4.4, Process for Dealing with Suicide: Prevention, Intervention, and Post-Intervention available at: <https://easternwv.edu/wp-content/uploads/AR-4.4-Signed-3.27.18.pdf>; and Appendix O.

Tobacco Usage Policy

Per BP 6.10, located at https://easternwv.edu/wp-content/uploads/BP-6-10-Tobacco-Free-Campus-Policy_signed.pdf, Eastern is a tobacco-free facility. Inclusive but not limited to smoking, chewing, rubbing, and electronic tobacco devices. Tobacco product usage is prohibited on all college-owned, leased or operated property, buildings, and vehicles. Faculty are expected to observe this policy and remind students of Eastern's tobacco-free environment mandates.

Student Right-to-Know Act

In accordance with Federal Student Right-to-Know regulations, all current and potential students may review the graduation rates for Eastern published in the West Virginia Higher Education Almanac, formerly known as the Report Card. The Almanac is available at the Higher Education Policy Commission website: <https://www.wvhepc.edu/resources/data-and-publication-center/>.

Computer Usage Policy

Computing resource access is a privilege the College grants its faculty, staff, and students. Access is often extended to external individuals for purposes consistent with the mission of the College. Computing tools, including library resources or telephone systems are shared goods essential to the College's instructional research and/or administrative functions. The continued availability of these expensive and sometimes fragile resources requires responsible and legitimate usage.

Eastern's computing resources are solely for purposes related to the College's mission of education, research, and public service. Only authorized software packages by the College may be installed or downloaded on College computers. Therefore, computers must be used only for functions 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 campus computers or

Internet services used to hurt, harass, attack, or harm other individuals, groups, organizations, or other entities, their actions or work. Viewing, accessing, or transmitting pornographic material is strictly forbidden. Disabling virus protection programs are explicitly prohibited.

Computing resource usage must comply with the high ethical standards of the college community institution as described in the Code of Student Conduct and Orientation Guide and Student Handbooks. Policy violators who fail to adhere to computing resources described as legal and ethical use are subject to Eastern's normal disciplinary measures and the loss of computing privileges. Offenders performing illegal acts involving Eastern's computing resources are subject to state and federal prosecution. A copy of Eastern's computer usage policy, BP 6.5, is available on the College website at https://easternwv.edu/wp-content/uploads/BP-6-5-Appropriate-Computer-Usage_signed.pdf, or through the Technology Services Office.

Incident Weather and Emergency Situation Policy

It is the intent of Eastern to close facilities or cancel classes only in extreme emergency situations. Closure may occur for the entire institution, Discovery Centers, or a single facility as applicable. When these situations occur, students and personnel will receive a directive CampusCast voice message. The general public is encouraged to visit Eastern's homepage at [Home | Eastern West Virginia Community and Technical College \(easternwv.edu\)](http://Home | Eastern West Virginia Community and Technical College (easternwv.edu)) or view local county news media for cancellation information. In the event that an off-campus instructional facility such as a high school and/or vocational school is closed due to an adverse condition, Eastern's classes in that facility will also be canceled.

When a specific county is experiencing severe weather and another county is not, class lectures/labs may be recorded and distributed by instructors to affected students. Instructors are required to reassure absent Eastern students through either email, text, or telephone that the absence is excused without penalty because of the location's cancellation. When classes are canceled, faculty members are required to present instructional materials 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 through the college website or Eastern's Facebook page:

[Home | Eastern West Virginia Community and Technical College \(easternwv.edu\)](http://Home | Eastern West Virginia Community and Technical College (easternwv.edu))
Cancellations.com - Weather Closings & Delays

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 employs CampusCast, a special service that alerts students and personnel of school closures and delays. If enrolled, you will receive a voice message through this service to the telephone number provided to Eastern. For additional information visit:
https://www.highgroundsolutions.com/.

Eastern's School Information Extension - 9399

When in doubt, contact Eastern's main telephone number at 304.434.8000, extension 9399: the prompts will direct you to the School's Information menu. This extension allows obtainment of

Eastern's closures, delays and normal schedule operations. Web cancellation information is available at [Home | Eastern West Virginia Community and Technical College \(easternwv.edu\)](#) or [Cancellations.com - Weather Closings & Delays](#). 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>.

Food and Drink

Open food and drink items/containers are confined to the appropriate lounge areas at each site with the exception of bottled water, which is permitted in classrooms and laboratories.

Children in Classrooms

Unaccompanied minor children not enrolled are restricted from entering Eastern's campus or remote classrooms and laboratories; refer to Eastern's policy in Appendix N.

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 personnel and students to adhere to these standards. A copy of the Intellectual Property, Copyright and Fair Use Policy, BP 3.20 is available at: <https://easternwv.edu/wp-content/uploads/BP-3.20.pdf> and Appendix B.

Classroom Learning Environment

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

Instructional Resources

Adjunct Faculty Work Areas

Eastern provides private and public accommodations where adjunct faculty can meet and 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.

Computers and Computer Usage

Computer access is available to all faculty members at all campuses. Adjunct faculty who would like to obtain computer and email access at remote sites must contact the IT Department at 304.434.8000, ext. 9240, or refer to college access instructions. College email accounts can be accessed either on campus or at home through the Internet.

Textbooks

Full-time faculty members or Academic Division Chairs select Eastern course textbooks. The primary textbook selected for students is identical to the textbook used by instructors teaching the course; if a supplemental textbook is listed, it may be used in addition to the primary textbook. While faculty may introduce materials from differing textbooks, instructors cannot require students to purchase a textbook not appearing on the College textbook listing. Textbooks are references that have a critical role in the student's educational experience and are not optional. The designated textbook must be

utilized; substitutions or exceptions are not permissible. The deadline for textbook selection in accordance with Textbook Policy, BP 7.13 <https://easternwv.edu/wp-content/uploads/Signed-BP7-13-Jan-2017.pdf>, is March 15th for summer/fall semesters, and October 15th for spring semesters.

Textbook Desk Copies

Eastern partners with Barnes and Noble College to provide a virtual bookstore, [Find Course Materials | Eastern WVCTC Bookstore \(bncollege.com\)](#). Faculty may view course materials by visiting the Eastern website. For further assistance, contact the appropriate Academic Division Chair.

Instructional Supplies/Duplication Services

Prior purchase authorization is required for specialized instructional supplies and obtained from the appropriate Academic Division Chair or Interim Vice President of Academics and Student Services. The College operates with planned yearly budgets and strictly adheres to state purchasing procedures. Specialized supplies, such as lab materials, require advance ordering. Copier codes are issued for each division and a published list is posted in the copier area. For further assistance, contact the Academic Services Coordinator.

Orientation for First-Time Online Instructors

Instructors teaching online courses for the first time are required to complete an orientation session with the institution's Online Instructional Consultant, Melissa Kelly, melissa.kelly@easternwv.edu.

Online Instructor Orientation provides training on the institution's Learning Management System (LMS) and a synopsis of other potential instructional technologies such as video production based on screen and audio capture, lecture capture tools, and audio-enhanced PowerPoint presentations. The Online Instructional Consultant provides specific training utilizing instructional tools in unison with Brightspace upon request.

During the orientation session, components from the Quality Matters™ Rubric, a proven, effective design standard for online instruction are discussed. Additional available instructor resources include assisting instructors create and deliver course materials to 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 through Information Technology Services (ITS) and experienced faculty members, Quality Matters™ certified trainers and peer members, which discusses topics such as QM Rubric for course design application, strategies for improving online courses, accessibility and usability in online classes, copyright and intellectual property guidelines, refer to BP 3.20 for additional specifications at <https://easternwv.edu/wp-content/uploads/BP-3.20.pdf>, and introduction to emerging instructional tools and pedagogical strategies. Furthermore, ITS is available to assist instructors with 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 since spring 2022, Brightspace, are required to attend an in-house or virtual orientation session at Eastern. Please contact Melissa Kelly, Online Instructional Consultant, at melissa.kelly@easternwv.edu, for additional training information. Instructors are strongly encouraged to utilize the LMS module in live classes.

Eastern is encouraging all faculty to utilize Zoom and the Class.com application as tools to improve retention and promote face-to-face interaction with online students. The Class.com application is a learning management system that allows you to deliver course materials and assignments to facilitate communication between you and your students. This platform works in tandem with Zoom and enables you to create a virtual classroom environment where students can participate in discussions and receive feedback. By using Zoom/Class.com, you can provide your students with the opportunity to ask questions and seek clarification in real time. The Class.com application is particularly useful for conducting office hours, student groups, and review sessions.

Using these tools can provide your students with a more interactive and engaging learning experience, which can improve student success. In addition, by offering live virtual interactions, you can foster a sense of community and build relationships with your students, further enhancing their educational experience.

To claim your free Zoom/Class.com accounts, contact the Interim Vice President of Academics and Student Services.

On-Campus Use of College Equipment

Every classroom on the Moorefield campus has distant learning capabilities through Logitech Rally streaming technology equipment to improve synchronized online courses, coetaneous live and web courses coupled with weekly student and instructor meetings. The Science lab utilizes a cart system as opposed to a stationary unit.

Computers with specialized software for video and lecture development are available for adjunct faculty use. For more information, please contact Melissa Kelly, Online Instructional Consultant, at melissa.kelly@easternwv.edu.

Additional Resources for All Instructors

Information Technology Services (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 are accessible at <https://easternwv.edu/faculty-and-staff/instructor-support/>.

On-Site Test Proctoring and Make-Up Testing

Eastern provides test proctoring services for students and instructors in the event that a supplemental (make-up) course test must be administered. Test scheduling assures that every supplemental (make up) testing session has appropriate supervision and access to designated materials.

The following process was implemented to assure academic integrity during supplemental (make-up) testing. Supplemental (make-up) Test Forms are available from the Academic Services Program Coordinator, Evening Coordinator (Main Campus) or Discovery Center Advisor. For assistance, contact the Academic Services Program Coordinator by telephoning 304.434.8000, ext. 9262 or through email at ann.degnan@easternwv.edu.

1. The instructor completes the test proctoring form; refer to Appendix D for a copy of the supplemental (make-up) test form. The instructor places the supplemental (make-up) test form and the test/tests including the test administration instructions in a confidential file for the assigned proctor. This file is located in the Academic Services Program Coordinator's office.
2. Students must schedule an appointment with the Academic Services Program

Coordinator. The Academic Services Program Coordinator will record the testing date on the Testing Room calendar. This calendar is accessible to staff. If the student is unable to test during the allotted window, Thursdays: 5:00 PM to 9:00 PM and Fridays: 1:00 PM to 5:00 PM, the student is referred to the appropriate Academic Division Chair for further assistance.

3. The completed test is returned to the instructor through secure mail by the Academic Services Program Coordinator.
4. The supplemental (make-up) exam must be scheduled for completion prior to the end of the selected testing window. Testing windows are not flexible. If the student is unable to test during the allotted examination times, the student is referred to the appropriate Division Chair.
5. Instructors unable to adhere to the supplemental (make-up) test process must contact the appropriate Academic Division Chair for assistance.
6. No supplemental (make-up) exams are administered during finals week.

Student Expectations and Grading

Academic Schedule

Courses in both college transfer and career programs are offered on a two-semester basis, fall and spring; term durations are 16 weeks in length. 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 is typically scheduled for 8-10 weeks, and summer course terms may be extended to meet curriculum requirements.

In an effort to meet various student requirements, classes are scheduled from 8:00 AM until 10:00 PM, Monday through Saturday. Course schedules are available on Eastern's website at <https://easternwv.edu/academics/class-schedules/> or through the Student Services area on the Main Campus or the nearest Discovery Center. Limited course offerings are scheduled during the summer terms.

Auditing Courses

Students interested in enrolling in a course without receiving a grade may audit the course. Students must indicate a desire to "audit" when registering for the course. When auditing a course, the student pays the full tuition and course fees, receives instruction and participates in classroom activities without receiving a grade. During the fall and spring semesters, a student may modify participation from an audit to credit or vice versa status within the first two weeks of the official course start date; course participation modifications are processed through Student Services located on the Moorefield Main Campus.

Students who elect to modify from an audit to credit or vice versa status during the course's third or fourth week must attain the instructor's written permission; forms are available through Student Services 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 term's first scheduled week, designated as the Drop/Add period. The Drop/Add refund is prorated for part-time students completing nine or fewer scheduled credits during a semester term. The College

publishes a semesterly Academic Calendar located in Appendix J, with event dates including the Drop/Add calendar in every semesterly schedule and on the college website. A Drop/Add form may be obtained from Student Services at the Main Campus or nearest Discovery Center.

Students are encouraged to discuss withdrawal considerations with instructors or advisors prior to form submission for further options. Course withdrawal during a Drop/Add period EDs not appear on the final grade reports. Students withdrawing from courses after the withdrawal period cannot enroll in another course without obtaining special permission or an exception from the instructor, Academic Division Chair, and Interim Vice President of Academics and Student Services, and a "W" score is reflected on the student's transcript for that course.

A student may not enroll into another class simply through attendance, and a withdrawal status is not accomplished merely from ceasing attendance. Students must complete all necessary forms and steps in the Drop/Add process to establish an official withdrawal or enrollment status. Failure to do so may adversely affect the student's GPA and/or financial aid eligibility.

Student advisement is necessary with schedule revisions resulting in either additional or fewer total credit hours which 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 required for graduation 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 Drop/Add 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 withdrawal date, students must complete a Drop/Add form and submit it to the Student Services Area at the Main Campus. Before completely withdrawing from College, a student should also meet with their Academic Advisor or the Interim Vice President of Academics and Student Services. 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, Appendix J, 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 Student Services at the Main Campus or nearest Discovery Center Office for official withdrawal deadlines.

Students withdrawing during this time period will receive a "W" grade. 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 an "F" or "UF" grade for the courses the student is registered in.

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 courses that require the co-requisite. Refer to the College Catalog course description to identify courses with co-requisites.

Class Attendance

Attendance and participation in classroom activities are critical components in a college learning environment. Faculty establish attendance policies for classes they instruct. Since classes vary regarding requirements and instructional activities, attendance policies may vary for each class.

Students should review and understand attendance policies presented in the course syllabi for every course. Students are expected to discuss attendance problems with the instructor before absences occur, if possible, or immediately after absences.

Academic Expectations of Students

The student, by voluntarily accepting admission to the institution, accepts academic requirements and institution criteria. It is the student's responsibility to fulfill course, degree or certificate requirements, and understand and meet the criteria for satisfactory academic progress and program completion. Once the individual becomes a "student," expectations are to:

- a) Willingly seek instruction for self-assessment and preparedness in the following skills:
 - 1. Reading and Writing;
 - 2. Math and Science; and
 - 3. Study and Testing.
- b) Understand and meet each instructor's subject criteria by:
 - 1. Listening and following directives;
 - 2. Reading all materials; and
 - 3. Meeting all required assignments.
- c) Behave maturely and responsibly, refrain from distractive or disruptive behavior while present in the academic setting (classes, labs, clinic, and/or related activities).
- d) Strive for continuous academic progress by:
 - 1. Improving the quality of one's own work; and
 - 2. Monitoring one's own grade averages.
- e) Continually monitor program requirements by:
 - 1. Analysis of one's own status; and
 - 2. Analysis of one's own program requirements for possible revisions.
- f) Students registering for certificate and associate degree programs are expected to participate in institutional programming, course and/or services assessment activities. Participation will likely 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, Appendix J, "testing days" are 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 the desired job;
 - 2. Checking requirements for the desired job;
 - 3. Monitoring transfer requirements and own status; and
 - 4. Review 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 who fail to comply with expected responsibilities may result in the 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 assignments; 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 altering grades or academic record.

Responsibilities and Procedures

When an instructor observes/recognizes student academic dishonesty, the incident is managed in accordance with the following procedures:

- 1. The instructor has the authority to remit an "F" grade for that particular assignment contrived through fraudulent means, academic dishonesty, or an "F" grade as a final score in the course in which the offense occurred.
- 2. The instructor shall submit to the Interim Vice President of Academics and Student Services, within three (3) days from the time the offense occurred, a written report stating the incident's facts, physical evidence and potential disciplinary action proposed by the instructor.
- 3. Any student who considers themselves unfairly treated may utilize the student grievance procedure designed for this purpose. The Interim Vice President of Academics and Student Services will provide all physical evidence to the appropriate Chairperson of the grievance committee if a committee is called into session.
- 4. For subsequent offenses on the part of the student, in addition to being given a final "F" grade in the course where the academic dishonesty occurred, the student may be expelled from the College by the President if recommended by the Interim Vice President of Academics and Student Services following a judicial hearing.
- 5. A student not receiving a final "F" grade by the instructor in accordance with the College's

academic dishonesty policy is not permitted to withdraw from the course with a “W” grade after academic dishonesty procedures are 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 scale defines the designated definitions and quality points, where appropriate:

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 (GPA) is computed for all registered courses with exception for courses with grading scales of “W”, “I”, “CR”, “NC”, “AU”, “RC”, or repeated courses; refer to “D and F” rule for further clarification. A semester’s GPA is determined by the ratio of earned quality points gained divided by the attempted credit hours. To compute the overall GPA, add all quality points and divide by the number of attempted hours.

Courses with grades of “W”, “I”, “NC”, “RC”, or “AU” are omitted from the GPA computation, but “F” and “UF” grades are calculated in the GPA computation. For additional information, refer to the Orientation Guide and [Student Handbook](#) and AR 4.3, Grading and Grade Point Average Regulation, at <https://easternwv.edu/wp-content/uploads/AR-4.3.pdf>.

Incomplete Grade

An incomplete (I) grade is assigned when a student is absent from several class sessions or the final exam due to illness or other reasons beyond the student's control. The student must complete the course requirements in the course with an “I” grade within the next full semester or the “I” grade will automatically revert to a “F” grade. The student EDs not re-register for the class while fulfilling the course requirements. When the course work is satisfactorily completed, the final grade is submitted by the instructor to the Interim Vice President of Academics and Student Services.

An In Progress (I) Grade Form must be submitted with the final grade report. Any outstanding assignments, quizzes or tests are submitted with the form. Faculty will notify the Interim Vice President of Academics and Student Services of (I) grades as necessary.

Grade Changes

The instructor must complete a grade change form when modification of a grade occurs after submitting a final grade report to Student Services. This must be completed before the end of the following semester. The course instructor is the only individual who may complete and submit a

grade change form.

Grade Appeals

Faculty is responsible for assigning grades and informing students on assigned objective criteria; students may dispute a perceived unfair final grade. Most student disagreements regarding final course grades are resolved informally between the student and faculty member.

If a resolution is not feasible, the Final Grade Appeal Process allows students 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 due diligence for the reversal of 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 [WVCTC Procedural Rule No. 22 dated January 21, 2018](https://www.wvhepc.edu/wp-content/uploads/2018/02/Series-22-HEPC-SOS-Final-File-Ver-2017-12-21cla.pdf) at <https://www.wvhepc.edu/wp-content/uploads/2018/02/Series-22-HEPC-SOS-Final-File-Ver-2017-12-21cla.pdf>, students who earn a "D" or "F" grade in a course completed before 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 is discarded, and the grade or grades earned from the repeated course is used when calculating the GPA. The original grade is not deleted from the student's transcript.
- Students may repeat a course for credit in which a "C" grade or higher is received. All grades are calculated in the GPA.
- A repeated course where the original grade was not earned during the first 60 hours are factored in the computation of the GPA, quality points and hours earned. The original grade is not deleted from the GPA.
- Credit hours from repeated courses are applied once toward completion of degree requirements.

Academic Honors: Students achieving academic success are recognized each semester by three distinctions:

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 courses numbered below 100, except ENL 100, MTH 100, MTH 101, and MTH 103 as indicated in the Catalog, and 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 courses numbered below 100, except for ENL 100, MTH 100, MTH 101, and MTH 103 as indicated in the Catalog, and a semester grade point average of 4.0.

Graduation Honors for Degrees Only:

Graduates with a cumulative GPA of 3.5 or higher are designated as honor students at graduation ceremonies. Graduates with an accumulative grade point average of 4.0 are designated as students with highest honors at graduation ceremonies.

Class Lists

Faculty will receive an initial class list draft one week prior to the beginning of classes. Faculty will receive the official class list the day after the last date to add a class, as indicated in the Academic Calendar, Appendix J. Eastern policy states students who have not attended nor logged into Brightspace for online courses during the first two weeks of a term are released from that class.

Instructors will compare course attendance records with the Student Services class list. Instructors will approve the class listing through signature, located at the bottom of the form for students appearing on both lists with attendance in at least one class, returning the listing to Student Services.

Students attending a course in person or online whose name EDs not appear on the class list is not permitted to continue attending class unless that student can prove registration through enrollment or schedule revision. Further student registration and enrollment information may be obtained from Student Services.

Early Alert System (Sample Letter)

TO: Faculty
FROM: Monica Wilson, Interim Vice President of Academics and Student Services
DATE: August 14, 2023
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 any students on the attached or enclosed class list 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; and
- Poor class attendance (more than three unexcused absences).

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

- After Student Services' staff has received the report, students are distributed among the adjunct faculty to provide student outreach.
- Staff will reach out to students by email, phone and in-person contact.
- If a student EDs not respond after two points of contact, the early alert will be considered closed due to a 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 assessment measure in student success. During the 7th week of a semester term, as indicated in the Academic Calendar in Appendix J, instructors will receive a mid-term grade report form from the Academic Program Coordinator for each course. Faculty enters the student's grade on the report, and in the SFASLST screen in Banner. Student Services and Academic Advisors contact students receiving a mid-term grade of either a "D" or "F". Please see the mid-term letter in Appendix H below for further information.

Final Grade Reports

Instructor's final grade reports are submitted to the Interim Vice President of Academics and Student Services in accordance with the due date indicated in the Academic Calendar, Appendix J. Full-time faculty also enters the student's final grades in BANNER, in the SFAALST screen. The only acceptable referenced grades are "A", "B", "C", "D", "F", "UF", "P", "R", "I", "RC", "NC", and "CR", or "P" and "R" are applied to designated courses only.

If recording "I" grades, faculty should adhere to the In Progress (I) Grade procedure. Faculty are not permitted to issue or record a "W" as a student's final grade on the final grade report. Instructors will sign the final grade report and retain a copy for their records. For faculty located off-campus, fax or e-mail is an acceptable delivery mode until the original final grade reports arrive through regular mail.

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 to every student. 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 per the program's course sequence in the catalog. Since several courses have prerequisite and/or corequisite requirements students should carefully review the course descriptions located in the catalog before enrolling. The College Catalog is an essential advising tool. It is the responsibility of each student is responsible for becoming thoroughly familiar with the catalog to ensure that program requirements are 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 several community agencies for assistance arrangements in obtaining appropriate accommodations. The College is committed

to providing reasonable accommodations within the scope of its programs and resources to ensure that qualified students with disabilities are able to enjoy the same privileges; and assume the same responsibilities as other attending students.

Disabled students are required to provide documentation detailing their disability to the College's Student Services Department to ease the transition process for appropriate accommodations. Additional information is available in the College Catalog. For questions regarding the available services for students with disabilities, contact the College's Student Services Department.

Tutoring & Coaching

[Tutor.com](https://www.tutor.com)

Students are encouraged to use this convenient, online individual tutoring service at any time. Students can access their personalized account from Eastern's Brightspace courses by following these simple steps:

1. Log into Brightspace and navigate to the course you are seeking additional tutoring in.
2. Look for the Tutor.com learning module located in the course content.
3. Select and click on the EWV Tutor.com link located in the module.



Please contact Tiffany Sentman with any questions or concerns about tutoring either through email at tiffany.sentman@easternwv.edu or by telephoning 304-434-8000 ext. 9256. Additionally, Tutor.com provides Eastern with several resources and videos to assist students with accessing this service:

First: Download [Tutor.com's How It Works Guide](#)

Second: Visit [Tutor.com's FAQ page](#)

Watch Tutor.com's support videos:

Guide: How to Talk with Your Tutor https://www.youtube.com/watch?v=4qBx7_o1fLA

Guide: How to Use the Code Editor <https://www.youtube.com/watch?v=Gu4jul9Lgpo>

Guide: How to Use the Text Editor <https://www.youtube.com/watch?v=8Lr1leQH2zc>

Guide: How to Use the Graphing Calculator <https://www.youtube.com/watch?v=HNsYzKOXprA>

Eastern wants to be certain students have the necessary avenues available to succeed. Eastern is now offering FREE access to online tutoring services through Tutor.com. Tutors are available 24/7 to assist students with enhanced concept understanding in subject areas like Math, Science, English and Writing Help, History, Business, and Computer Applications (Word and Excel).

Students utilizing [tutor.com](https://www.tutor.com) for the first time are strongly encouraged to view a short video entitled "[Tutor.com - 'How It Works' Video](#)."

Career Services

The Career Services Center is an essential component of Eastern's Student Services Department and provides opportunities for students and alumni to connect with mentors, professionals, recruiters, and the community. Faculty can be advocates for the free services that the Career Center provides to Eastern students. Encourage students to use these resources as early as possible in their academic careers. The most successful students are those who are working toward their career beginning their first year.

The Career Services Center offers students assistance and resources in the following areas:

Career/Major Exploration

The supportive Career Services staff assists students and alumni with career and professional development activities and individual career coaching. Students have access to career assessments and information about degree programs and career fields. The Career Services Center provides resources to help students research careers, majors, and transfer options. Many of these resources are also available on the Career Services webpage at <https://easternwv.edu/current-students/career-services/>.

Handshake – Job Listings

Through Handshake, the Career Services Center also provides job/internship opportunities, social networking, online mock interview options, and career-related information. Job listings come from private employers, non-profits, and local, state, and federal government agencies. All students and alumni have free access to this eResource.

Focus2Career

Through Focus2Career, students can utilize career assessment tools to explore majors and career paths and determine which career direction might prove rewarding based on their personality, work interests, skills, values, and hobbies. The Career Services staff is available to review and discuss the individualized assessment results to further assist students with major and career exploration. All students and alumni have free access to this eResource.

Internship Program

Eastern partners with the business community to offer opportunities that are designed to integrate formal academic study with practical work experience. Through these experiences, students can earn credit(s) toward their degrees or certificates while working full- or part-time in positions related to their academic and career goals.

Employability Skills Training and Employer Recruiting/Networking Activities

Professional Development

Additionally, the Career Services staff provides training on employability skills, such as networking, resume and cover letter development/refinement, job search strategies, salary negotiation, and interviewing—to name a few. These skill sessions are scheduled during the fall and spring academic semesters both in-person and virtually. Please encourage students to attend and consider offering extra credit for doing so. You will be notified in writing of students that participated accordingly.

Career Development in the Classroom

The Career Counselor values the relationship with faculty and the support you provide in mentoring Eastern students from college to career. You can partner with the Career Center to build classroom experiences that will help students reach their professional goals.

The Career Counselor welcomes invitations for in-class presentations on a wide range of career topics to include resume preparation, job searches, interviewing skills, and networking basics. If you are interested in devoting a part of your class period to a presentation, please contact the Career Counselor. You may request a custom workshop that integrates with a theme in your course, a short 5- to 10-minute introduction to the resources offered through the Career Center, or a 30 minute to an hour presentation on a career topic of your choice.

Employer Recruiting/Networking Activities

The Career Services Center manages on-campus recruiting for employers. To further aid in the transition of Eastern students into the workforce, the Career Center sponsors career fairs, information sessions, and programming that attracts businesses, public agencies, and community organizations.

For more information, please contact Dixie Heavener, Career Counselor, by phone at 304-434-8000 extension 9239, or email at dixie.heavener@easternwv.edu. You may also visit the Career Services Center in Room 111 on the Main Campus.

Adult Education Services

The following services are available through the Adult Education Department:

- Preparation for the TASC High School Equivalency exam
- Pre-TASC, comprised of basic reading, math, and language/writing preparation for TASC-level studies
- College/post-secondary education preparation to assist students with achieving a college-level score on the Accuplacer and with college studies success.
- FREE math tutoring services for Eastern students; many students require one-on-one tutoring, which is provided to accommodate individual schedules.
- Day and evening classes
- Career Readiness offering assistance with resumes, job applications, cover letters, interviewing; career exploration
- Digital Literacy and digital certificates
- Financial Management, learning budgeting skills
- fastTRACKS, brief 8-12 week courses targeting a particular career path
- ESL/ESO/ELL Classes in Hardy County sponsored by RESA8
- Online studies using one of our many quality programs such as TASC Academy, Edgenuity, WIN, Computer Essentials, Burlington English

- Certifications in Work Ethics and Customer Service

For more information, please contact: Trinity Racey, WV Adult Education Instructor, Hardy County, by telephoning (304) 434-8000 ext. *9234 or through email at trinity.racey@easternwv.edu.

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:

Eastern Library Services

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 should contact Kim Maynard, Director of Southern WV Community and Technical College Library Services at 304-896-7345 or through 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 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 the information CINAHL Complete has to offer and you'll understand 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 designed 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. Complete a Southern Interlibrary Loan Request Form and submit it to [Dominic Phillips](#), Division Chair for General Studies at Eastern. Phone: (304) 434-8000 Ext. 9271 Email:

dominic.phillips@easternwv.edu.

3. Give your Southern Interlibrary Loan Request Form to the Division Chair for General Studies. Phone: (304) 434-8000 Ext. 9271 Email: dominic.phillips@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. 9271 Email:

dominic.phillips@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 at kimberly.maynard@southernwv.edu to request your reference material.

Veterans' Services – Veterans' Benefits

Students who served in the Armed Forces are eligible for veterans' benefits. Also eligible are dependents and spouses of veterans whose death or permanent and total disability was service related. 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 attending at least on a part-time basis will receive a monthly assistance allowance. To determine eligibility, contact Eastern's Financial Aid office. Veterans who have completed at least one full year of military service may be eligible to receive four hours of physical education activity credit. Submission of a DD214 is necessary to awarding of credit. To determine eligibility, contact Student Services.

Procedures for Obtaining Veterans' Educational Assistance

Veterans wishing to enroll at the College should contact Student Services to initiate enrollment certification procedures. If eligible, student certification can occur before enrollment to expedite the process and receipt of the first benefit check. Certification should be requested on the day of registration and students should anticipate a delay of 6 to 10 weeks before receiving the first benefit check.

Direct benefit information and questions regarding certification procedures to Student Services. The educational allowance is not payable for eligible individuals who are on active duty with paid educational benefits from the Armed Forces or the Department of Health and Human Services for Public Health Services duty; or 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 Veteran students or dependents of Veterans Overpayment Debt. Previously, as a courtesy, Eastern would advance several hundred dollars to cover overpayments. We do not have 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.
- Online or live courses are classified correctly.
- Contact Monica Wilson immediately if a course delivery forum has changed.
- Contact Monica Wilson immediately if a student withdraws from a class or classes.
- Notify Monica Wilson immediately if a student adds or drops a class during the first semester.
- Students MUST enroll in classes relevant to their program of study.
- Students requesting enrollment in two programs simultaneously must receive PRIOR permission before registering.
- 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 transference into a different training/program through the VA office or to Monica Wilson.
- Notify Monica Wilson if a student EDs not attend 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 school. 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.

Increasingly, courses are being offered with free-of-charge Open Educational Resources. Eastern will continue to support and implement OER courses in its efforts to keep education affordable.

Financial Aid

STANDARDS OF PROGRESS FOR FEDERAL FINANCIAL AID RECIPIENTS POLICY EFFECTIVE JULY 1, 2011

Revised May 23, 2016; September 6, 2022

Purpose

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

The standards that are set forth here are stricter than the institution's standards of progress. Therefore, a student who EDs 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.

Communication

Students will be notified of financial aid suspension and appeal status via letter to the home address Eastern WVCTC has on file in the student record. Additional communication may also be made via campus email.

Policy

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 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.

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.

- i. **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 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 EDs 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 passed 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 are 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.

Appeal Process

The student may submit documented reasons to the Financial Aid Office for failure to maintain satisfactory academic progress. Students may appeal Pace, GPA and/or maximum time frame. Any appeals granted must be well documented as they would otherwise be violations of federal standards.

Request to Appeal Satisfactory Academic Progress Suspension

Appeals may be decided by the Director of Financial Aid or their designated representative in Financial Aid or by an Appeal Committee. The following documentation must be submitted to the Financial Aid Office:

- Appeal Form and Academic Plan for Improvement
- Letter of Extenuating Circumstances
- Supporting Documentation

Appeal Procedures

The student must submit a Financial Aid Suspension Appeal Form to the Financial Aid Office, using the official college Appeal Form, **and include documentation to support the reason for granting an appeal.**

Appeals cannot be processed if the student is placed on Academic Suspension with the Academic Affairs' Office.

The Satisfactory Academic Progress standing can be appealed when one of the following conditions exists:

- Illness or injury of the student
- Illness, injury, or death of a family member
- Natural Disasters i.e.: floods, fires, tornadoes, hurricanes, or earthquakes
- Criminal acts inflicted on the student or student's family. For example: terrorism, kidnapping, or theft.
- Military involvement i.e.: draft or US service duty
- Emotional problems supported by documentation from a counseling agency, counselor or psychiatrist.
- Documented errors of an official designated representative of the Vice President of Academic Affairs resulting in unacceptable academic progress.
- Legal entanglements i.e.: divorce, child custody, extended jury duty or bankruptcy

Students will be informed within fifteen (15) business days of the appeal decision once all documents are received.

Appeal Supporting Documentation

Required documentation to be submitted with an appeal may include but is not limited to:

- A signed statement from the student explaining her reasons for not meeting SAP.
- Statement from third party familiar with the student's circumstances and/or
- Documentation from the student's physician in cases of illness or injury and/or
- Documentation from the student's academic advisor or course professors and/or
- Insurance claim and/or
- Police reports and/or
- Death certificate.

D. Status of Non-Compliance

1. Warning Status

a. Warning status may 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

a. 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

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 Spring semester. Federal regulations require that once the standing of 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.

F. Appeal Decision

Approved Appeals:

Students will be placed on Financial Aid Probation with an academic plan if the appeal is approved. Students may remain eligible to receive aid while on probation with an academic plan as long as they meet the conditions of the plan which are detailed in the SAP Contract. SAP Contracts are issued to each student via letter detailing the conditions that must be met to continue receiving aid.

Denied Appeals

Students will be notified via letter if the appeal is denied. Students must pay out of pocket and cannot receive aid until they are in compliance with the SAP policy.

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? finaid@easternwv.edu or 304-434-8000

Course Preparation

Syllabus

Eastern instructors develop individual course syllabi through a standardized syllabus templated as defined in Syllabus Regulation, AR 3.8 at <https://easternwv.edu/wp-content/uploads/AR-3.8.pdf>, and Appendix A, Form B. The standardized syllabus format contains section headings, course description, course focus, textbook and references, course policies pertaining to but not limited to attendance, grading, examination/quiz schedule, academic dishonesty; and learner outcomes.

The Master Course Record Form (MCRF) is an approved source for course description and learning outcome objectives. All syllabi must include course goals and learner outcome objectives listed on the course's designated MCRF. The course instructor may augment course goals or learner outcomes deemed appropriate for that particular class; however, instructors are prohibited from removing or altering course goals and may not deviate from the approved MCRF.

Faculty may "personalize" their syllabi with attendance and grading policies, personalized course goals, and other appropriate information. A copy of Eastern's Syllabus Regulation, AR 3.8, is available at <https://easternwv.edu/wp-content/uploads/AR-3.8.pdf>, and Appendix A, Form B.

All faculty must forward an electronic version of their course syllabus to the Office of Academic Services within a term's first two weeks of class for approval. Instructors deviating from an approved syllabus must notify students of those modifications in writing. Revisions must be sent to the appropriate Academic Division Chair or designee. A copy of the syllabus must be available to each student during the first class period.

Assessment/Institutional Effectiveness

The purpose of Eastern's quality initiative is to ensure continuous improvement of institutional operations for achieving the College's mission, 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 to align with the college mission.

Institutional decisions relating to instruction, programs, support services, and strategic planning are data-driven. Assessment is a process designed to ensure improvement of institutional initiatives in focus with the college mission. The quality initiative is a continuous, shared and integrated process. Data alone cannot impact change or improve student learning and services. Data interpretation, data analysis application and shared dialog will advance Eastern toward student learning enhancement and success opportunities.

Eastern may use standardized tests developed by instructors as an assessment source. Faculty members are expected to support Eastern's assessment efforts. In the instance of standardized testing, students who are absent during a scheduled course examination is offered instructional support for an alternative testing date without being penalized. Instructors may be requested to submit samples of student materials such as homework assignments, research papers, tests, or practicum scoring rubrics to support institutional assessment initiatives.

Additional assessment practice information is referenced in the Faculty Handbook. Assessment processes and resources are available through the College website under the Assessment link and Academic link on the Home Page. Contact Dominic Phillips, Division Chair for General Studies, to obtain a password to access these web links by telephone at 304-434-8000 ext. 9271 or through email at dominic.phillips@easternwv.edu.

Student Instructor Evaluations – Smart Eval

An essential component of Eastern's assessment and quality assurance practice is surveying the student population. Qualifying sections are surveyed measuring student responses for instructional practices, course materials and services.

Student Instructor Evaluations, produced by SmartEval since spring 2022, are normally administered the last four weeks of a term and extended by an additional week to capture Early Entrance students. The Academic Services Coordinator or other designated staff members administers evaluations and assists with the evaluation process. Evaluations are conducted entirely online; evaluation links are conveyed to faculty and students through their Eastern email account.

Faculty serve important dual roles in informing students of the surveys parameters and actively encouraging student completion. Faculty are recommended reserving approximately 15 minutes of class time for survey completion as referenced in the course syllabi.

Every delivery model in the academic arena is surveyed including online, live, distance learning, early entry, or hybrid. Faculty can access survey results through an email link or from the appropriate Division Chair at the term's conclusion. To protect student anonymity, courses comprised of 5 or fewer students are omitted from the survey.

Comprehensive Course Assessment and Final Week of Classes

During the term's final exam week, instructors are expected to design and administer a cumulative assessment of outcome objectives taught during the semester. The designed instrument will enable students to reflect on the learning curriculum and allow students to convey the course content knowledge. Final assessment examples include but are not limited to comprehensive exams, group or individual presentation, written work, or demonstrations. Faculty members are expected to instruct for the entire scheduled time period. Final assessments should be scheduled during the designated exam week as indicated in the Academic Calendar, Appendix J.

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 faculty rights in teaching and student rights to freedom in learning. Specifically, Series 9, Section 2 delineates academic freedom and professional responsibility parameters. 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 (ED) 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 ED rules. Given the number of Eastern students who rely on financial aid, compliance with ED rules is essential for Eastern and has the authority to review distance education courses at Eastern to confirm the school is conforming to these regulations. The ED'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 approved by HLC to offer distance education courses and programs. Eastern is not approved to offer correspondence courses.

Characteristics of Correspondence Courses:

- Rely on mail and electronic transmissions 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 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 ED defines Substantive Interaction as engaging students in teaching, learning and assessment consistent with course content and **with 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 regarding course content;
- ▶ Facilitating a group discussion regarding course content and/or
- ▶ 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 review the 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 ED 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 ED'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

AR 3.19 (<https://easternwv.edu/wp-content/uploads/AR-3.19.pdf>) 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 standards students will benefit from "regular and substantive interaction" in distance education courses. There are multiple ways to satisfy this standard and adhere to ED distance learning characteristics, many are referenced in the rubric's 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

AR 3.4 (<https://easternwv.edu/wp-content/uploads/AR-3.4.pdf>), 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.

A component of AR 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 ED 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 can expect to receive responses to emails/messages/phone calls, and assignment feedback. For assignment feedback, also explain what kind of feedback students can expect.	For email/message/phone call inquires, students are informed of responses within 24 hours during the week, and on Monday if sent after 5:00 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 with detailed feedback provided through a rubric.	
Course startup materials/syllabus provide information regarding an announcement schedule.	Course materials state that students should expect an announcement each week on Mondays for posting in the course that is also sent through students' school email.	
Course startup materials/syllabus provide 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 are 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 twice during the semester.	
Course startup materials/syllabus provide virtual office hours. Instructions explain how students can access virtual office hours.	Course materials indicate a link in the online course (with instructions on the link's location). The link is available on specific days/hours each week and utilize Microsoft Teams for video chat office hours. Students are informed on accessing Teams using their student email account credentials.	
Course startup materials/syllabus state that course materials include direct instruction on course content and how the instruction is delivered.	Course materials indicate that course modules are presented weekly and located on the course home page or in the Course Content area and will include a module overview lecture by the instructor are available as an audio file in the module materials.	
Course materials include a regular schedule describing how the course will demonstrate information and learning outcomes; this is not a self-paced course.	Course syllabus includes a course schedule with dates. The course is designed to open/close modules and units at regular intervals and assignment deadlines are staggered throughout 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), as part of the information relates to course content (announcements covering more than course logistics such as due date reminders, a list of assignments, etc.).	<p>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.</p> <p>Post an example of how a real-world situation or news article through link sharing relates to the assigned content.</p>	<ul style="list-style-type: none"> • Announcement tool (which can also be used in tandem with email) • Medial (video and audio recording in Brightspace LMS) • Email • Web links 	
Some course interactions are initiated by the instructor.	<p>Post a discussion question and actively facilitate and forward the ensuing conversation in the discussion forum.</p> <p>Ask a student to visit you during office hours or to schedule a phone call/videoconference with you.</p> <p>Provide personalized feedback (using any medium – text, audio, etc.) for an individual student's assignment.</p>	<ul style="list-style-type: none"> • Discussion tool • Medial (video and audio recording in Brightspace 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.	<p>Respond to a student's post by asking a follow-up question on the content.</p> <p>Post a weekly summary or highlights of that week's discussion forum.</p>	<ul style="list-style-type: none"> • Discussion tool 	
Direct instruction is provided in course materials (essentially the instructor's lecture). The instruction can be delivered either synchronously or asynchronously. <i>Be aware of the need to ensure that the lecture materials are accessible (captioning and/or transcripts).</i>	<p>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).</p> <p>Provide videos or audio recordings of instructor-created lectures for students to watch during a week of instruction.</p> <p>Embed lecture audio in a PowerPoint presentation and include it in course materials.</p>	<ul style="list-style-type: none"> • Medial • Teams • Big Blue Button • Zoom (for those with account access) • PowerPoint • Screen capture software (Camtasia, Snag-It, free Zoom account) 	

RSI Element	Example	Suggested Tool	Present in Course
<p>Substantive feedback on assignments is provided. Feedback is meant to be constructive and personalized – brief comments like “nice job” or “this could be improved” are not considered substantive.</p> <p>Not every assignment requires substantive feedback (some lower-value assignments might not require individual feedback) but, at minimum grades for assignments are posted in a timely manner and a portion of the course’s graded items include individual substantive feedback.</p>	<p>Grade includes breakdown of the score as represented on a detailed scoring rubric with the rubric visible for students view.</p> <p>Grade includes text or audio comments from the instructor explaining the grade and improvement suggestions.</p>	<ul style="list-style-type: none"> • Rubric tool • Grading tools in LMS (audio recording, document markup, etc.) • Teams • Medial • Big Blue Button • Ellucian CRM Advise (pertains to Full-Time Faculty) 	
<p>Instructor extends a special effort to communicate with struggling students who are likely to benefit from early intervention.</p>	<p>An 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.</p>	<ul style="list-style-type: none"> • At-Risk Tracker (Excel spreadsheet) • Phone • Email • Microsoft Teams • Big Blue Button 	
<p>Instructor is providing information or answering questions about course content.</p>	<p>Create units/modules of course information and release the units/modules on a regular and publicized schedule.</p> <p>Create a question forum for students to post questions about the course so the instructor can address questions for the benefit of the group and encourage use of that forum regularly.</p> <p>Provide a summary for learners such as a quiz review (delivered by video, audio, or text) that summarize class quiz performance and emphasizes content areas requiring additional demonstration and reinforcement.</p>	<ul style="list-style-type: none"> • LMS content presentation tools • Discussion tool • Text documents • Medial • Big Blue Button 	

Conclusion

The provided self-help checklists are not comprehensive, but should give instructors some ideas on how to fulfill ED 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 ED 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: _____
Date

Comprehensive Evaluation: _____
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:

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 explanations and an improvement plan.

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

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

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			

Criteria	Meets Professional Expectations	Recommend Improvement	Unable to Observe
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 explanations and an improvement plan with measurable outcomes.

Conclusions

General Evaluation Summary of Initial Observation: Provide general summary of observations. Areas identified as Recommend Improvement requires explanations and an improvement plan with measurable outcomes.

Append additional pages if necessary. If appending, include notation in box to "See attached".

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".

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

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: _____

Syllabus Template

Course Identification and Faculty Contact Information:

- Course Number and Title
- Semester and Year
- Instructor's Name
- Instructor's Contact Information and Availability of Advising Hours
- 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.

K. *Substantive Interaction Statement:

Instructors must engage students in teaching, learning, and assessment consistent with the content under discussion, including at least two of the following interactions:

- Providing direct instruction (synchronous only)
- Assessing or providing feedback on student coursework
- Providing information or responding to questions about the content of a course or competency
- Facilitating a group discussion regarding the content of a course or competency
- Other instructional activities approved by the institutional or programmatic accrediting agency

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			
Semester and Year			
Day and Time of Class Meeting			
Course Index Number (CRN number listed in			
Course Materials: Required Text; supplemental			
Course Description*			
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			
Copyright Use			
Course Schedule			

* As published on approved Master Course Record Form

Form C

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; Brightspace 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:

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 and support 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, whether full-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, literary works; musical works including accompanying words; dramatic works, including accompanying music; pantomimes and choreographed works; pictorial, graphic and sculptural 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 EDs 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 EDs 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 EDs 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 interest or 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 it treats 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 an equal 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 (Section 107 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 the guidelines 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 Interim Vice President of Academics and Student Services.

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 Interim Vice President of Academics and Student Services 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 Interim Vice President of Academics and Student Services.

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	<u>Other</u>
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 EDs 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 Interim Vice President of Academics and Student Services 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 Interim Vice President of Academics and Student Services.

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 Interim Vice President of Academics and Student Services 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 EDs 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 Interim Vice President of Academics and Student Services functions as the president's designee, therefore, implementation of this decision will end the appeal procedure.

Appendix F: In-Progress Grade 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

Appendix G: Class Sample List Letter

TO: ALL FACULTY
FROM: Anne Degnan, (ann.degnan@easternwv.edu)
DATE: July 12, 2023
RE: Class List(s) Fall 2023

Attached are the class list(s) for your course(s). This is the official class list for the **Fall 2023** 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 **Monday, August 28 by 12 p.m.**
3. Students attending your class (or logged on and COMPLETED an assignment for online classes) whose name EDs 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 Monday, 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.

MID-TERM WEEK is June 20-June 24th. Reports due back Tuesday, June 28th.

- 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 MyEastern account.

I will send your **MID-TERM GRADE REPORT** for the Summer 2022 semester in a separate email. You must enter **a grade** for each student on the grade report. A signed copy of the grade report is due to the **appropriate Division Chair or myself** in the main facility by **Tuesday, June 28th**. For those faculty, who are off site, a fax or scan/email will be acceptable. 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. If you assign the “**D**”, “**NC**”, or “**F**” grade, **you must provide the last date of attendance or submission of an assignment** 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 June 27th.**
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 **June 28th by NOON!**

Please FAX or EMAIL the grades to the appropriate Division Chair or to me at ann.degnan@easternwv.edu. You may fax (304-434-7004) or email your class list(s).

Appendix I: Final Grade Report Sample Letter

I will send your **FINAL GRADE REPORT** for the Spring 2022 semester in a separate email. You must enter **a grade** for each student on the final grade report in accordance with College policy. The final copy of the grade report is due in the Records Office (to me) in the main facility by **Tuesday, May 10th** by NOON. For those faculty located at the discovery centers or other locations, a fax will be acceptable. 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.***

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 or submission of last graded assignment** to assist the Financial Aid Office.

2. Faculty are **NOT** to record a “**W**”, “**AW**”, “**AU**” or “-” on the final grade report.
3. Do not report pluses and minuses.
4. Please sign the final grade report where indicated.
5. Retain a copy for your own records.
6. **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, May 10th at noon!

Please FAX or EMAIL me the class list. You may fax (304-434-7004) or email your class list(s) at monica.wilson@easternwv.edu.

Thank you.

2023-2024 ACADEMIC CALENDAR

Fall 2023	
March 31	Fall 2023 & Winter 2023 Pre-registration Begins
March 31 - July 28	Continuous Pre-registration during Regular Business Hours
July 28	Last Day for Pre-registered Students to Pay
July 28	Payment Arrangements Must be Made at the Time of Registration
July 28	Drop Date for Nonpayment of Pre-registration
July 31 - August 18	General Registration (Payment required with registration)
August 21	Classes Begin
August 21 - 25	Add/Drop Period
September 4	Labor Day Holiday – College Closed
October 13	End of Mid Semester (1 st eight weeks completed)
October 17	Mid Semester Reports Due
November 3	Last Day to Withdraw with a Grade of "W" (11 weeks completed)
November 3	Registration for Spring 2024 Begins
November 3	Deadline for Graduation Applications for Fall 2023
November 20 - 24	Thanksgiving Holiday – No Classes
November 27	Classes Resume
December 1	Last Day of classes (Full-term classes only)
December 4 - 8	Final Exams
December 12	Final Grades Due by 12:00 Noon
December 21 – January 2	Holiday Break – College Closed**Subject to change**

Winter 2023	
March 31	Winter 2023 Pre-registration Begins
March 31 - July 28	Continuous Pre-registration during Regular Business Hours
July 31 - August 18	General Registration (Payment required with registration)
December 11	Classes Begin
December 11 - 15	Add/Drop Period
December 29	Last Day to Withdraw
January 5	Last day of Winter Term Classes
January 8 - 12	Final Exams
January 16	Grades Due

Spring 2024	
November 3	Spring 2024 Pre-registration Begins
November 3 - December 15	Continuous Pre-registration During Regular Business Hours
December 15	Last Date for Pre-registered Students to Pay
December 15	Payment Arrangements Must be Made at the Time of Registration
December 15	Drop Date for Nonpayment of Pre-registration
January 2 – 12	General Registration (Payment required with registration)
January 15	Martin Luther King Holiday – College Closed

Spring 2024	
January 16	Classes Begin
January 16 - 22	Add/Drop Period
March 1	Deadline for Graduation Applications for Spring 2024
March 8	End of Mid Semester (1 st eight weeks completed)
March 11 - 15	Spring Break – No Classes
March 12	Mid-Semester Reports Due
March 18	Classes Resume
March 29	Last to Withdraw with a Grade of "W" (11 weeks completed)
March 29	Registration for Summer 2024 and Fall 2024 Begins
April 26	Last day of classes (Full-term classes only)
April 29 - May 3	Final Exams
May 4	Commencement (10:00 AM)
May 7	Final Grades Due by 12:00 Noon

Summer 2024	
April 1	Pre-registration for Summer 2024 Begins
May 20	Classes Begin
May 27	Memorial Day – College Closed
June 28	Last Day to Withdraw with a Grade of "W"
July 4	Holiday – College Closed – Observe July 4th
July 26	Last Day of Classes/Final Exams
July 30	Final Grades Due by 12:00 Noon

The Institution reserves the right to amend the academic calendar

Appendix K: Faculty & Academic Services Committees

COMMITTEE ASSIGNMENTS FOR 2023 – 2024 (Faculty Highlighted in Yellow)

BOG: **CHAIR: Greg Greenwalt**
VICE CHAIR: Sheldon Arbaugh

Eastern Board of Governors

Thomas Striplin -- President

Shawn Alt

Andrew Blackwood

Johnathan Brill

Melinda Chambers

Anne Degnan – Academic Services Program Coordinator/Staff Representative

John Kubeika

Sherry Michael – Education Programs Coordinator/Faculty Representative

Trevor Southerly – Student Representative/SGA President

Sheena Van Meter

LOT: **CHAIR: Monica Wilson**
Interim Vice President of Academics and Student Services

Lauren Arbaugh – Program Coordinator for Workforce Education

Anne Degnan – Academics Services Program Coordinator

Patricia Goldizen – Accountant

Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty

Dominic Phillips – Division Chair for General Studies/English Faculty

Tiffany Sentman – Student Program Advisor

Megan Webb – Dean of Advancement and Continuing Education

Vacant – Student Representative/SGA Officer

IET: **CHAIR: Trina Branson**
Chief Financial Officer
CO-CHAIR: Lindsey Guinn
Director of Institutional Effectiveness

Ed Cole – Student Services Specialist

Anne Degnan – Academic Services Program Coordinator

Amanda Gross – Program Assistant I, Workforce Education

Ron Hamilton – Chief Information Officer

Shirley Murphy – Business/Accounting Faculty

Kristen Reyes – Accounts Payable

Jaennae Snyder – HR Representative/Payroll

Vacant – Student Representative/SGA Officer

Assessment: **CHAIR: Dominic Phillips**
Division Chair for General Studies/English Faculty
CHAIR: Lindsey Guinn
Director of Institutional Effectiveness

Lauren Arbaugh – Director for Workforce Education
Anne Degnan – Academic Services Program Coordinator
Sherry Michael – Education Program Coordinator
Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty
Shirley Murphy – Business/Accounting Faculty
Anthony Prato – Math Faculty
Ciara Smith – Student Services Coordinator
Alicia VanMeter – Nursing Program Director
Monica Wilson – Interim Vice President of Academics and Student Services

Curriculum

Committee: **CHAIR: Anthony Prato**
Math Faculty

Jay Crites – Automotive Technology Faculty
Debi Layton – TANF Coordinator/Psychology Faculty
Shirley Murphy – Business/Accounting Faculty

Textbook: **CHAIR: Seyed Mirkhani**
Division Chair for Business/Computer/IT/Faculty

Jay Crites – Automotive Technology Faculty
Anne Degnan – Academic Services Program Coordinator
Shirley Murphy – Business/Accounting Faculty

Academic

Services: **CHAIR: Monica Wilson**
Interim Vice President of Academics and Student Services

Ed Cole – Student Services Specialist
Anne Degnan – Academic Services Program Coordinator
Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty
Dominic Phillips – Division Chair for General Studies/English Faculty
Tiffany Sentman – Student Program Advisor
Ciara Smith – Student Services Coordinator
Invited Guests when available: Lauren Arbaugh, Amanda Gross, Trish Halterman

Student Success

(Retention): **CHAIR: Tiffany Sentman**
Student Program Advisor

Lauren Arbaugh – Program Director for Workforce Education
Edward Cole – Student Services Specialist
Lindsey Guinn – Director of Institutional Effectiveness
Curtis Hakala – English Faculty/Advisor
Dixie Heavener – Title III Project Director and Career Counselor
Stacy Hose – Accounting Assistant I/Cashier
Debi Layton – TANF Coordinator/Psychology Faculty

Sherry Michael – Education Programs Coordinator
Trent Montgomery – Marketing/Graphic Designer
Dominic Phillips – Division Chair for General Studies/English Faculty
Jennifer Rexroad – Advancement Specialist
Ciara Smith – Student Services Coordinator
Jaennae Snyder – Human Resources Representative/Payroll
Trevor Southerly – Student Representative
Monica Wilson – Interim Vice President of Academic and Student Services
NOTE: All main campus staff are invited to participate in all meetings

Commencement: **CHAIR: Tiffany Sentman**
Student Program Advisor

Lauren Arbaugh – Program Coordinator of Workforce Education
Ed Cole – Student Services Specialist
Micaela Kidwell – Nursing Faculty
Trent Montgomery – Marketing/Graphic Designer
Shirley Murphy – Business/Accounting Faculty
Jennifer Rexroad – Advancement Specialist
Barbara See – Administrative Secretary for Nursing
Ciara Smith – Student Services Coordinator
Thomas Striplin -- President
Alicia VanMeter – Nursing Program Director
Monica Wilson – Interim Vice President of Academic and Student Services

PTK Advisors: **CHAIR: Anthony Prato**
Math Faculty

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

**Eastern Arts
Society:** **CHAIR: Trent Montgomery**
Marketing/Graphic Designer

Robert Burns – Director of Non-Profits
Debi Layton – TANF Coordinator/Psychology Faculty
Maya Paul – Agriculture Innovation Program Coordinator
Dominic Phillips – Division Chair for General Studies

**Safety
Committee:** **CHAIR: Michael O’Leary**
President’s Office Administrator

Ed Cole – Student Services Specialist
Amanda Gross – Program Assistant I, Workforce Education
Paul Harman – Maintenance Specialist
Clint McCaleb – Information Systems Technician

Shirley Murphy – Business/Accounting Faculty

Tiffany Sentman – Student Program Advisor

Jaennae Snyder – Human Resources Representative/Payroll

Title III Steering

Committee:

CHAIR: Dixie Heavener

Title III Project Coordinator and Career Counselor

Trina Branson – Chief Financial Officer

Robert Burns – Director of Non-Profits

Lindsey Guinn – Director of Institutional Effectiveness

Ron Hamilton – Chief Information Officer

Melissa Kelley – Online Instructional Consultant

Debi Layton – TANF Coordinator/Psychology Faculty

Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty

Jennifer Rexroad – Advancement Specialist

Thomas Striplin – President

Megan Webb – Dean of Advancement and Continuing Education

Monica Wilson – Interim Vice President of Academic and Student Services

Vacant – Student Representative

Teaching and Learning with Technology

Committee:

CHAIR: Seyed Mirkhani

Division Chair for Business/Computer/IT Faculty

Jay Crites – Automotive Technology Faculty

Melissa Kelley – Online Instructional Consultant

Sherry Michael – Education Programs Coordinator

Shirley Murphy – Business/Accounting Faculty

Maya Paul – Agriculture Program Coordinator

Nathan Van Vranken – Science Faculty

Monica Wilson – Interim Vice President of Academic and Student Services

Budget

Committee:

CHAIR: Alicia VanMeter

Director of Nursing

Trina Branson – Chief Financial Officer

Anne Degnan – Academic Services Program Coordinator

Dixie Heavener – Title III Project Director and Career Counselor

Seyed Mirkhani – Division Chair for Business/Computer/IT/Faculty

Anthony Prato – Math Faculty

Thomas Striplin -- President

Appendix L: DIRECTORIES

Eastern West Virginia Community & Technical College Board of Governors

Greg Greenwalt, Chair	Melinda Chambers
Sheldon Arbaugh, Vice Chair	Anne Degnan (Staff Rep.)
Dr. Thomas Striplin, President	John Kubeika
Shawn Alt	Sherry Michael (Faculty Rep.)
Andrew Blackwood	Trevor Southerly (Student Rep.)
Jonathan Brill	Sheena VanMeter

Eastern West Virginia Community & Technical College President's Cabinet

Dr. Thomas Striplin, President
 Trina Branson, Chief Financial Officer
 Ron Hamilton, Chief Information Officer
 Dr. Megan Webb, Dean of Advancement and Continuing Education
 Monica Wilson, Interim Vice President of Academics and Student Services

EASTERN WV COMMUNITY & TECHNICAL COLLEGE

Rev. 06/06/23

316 Eastern Drive, Moorefield, WV 26836

PHONE: 304-434-8000

TOLL FREE: 877-982-2322

FAX: Cashier: 304-434-7000

SS: 304-434-7004

WORKFORCE: 304-434-7003

EXT	NAME		TITLE	DEPT	ROOM #
9252	BOARD ROOM			PO	104-A
9349	BOARD ROOM - CONFERENCE TABLE				
9253	ARBAUGH	LAUREN	Program Manager, Workforce Education	WE	203-C
9225	BRANSON	TRINA	Chief Financial Officer	Admin/BO	108-D
9257	BALDWIN	BILL	Manager of Technology Services	IT	105-C
9233	BURNS	ROBERT	Director of Non-Profit Management	Workforce	108-G
9243	COLE	ED	Student Services Specialist-Financial Aid	SS	101-D
9232	CRITES	CIARA	Nursing	Nursing	112-C
9245	CUPPETT	LINDA	Custodial	BO	
9262	DEGNAN	ANN	Academic Services Program Coordinator	Acad	202-B
9224	GOLDIZEN	PATTY	Accountant	BO	103
9413	GROSS	AMANDA	Program Assistant I-Workforce Education Dept	Workforce	203
9223	GUINN	LINDSEY	Director of Institutional Effectiveness	PO	OFF SITE
9238	HAKALA	CURTIS	English Professor/Advisor	Acad	OFF SITE
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
9239	HEAVENER	DIXIE	Title 3 Project Director and Career Counselor	PO	111
9250	HOSE	STACY	Cashier, Accounting Assistant I	BO	107
9265	KIDWELL	MICAELA	FT Instructor. Nursing	Nursing	112-A

EXT	NAME		TITLE	DEPT	ROOM #
9242	LAYTON	DEBI	TANF Instructional Specialist	Acad	202-3
9240	MCCALED	CLINT	Telecommunications Network Specialist	IT	105-B
9264	MICHAEL	SHERRY	Education Programs Coordinator	Acad	202-A
9259	MIRKHANI	SEYED	Division Chair for Business, Computer & IT	Acad	202-C
9266	MONTGOMERY	TRENT	Graphic Designer/ Marketing	SS	110
9274	MURPHY	SHIRLEY	FT Instructor, Business	Acad	202-D
9230	O'LEARY	MICHAEL	President's Office Administrator, <i>Part-time</i>	PO	108
9246	PERSONNEL FILING ROOM			BO	109
9606	PAUL	MAYA	Agriculture Innovation Program Coordinator		AG-113
9244	PRATO	ANTHONY	FT Instructor, Math	Acad	202-5
9271	PHILLIPS	DOMINIC	Division Chair for General Studies/ English Faculty	Acad	202-E
9234	RACEY	TRINITY	Hardy County Adult Basic Education	ABE	207
9247	REYES	KRISTEN	Admin/Accounts Payable Assistant	BO	108-C
9258	REXROAD	JENNIFER	Title III Advancement Services Specialist	PO	111
9268	SEE	BARBARA	Administrative Secretary, Nursing	Nursing	112-D
9256	SENTMAN	TIFFANY	Student Program Advisor	SS	101-C
9261	SMITH	CIARA	Student Services Coordinator	SS	101-A
9275	SNYDER	JAENNAE	Payroll/HR Representative	BO	108-F
9227	STRIPLIN	THOMAS	President	Admin/PO	108-A
9222	THOMAS	KALEAH	Front Desk Receptionist	BO	Lobby
9267	VANMETER	ALICIA	Director of Nursing	Nursing	112-B
9231	WEBB	MEGAN	Dean of Advancement & Continuing Education	Workforce	108-B
9608	WILLIAMS	SLOAN	Potomac Highlands Producer Coordinator	AG	113
9235	WILSON	MONICA	Interim Vice President of Academics and Student Services	Admin/SS	101-B
9263	VAN VRANKEN	NATHAN	FT Instructor, Science	Acad	202-4

CLASSROOM EXTENSTIONS:

1st FLOOR: Learning Lab: 9510; Rm 104B: 9511; Rm 111: 9512; Rm 112: 9513; Rm 113: 9514

2nd FLOOR: Rm 201: 9515; Rm 204: 9516; Rm 205: 9517; Rm 206: 9518; Rm 208: 9519; Rm 209: 9520; Rm 211: 9521

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

150 Providence Lane	9412			Advanced Technology/Wind Energy Faculty
Petersburg, WV 26847	9260	MULLENAX	ED	CDL Instructor
	9415	WIRELESS PHONE		
	9421	CRITES	JAY	Instructional Specialist: Automotive Technology Specialist Faculty

<u>DISCOVERY CENTERS:</u>		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 M: 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

409 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

Voice: 304-822-4800 Fax: 304-822-3370

Eastern – Petersburg High School

207 Jefferson Avenue

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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.

Appendix O: AR 4.4 Process for Dealing with Suicide

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 Interim Vice President of Academics and Student Services will be notified immediately. If the Interim Vice President of Academics and Student Services is not available the next available Administrator, or designee, should be contacted immediately.
2. The Interim Vice President of Academics and Student Services, 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 Interim Vice President of Academics and Student Services, 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 Interim Vice President of Academics and Student Services, or designee, that same day. An attempt will be 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.

Post-Intervention/Clearance to return to school

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.

Intervening with a Suicide Threat: General Employee Procedure Check List

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 Interim Vice President of Academics and Student Services immediately. If the Interim Vice President of Academics and Student Services 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.

Appendix P: Transition Guides: 2014 Developed from Orange Coast College materials



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 BETWEEN 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 either contacting Tiffany Sentman at 304/434-8000 X9256, tiffany.sentman@easternwv.edu or Monica Wilson at 304/434-8000 X9235, 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 student's overall success!

2014 Developed from Orange Coast College materials



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.