

# Eastern West Virginia Community and Technical College

## 2026 – 2027 Faculty Handbook



## Table of Contents

Mission Statement .....	5
Vision Statement .....	5
Statement of Values .....	5
Institutional Overview.....	6
Accreditation Status.....	7
General Education Philosophy .....	8
General Education Learning Outcomes Assessment (GELO'S) .....	8
Faculty Appointments .....	9
Qualifications .....	9
Salary .....	10
Payment Dates .....	10
Faculty Absences .....	10
Class Cancellation.....	10
Class Meeting Day and Time Revisions .....	11
Final Exams.....	11
Instructional Evaluations.....	11
Summary of Process .....	11
Evaluation Materials .....	11
Regulation Implementation.....	12
How to Effectively Communicate with Your Supervisor – A Message From Dr. Striplin .....	13

### General Administration and Rules

Equal Opportunity, Non-Discrimination, and Affirmative Action .....	14
Individuals with Disabilities .....	15
Student Privacy (FERPA).....	15
EQUAL OPPORTUNITY, DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT, ACCOMMODATIONS AND CONSENSUAL RELATIONSHIPS.....	16
Drug-Free Work Place and Drug-Free Schools & Communities Act.....	16
Suicide Prevention Policy .....	17
Tobacco Usage Policy.....	17
Student Right-to-Know Act .....	17
Computer Usage Policy.....	17
Inclement Weather and Emergency Situation Policy .....	18
Food and Drink .....	18
Children in Classrooms.....	18
Intellectual Property, Copyright and Fair Use Regulation .....	18

Classroom Learning Environment .....	19
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## Instructional Resources

Adjunct Faculty Work Areas .....	19
Computers and Computer Usage .....	19
Textbooks .....	19
Instructional Supplies/Duplication Services .....	20
Orientation for First-Time Online Instructors .....	20
Support and Professional Development for Experienced Online Instructors ..	21
Using the College's Learning Management System in the Classroom/Online Instruction .....	21
On-Campus Use of College Equipment.....	21
Additional Resources for All Instructors .....	22

## Student Expectations and Grading

Academic Schedule .....	22
Auditing Courses .....	22
Add/Drop Period and Dropping or Adding Courses .....	22
Withdrawal from Individual Courses or the College .....	23
Class Attendance .....	23
Academic Expectations of Students .....	24
Academic Honesty/Plagiarism .....	25
Academic Grading Policy.....	26
Incomplete Grade .....	26
Grade Changes .....	27
Grade Appeals.....	27
Repetition of Courses .....	27
Academic Honors .....	27
Graduation Honors for Degrees Only .....	28
Class Lists .....	28
Early Alert System (Sample Letter) .....	29
Mid-Term Grades .....	30
Final Grade Reports .....	30
Student Services .....	30
Academic Advising and the College Catalog.....	30
Assistance for Students with Disabilities.....	31
Tutoring & Coaching.....	31
Career Services.....	32
Adult Education Services.....	33

Library Services.....	34
Veterans' Services – Veterans' Benefits.....	35
Financial Aid .....	36

### Course Preparation

Syllabus.....	41
Assessment/Institutional Effectiveness.....	41
Student Instructor Evaluations – SmartEvals.....	42
Comprehensive Course Assessment and Final Week of Classes.....	42
Academic Freedom .....	43
Regular and Substantive Interaction in Distance Education.....	45

### Appendix

A. Faculty Evaluation Forms.....	50
B. Copyright, Intellectual Property and Fair Use.....	59
C. Faculty Instructional Evaluation Regulation .....	62
D. Final Grade Appeals .....	63
E. In-Progress Grade Form .....	66
F. Class <u>Sample</u> List Letter.....	67
G. Mid-Term <u>Sample</u> Letter .....	68
H. Final Grade Report <u>Sample</u> Letter .....	69
I. Academic Calendars.....	70
J. Faculty & Academic Services Committees .....	72
K. Directories .....	76
L. AR 6.6 Access to College Property .....	79
M. AR 4.4 Process for Dealing with Suicide .....	80
N. Transition Guides.....	82

### **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 enrich 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 fiscal responsibility and accountability.

#### **Partnerships**

- The College promotes a broad sense of community that breaks down barriers and encourages collaborative attitudes and actions.

- 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, 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 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.

In addition to the main campus, courses are offered throughout Eastern's service area at external locations. These locations operate 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 locations, utilize its' natural resources better and most importantly, increase educational opportunities throughout its district.

Eastern offers classes at the following locations in addition to the Main Campus:

- Eastern Technology Center
- Moorefield High School
- Hampshire High School
- Pendleton High School
- Petersburg High School
- Tucker High School
- WV School for Deaf and Blind
- Union Educational Complex

#### **Accreditation Status**

Eastern West Virginia Community and Technical College is accredited by:

The Higher Learning Commission

A Commission of the North Central Association

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1413

Phone: 312/263-0456 or 800-621-7440

FAX: 312/263-7462

<https://www.hlcommission.org/info@hlcommission.org>

## **General Education Philosophy**

Central to Eastern's mission and vision is the College's commitment to the development of each student as a well-educated individual. Consequently, the College requires a general education core curriculum as an integral component of all degree programs. The general education curriculum is intended to provide all students, regardless of major, with knowledge and skills which serve as the foundation for lifelong learning, professional success, and personal achievement. The general education program promotes 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.

## **General Education Learning Outcomes Assessment (GELO'S)**

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

### **Written and Oral Communications**

Use writing and speaking skills to communicate effectively.

### **Critical Analysis and Reasoning**

Examine, assess, and integrate concepts spanning various fields to tackle intricate inquiries and challenges.

### **Scientific and Quantitative Reasoning**

Apply fundamental scientific and/or mathematical concepts to investigate, evaluate, and/or solve problems.

### **Technological Competency**

Use appropriate discipline-specific technologies to complete tasks effectively.

### **Information Literacy**

Access and integrate sources into written, oral, and/or visual media.

### **Global Diversity**

Recognize and appreciate diverse cultural practices, traditions, and perspectives from around the world.

### **Humanities/Fine Arts Inquiry**

Utilize essential knowledge, abilities, and principles to investigate the distinct human perspectives on experiencing the world.

**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 course outcomes as stated in the College's curriculum. 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. 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 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 with at least seven (7) 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 currently scheduled. Previous professional development topics include distance learning, fair use of practices and plagiarism, adult learners' needs, 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/Associate Dean of Academics and Assessment.

### **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 installments during June, July, and August.

### **Faculty Absences**

Faculty must fulfill instructional course obligations for the scheduled course duration 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/Associate Dean of Academics and Assessment, 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/Associate Dean of Academics and Assessment.

### **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/Associate Dean of Academics and Assessment.

- If the initial point of contact is unavailable, you must contact the Academic Program Services Coordinator or in her absence, the College Receptionist or 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 people designated above.

If permission to cancel the class session is granted, the instructor must individually contact each student prior to the class session.

Eastern recommends 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/Associate Dean of Academics and Assessment 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 revisions of a course meeting day or time must confer with the appropriate Academic Division Chair/Associate Dean of Academics and Assessment before student discussion ensues. With consent from the Vice President of Academics and Student Services, the appropriate Academic Division Chair/Associate Dean of Academics and Assessment with the instructor will modify the schedule to reflect the course revision. The 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/Associate Dean of Academics and Assessment and obtaining permission from the 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/Associate Dean of Academics and Assessment, and 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 cyclically depending on 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 include instructor-generated course materials such as tests, assignments, and instructional materials.

## **Regulation Implementation:**

1. Classroom observations are completed during 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/Associate Dean of Academics and Assessment 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/Associate Dean of Academics and Assessment, 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 all courses. The questionnaire is designed to elicit student information for the assigned faculty instructing a specific course section. This information is available 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 and assure anonymity.
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. The Division Chairs/Associate Dean of Academics and Assessment, 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 member'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/Associate Dean of Academics and Assessment, 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 end of the next academic term. Faculty can 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/Associate Dean of Academics and Assessment. The 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 promptly to discuss concerns, request assistance, or discuss 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 is 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. Do not try to communicate or pressure him 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 current projects.
- Be concise and straight forward. 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 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 as 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 recommits to open door access, the cornerstone of the community college mission. This fundamental commitment is critical to our democracy's cherished principle of equal opportunity for every individual and to 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 is an Equal Opportunity institution and does not discriminate based on race, color, national origin, sex, pregnancy, disability, religion, or age in admission, employment, or educational programs and activities; nor does it discriminate based on genetic information in employment or employee health benefits. Faculty, staff, students, and applicants are protected from retaliation for making complaints or assisting in investigations of discrimination.

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

#### **Title IX Coordinator/EEO/AA**

(Any of the foregoing bases except disability in educational programs and activities)

**Jaennae Snyder**

**Human Resources Representative**

#### **ADA/Section 504 Coordinator**

(For disability in educational programs and activities)

**Monica Wilson/Tiffany Sentman**

**Student Services**

**316 Eastern Drive  
Moorefield, WV 26836  
(304) 434-8000**

**316 Eastern Drive  
Moorefield, WV 26836  
(304) 434-8000**

Degree Programs

Accounting  
  
Associate in Arts  
Associate in Science  
Automotive Technology  
  
Biology & Environmental  
Technology  
Board of Governors  
Business Management  
Cyber Intelligence  
Early Childhood Development  
General Studies  
Nursing  
Technical Studies  
Wind Energy Technology

Certificate Programs

Accounting  
  
Allied Health Care  
Automotive Technology  
Biological & Environmental  
Technology  
Business Management  
  
Cyber Intelligence  
Electromechanical Technology  
Hospitality & Tourism Management  
Paraprofessional in Education  
Technical Studies  
Wind Energy Technology

Certification Programs

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

**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 – Family Education Rights and Privacy Act)**

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 can dispute any educational record items believed to be inaccurate. Students requesting review of their educational records must formally present the request in writing and direct the inquiry to

the 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 information listed above. If a student does not wish to have public or "directory information" released, the student must notify the 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.

#### **EQUAL OPPORTUNITY, DISCRIMINATION, HARASSMENT, SEXUAL HARASSMENT, ACCOMMODATIONS AND CONSENSUAL RELATIONSHIPS**

As indicated in Eastern's Board of Governors' policy and available at:

<https://easternwv.edu/wp-content/uploads/BP5.17FinalREV052725BOGAppr071625USE.pdf>,

this directive was developed to reaffirm the college's position on equal opportunity, discrimination, harassment, sexual harassment, accommodations, and consensual relationships.

Eastern WV Community & Technical College (Eastern or the college) is committed to equal opportunity, equity, diversity and creating a community of belonging for all students, faculty, staff, and visitors. We acknowledge that equal opportunity is an ongoing process, not just a goal. By recognizing the dignity of everyone, we seek to build an educational environment void of violence, oppression, hatred, alienation, and inequality. We seek to build a place where everyone feels welcome and respected. Immediate and appropriate corrective action is implemented once sexual harassment is reported or identified.

#### **Drug-Free Workplace and Drug-Free Schools and Communities Act**

The Drug-Free Workplace 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. Employees 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 N.

### **Tobacco Usage Policy**

Per BP 6.10, located at [https://easternwv.edu/wp-content/uploads/BP-6-10-Tobacco-Free-Campus-Policy\\_signed.pdf](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 College's mission. 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 are only available for functions related to student studies, instruction, duties as employees for official business, and other college-approved activities. 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' actions or work. Viewing, accessing, or transmitting pornographic material is forbidden. Disabling virus protection programs is 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](https://easternwv.edu/wp-content/uploads/BP-6-5-Appropriate-Computer-Usage_signed.pdf), or through the Technology Services Office.

### **Inclement Weather and Emergency Situation Policy**

Eastern will cancel classes or close facilities only in extreme emergency situations or inclement weather. In the event of emergency situations or inclement weather, students, employees, and the public can obtain cancellation information by checking the college website at <https://easternwv.edu> or Facebook page at <https://www.facebook.com/easternwv> or through Brightspace. External locations adhere to the schedule of their respective county school system.

Closure may occur for the entire institution, other locations, or a single facility. The public is encouraged to visit Eastern's homepage at [Home | Eastern West Virginia Community and Technical College \(easternwv.edu\) http://www.easternwv.edu/](http://www.easternwv.edu) or view local county news media for cancellation information. If 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 are also 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, students, employees, and the public can obtain cancellation information the college website or Eastern's Facebook page:

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

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.

### **Food and Drink**

Open food and drink items/containers are confined to the appropriate lounge areas at each site except for 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 M.

### **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. The instructor is responsible for ensuring 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/Associate Dean of Academics and Assessment.

### **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**

Commencing Fall 2024, Eastern students will have access to a Cengage Unlimited subscription in courses utilizing Cengage materials. Instructors implementing OER materials will have additional course resources available through Cengage.

Eastern students now have day-one, codeless access to more than 19,000 Cengage e-Textbooks and 2,300 digital learning products across 70 disciplines and 675 courses, with rental options of 8 yearly maximum print books for \$9.99 p/rental for shipping/handling expenses. Additionally, instructors can introduce Cengage content into courses at no additional institutional or student costs. The E-learning resource fee is automatically charged to all students for \$55 each term.

Bruce Sparks is Eastern's resolute Account Executive and available to assist instructors with content selection, product/D2L integration questions and service requests. Bruce's email address is [bruce.sparks@cengage.com](mailto:bruce.sparks@cengage.com)

- ▶ Preview Eastern's [Course Guide](#) link for instructor browsing by subject. Eastern's [instructions for creating a Cengage Instructor account](#) that provides directions for video and instruction development for product additions to an instructor's library.
- ▶ The [login.cengage.com](https://login.cengage.com) link provides access for corresponding course eBook and Resources; and available video detailing resources from the Cengage Instructor Center (CIC) at: <https://video.cengage.com/watch/1dk6vFksGuwLpPTwJtg6qd>

#### Available CID Resources:

- Skip to 30 for information to instantaneously access eBooks, Instructor Resources and Online Homework;
- Skip to 45 to access information evaluating pricing, options, online homework platform(s), and teaching resources;
- Skip to 1:00 for log-in and engaging an entire eBook preview tutorial;
- Skip to 1:24 for instructions on online assignments development for students;
- Skip to 1:54 for support, training resources, or instructions for student course material access;
- Skip to 2:09 for inspiration or advisement of the latest teaching trends.

#### Other helpful resource links:

- **Eastern West Virginia Community & Technical College – Cengage Unlimited Resource Centers:** Onboarding and training resources for faculty.  
*Faculty Cengage Unlimited resources reference pages links:*
- **EWVCTC Cengage Who to Call:**  
[https://www.cengage.com/coursepages/EWVCTC\\_CengageUnlimited\\_YourCengageTeam](https://www.cengage.com/coursepages/EWVCTC_CengageUnlimited_YourCengageTeam)
- **Cengage Unlimited/Brightspace Faculty Resource Center:**  
[https://www.cengage.com/coursepages/D2L\\_FacultyResources](https://www.cengage.com/coursepages/D2L_FacultyResources)
  - **Please NOTE:** In August, Eastern will have resources specifically for students!

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 15<sup>th</sup> for summer/fall semesters, and October 15<sup>th</sup> for spring semesters.

#### **Instructional Supplies/Duplication Services**

Prior purchase authorization is required for specialized instructional supplies and obtained from the appropriate Academic Division Chair/Associate Dean of Academics and Assessment or 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 more help, 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 Wells, [melissa.kelley@easternwv.edu](mailto:melissa.kelley@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 the 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 pedagogy 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 Learning Management System (LMS) configuration in Brightspace are required to attend an in-house or virtual orientation session at Eastern. Please contact Melissa Wells, Online Instructional Consultant, at [melissa.kelley@easternwv.edu](mailto:melissa.kelley@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 TEAMS, 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 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 uses 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 Wells, Online Instructional Consultant, at [melissa.kelley@easternwv.edu](mailto:melissa.kelley@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/>.

### **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.

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. Limited course offerings are scheduled during summer terms.

#### **Auditing Courses**

Students interested in enrolling in a course without receiving a grade may audit it. Students must indicate a desire to "audit" when registering for the course. When auditing a course, the student pays 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 transgress 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. 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 in Appendix J with event dates including the Drop/Add calendar on the college website. A Drop/Add form may be obtained from Student Services at the Main Campus.

Students should discuss course withdrawals with instructors or advisors for more consideration and options before submitting the submission form. Course withdrawal during

the Drop/Add period does 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/Associate Dean of Academics and Assessment Dean, and Vice President of Academics and Student Services, and a "W" grade 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 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. To withdraw from courses prior to the final withdrawal date, students must complete a Drop/Add form and submit it to Student Services at the Main Campus. Before completely withdrawing from college, a student should also meet with their Academic Advisor or the 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 with less 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 should check with Student Services at the Main Campus for official withdrawal deadlines.

Students withdrawing during this 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 for.

If 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 for course description to identify courses with co-requisites.

### **Class Attendance**

Attendance and participation in classroom activities are critical parts of 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 an absence.

### **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 monitoring program requirements by:
  1. Analysis of one's own status; and
  2. Analysis of one's own program requirements for revisions.
  
- f) Students registering for certificate and associate degree programs are expected to participate in institutional programming, courses, and/or assessment activities. Participation will occur in the form of tests to determine the degree of student academic achievement within basic skills, the general education core curriculum, or academic major.

As part of the Academic Calendar, Appendix J, "testing days" are established, and 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 assessments for course placement, mid-point assessments to determine academic progress, and exit assessments 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 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 an 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 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 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 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 except for courses with grading scales of “W,” “I,” “CR,” “NC,” “AU,” “RC,” or repeated courses; refer to the “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, [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 an “F” grade. The student does 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 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 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 before the end of the next semester. The course instructor is the only individual who may complete and submit a grade change form. For additional information, refer to AR 4.2 at <https://easternwv.edu/wp-content/uploads/AR-4.2.pdf>.

### **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 presenting supporting documents. 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:

- Students repeating a course prior to the receipt of a degree disqualifies the original grade and the grade or grades earned from the repeated course is used for GPA calculation, however 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 is 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 the highest honors at graduation ceremonies.

### **Class Lists**

Faculty will receive an initial class roster draft before classes begin. Faculty will receive the Official Class List the day after the last date to add or drop 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 week 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, and returning the listing to Student Services.

Students attending a course in person or online whose name and student identification number is not indicated on the enrollment class list is not permitted to continue to attend or participate in class unless the student can provide proof of registration through enrollment or a schedule revision through an Add/Drop Form. Further student registration, verification, and enrollment information is obtainable through Student Services.

To avoid erroneous disenrollments during the summer term, the following statement was developed; designated instructors will receive the following notification before each summer term to avoid course disruption.

Dear Instructor:

Since the summer is an abbreviated term with shorter deadlines because of the processing and distribution of financial aid in a smaller window, please assign a short type of grading activity for your students during the first week of class to avoid erroneously withdrawing students due to inactivity. The summer calendar was expanded to include significant deadlines. Please contact me if you have any questions or suggestions.

Thank you,

## Academic Services Program Coordinator

The following general notification will be sent each term other than summer:

Dear Instructor:

Please assign a short type of grading activity for your students during the first week of class to avoid erroneously withdrawing students due to inactivity. Please contact me if you have any questions or suggestions.

Thank you,  
Academic Services Program Coordinator

To avoid erroneous withdrawals during the Drop/Add Period during the first week of class, inactive students will receive the following email:

Dear (Student's Name):

In accordance with Eastern West Virginia Community and Technical College's protocol, students who have not logged on and **COMPLETED** an assignment for their online courses during the first week of class are removed and withdrawn by the course instructor from the class roster unless otherwise directed due to course inactivity. If you would like reinstatement in the course, please contact me and I will re-enroll you.

Thank you,  
Academic Services Program Coordinator

## **Early Alert System (Sample Letter)**

Dear Colleagues,

Regular attendance is a principal factor in student success rates. The college realizes that despite this truism some students do not regularly attend class. Please identify students through this link by completing the Early Alert Program Form at: [https://easternwv.formstack.com/forms/early\\_alert](https://easternwv.formstack.com/forms/early_alert) for students who have stopped attending or logging on for online classes during the (first four (4) weeks of class, submissions are due before the end of the first 5 weeks of class) (6<sup>th</sup> and 10<sup>th</sup> week before the semester's last withdrawal date) identifying students through this form will initiate early intervention measures.

The Early Alert is a tool designed to provide faculty with a convenient way to partner with other professionals to effectively communicate with students experiencing academic related concerns within the classroom once other methods of outreach are 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 Form for a student the following steps occur:

- After Student Services staff receive the forms, the forms are distributed to faculty who will provide student outreach; staff will contact students by email, phone and in-person communication.
- If a student does not respond after two points of contact, the Early Alert is considered closed due to a lack of response from the student.

Please FAX or EMAIL Anne Degnan at (304) 434-7004 or [ann.degnan@easternwv.edu](mailto:ann.degnan@easternwv.edu) a listing of non-participating, absent, or inactive students.

### **Mid-Term Grades**

The mid-term process is an important assessment measure of student success. During the 7<sup>th</sup> week of a semester term, as indicated in the Academic Calendar in Appendix J, instructors 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 on 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 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;" "P" and "R" grades are applied to designated courses only.

When 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, tutorials, and other services supporting 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 through intrusive advising techniques. The Intrusive Advising Plan is an action-oriented process that navigates students through structured programs and is available at <https://easternwv.edu/intrusive-advising/> and on TEAMS; the content on the website is password protected. Academic advising is available to students throughout the year.

To assess their progress, students meet with an advisor before each registration term to select classes and develop a schedule paralleling the program's course sequence in the catalog. Since several courses have either 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. Each student is responsible for becoming familiar with the catalog to ensure 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 with 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 can 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 in the module.



Please contact Tiffany Sentman with any questions or concerns about tutoring either through email at [tiffany.sentman@easternwv.edu](mailto: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=4gBx7\\_o1fLA](https://www.youtube.com/watch?v=4gBx7_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 students to have the necessary resources 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](#) 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 serve as advocates for the free services 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 working toward their career starting 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 can access career assessments and information about degree programs and fields. The Career Services Center provides resources to help students with 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 are placed by 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 to determine a rewarding career direction based on 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 offering opportunities designed to integrate formal academic study with practical work experience. Through these experiences, students can earn credit(s) for degrees or certificates while working in full-time or part-time 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 help students reach their professional goals.

The Career Counselor welcomes invitations for in-class presentations on a wide range of career topics including 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 attract 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](mailto:dixie.heavener@easternwv.edu). You may also visit the Career Services Center in Room 203 on the Main Campus.

## **Adult Education Services**

The following services are available through the Adult Education Department:

- Preparation for the GED High School Equivalency exam
- Pre-GED, comprised of basic reading, math, and language/writing preparation for GED-

level studies

- College/post-secondary education preparation to assist students with achieving a college-level score on the Accuplacer and college studies success
- FREE math tutoring services for Eastern students; many students require one-on-one tutoring provided to accommodate individual schedules
- Day classes only (Evening by appointment)
- Career Readiness helps with resumes, job applications, cover letters, interviewing; career exploration
- Digital Literacy and digital certificates
- Financial Management, learning budgeting skills
- ESL/ESO/ELL Classes in Hardy County sponsored by RESA 8
- Online studies using one of our many quality programs such as the GED Academy, Edgenuity, Schoology, 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](mailto: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 through an agreement with Southern WV Community and Technical College (Southern). Through online library services, students can obtain assistance from a professional reference librarian. The reference librarian assists students with finding library resources and completing research projects.

#### **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 from Southern's On-line Library Catalog: <http://southernwv.edu/library>.
2. Complete a Southern Interlibrary Loan Request Form and submit it to [Dominic Phillips](#), Associate Dean of Academics and Assessment at Eastern, Telephone: 304/434-8000 Ext. 9271
3. Give your Southern Interlibrary Loan Request Form to Dominic, Telephone: (304) 434-8000 Ext. 9271, Email: [dominic.phillips@easternwv.edu](mailto:dominic.phillips@easternwv.edu).
4. Within a week, your requested material is mailed to Dominic, Phone: 304/434-8000 Ext. 9271, Email: [dominic.phillips@easternwv.edu](mailto:dominic.phillips@easternwv.edu) and available for pick up.
5. Please return your requested materials five days before its due date because Eastern is responsible for returning shipments and overdue fines. You are responsible for all late fees, special mailing fees, or replacement costs for materials not returned. A hold is placed on your student record for all past due materials and outstanding fees.

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](mailto: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 part-time 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 for awarding 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 is 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 Regarding Veterans:

The rules have changed for Veteran students or dependents of Veterans Overpayment Debt. Previously, as a courtesy, Eastern would advance hundreds of 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 checked. 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, and other factors.

Therefore, please ensure the following:

- Courses have the correct attached credit hours.
- Courses have the correct fees.
- Online or live courses are classified correctly.
- Contact Monica Wilson immediately if the 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 (Veterans Affairs) office or Monica Wilson.
- Notify Monica Wilson if a student is not attending online or live courses.

## **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 making progress toward a degree.

The standards set forth here are stricter than the institution's standards of progress. Therefore, a student who does not meet the Standards of Progress for Federal Financial Aid may be unable to receive financial assistance but can continue to attend Eastern.

#### Communication

Students are 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 are included in this cumulative GPA.
  - b. Courses for which an incomplete grade is received are not included in the GPA.
  - c. Courses from which a student withdraws during a semester are not included in the 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 are included in the GPA calculation along with the original grade received for the course.
2. Cumulative grade point average is reviewed at the end of each semester.

##### B. The Pace of Progression (Completion)

1. A student receiving federal aid must complete at a minimum of 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 are included in this completion ratio calculation.
- b. Courses for which an incomplete is received are included as attempted, but unearned hours.
- c. Courses from which a student withdraws during a semester are 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 course 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 courses in the fall semester and passes only three of them; the institution requires the student to retake the failed course and the other three courses because of failing one course. When the student repeats all four courses in the spring semester, only the failed course is included in the student's enrollment status; the three passed courses are omitted.

2. The pace of progression is reviewed at the end of each semester.

The calculation is as follows:

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

NOTE: The first time a student is not meeting the above SAP requirements, the student is placed on Financial Aid Warning. After one warning, if a student does not meet SAP again, they are not eligible for financial aid unless they submit an appeal with a degree evaluation, and it is approved. If approved, the student is placed on Financial Aid Probation and will have to complete an academic plan. If denied, the student will have to pay for classes on their OWN until meeting SAP requirements again. (see appeal form for additional guidelines)

\*\*Institutional Standards of Academic Progress are 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 program for completion.
2. All courses taken are included in this calculation.
  - a. All courses transferred from other institutions are included in this completion ratio calculation.

- b. Courses for which an incomplete is received are included as attempted, but unearned hours.
- c. Courses from which a student withdraws during a semester are 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 courses in the fall semester and passes only three courses; the institution requires the student to retake the failed course and the other three courses because of failing one course. When the student repeats all four courses in the spring semester, the failed course is included in the student's enrollment status, but the three passed courses are not.
  - iii. Dual Degree Students: If 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 for all Title IV programs until completion. However, if the student completes graduation requirements for one program, the student is no longer eligible to receive Title IV Funds for that program.
    - a. If a 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 the student has not exceeded 150% for the combined hours in both programs. The FA Office will make certain 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 before the beginning of the semester. Both programs are 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 period is 90 attempted hours (60 x 150%)

Certificate (CP) Programs: Total credit hours required are 30, the maximum period is 45 attempted hours (30 x 150%)

Students receiving financial aid are reviewed at the end of each semester for the 150% rule and notified by the Financial Aid Office if they have exceeded or will exceed the maximum time 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 the 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 information to the financial aid office before the beginning of the semester.
4. If a student has met the requirements to receive a degree in their stated major, they must apply for graduation. Changing a 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 are notified through their EASTERN e-mail of the academic plan decision and any credit hour/course decision limitations.

### Appeal Process

The student may submit documented reasons to the Financial Aid Office for failure to maintain satisfactory academic progress. Students may appeal to Pace and/or a GPA during the maximum period. Any appeals granted must be well documented to avoid federal standards of violations.

### Request to Appeal Satisfactory Academic Progress Suspension

Appeals may be decided by the Director of Financial Aid or their designated representative by either a 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, tornados, 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 are informed within fifteen (15) business days of the appeal decision once all documents are received.

### **Appeal Supporting Documentation**

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

- A signed statement from the student explaining her/his 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 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 are 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. To avoid difficulties involved in delinquent 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 award to be processed before grades are released for that semester. In addition, student loans cannot be processed after October 25<sup>th</sup> for the Fall semester and March 25<sup>th</sup> for the Spring semester. Federal regulations require that once the standing of the student is known, 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 are not retroactive.

## F. Appeal Decision

### Approved Appeals:

Students are placed on Financial Aid Probation with an academic plan if the appeal is approved. Students are 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 if the conditions are met as detailed in the SAP Contract. SAP Contracts are issued to each student via a letter detailing the conditions that must be met to continue receiving aid.

### Denied Appeals

Students are notified via a letter if the appeal is denied. Students must pay tuition out of pocket and cannot receive aid until they comply with the SAP policy.

Financial Aid SAP Appeals may be approved or denied; SAP committee decisions are final.

### Additional Rule:

\*Developmental Courses: A maximum of 15 hours of developmental courses can be attempted under financial aid.

Questions? [finaid@easternwv.edu](mailto: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 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 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. All faculty must forward an electronic version of their course syllabus to the Office of Academic Services before the start of the term. Instructors deviating from an approved syllabus must notify students of those changes in writing. Revisions must be sent to the appropriate Academic Division Chair/Associate Dean of Academics and Assessment or designee. A copy of the syllabus must be available to each student during the first-class period.

### Assessment/Institutional Effectiveness

Eastern's quality initiative ensures 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 improving student learning and excellence in teaching, as well as the assessment of support and administrative services to align with the College's 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's 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 standardized testing, students absent during a scheduled course examination are 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 practices 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, Associate Dean of Academics and Assessment, 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](mailto:dominic.phillips@easternwv.edu).

### **Student Instructor Evaluations – SmartEvals**

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 SmartEvals since spring 2022, are normally administered during 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 of 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/Associate Dean of Academics and Assessment at the term's conclusion. To protect student identity course results are distributed anonymously

### **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. This designed instrument will enable students to reflect on the learning curriculum and allow students to

convey the course content knowledge. Final assessment examples include comprehensive exams, group or individual presentations, written work, or demonstrations. Faculty members are expected to instruct for the entire scheduled period. Final assessments are 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 role at the institution. To all 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 an 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 is responsible for contributing to institutional and departmental missions in teaching, research (as applicable), and service as defined by the institution. The faculty member is responsible as a teacher for striving to speak with accuracy and with respect to 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 is 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 respective 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 develop competency in their own disciplines and strengthen their interests in related fields.
- 2.6 As members of an academic community, faculty members are also expected to participate in decisions concerning programs and in program review processes. A complete copy of Series 9 is available at <https://wvctcs.edu/wp-content/uploads/2023/07/135-09-sos-final-file-copy.pdf> or [WVCTCS - Homepage http://www.wvctcs.org](http://www.wvctcs.org) 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 (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 detached 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 instructors.
  - ▶ **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 *regularly*.
- Substantive Interaction is defined 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 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](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 6<sup>th</sup> 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 interactions.

Standard C.1. It is important for establishing standards that students will benefit from “regular and substantive interaction” in distance education courses. There are multiple ways to satisfy

this standard and adhere to distance learning characteristics; many are referenced in the rubric annotations. [Additional suggestions for course design elements](#) are included near the end of this RSI document as part of a self-help checklist for instructors.

### Distance Education Course Delivery Observations

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 either a Division Chair/Associate Dean of Academics and Assessment or Program Supervisor.

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 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
Time 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 inquiries, 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 on an announcement schedule.	Course materials state 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 are substantive and added 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.	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 utilizes Microsoft Teams for	

RSI Element	Example	Present in Course
Instructions explain how students can access virtual office hours.	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 include a module overview lecture by the instructor 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.).	Send a message or post an announcement to students previewing concepts introduced in the next unit and/or listing questions for students to consider while reading the textbook chapters.  Post an example of how a real-world situation or news article through link sharing relates to the assigned content.	<ul style="list-style-type: none"> <li>• Announcement tool (which can also be used in tandem with emails)</li> <li>• Medial (video and audio recordings in Brightspace LMS)</li> <li>• Email</li> <li>• Web links</li> </ul>	
Some course interactions are initiated by the instructor.	Post a discussion question and actively facilitate and forward the ensuing conversation in a discussion forum.  Ask a student to visit you during office hours or to schedule a phone call/videoconference.  Provide personalized feedback (using any medium – text, audio, etc.) for an individual student's assignment.	<ul style="list-style-type: none"> <li>• Discussion tools</li> <li>• Medial (video and audio recordings in Brightspace LMS)</li> <li>• Email</li> <li>• Microsoft Teams</li> <li>• Big Blue Button</li> <li>• Phone</li> <li>• Document markup and other grading tools in LMS</li> </ul>	
Discussion forums include active participation and/or facilitation by the instructor.	Respond to a student's post by asking a follow-up question on the content.  Post a weekly summary or highlights of that week's discussion forum.	<ul style="list-style-type: none"> <li>• Discussion tools</li> </ul>	
Direct instruction is provided in course materials (the instructor's lecture). The instructions can be delivered either synchronously or asynchronously. <i>Be aware of the need to ensure that lecture materials are accessible (captioning and/or transcripts).</i>	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).  Provide videos or audio recordings of instructor-created lectures for students to watch during a week of instruction.  Embed lecture audios in a PowerPoint	<ul style="list-style-type: none"> <li>• Medial</li> <li>• Teams</li> <li>• Big Blue Button</li> <li>• Zoom (for those with account access)</li> <li>• PowerPoint</li> <li>• Screen capture software (Camtasia, Snag-It, free Zoom account)</li> </ul>	

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>presentation and course materials.</p> <p>Grade includes breakdown of the score as represented on a detailed scoring rubric with the rubric visible for students to 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"> <li>• Rubric tool</li> <li>• Grading tools in LMS (audio recording, document markup, etc.)</li> <li>• Teams</li> <li>• Medial</li> <li>• Big Blue Button</li> <li>• Ellucian CRM Advise (pertains to Full-Time Faculty)</li> </ul>	
<p>Instructors extend 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 <a href="#">Dominic Phillips</a>.</p>	<ul style="list-style-type: none"> <li>• At-Risk Tracker (Excel spreadsheet)</li> <li>• Phone</li> <li>• Email</li> <li>• Microsoft Teams</li> <li>• Big Blue Button</li> </ul>	
<p>Instructor provides information or answers 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 summarizes class quiz performance and emphasizes content areas requiring additional demonstration and reinforcement.</p>	<ul style="list-style-type: none"> <li>• LMS content presentation tools</li> <li>• Discussion tool</li> <li>• Text documents</li> <li>• Medial</li> <li>• Big Blue Button</li> </ul>	

### Conclusion

These self-help checklists provided are not comprehensive but should give instructors some ideas on how to fulfill 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 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

Appendix A: Faculty Evaluation Forms  
**Form A**

**EASTERN WEST VIRGINIA COMMUNITY  
 & TECHNICAL COLLEGE**

***Faculty Classroom Observation***

Initial Observation: \_\_\_\_\_ Comprehensive Evaluation: \_\_\_\_\_  
**Date Date**

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

Summary of Subject Matter Presented:

<b>Criteria</b>	<b>Satisfactory</b>	<b>Recommend Improvement</b>	<b>Unable to Observe</b>
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			

Criteria	Satisfactory	Recommend Improvement	Unable to Observe
Stimulates active student participation and engagement			
Demonstrates awareness of students' comprehension of material presented			
Actively challenges students to expand comprehension of subject matter			

**INITIAL INSTRUCTIONAL EVALUATION**

**Evaluator Comments:**

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

<p><b>Conclusions</b></p> <p><b>General Evaluation Summary of Initial Observation:</b> Provide a general summary of observations. Areas identified as Recommend Improvement require explanations and an improvement plan with measurable outcomes.</p> <p><b>Append additional pages if necessary. If appending, include notation in box to "See attached."</b></p>
<p><b>Action Plan and Date for Reassessment</b></p> <p><b>Identify action plans for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached."</b></p>

## Comprehensive Instructional Evaluation

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

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

**General Evaluation Summary of Comprehensive Instructional Evaluation:** Provide a 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 a general summary of observations. Areas identified as Recommend Improvement require 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.”**

--

### **Action Plan and Date for Reassessment**

**Identify action plans for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to “See attached.”**

--

**ADDITIONAL EVALUATION EVIDENCE:**

Courses Taught for Semester/Year \_\_\_\_\_

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

Syllabus Review/ Completed: \_\_\_\_\_

Revision Made and Re-Submitted (if needed): \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Faculty’s Signature \_\_\_\_\_ Date: \_\_\_\_\_

Attachment A

**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 Textbook(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 Academic Dishonesty occurs on the part of a student, the case shall be managed according to 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 are 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 with 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. A schedule of course activities including testing dates, assignments, and assignments 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.

Attachment B

**Syllabus Checklist**

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

Syllabus Component	Contained in Syllabus		Comments
	Yes	No	
Course Number and Title*			
Instructor's Name			
Instructor's Contact Information and Availability for Advising Hours			
Semester and Year			
Day and Time of Class Meeting			
Course Index Number (CRN number listed in schedule)			
Course Materials: required text, supplemental materials			
Course Description*			
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			
Substantive Interaction Statement			
Course Schedule			
General Education Learning Outcomes			
BetterMynd Information			
Generative AI Statement			

\* 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, INTELLECTUAL PROPERTY, AND FAIR USE**

**SECTION 1. GENERAL**

- 1.1 Scope: This policy describes the rights and responsibilities of the College, all employees, and students regarding intellectual property, copyright, and fair use of 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 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** includes 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) acknowledge 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 within the scope of employment or in activities of the College. The College does assert ownership of copyrightable work when produced because 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 all intellectual property made, discovered, or created by a Covered Individual hired or commissioned by the College for that purpose.
  - b) The College will own all intellectual property made, discovered, or created by a Covered Individual within the scope of his/her employment by the College.
  - c) The College will own all intellectual property made, discovered, or created by a Covered Individual whose position description may include such duties, unless otherwise provided by written agreement between them and the College.
  - d) The College will own all intellectual property made, discovered, or created by a Covered Individual who uses college resources to develop work. In such situations, the College provides resources not available to faculty or has made a significant investment in the work's development by providing substantial financial, personnel, technology, facilities, or other resources.
  - e) The College, at its discretion, may release its rights of ownership of Intellectual Property. In such an event, the College shall retain a royalty-free license for educational purposes.
2. Covered Individual Ownership:
  - a) A Covered Individual owns all rights to Intellectual Property that is made, discovered, or created by the Covered Individual on his/her own time, utilizing his/her own resources; that does not involve significant use of College resources or equipment; for which purpose he/she was not hired or contracted by the College and whose job description does not include performance of such duties. It has been the prevailing academic practice to treat the faculty/staff member as the copyright owner of works 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 those produced with significant College resources or through a third-party agreement pertaining to Intellectual Property.
  - d) Eastern treats intellectual property created by students in the same manner as 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 of provisions. However, it is noted that the guidelines are ambiguous. If 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 devices inconsistent with copyright protection.

For example, users may not:

- Use file-sharing programs to obtain copyrighted materials such as music, DVDs, and other protected items without the permission of the copyright holder.
- Make copies of a licensed computer program to avoid paying additional license fees or to share with other users.

## Appendix C: Faculty Instructional Evaluation Regulation

Approved by BOG: November 18, 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 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 and Division Chair/Associate Dean of Academics and Assessment

and Vice President of Academics and Student Services.

**EFFECTIVE DATE:** NOVEMBER 1, 2011; REPLACES NOVEMBER 7, 2008, AND 2004;  
November 18, 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 are completed during the first semester a faculty member teaches. If recommendations are made for improvement, an observation is completed during the second semester they teach. The Classroom Observation Form (Form A) will be used as an evaluation instrument for this observation. A summary of the observation evaluation will be sent to the faculty by either the Division Chair/Associate Dean of Academics and Assessment 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. Portfolio materials should provide evidence of academic quality and instructional integrity. Portfolio materials will be reviewed by the appropriate Division Chair/Associate Dean of Academics and Assessment 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 are provided to faculty members and included in the evaluation to maintain the student's anonymity.
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/Associate Dean of Academics and Assessment or designee will complete the Syllabus Checklist (Form B) and request revisions and resubmission. A copy will be kept in the faculty portfolio and in the shared file. The syllabi evaluations are completed at each classroom observation and initial course offering.
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. Faculty can respond to items addressed in the evaluation.

A copy of the completed, signed evaluation (Form A) is forwarded to the Human Resources Office. The document is retained by either a Division Chair/Associate Dean of Academics and Assessment, Vice President of Academics and Student Services or designee responsible for implementation.

## Appendix D: Grade Appeals

### **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 appealed grade 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 a

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 the 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/Associate Dean of Academics and Assessment in the instructor's area. The Academic Division Chair/Associate Dean of Academics and Assessment shall assume the role of an informal facilitator and assist in 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 are given to the instructor and to the instructor's Division Chair/Associate Dean of Academics and Assessment. If within 10 college working days of receipt of the student's signed document the Division Chair/Associate Dean of Academics and Assessment does not resolve the problem to the satisfaction of the student, the student will forward the complaint to the VP of Academics and Student Services. (See step 3).

### *Step 3*

Within 15 College working days of receipt of the complaint, the Vice President of Academics and Student Services will establish an Ad Hoc representative committee for review and final resolution. This committee will consist of at least three members including a representative from Academic Services, a representative from Student Services, and at least one faculty representative. Additional committee members may be appointed at the discretion of the Vice President of Academics and Student Services.

1. Upon receiving an appeal, the committee will notify in writing the faculty members involved in 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 is forwarded to the student, instructor, the Academic Division Chair/Associate Dean of Academics and Assessment, and to the Vice President of Academics and Student Services involved. If the decision requires a change of grade, the instructor will act in accordance with the committee's decision.
5. If the instructor does not act within 10 college working days, the Academic Division Chair will make any necessary grade adjustment.
6. In the case of grade appeals, the Vice President of Academics and Student Services functions as the president's designee, therefore, implementation of this decision will end the appeal procedure.

Appendix E: 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 F: Class Sample List Letter

TO: ALL FACULTY  
FROM: Anne Degnan, ([ann.degnan@easternwv.edu](mailto:ann.degnan@easternwv.edu))  
DATE: August 21, 2025  
RE: Official Fall 2025 Class Lists

In a separate email you will receive your official enrollment class lists for your fall instruction courses; these listings are considered the **Official Class Lists for the Fall 2025 Term**. Students indicated on these listings are enrolled in the specified class as identified at the top of the form. You will receive one individual class list for each course. Please duplicate the copies for your convenience and return the original signed roster to Anne at [ann.degnan@easternwv.edu](mailto:ann.degnan@easternwv.edu) after fulfilling the following protocol:

1. Enrolled students who have not attended, logged on, or COMPLETED an assignment for online courses during the first week of class are removed and withdrawn from the class roster unless otherwise directed. Please compare your attendance records with the class list, if the listed names correspond with the students attending your class without discrepancies and these students have attended at least one class and/or completed an assignment, please sign the bottom of the class roster, and return it to Anne.
2. Identify absent students who have not participated or logged on or COMPLETED an assignment for online classes during the first week of class by **circling their name and student identification number; non-participating students are disenrolled from the course. Sign the bottom of the class lists and return to Anne by TUESDAY, SEPTEMBER 2, 2025, before 12:00 p.m.**
3. Attending students who have logged on and COMPLETED an assignment for online classes, but whose name and student identification number is not indicated on the class list are not permitted to continue attending class until the student can adequately prove a completed registration status or schedule changes through a Add/Drop form. Please direct registration questions and enrollment verification to Student Services.

**RETURN A CLASS LIST FOR EVERY COURSE WITH THE INSTRUCTOR'S SIGNATURE by TUESDAY, SEPTEMBER 2, 2025, before 12:00 p.m. either through fax at 304/434-7000 or email at [ann.degnan@easternwv.edu](mailto:ann.degnan@easternwv.edu).** By signing the lists, you are verifying the lists were compared to your attendance records and proper protocol was observed and followed in accordance with Eastern policy.

If you have any questions, please let me know. Thank you for your time and wishing everyone a successful semester.

## Appendix G: Mid-Term Sample Letter

Good Morning,

**MID-TERM WEEK for the FALL 2025 Term is OCTOBER 6<sup>th</sup> – 10<sup>th</sup> and MID-TERM GRADES are Due TUESDAY, OCTOBER 14<sup>th</sup> before Noon.**

- Please submit Mid-Term Grade lists to either the appropriate Division Chair/Associate Dean as directed or to Anne at [ann.degnan@easternwv.edu](mailto:ann.degnan@easternwv.edu).
- Students can view their Mid-Term Grades through their Eastern Portal account.

**MID-TERM GRADE REPORTS** are sent in a separate email. You must enter **a grade** for each student listed on the Grade Report. Offsite faculty can submit listings through a fax, scan, or email. **The FAX number is 304/434-7000.**

### **PLEASE OBSERVE THE FOLLOWING PROTOCOL:**

The only acceptable grade entries are “A,” “B,” “C,” “D,” or “F.” If you assign a “D,” “NC,” or “F” grade, **you must provide the last date of attendance or assignment submission** to assist the Financial Aid Office.

1. Faculty are **NOT** permitted to record a “W,” “AW,” “AU” or “-” on Mid-Term Grade Reports.
2. Do not report pluses and minuses grades.
3. Please sign every Mid-Term Grade Report.
4. Retain a copy for your records.
5. Assign EVERY student a grade.
6. Please notify the Vice President of Academics and Student Services of students who stop attending after mid-term class listings are submitted. The last day a student can withdraw with a “W” grade is October 31<sup>st</sup>. (Summer and Half Term’s add/drop, withdrawal, early alert, and mid-term dates fluctuate because of abbreviated scheduling)
7. Please notify at risk students of academic failure.

**THANK YOU IN ADVANCE FOR ACCURATE AND PROMPT COMPLETION OF MID-TERM GRADE REPORTS.**

## Appendix H: Final Grade Report Sample Letter

Good Morning,

I will email your **FINAL GRADE REPORTS** for the **SUMMER 2025** semester in a separate message. Please enter a grade for each student on every Final Grade Report according to college policy. **Grade Reports are due by MONDAY, AUGUST 11<sup>th</sup> before NOON.**

### **PLEASE OBSERVE THE FOLLOWING PROTOCOL:**

1. The only acceptable grade entries are “A”, “B”, “C”, “D”, “F”, “UF”, “I”, or “NC.” For “I” grade entries, please see the note below.

A “UF” grade is awarded to enrolled students who have either not attended or observed the last date to officially withdraw from the course. If you assign a “NC,” “UF,” or “F” grade, **you must provide the last date of attendance or submission of the last graded assignment** to assist the Financial Aid Office.

2. Faculty are **NOT permitted** to record a “W”, “AW”, “AU” or “-” on Final Grade Reports.
3. Do not report pluses and minuses grades.
4. Please sign every Final Grade Report as indicated.
5. Retain a copy for your records.
6. **Make sure EVERY student is assigned a grade.**

**\*NOTE\*** Faculty conferring **IN-PROGRESS**, “I,” grades **MUST** complete and submit an In-progress Grade Form. Please contact Anne for this form.

**Thank you for accurate and prompt SUBMISSION/ENTRY OF YOUR FINAL GRADE REPORTS.**

Appendix I: Academic Calendars

<b>Fall 2025</b>	
March 31	Fall 2025 Pre-registration Begins
March 31 – July 25	Continuous Pre-registration during Regular Business Hours
July 25	Last Day for Pre-registered Students to Pay
July 25	Payment Arrangements Must be Made at the Time of Registration
July 25	Drop Date for Nonpayment of Pre-registration
July 28 – August 15	General Registration (Payment required with registration)
August 18	Classes Begin
August 18 – 22	Add/Drop Period
September 1	Labor Day Holiday – College Closed
October 10	End of Mid-Semester (1 <sup>st</sup> eight weeks completed)
October 14	Mid-Semester Reports Due
October 31	Last Day to Withdraw with a Grade of "W" (11 weeks completed)
October 31	Registration for Spring 2026 Begins
October 31	Deadline for Graduation Applications for Fall 2025
November 21	Last Day of classes (Full-term classes only)
November 24 – 28	Thanksgiving Break (College Closed Nov. 27 <sup>th</sup> & Nov. 28 <sup>th</sup> )
December 1	Classes Resume
December 1 – 5	Final Exams
December 9	Final Grades Due by 12:00 Noon
December 22 – January 2	Holiday Break – College Closed**Subject to change**

<b>Spring 2026</b>	
October 31 – December 12	Spring 2026 Pre-registration Begins
October 31 – December 12	Continuous Pre-registration During Regular Business Hours
December 12	Last Date for Pre-registered Students to Pay
December 12	Payment Arrangements Must be Made at the Time of Registration
December 12	Drop Date for Nonpayment of Pre-registration
January 5 – 16	General Registration (Payment required with registration)
January 19	Martin Luther King Holiday – College Closed
January 20	Classes Begin
January 20 – 26	Add/Drop Period
February 27	Deadline for Graduation Applications for Spring 2026
March 13	End of Mid-Semester (1 <sup>st</sup> eight weeks completed)
March 16 – 20	Spring Break – No Classes
March 17	Mid-Semester Reports Due
March 23	Classes Resume
April 3	Last to Withdraw with a Grade of "W" (11 weeks completed)
April 3	Registration for Summer 2026 and Fall 2026 Begins
May 1	Last day of classes (Full-term classes only)
May 4 – 8	Final Exams
May 9	Commencement (10:00 AM)
May 12	Final Grades Due by 12:00 Noon

<b>Summer 2026</b>	
April 3	Pre-registration for Summer 2026 Begins
May 18	Classes Begin – 12-Week Courses
May 25	Memorial Day – College Closed
May 26	Classes Begin – 10-Week Courses
July 1	Last Day to Withdraw with a Grade of “W”
July 3	Holiday – College Closed – Observe July 4th
July 31	Last Day of Classes/Final Exams – 10-Week Courses
August 7	Last Day of Classes/Final Exams – 12-Week Courses
August 10	Final Grades Due by Noon

The Institution reserves the right to amend the academic calendar.

Appendix J: Faculty & Academic Services Committees

COMMITTEE ASSIGNMENTS FOR 2025 – 2026 (Faculty Highlighted in Yellow)

Eastern Board of Governors (BOG):

CHAIR: Sheldon Arbaugh

VICE CHAIR: Andrew Blackwood

Eastern Board of Governors

Dr. Thomas Striplin – President

Johnathan Brill

Melinda Chambers

John Kubeika

Shirley Murphy, Faculty Representative

Tiffany Sentman, Staff Representative

Sheena Van Meter

Academic Curriculum and Assessment Committee (ACAC):

CHAIR: Dominic Phillips, Associate Dean of Academics and Assessment

Monica Wilson, Vice President of Academics and Student Services

Nikki Chandler, Math Instructor

Jay Crites, Automotive Technology Faculty/Instructional Specialist

Anne Degnan, Academic Services Program Coordinator, non-voting member

Dr. Jason Draper, Director of Institutional Effectiveness

Sherry Michael, Education Programs Coordinator

Seyed Mirkhani, Division Chair for Business, Computer, and IT

Nathan Van Vranken, Science Faculty/BET Program Coordinator

Alicia VanMeter, Director of Nursing Program

Isaac Winfree, Cyber Intelligence Program Coordinator/ IT faculty

Academic and Student Services Committee:

CHAIR: Monica Wilson, Vice President of Academics and Student Services

Colton Allanson, Administrative Assistant

Edward Cole, Student Services Specialist

Anne Degnan, Academic Services Program Coordinator

Lacey Koontz, Workforce Program Manager

Seyed Mirkhani, Division Chair for Business, Computer, and IT

Dominic Phillips, Associate Dean of Academics and Assessment

Tiffany Sentman, Student Program Advisor

VACANT, Student Services Coordinator

Invited Guests: Lauren Arbaugh, Robert Burns, Trish Halterman

Budget Committee:

CHAIR: Alicia VanMeter, Director of Nursing

Dr. Thomas Striplin – President

Lauren Arbaugh, Director of Workforce and Continuing Education  
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, and IT

#### Commencement Committee:

CHAIR: Tiffany Sentman, Student Program Advisor  
Dr. Thomas Striplin – President  
Monica Wilson, Vice President of Academics and Student Services  
Lauren Arbaugh, Director of Workforce and Continuing Education  
Melanie Callaway, Nursing Faculty  
Edward Cole, Student Services Specialist  
Micaela Kidwell, Clinical Nursing Coordinator/Faculty  
Shirley Murphy, Business Instructor  
Jennifer Rexroad, Title III Advancement Services Specialist  
Barbara See, Administrative Secretary, Nursing  
Alicia VanMeter, Director of Nursing  
VACANT, Student Services Coordinator

#### Eastern Arts Society Committee:

CHAIR: Edward Cole, Student Services Specialist  
Robert Burns, Director of Non-Profits and Grants Management  
Anne Degnan, Academic Services Program Coordinator  
Debi Layton, Instructional Specialist: DHHR-TANF Liaison Psychology Faculty  
Dominic Phillips, Associate Dean of Academics and Assessment  
Sarah Purol, Adjunct Faculty-Sociology

#### EFARE Committee (Pending):

CHAIR: Curtis Hakala, English Faculty/Advisor  
Dr. Thomas Striplin – President  
Monica Wilson, Vice President of Academics and Student Service  
Mark Bennear, Adjunct Faculty-Psychology  
Katie Branson, Adjunct Faculty-Mathematics  
Lacey Oliverio, Adjunct Faculty-Art  
Dominic Phillips, Associate Dean of Academics and Assessment

#### Institutional Effectiveness Team (IET):

CHAIR: Trina Branson, Chief Financial Officer  
Co-CHAIR: Dr. Jason Draper, Director of Institutional Effectiveness  
Lauren Arbaugh, Director of Workforce and Continuing Education  
Robert Burns, Director of Non-Profits and Grants Management  
Edward Cole, Student Services Specialist  
Anne Degnan, Academic Services Program Coordinator  
Ron Hamilton, Chief Information Officer  
Dixie Heavener, Title III Project Director and Career Counselor  
Shirley Murphy, Business Instructor

**Dominic Phillips, Associate Dean of Academics and Assessment**

Jaennae Snyder, Human Resources Representative/Payroll/Title IX Coordinator  
VACANT, Student Representative/SGA Officer

**Learning Outcome Team (LOT):**

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

Lauren Arbaugh, Director of Workforce and Continuing Education

Anne Degnan, Academics Services Program Coordinator

**Sayed Mirkhani, Division Chair for Business, Computer, and IT**

**Dominic Phillips, Associate Dean of Academics and Assessment**

Tiffany Sentman, Student Program Advisor

Josie Teets, Student Representative/SGA Officer

Derek Thorne, Accounting/Fiscal Coordinator

**PTK Advisors:**

**CHAIR: Debi Layton, Instructional Specialist: DHHR-TANF Liaison Psychology Faculty**

Dixie Heavener, Title III Project Director and Career Counselor

**Micaela Kidwell, Clinical Nursing Coordinator/Faculty**

**Alicia VanMeter, Director of Nursing**

**Safety Committee:**

**CHAIR: Michael O'Leary, President's Office Administrator**

Michael Bush, Telecommunications Network Specialist

Edward Cole, Student Services Specialist

Madelyn Evans, Workforce Program Assistant

Paul Harman, Maintenance Specialist

**Shirley Murphy, Business Instructor**

Tiffany Sentman, Student Program Advisor

Jaennae Snyder, Human Resources Representative/Payroll/Title IX Coordinator

**Student Success Committee (Retention):**

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

Monica Wilson, Vice President of Academics and Student Services

Edward Cole, Student Services Specialist

Madelyn Evans, Workforce Program Assistant

**Curtis Hakala, Online Academic Advisor/English Faculty**

Dixie Heavener, Title III Project Director and Career Counselor

Lacey Koontz, Workforce Program Manager

**Debi Layton, Instructional Specialist: DHHR-TANF Liaison Psychology Faculty**

**Sherry Michael, Education Programs Coordinator**

Joshua Myers, Information Systems Technician

**Dominic Phillips, Associate Dean of Academics and Assessment**

Jennifer Rexroad, Title III Advancement Services Specialist

Jaennae Snyder, Human Resources Representative/Payroll/Title IX Coordinator

Josette Teets, Student Representative/SGA Officer

VACANT, Student Services Coordinator

NOTE: All main campus staff are invited to all meetings

### Teaching and Learning Group:

CHAIR: Nikki Chandler, Math Instructor

Melanie Callaway, Nursing Instructor

Jay Crites, Automotive Technology Faculty/Instructional Specialist

Anne Degnan, Academic Program Coordinator

Curtis Hakala, Online Academic Advisor/English Faculty

Rachael Hyre, Allied Health Instructor

Micaela Kidwell, Clinical Nursing Coordinator/Faculty

Debi Layton, Instructional Specialist: DHHR-TANF Liaison Psychology Faculty

Sherry Michael, Education Programs Coordinator

Sayed Mirkhani, Division Chair for Business, Computer, and IT

Shirley Murphy, Business Instructor

Alicia VanMeter, Director of Nursing

Nathan Van Vranken, Science Faculty/BET Program Coordinator

Melissa Wells, Online Instructional Consultant

Isaac Winfree, Cyber Intelligence Program Coordinator/IT faculty

### Technology Committee:

CHAIR: Ron Hamilton, Chief Information Officer

Monica Wilson, Vice President of Academic and Student Services

Lauren Arbaugh, Director of Workforce and Continuing Education

Trina Branson, Chief Financial Officer

Nikki Chandler, Math Instructor, Faculty Representative

Anne Degnan, Academic Services Program Coordinator, Staff Representative

Melissa Wells, Online Instructional Consultant

Student Representative, VACANT

#### NOTE: PAST GUESTS

Dr. Thomas Striplin – President

Jay Crites, Automotive Technology Faculty/Instructional Specialist

Dixie Heavener, Title III Project Director and Career Counselor

Sayed Mirkhani, Division Chair for Business, Computer, and IT

### Title III Steering Committee:

CHAIR: Dixie Heavener, Title III Project Coordinator and Career Counselor

Dr. Thomas Striplin – President

Monica Wilson, Vice President of Academics and Student Services

Madison Bolinger, Student Representative

Trina Branson, Chief Financial Officer

Robert Burns, Director of Non-Profits and Grants Management

Dr. Jason Draper, Director of Institutional Effectiveness

Ron Hamilton, Chief Information Officer

Debi Layton, Instructional Specialist: DHHR-TANF Liaison Psychology Faculty

Sayed Mirkhani, Division Chair for Business, Computer, and IT

Jennifer Rexroad, Title III Advancement Services Specialist

Melissa Wells, Online Instructional Consultant

Appendix K: DIRECTORIES

Eastern West Virginia Community & Technical College Board of Governors

Sheldon Arbaugh, Chair	
Andrew Blackwood, Vice Chair	
Dr. Thomas Striplin, President	
Jonathan Brill	Tiffany Sentman (Staff Rep.)
Melinda Chambers	Sheena VanMeter
John Kubeika	VACANT (Student Rep.)
Shirley Murphy (Faculty Rep.)	

Eastern West Virginia Community & Technical College President's Cabinet

Dr. Thomas Striplin, President  
 Lauren Arbaugh, Director of Workforce and Continuing Education  
 Trina Branson, Chief Financial Officer  
 Robert Burns, Director of Non-Profits and Grants Management  
 Dr. Jason Draper, Director of Institutional Effectiveness  
 Ron Hamilton, Chief Information Officer  
 Dixie Heavener, Title III Project Director and Career Counselor  
 Dominic Phillips, Associate Dean of Academics and Assessment  
 Jaennae Snyder, Human Resources Representative/Payroll/Title IX Coordinator  
 Monica Wilson, Vice President of Academics and Student Services

**EASTERN WV COMMUNITY & TECHNICAL COLLEGE**

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	<b>BOARD ROOM</b>			PO	104-A
9349	<b>BOARD ROOM - CONFERENCE TABLE</b>			(Purchase Orders)	
9222	<b>FRONT DESK (Colton Allanson)</b>			SS	LOBBY
9224	ALLANSON	COLTON	Administrative Assistant, BO Area	BO	108- C (BO)
9253	ARBAUGH	LAUREN	Program Coordinator, Workforce Education	WE	110
9225	BRANSON	TRINA	Chief Financial Officer	Admin/BO	108-D
9233	BURNS	ROBERT	Director of Non-Profit Management and Grants Management	Workforce	108-G
9257	BUSH	MICHAEL	Telecommunications Network Specialist I	IT	105-C
9232	CALLAWAY	MELANIE	FT Instructor, Nursing	Nursing	112-C
9244	CHANDLER	NIKKI	FT Instructor, Math	Academic	202-5
9243	COLE	ED	Student Services Specialist- Financial Aid	SS	101-D
9224	CONSTABLE	FELICA	Campus Service Worker	BO	108-C

9262	DEGNAN	ANNE	Academic Services Program Coordinator	Academic	202-B
9223	DRAPER	JASON	Director of Institutional Effectiveness	PO	<b>OFF SITE</b>
9250	DULING	DIANA	PT Cashier, Accounting Assistant I	BO	107
9229	HAKALA	CURTIS	English Professor/Advisor	Academic	<b>OFF SITE</b>
9609	HALTERMAN	PATRICIA	Ag Student Fellowship Coordinator	Workforce	113-C
9226	HAMILTON	RON	Chief Information Officer	Admin/IT	<b>OFF SITE</b>
9241	HARMAN	PAUL	Maintenance Worker I	Mtn	105-D
9239	HEAVENER	DIXIE	Title 3 Project Director and Career Counselor	PO	203
9608	HYRE	RACHEL	Allied Health Instructor – Workforce Education	Workforce	207
9413	KOONTZ	LACEY	Student Services Coordinator – WF	Workforce	111-B
9265	KIDWELL	MICAELA	FT Instructor, Nursing	Nursing	112-A
9242	LAYTON	DEBI	TANF Instructional Specialist	Academic	202-3
9264	MICHAEL	SHERRY	Education Programs Coordinator	Academic	202-A
9606	MILLER	DAVID	Agriculture Innovation Program Coordinator		113-D
9259	MIRKHANI	SEYED	Division Chair for Business, Computer & IT	Academic	202-C
9266	MONTGOMERY	TRENT	Marketing/Graphic Designer	SS	110
9274	MURPHY	SHIRLEY	FT Instructor, Business	Academic	202-D
9240	MEYERS	JOSHUA	Information Systems Technician	IT	105-B
9230	O'LEARY	MICHAEL	President's Office Administrator, <i>Part-time</i>	PO	108
9246	<b>PERSONNEL FILING ROOM</b>			BO	109
9271	PHILLIPS	DOMINIC	Associate Dean of Academics and Assessment	Academic	202-E
9261	REEL	LISA	Student Services Coordinator	SS	101-C
9247	REYES	KRISTEN	Admin/Accounts Payable Assistant	BO	108-C
9258	REXROAD	JENNIFER	Title III Advancement Services Specialist	PO	203
9268	SEE	BARBARA	Administrative Secretary, Nursing	Nursing	112-D
9256	SENTMAN	TIFFANY	Student Program Advisor	SS	101-A
9275	SNYDER	JAENNAE	Human Resources Representative	BO	108-F
9227	STRIPLIN	THOMAS	President	Admin/PO	108-A
9231	THORNE	DEREK	Accounting/Fiscal Coordinator	BO	108-B
9263	VAN VRANKEN	NATHAN	FT Instructor, Science	Academic	208
9267	VANMETER	ALICIA	Director of Nursing	Nursing	112-B
N/A	WINFREE	ISAAC	Cybersecurity Faculty	Academic	<b>OFF SITE</b>

<b>9235</b>	WILSON	MONICA	Vice President of Academics and Student Services	Admin/SS	101-B
<b>CLASSROOM EXTENSIONS</b>					
<b>1<sup>st</sup> FLOOR:</b> <u>RM 104B: 9511</u> ; <u>RM: 111: 9512</u> ; <u>RM 112: 9513</u> ; <u>RM 113: 9514</u>					
<b>2<sup>nd</sup> FLOOR:</b> <u>RM 201: 9515</u> ; <u>RM 204: 9516</u> ; <u>RM 205: 9517</u> ; <u>RM 206: 9518</u> ; <u>RM 208: 9519</u> ; <u>RM 209: 9520</u> ; <u>RM 211: 9521</u>					
<b>EASTERN TECHNOLOGY CENTER:</b> <u>TELEPHONE: 304/434-8000</u> ; <u>FAX: 304/257-20260</u> <u>ADDRESS: 150 Providence Lane</u> <u>Petersburg, WV 26847</u>					
<b>EXT</b>	<b>NAME</b>	<b>TITLE</b>			
<b>9412</b>	HIETT, BRENT	Advanced Technology/Wind Energy Faculty			
<b>9260</b>	PORCELLA, THOMAS	CDL Instructor			
<b>9415</b>	<b>WIRELESS PHONE</b>				
<b>9421</b>	CRITES, JAY	Automotive Technology Faculty/Instructional Specialist			

HIGH SCHOOL DIRECTORY	ADDRESS	TELEPHONE NO.
Hampshire High School	157 Trojan Way Romney, WV 26757	304/822-5016
Mineral County Technical Center	981 Harley O. Staggers Drive Keyser, WV 26726	304/788-4240
Moorefield High School	401 N. Main Street Moorefield, WV 26836	304/530-6034
Pendleton High School	PO Box 40/409 Maple Avenue Franklin, WV 26807	304/358-2573
Petersburg High School	207 Viking Drive Petersburg, WV 26847	304/257-1444
Tucker County High School	116 Mountain Lion Way Hambleton, WV 26269	304/478-2651
WV Schools for the Deaf & Blind	301 E Main Street Romney, WV 26757	304/822-4860
Union Educational Complex	52 Tiger Drive Mount Storm, WV 26739	304/693-7612

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 facilities 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.
- Campus visitors accompanied by minor children are expected to always provide direct supervision for the minor(s). 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, grounds, or vehicles in the college parking lot. Nor should 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 as visitors in college classes.
- Persons on campus who are found 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 always provide direct supervision for the minor(s). To ensure the safety and security of children and safeguard the educational and work environment of the college, no employee, student, or visitor may leave a child unattended. This includes campus buildings, grounds, or vehicles in the college parking lot. Nor should a child be left with a college employee unless the employee supervises the child in an authorized capacity for a program or activity in which the child is enrolled. Children are not

permitted to attend college classes.

- Only service animals are allowed access to campus facilities; other animals are not allowed.
- 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 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. Guests 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 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 can access campus facilities and college vehicles; other animals are not allowed.

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

Appendix M: 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 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 Suicide Prevention information through shared activities and events. New students will receive information at the new student orientation. Other information avenues include student email listserv, website and the campus student newsletter, and 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 students' concerns.

Information is also available to faculty and staff regarding recognizing behavior that may signal suicidal intent. Guidelines on intervention are 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 extraordinary circumstances may arise which require deviation from these guidelines, and that administrative discretion must be exercised in these circumstances.

1. The Vice President of Academics and Student Services will be notified immediately. If the Vice President of Academics and Student Services is not available the next available Administrator, or designee should be contacted immediately.
2. The 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 a mental health assessment upon arrival on campus.
4. The 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 Vice President of Academics and Student Services, or designee that same day. An attempt will be made to set an agreed 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 managed 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 Vice President of Academics and Student Services immediately. If the 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 N: 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 this guide, it is important to keep the following points in mind:

We are an open enrollment institution, meaning we welcome all students regardless of prior background or experience. A high school IEP is not sufficient for activation of special accommodations in higher education.

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

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

**DIFFERENCES BETWEEN HIGH SCHOOL AND COLLEGE**

<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Right to an Education	Title V-Privilege, Not a Right
School District is responsible for identifying the learning or other type of disability	The student provides documentation establishing verification of learning or other types of disability.
School District designs the Individual Education Plan (IEP)	The student self identifies his/her needs to a DSO from the Student Services Department with documentation from a licensed professional with recommended accommodations. Consideration

	determined on a case-by-case basis.
School District ensures that IEP is implemented	The student is responsible for their own academic progress towards their goals.
Teacher functions as an advocate	Students 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 (e.g., 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 applying for admission. Everyone interested in taking an Eastern class must apply to the Admissions Office. Forms can be obtained from and returned to the Admission Office. You may also complete the application online and submit it.

#### **STEP 2: College Assessment Tests**

Take the English and Math Placement Tests. Once your enrollment application is processed, you are 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 and responsibilities for the first semester plan, transfer and degree requirements, and student services. Once your enrollment application is processed, you are 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 or physical disability including Attention Deficit Disorder (ADD), you should schedule an appointment, send an email, or call Student Services DSO. The student will complete an application for services. The student must submit documentation from a licensed medical professional verifying his/her disability with a list of recommended accommodations. DSO/Student Services Department contacts are Tiffany Sentman at 304/434-8000 X9256, [tiffany.sentman@easternwv.edu](mailto:tiffany.sentman@easternwv.edu) or Monica Wilson at 304/434-8000 X9235, [monica.wilson@easternwv.edu](mailto:monica.wilson@easternwv.edu).

#### **STEP 5: Determination of Eligibility for Services**

Based on the submitted information, a Student Services DSO and appropriate content faculty/staff determines student eligibility for special services.

#### **STEP 6: Make an Appointment**

If you are eligible for these services, you should make an appointment with a Student Services DSO to determine what specific services are provided.

**STEP 7: Notification to Instructors**

Approved Special Accommodations are sent to your professors by a Student Services DSO based on your schedule at the end of the 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 those Accommodations. The meeting must be at least 1 week before the first exam or other affected assignments. Communication with his/her instructors is key to receiving special accommodations and for overall success!



**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 a Student Services DSO, 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 accommodation is reasonable and will be observed for applicable exams/assignments/etc. throughout the remainder of the semester.

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

After discussing the above authorized accommodations, the student declined all.

Student Signature: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

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